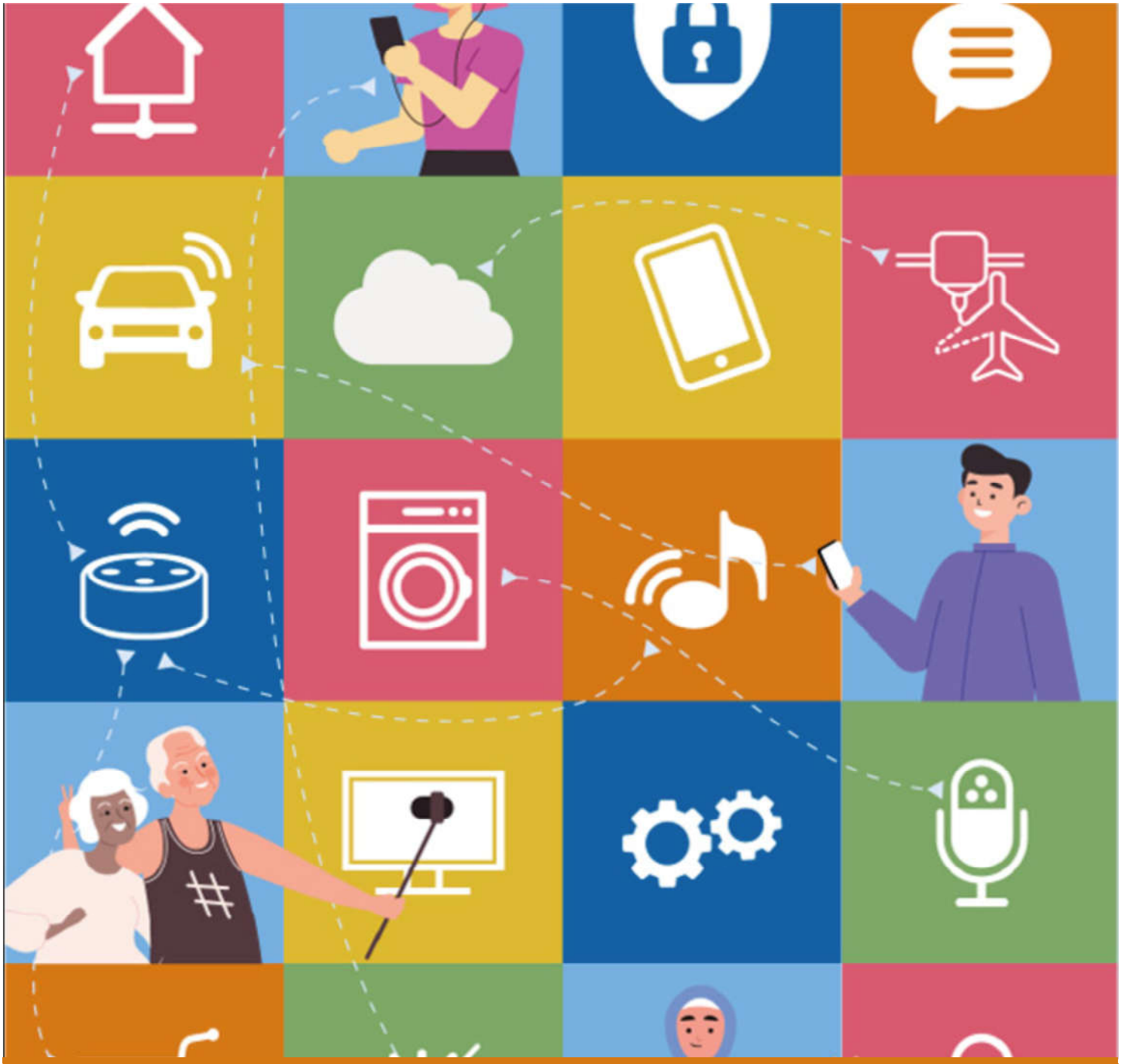

MICROCREDENTIALS FOR DIGITAL CONTENT CREATION
COMPETENCE 3.1:
DEVELOPING DIGITAL CONTENT

DSW
DIGITAL SKILLS WALLET

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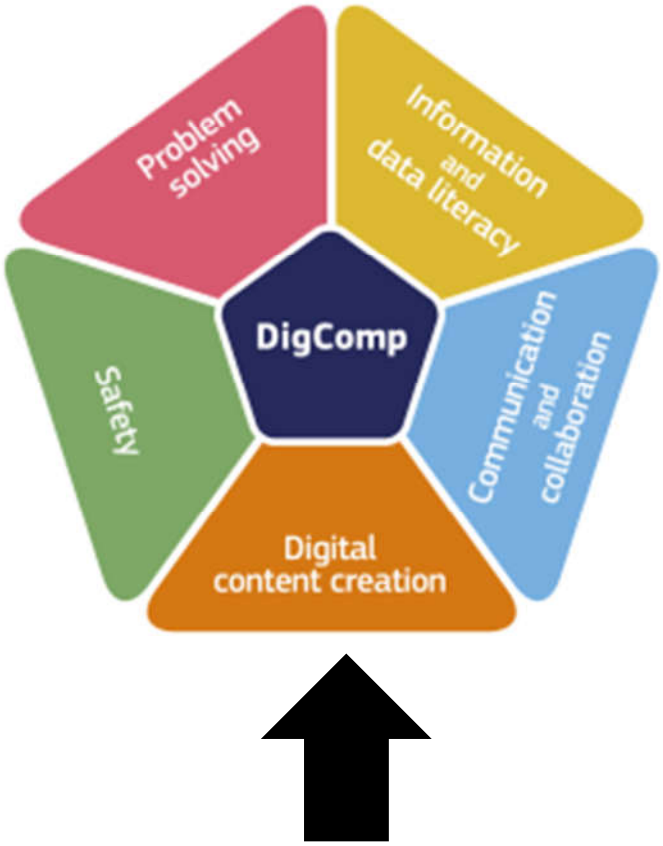
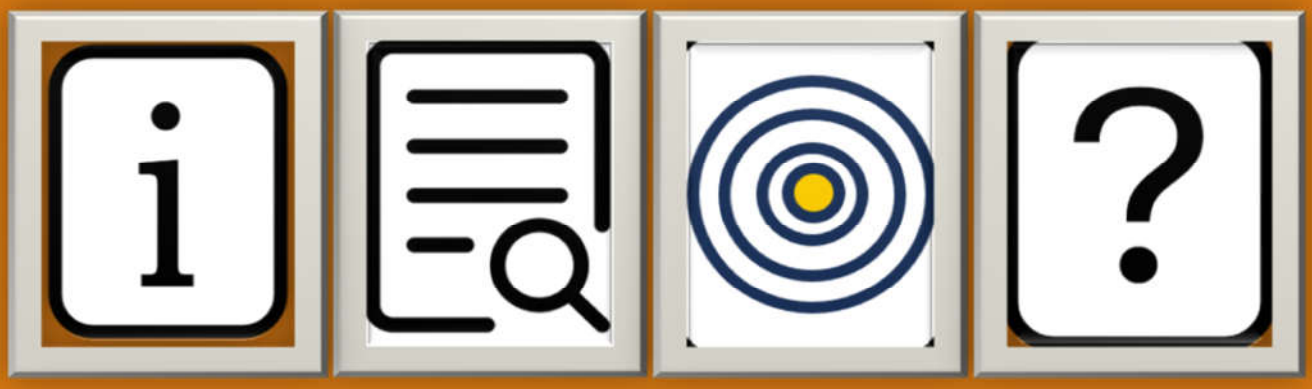
Micro credentials for competence:

3.1: DEVELOPMENT OF DIGITAL CONTENT



Contents

FOUNDATION LEVEL
(LEVEL 1 and LEVEL 2)



Basic Text Documents Creation and Formatting - 1 (MC 3.1.A.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Basic Text Documents Creation and Formatting - 1** **Code: MC 3.1.A.1**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.1)

Learning Outcomes (ref. Level 1 LOs 3.1.1 - 3.1.4):

- Understanding the interface of a word processor.
- Knowledge on the basic documents' components.
- Basic typing proficiency.
- Capacity to apply basic operations on digital text.

Description (MC 3.1.A.1)

Digital text document creation and formatting at a foundation level encompasses the knowledge and the skills necessary for producing and formatting simple documents for different purposes. These skills are applicable in fields like office administration, content creation or academic writing.

At a foundation level of proficiency in digital text documents creation, individuals typically should acquire first the basic knowledge and skills related to working with digital text. At this level users should know the fundamental elements composing any digital text document, - characters, words, paragraphs, sections, and should be aware of their role within the digital text. Understanding the functions, services and options available within the menus of text processors, - the software applications for digital text formatting, should be possessed by any user at this level of proficiency. This also extends to creating a new digital text document and saving it with an appropriate name and file format.

Awareness of the basic text editing operations like cut, copy, paste and undo, as well as the familiarity with keyboard shortcuts and the concepts of font style, size, color, alignment or spacing should complete this body of basic knowledge users should possess.

Questions (MC 3.1.A.1)

1. Explain the steps to install a new software application on your computer.
2. Have you ever installed word processing software like Microsoft Word or Google Docs?
3. Describe the process of applying formatting options like bold, italics, and underline to text.
4. How do you perform basic editing tasks such as copying, cutting, and pasting text within a document?
5. Explain how to change font styles, sizes, and alignments in a document.

Basic Text Documents Creation and Formatting - 2 (MC 3.1.A.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Basic Text Documents Creation and Formatting - 2** **Code: MC 3.1.A.2**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.2)

Learning Outcomes (ref. Level 1 LOs 3.1.5 - 3.1.8):

- Understanding the role of options in the framework of a word processor.
- Knowledge on digital text files formats and management procedures.
- Ability to apply the basic operations of document management.
- Openness to communicate messages or information to the audience.

Description (MC 3.1.A.2)

At this foundation level of competence, individuals should have the capacity to apply formatting to text, such as making text bold, italic, or underlined, adjusting font size and alignment, and the ability to copy text from one location and paste it into another, both within the same document or between different documents.

In addition, capabilities such as navigating through text, selecting and deleting text, - by character or by entire blocks of text, conducting basic text searches within documents to locate specific words or phrases, copying text from a digital source and pasting it into a text document, paragraph formatting and page setup, all add to the body of knowledge and the set of skills specific to this level of proficiency.

Users should also be able to recognize the standard text file formats, comprehending how to generate, save, open, and manage text documents in directories on a computer or device. This also extends to saving, retrieving, organizing, renaming and relocating text files within the computer's file system. Knowing how to convert between standard formats fall within the space of knowledge specific to foundation proficiency in digital text processing. Furthermore, users should be proficient in accessing, storing, retrieving, importing, and exporting text documents across various platforms.

Questions (MC 3.1.A.2)

1. How do you find and delete words and blocs of text in a digital text document??
2. Explain how to change font styles, sizes, and alignments in a document.
3. How do you insert bullet points or numbering in a document and adjust their formatting?
4. Explain the steps to save a document in a specific folder or location. How do you rename a file?
5. Can you differentiate between various file formats (e.g., .docx, .pdf) and when to use each format?

Basic Text Documents Creation and Formatting - 3 (MC 3.1.A.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Basic Text Documents Creation and Formatting - 3** **Code: MC 3.1.A.3**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.3)

Learning Outcomes (ref. Level 2 LOs 3.1.9 - 3.1.13):

- Awareness of built-in grammar and spelling tools in a word processor.
- Capacity to apply simple formatting operations or transfer operations on digital text files.
- Ability to perform file management operations on digital text files.
- Ability to review, proof read documents and print text documents.
- Openness and motivation to improve the clarity of information in digital text files,

Description (MC 3.1.A.3)

Digital texts creation involves planning, writing, editing, and formatting text to effectively achieve the goal of conveying information. It involves as well understanding the importance of formatting and styling text documents to improve readability, as well as considerations for engagement in an online context.

At a foundation level of proficiency in digital text creation and formatting users should be conscious of the role of spell-checking and grammar tools within text processing software, and understanding how to print a document, which involves selecting a printer, configuring print options, and addressing elementary printing problems, also fall within the scope of foundation proficiency level.

At a comparable level of competence, individuals should have the ability to create and format lists, to apply themes and styles and to insert page breaks, headers and footers in a document. Completing this foundational level of proficiency in digital text creation and formatting is the ability to review and proofread a document for errors, encompassing spelling, grammar, and formatting issues, using built-in spelling and grammar checking tools to identify and rectify errors within the text.

As individuals progress beyond the foundation level, they can build on these skills to become more proficient in text processing and document production.

Questions (MC 3.1.A.3)

1. How do you create and format headings in a document?
2. How do you perform printing documet tasks?
3. Describe the process of proofreading a document for spelling and grammar errors.
4. What tools or features in can assist users in checking document readability or grammar?
5. What would you do if the formatting in your document appears inconsistent or distorted?
6. Why is it important to create documents that are accessible to individuals with disabilities?

Image Editing and Graphic Design Foundations - 1 (MC 3.1.A.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Image Editing and Graphic Design Foundations - 1** **Code: MC 3.1.A.4**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.4)

Learning Outcomes (ref. Level 1 LOs 3.1.14 - 3.1.18):

- Understanding the interface of an image editing software.
- Knowledge of the file formats used in digital image and graphics editing.
- Basic knowledge of photo editing.
- Understanding of color theory.
- Ability to manage resolution and image size.

Description (MC 3.1.A.4)

At this foundational level, individuals should possess the fundamental understanding of image editing software tools, file formats, resolution, color theory, and basic editing techniques. The following key knowledge areas and skills are necessary for the basic manipulation and creation of visual content:

Image-editing software features: knowledge of in basic user interfaces, tools, and functions of image editing and understanding the layout, toolbars, and functions like selection tools, layers, and filters are fundamental.

File formats: knowledge of common image file formats such as JPEG, PNG, GIF, BMP, and TIFF, together with the understanding when to utilize these formats for preserving the image quality.

Color theory: understanding color theory and models like RGB (Red, Green, Blue) and CMYK (Cyan, Magenta, Yellow, Key/Black), managing color schemes, and ensuring color accuracy in different contexts.

Basic photo editing: knowledge of photo editing techniques, including cropping to focus on specific elements, resizing images, retouching imperfections, and color correction to enhance or color balance and brightness.

Resolution and image size: the ability to adjust image resolution and size is imperative for various media and applications. Understanding the relationship between resolution and image quality, as well as resizing images for specific is essential to for managing image resolution and size.

Questions (MC 3.1.A.4)

1. Explain the purpose of the zoom tool and how to use it effectively.
2. What functions are typically found in the 'File' menu of image editing software??
3. Explain the differences between JPEG, PNG, and TIFF file formats in terms of compression and quality.
4. Define primary colors, secondary colors, and tertiary colors in the context of color theory.
5. Describe the difference between monochromatic, analogous, and complementary color schemes.
6. Define resolution and explain how it affects the quality of an image.
7. What is the difference between pixels per inch (PPI) and dots per inch (DPI)?
8. How would you resize an image while maintaining its aspect ratio in an image editing software?

Image Editing and Graphic Design Foundations - 2 (MC 3.1.A.5)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Image Editing and Graphic Design Foundations - 2 Code: MC 3.1.A.5
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.5)

Learning Outcomes (ref. Level 1 LOs 3.1.19- 3.1.23):

- Understanding the principles of image composition.
- Knowledge on image typography.
- Capacity to use the selection tools.
- Ability to use layers and masks.
- Ability to apply filters and effects.

Description (MC 3.1.A.5)

At this foundational level of expertise in digital image and graphics, several key skills and knowledge areas are important for effective visual design:

Image Composition: understanding the principles of image composition involves grasping concepts like the rule of thirds, which guides placing key elements along intersecting lines for balanced visuals. It also encompasses achieving visual equilibrium through balance and directing viewer attention using focal points.

Typography: knowledge of font selection based on styles and contexts, along with text placement that harmonizes with the image composition, is crucial for conveying messages effectively.

Selection tools: proficiency in using selection tools like marquee, lasso, and magic wand enables precise editing by isolating specific parts of an image. Mastery of these tools allows for detailed and accurate modifications.

Layers and masks: familiarity with working on layers and masks aids in non-destructive editing. Understanding how layers function and utilizing masks for editing without altering the an image for reversible modifications.

Filters and Effects: the ability to apply filters and effects and knowledge of various filters and effects, their applications, and how they can enhance or transform images is key to creating visual content.

These foundational skills in image composition, typography, selection tools, layers and masks, as well as filters and effects, will users to create visually compelling and well-designed digital images and graphics.

Questions (MC 3.1.A.5)

1. How would you describe the concept of balance in an image, and why is it important?
2. How do you determine the appropriate placement of text within an image to maintain visual balance?
3. What challenges might arise when using selection tools, and how would you address them?
4. How do layer masks facilitate non-destructive editing, and when would you typically use them?
5. Explain the difference between using filters and applying effects in image editing.
6. How do you determine which filter is suitable to achieve a specific visual outcome in an image?
7. Share an example of a visual effect achieved through filters or and its impact on the overall image.

Image Editing and Graphic Design Foundations - 3 (MC 3.1.A.6)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Image Editing and Graphic Design Foundations - 3** **Code: MC 3.1.A.6**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.6)

Learning Outcomes (ref. Level 2 LOs 3.1.24 - 3.1.28):

- Knowledge of exporting images.
- Capacity to realize basic retouching of images.
- Capacity to apply color corrections to digital images.
- Ability to crop and resize digital images.
- Capacity to create simple digital drawings.

Description (MC 3.1.A.6)

At this foundational level of expertise in digital image and graphics, the following skills and knowledge areas are critical for effective image manipulation and creation:

Image export and optimization: this involves knowledge of exporting images suited for different platforms, considering both file size and quality. Understanding the optimal balance between file size and maintaining image quality is crucial for ensuring images display correctly across various mediums.

Basic retouching: proficiency in retouching and removing imperfections from images. Skills in using tools like healing brushes or clone stamps to enhance portraits or correcting minor flaws are essential.

Color correction: the ability to adjust brightness, contrast, and color balance in images is vital for achieving desired visual aesthetics. Understanding how these adjustments impact the overall appearance of an image.

Cropping and resizing: proficiency in cropping and resizing images to fit specific dimensions or aspect ratios for tailoring images for different purposes, such as web banners, social media posts, or print materials.

Basic digital drawing and illustration: skills in creating digital drawings and illustrations using various software tools. Capacity to apply the basic drawing techniques, shapes, lines, and layers..

Mastering these foundational skills forms a strong base for individuals entering the field of digital image manipulation and graphic design. These skills are essential for creating visually professional digital content.

Questions (MC 3.1.A.6)

1. How do you determine the appropriate file format and compression settings when exporting an image for web versus print?
2. What tools and techniques would you use to retouch a portrait photo and remove?
3. How do you determine the appropriate adjustments for contrast and color balance in an image
4. When resizing an image, what factors do you consider to maintain image quality and aspect ratio?
5. How does cropping contribute to improving the composition of an image?
6. What basic tools and techniques are commonly used for digital drawing and illustration?

Image Editing and Graphic Design Foundations - 4 (MC 3.1.A.7)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Image Editing and Graphic Design Foundations - 4** **Code: MC 3.1.A.7**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.7)

Learning Outcomes (ref. Level 2 LOs 3.1.29 - 3.1.33):

- Knowledge of image compression techniques.
- Understanding of color calibration principles.
- Capacity to realize metadata and image file management.
- Ability to create own individual portfolio.
- Awareness of image licensing.

Description (MC 3.1.A.7)

At this foundational level of expertise in digital image and graphics, the following skills and knowledge areas are critical for effective image manipulation and creation:

Image compression: basic knowledge of image compression techniques enables reducing file sizes while maintaining acceptable quality. Understanding methods like lossless compression aids in optimizing images for various platforms without compromising visual integrity.

Color calibration: recognizing the significance of color calibration ensures consistent and accurate color reproduction across devices and mediums and helps maintain the fidelity of colors in digital images.

Metadata and file management: proficiency in organizing images and adding metadata for efficient management of digital assets. Knowledge of tagging and categorizing to improve accessibility.

Portfolio development: Developing a portfolio to showcase one's work and skills is essential for professional advancement. Creating a cohesive and visually appealing portfolio that highlights diverse projects demonstrates competence and expertise to potential employers or clients.

Understanding image licensing: Awareness of copyright and licensing issues when using and sharing images. Understanding different types of licenses and respecting intellectual property rights ensures ethical and legal image usage in professional contexts.

Questions (MC 3.1.A.7)

1. How does image compression impact file size and image quality? Provide examples.
2. Why is color calibration important for consistent color reproduction across different devices?
3. What is the purpose of adding metadata to images, and how does it aid in efficient retrieval and management?
4. Define copyright and explain its relevance in the context of using and sharing images.
5. Describe different types of image licenses and their implications for image usage in professional contexts.

Basics of Digital Video Content Creation - 1 (MC 3.1.A.8)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Basicis of Dgital Video Content Creation - 1** **Code: MC 3.1.A.8**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**FOUNDATION**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.8)

Learning Outcomes (ref. Level 2 LOs 3.1.34 - 3.1.37):

- Understanding of video formats.
- Ability to manipulate various video formats.
- Ability to operate a camera.
- Ability to use video editing software

Description (MC 3.1.A.8)

At the foundational level of expertise in digital video creation and editing, understanding video formats forms forms the basis. It involves recognizing various file formats such as MP4, AVI, and MOV, and comprehending their fundamental traits, including compression, quality levels, and compatibility across different platforms. This knowledge is pivotal for selecting the appropriate format to suit specific needs, considering factors like file size, playback quality, and device compatibility.

Additionally, possessig the ability to perform basics of camera operation is essential. Proficiency in handling a camera encompasses knowledge of adjusting focus, managing exposure settings, framing shots effectively, and understanding basic shot compositions like wide, medium, and close-up angles. These skills lay the foundation for capturing visually compelling and well-composed footage.

Furthermore, familiarity with video editing software interfaces like iMovie or Windows Movie Maker is crucial. This proficiency enables individuals to perform simple edits, such as cutting clips, trimming unwanted sections, and incorporating basic transitions. Having a basic understanding of these tools empowers beginners to start manipulating video content and assembling sequences cohesively.

At the foundational level, a grasp of video formats, camera operation basics, and introductory skills in video editing software sets the stage for individuals entering the realm of digital video creation and editing.

Questions (MC 3.1.A.8)

1. What are the primary differences between common video file formats like MP4, AVI, and MOV in terms of compression, quality, and compatibility? Provide an example of a scenario where you might choose one format over another.
2. How would you approach transferring video files in different formats across various platforms and devices while ensuring optimal compatibility and maintaining quality?
3. How would you adjust camera settings for different shot compositions such as wide, medium, and close-up shots?
4. What are the primary tools and functionalities you would utilize to perform edits like cutting, trimming, and adding basic transitions? Provide a brief overview of the steps you'd take in this process.

Basics of Digital Video Content Creation - 1 (MC 3.1.A.9)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Basicis of Dgital Video Content Creation - 2 Code: MC 3.1.A.9
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.9)

Learning Outcomes (ref. Level 2 LOs 3.1.38 - 3.1.41):

- Understanding of storytelling in videos.
- Understanding of basic editing techniques.
- Knowledge of basic transitions.
- Ability to carry on audio-video synchronization.

Description (MC 3.1.A.9)

At the foundational level of expertise in digital video creation and editing, understanding storytelling principles is fundamental. It involves grasping the basics of narrative structure, pacing, and conveying messages visually. Comprehending how to construct a story through video, including establishing a beginning, middle, and end, sets the groundwork for crafting engaging content that resonates with audiences.

Furthermore, knowledge of basic editing techniques is essential. This includes understanding how to cut, trim, and arrange video clips on a timeline effectively. These skills enable beginners to piece together footage cohesively, ensuring a coherent flow and logical progression within the video.

Additionally, having an understanding of basic transition effects is crucial. Knowing when and how to use transitions like fades or dissolves aids in creating smooth scene changes, maintaining viewer engagement, and avoiding abrupt visual shifts that might distract from the narrative. Moreover, the ability to synchronize audio and video tracks in editing software is important. Ensuring alignment between visual and auditory elements enhances the overall coherence and impact of the video content.

In essence, foundational expertise in digital video creation and editing encompasses understanding storytelling fundamentals, basic editing techniques, knowledge of transitions, and the ability to synchronize audio and video, providing a solid groundwork for effective video production.

Questions (MC 3.1.A.9)

1. How would you define the significance of storytelling principles in videos, including narrative structure, pacing, and conveying messages visually? Provide an example of a video that effectively employs these principles and explain why it's successful.
2. How would you utilize cutting, trimming, and arranging video clips on a timeline to enhance the flow and coherence of a video project?
3. When discussing basic transition effects in video editing, what are some common transitions (e.g., fade, dissolve) and their respective applications?
4. Why is synchronization essential, and how would you ensure coherence between visual and auditory elements to maintain a seamless viewing experience?

Basics of Digital Video Content Creation - 3 (MC 3.1.A.10)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Basicis of Dgital Video Content Creation - 3 Code: MC 3.1.A.10
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.10)

Learning Outcomes (ref. Level 2 LOs 3.1.42 - 3.1.45):

- Understanding of video resolution and quality.
- Understanding of lighting techniques in video production.
- Understanding of the fundamentals of color correction.
- Basic audio editing ability.

Description (MC 3.1.A.10)

At the foundational level of expertise in digital video creation and editing, understanding video resolution and quality is important. It involves being aware of different video resolutions such as 1080p or 4K and of their impact on video quality, file sizes, and viewing experiences. This knowledge helps in selecting appropriate resolutions based on intended output, balancing quality against storage or bandwidth constraints.

Moreover, recognizing the importance of lighting in video production is crucial. Having a basic understanding of how lighting influences video quality, including the concepts of natural and artificial light, as well as fundamental lighting setups, lays the groundwork for capturing visually appealing footage.

Furthermore, understanding the fundamentals of color correction is essential. This involves a basic grasp of adjusting color balance, contrast, and brightness levels to enhance the visual aesthetics of video content, ensuring a more polished and professional look. Additionally, possessing basic audio editing skills is important. Being able to edit audio tracks by adjusting volume levels, applying fade-ins/fade-outs, and eliminating background noise contributes to improving the overall audio quality of the video.

Foundational expertise in digital video creation and editing includes understanding video resolution's impact, acknowledging the significance of lighting, grasping basic color correction principles, and possessing fundamental audio editing skills, forming the bedrock for creating visually and audibly engaging video content.

Questions (MC 3.1.A.10)

1. How does video resolution impact video quality, file size, and the viewing experience?
2. Could you elaborate on the role of lighting in video production? Explain the differences between natural and artificial lighting and describe a basic lighting setup that enhances video quality.
3. What are the primary objectives of color correction in video editing? Describe the basic adjustments you would make to enhance visual appeal through color correction, such as modifying color balance, contrast, and brightness levels.
4. What techniques would you employ to adjust volume levels, incorporate fade-ins/fade-outs, and reduce background noise in audio tracks to improve overall audio quality?

Basics of Digital Video Content Creation - 4 (MC 3.1.A.11)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Basicis of Dgital Video Content Creation - 4 Code: MC 3.1.A.9
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	FOUNDATION
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.A.11)

Learning Outcomes (ref. Level 2 LOs 3.1.46 - 3.1.49):

- Knowledge of audio components and techniques.
- Knowledge of exporting and publishing.
- Knowledge of effects and filters.
- Ability in file management and organization.

Description (MC 3.1.A.11)

At the foundation level of expertise in digital video creation and editing, having knowledge of audio elements forms an integral part. This includes a basic understanding of audio components such as volume levels, incorporating sound effects, and overlaying music in video content. This knowledge enables creators to manage audio elements effectively, ensuring a balanced mix and enhancing the overall quality of the video.

Additionally, an introduction to exporting and publishing videos is crucial. Understanding the basics of exporting video projects from editing software and publishing them on platforms like YouTube or social media is essential for sharing content with audiences. This knowledge allows beginners to navigate the process of finalizing and presenting their video creations to the public.

Furthermore, being introduced to effects and filters adds value to video content. Having a basic understanding and application of simple effects and filters, such as black & white or sepia, helps enhance the visual aspects of videos, adding creative elements and improving visual appeal.

Lastly, file management and organization are foundational skills. The ability to systematically organize video files, footage, and project elements ensures easy access and contributes to an efficient workflow, preventing confusion and streamlining the editing process.

Foundational expertise in digital video creation involves understanding audio basics, familiarity with exporting and publishing, an introduction to effects and filters, and proficiency in file management and organization, laying the groundwork for effective video production and editing.

Questions (MC 3.1.A.11)

1. How would you define basic audio components in video content? Explain the role of volume levels, sound effects, and music overlays in enhancing the overall audiovisual experience of a video.
2. Can you outline the process of exporting a video project from editing software and publishing it on online platforms like YouTube or social media?
3. What are some considerations to ensure successful publishing and reach?
4. Provide examples of simple effects (e.g., black & white, sepia) and explain how applying these filters can enhance the visual aspects of a video.
5. How would you systematically organize video files, footage, and project elements for easy access and to maintain an efficient workflow throughout the editing process?

INTERMEDIATE LEVEL
(LEVEL 3 and LEVEL 4)

Digital Documents Design and Layout - 1 (MC 3.1.B.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Documents Design and Layout - 1** **Code: MC 3.1.B.1**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.1)

Learning Outcomes (ref. Level 3 LOs 3.1.50 - 3.1.53):

- Knowledge on advanced list formatting.
- Knowledge on advanced table formatting.
- Knowledge of page and document formatting.
- Ability to use advanced formatting techniques and complex objects in a document.

Description (MC 3.1.B.1)

Intermediate users in digital text document formatting should have a good grasp of essential formatting tools and can create more complex documents. At this level of proficiency in digital text formatting, users are expected to possess a deeper understanding of formatting techniques, which include knowledge on advanced lists and table formatting. Merging and spliting table cells, use of nested tables and border styles, understanding of how to create and update a table of contents with different levels and styles, and knowing of how to insert and customize page breaks, including controlling orphan and widow lines, all add to the body of knowledge and the set of skills specific to this level of proficiency.
Understanding how to create and update cross-references to headings, figures, tables, or other document elements, as well as the ability to create and use macros to automate repetitive tasks and formatting processes should be possessed by any user at this level of proficiency in developing digital textual content.

At an intermediate level of digital text formatting, users should have a deeper understanding of formatting techniques and be proficient with more advanced features of document design software.

Questions (MC 3.1.B.1)

1. Explain the process of creating and formatting tables in a word processing software
2. Explain the process of creating and formatting lists and numberings in a word processing software.
3. Explain the process of creating and applying styles in a word processing software.
4. Explain how would you create a table of contents.
5. Describe how to create headers or footers with different content on odd and even pages.
6. Can you explain how to insert page numbers and format them in a document?

Digital Documents Design and Layout - 2 (MC 3.1.B.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Documents Design and Layout - 2** **Code: MC 3.1.B.2**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.2)

Learning Outcomes (ref. Level 3 LOs 3.1.54 - 3.1.57):

- Knowledge of vertical and horizontal formatting techniques in a document.
- Capacity to track changes in a digital document.
- Capacity to use horizontal and vertical formatting elements.
- Ability to use graphic elements in a document.

Description (MC 3.1.B.2)

At this intermediate level of competence, individuals should be capable of creating, customizing, and applying divers formatting styles and templates to ensure consistency in document design. The capacity to add and format footnotes and endnotes within a document, and to use track changes features for collaborative editing and document review also fall within the scope of intermediate proficiency level.

Furthermore, users should have skills in setting up complex page layouts, including multi-column text, section breaks, custom page sizes. Additionally, users at this level should be able to work with document sections having different headers, footers, page numbering or orientation, and be able to insert and format complex graphics, charts, and shapes within documents, customize and modify styles to meet specific design requirements. Completing this intermediate level of proficiency in digital text creation and formatting requires expertise in customizing headers and footers, including the insertion of dynamic content such as page numbers, dates, and document titles.

Overall, users at this intermediate level should be well-versed in complex capabilities of digital text processing and formatting.

Questions (MC 3.1.B.2)

1. How can you insert headers or footers that contain both text and graphics, such as a company logo?
2. Describe the process of adding watermarks or background images to a document.
3. Explain describe how to insert images and charts in a document
4. Explain how to align images or wrap text around them in a document
5. Explain how to create complex tables with merged cells or customized borders.
6. How can you insert headers or footers that contain both text and graphics, such as a company logo?
7. Describe the process of adding watermarks or background images to a document.

Digital Documents Design and Layout - 3 (MC 3.1.B.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Documents Design and Layout - 3** **Code: MC 3.1.B.3**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 15 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.3)

Learning Outcomes (ref. Level 4 LOs 3.1.58 - 3.1.62):

- Understanding of the concept of related information in a text document.
- Ability to realize complex setting up of documents page layouts.
- Ability to apply complex customization of a document.
- Capacity to manage style customization.
- Awareness of creating user-friendly accessible documents.

Description (MC 3.1.B.3)

At this intermediate level of expertise, it is expected that users have acquired the understanding of advanced elements that can be integrated into digital text, along with the associated formatting techniques, which include (a) knowledge of using themes to maintain a consistent design across the entire document, and (b) knowledge of document version control and collaborative editing using SharePoint or Google Docs.

At a similar level of competence, individuals should be capable of resolving formatting issues, such as inconsistencies or compatibility problems with different software, and of utilizing advanced features of word processing software, including desktop publishing tools. Additionally, users at this level should be able to perform mail merges for mass document production, such as creating form letters and mailing labels.

Furthermore, users should have skills in adding watermarks, background images, or logos to documents for branding or design purposes. Completing this intermediate level of proficiency in digital text creation and formatting requires expertise in customizing print settings for professional printing or PDF export.

These intermediate-level skills will enable you to create professionally formatted documents for various purposes, including reports, manuals, marketing materials, and more. Users also be well-prepared to work on collaborative projects and tackle complex document design challenges.

Questions (MC 3.1.B.3)

1. What is the purpose of cross-referencing in a document?
2. How do you create cross-references between different sections or pages?
3. How can you insert hyperlinks to external websites or other documents within your text?
4. Describe how to password-protect a document or restrict editing permissions for specific sections.
5. How do you remove personal information or metadata from a document before sharing it?
6. Describe a scenario where formatting issues arise in a document. How you would fix them?
7. What are challenges faced when collaborating on a document, and how would you resolve them?

Digital Visuals Manipulation and Composition - 1 (MC 3.1.B.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Visuals Manipulation and Composition - 1** **Code: MC 3.1.B.4**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.4)

Learning Outcomes (ref. Level 3 LOs 3.1.63 - 3.1.66):

- Knowledge of color management.
- Capacity to use complex tools for image editing.
- Ability to realize image restoration.
- Ability to use complex functions for image retouching.

Description (MC 3.1.B.4)

At an intermediate level of expertise in digital image and graphics development, comprehensive knowledge of color management is evident. This includes an advanced understanding of color spaces, profiles, and calibration methods. Such proficiency ensures the precise representation of colors across various devices and mediums, essential for maintaining consistency in visual output.

Proficiency in sophisticated image editing software like Adobe Photoshop or Lightroom showcases adeptness in utilizing advanced features and tools. Mastery in these platforms involves leveraging intricate functionalities, such as layers, masks, blending modes, and specialized filters, to manipulate images with finesse and creativity.

Furthermore, the individual possesses the skill to restore damaged or aging photographs, employing techniques to meticulously eliminate imperfections like scratches, tears, and blemishes. This demands attention to detail and an understanding of restoration tools within editing software to revive the visual integrity of images.

Moreover, their expertise extends to advanced retouching, encompassing intricate skin retouching, seamless object removal, and complex image enhancements. This skill set requires a blend of technical proficiency, artistic vision, and problem-solving ability to achieve flawless results, catering to specific visual requirements while maintaining authenticity.

Questions (MC 3.1.B.4)

1. Describe the importance of color spaces in digital imaging. How do different color profiles (e.g., RGB, CMYK) affect image representation for web versus print?"
2. Explain the steps you would take to restore an old photograph that has scratches, tears, and faded areas.
3. What tools and techniques would you utilize for this restoration process?
4. How would you address challenges like blemishes, wrinkles, or uneven skin tones in retouching a portrait?
5. Provide examples of when and how you would use filters such as blurring, sharpening, or artistic effects to enhance different types of images.

Digital Visuals Manipulation and Composition - 2 (MC 3.1.B.5)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Visuals Manipulation and Composition - 2** **Code: MC 3.1.B.5**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.5)

Learning Outcomes (ref. Level 3 LOs 3.1.67 - 3.1.70):

- Knowledge of advanced filters and effects.
- Capacity to apply masking and compositing techniques.
- Ability to apply text effects.
- Capacity to draw using of digital tools.

Description (MC 3.1.B.5)

At an intermediate level of digital image and graphics development, proficiency extends to using advanced filters and effects to craft distinctive visual styles. This expertise involves an in-depth understanding of various filters, their applications, and creative manipulation to produce unique visual effects, enhancing the overall aesthetics of images.

Furthermore, mastery in masking and compositing techniques is evident, enabling the seamless amalgamation of multiple images or elements. This skill involves precise selection, blending, and layering, ensuring a harmonious composition where disparate elements merge flawlessly to create a cohesive visual narrative.

Proficiency in crafting custom text effects and typography treatments showcases a command over typography tools and design principles. This skill involves manipulating text creatively, applying various effects, and experimenting with typography to enhance visual impact and effectively convey messages. Moreover, improved digital drawing and illustration skills characterize an intermediate level of expertise. This proficiency enables the creation of intricate artwork using digital tools and techniques, encompassing precise line work, shading, coloring, and detailing to produce visually captivating illustrations or graphics.

These skills highlight a nuanced understanding in leveraging complex features and techniques within digital imaging and graphics software, enabling the creation of compelling and visually engaging content.

Questions (MC 3.1.B.5)

1. Describe how you would use advanced filters and effects to dreamlike visual effect in an image.
2. Provide examples of specific filters or effects you would apply and their intended impact on the image.
3. Explain the process of creating a composite image by blending multiple elements using masking techniques.
4. How you would mask and composite different elements to create a cohesive final image?
5. How you would transform plain text into a visually engaging design using various text effects and manipulation techniques?
6. Provide an example of a detailed digital illustration you have created and the techniques you employed.

Digital Visuals Manipulation and Composition - 3 (MC 3.1.B.6)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Visuals Manipulation and Composition - 3** **Code: MC 3.1.B.6**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.6)

Learning Outcomes (ref. Level 4 LOs 3.1.71 - 3.1.74):

- Understanding of HDR Imaging.
- Ability to apply color grading.
- Ability to create photomontages.
- Capacity to create product photography.

Description (MC 3.1.B.6)

Intermediate expertise in digital image and graphics development encompasses several key competencies vital for producing high-quality visual content. This level of proficiency involves a nuanced understanding and application of various techniques:

HDR (High Dynamic Range) Imaging involves mastering the techniques to capture and edit images with a broad tonal range. This includes skillfully merging multiple exposures to create a single image that retains details in both shadows and highlights, thereby enhancing the overall visual impact.

Proficiency in color grading and adjustment layers signifies the capability to manipulate and fine-tune color tones and contrasts using advanced tools like adjustment layers. This skill allows for precise control over an image's appearance, ensuring it conveys the desired mood or aesthetic.

The ability to create photomontages demonstrates the skill to seamlessly blend multiple images into a cohesive composition. This involves careful consideration of lighting, perspective, and elements' integration to produce a convincing and visually engaging final product. Moreover, possessing skills in product and commercial photography involves expertise in shooting and editing product images tailored for advertising and e-commerce platforms. This includes setting up professional product shots, understanding lighting techniques, and post-processing to ensure the products appear enticing and marketable.

Questions (MC 3.1.B.6)

1. Explain the process of creating an HDR image.
2. Describe the steps involved in capturing multiple exposures and merging them to achieve a final image with enhanced tonal range.
3. Provide an example of an HDR image you've created and the tools used.
4. How would you use adjustment layers to achieve a specific mood or visual style in an image?
5. Provide an example of an image before and after applying color grading techniques using layers.
6. Describe your approach to creating a photomontage.
7. How do you ensure seamless blending of multiple images to create a cohesive composition?
8. How do you ensure the products appear appealing and marketable in your photographs?

Digital Visuals Manipulation and Composition - 4 (MC 3.1.B.7)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Visuals Manipulation and Composition - 4** **Code: MC 3.1.B.7**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.7)

Learning Outcomes (ref. Level 4 LOs 3.1.75 - 3.1.78):

- Understanding of print production.
- Capacity to use photographic lightening.
- Ability to create content for social-media.
- Capacity to use advanced export techniques.

Description (MC 3.1.B.7)

Intermediate-level expertise in digital image and graphics development encompasses multifaceted proficiencies very important for creating visual content across diverse mediums:

Understanding of print production: knowledge in preparing images tailored for high-quality print production. Mastery in comprehending resolution, color profiles, and file formats ensures images are optimized for print, guaranteeing sharpness, color accuracy, and fidelity when translated onto physical mediums.

Photographic lighting: Proficiency in employing diverse lighting techniques significantly enhances photographic outcomes. An intermediate-level grasp of lighting techniques enables photographers to manipulate natural or artificial light effectively, shaping mood, depth, and focus in captured images.

Content creation for social media: ability to craft visually engaging images customized for various social media platforms showcases adaptability and an understanding of platform-specific requirements. This skill involves tailoring image design to meet each platform's specifications.

Advanced image export and optimization: Proficiency in exporting images for different media formats while preserving quality and complying with specific platform standards is imperative. This skill involves the adept handling of image resizing, compression, and optimization without compromising visual integrity, ensuring images perform optimally across various digital platforms.

At the intermediate level, proficiency in these skills ensures the creation of visually striking and platform-optimized images suitable for both print and digital media, showcasing a comprehensive understanding of technical aspects and creative adaptability.

Questions (MC 3.1.B.7)

1. How would you ensure an image maintains its quality when printed in a large format?
2. How do you ensure that images are optimized to meet the size, aspect ratio, and content requirements of different platforms?
3. How do you balance image quality and file size for optimal performance across digital platforms?
4. How would you ensure color consistency across different platforms, such as print and social media?

Digital Visuals Manipulation and Composition - 5 (MC 3.1.B.8)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Visuals Manipulation and Composition - 5** **Code: MC 3.1.B.8**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 3 – Maximum 5 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE 4**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.8)

Learning Outcomes (ref. Level 4 LOs 3.1.79 - 3.1.82):

- Knowledge of working with multimedia graphics.
- Ability to expand own work portfolio.
- Capacity of professional communication.
- Awareness of intellectual property rights.

Description (MC 3.1.B.8)

At the intermediate level of digital image and graphics expertise, proficiency extends across these dimensions:

Interactive and multimedia graphics: knowledge in creating graphics for various digital platforms, including websites, mobile applications, interactive media, and video content. This entails understanding the unique design requirements and adaptability needed for different interactive mediums, ensuring visually appealing and functional graphics across these platforms.

Portfolio diversification: skill in expanding one's portfolio with a breadth of projects, showcasing versatility and capabilities across different styles, genres, or industries. This involves demonstrating competence through a varied array of projects, highlighting adaptability and proficiency in handling diverse design challenges.

Client collaboration: Improved communication and project management skills when collaborating with clients or creative teams. Intermediate expertise involves effective interaction, understanding client needs, managing expectations, and efficiently executing projects while collaborating with multidisciplinary teams.

Legal and ethical considerations: Awareness of legal aspects such as intellectual property rights, licensing, and ethical considerations in digital image design. This knowledge ensures compliance with copyright laws, understanding usage rights, and maintaining ethical standards in design practices.

At this level, the emphasis is on versatility, professionalism, and a holistic understanding that extends beyond technical skills, encompassing effective communication, ethical practices, and adaptability across various digital design landscapes.

Questions (MC 3.1.B.8)

1. How do you adapt designs for different platforms while maintaining consistency?
2. How do you ensure effective communication, manage expectations, and handle feedback throughout the project lifecycle?
3. How do you ensure compliance with copyright laws and ethical considerations when using third-party assets or creating original designs?

Digital Video Editing and Refining - 1 (MC 3.1.B.9)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Video Editing and Refining - 1** **Code: MC 3.1.B.9**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.9)

Learning Outcomes (ref. Level 4 LOs 3.1.83 - 3.1.86):

- Knowledge of storyboarding.
- Capacity to use advanced editing techniques.
- Ability to use the color grading techniques.
- Ability to carry on storyboard to screen translation.

Description (MC 3.1.B.9)

At the intermediate level of expertise in digital video creation and editing, proficiency in various advanced skills contributes to elevating the quality and creativity of video content. Understanding storyboarding is foundational; it involves creating a visual blueprint of the video narrative, encompassing shot framing, sequencing, and annotations. This guides the production process, ensuring a coherent and planned approach.

Moreover, proficiency in advanced editing techniques is vital. Mastery of tools like keyframing, masking, and advanced transitions allows for intricate editing, enabling the creation of seamless and polished video sequences. This expertise enhances the visual storytelling and overall production quality.

Color grading proficiency is another key aspect. The ability to manipulate color and tone using software tools like DaVinci Resolve or Adobe SpeedGrade adds depth and consistency to the video, achieving a desired visual style and enhancing its overall impact.

Additionally, the skill to translate the storyboard into the final video is crucial. This involves executing the planned storyboard while making creative decisions during production, ensuring alignment with the original concept while allowing flexibility for adjustments to enhance the final product.

In essence, at the intermediate level, expertise in storyboarding, advanced editing techniques, color grading, and translating the storyboard to screen contributes to the refinement and execution of more sophisticated and impactful video content.

Questions (MC 3.1.B.9)

1. What is the purpose of storyboarding in video production? Explain the elements involved in creating a storyboard, including how it aids in visualizing a narrative and guiding the production process.
2. Discuss the significance of advanced editing techniques like keyframing, masking, and advanced transitions in video editing. How do these techniques contribute to creating seamless and polished video sequences? Provide examples where these techniques would be particularly beneficial.
3. Can you explain the role of color grading in video editing?.
4. How would you describe the process of translating a storyboard into the final video?

Digital Video Editing and Refining - 2 (MC 3.1.B.10)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Video Editing and Refining - 2** **Code: MC 3.1.B.10**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.10)

Learning Outcomes (ref. Level 4 LOs 3.1.87 - 3.1.90):

- Understanding of audio editing and mixing.
- Knowledge of motion graphics integration.
- Understanding of video codecs and formats.
- Ability in advanced camera operations.

Description (MC 3.1.B.10)

At the intermediate level of expertise in digital video creation and editing, a spectrum of skills amplifies the quality and sophistication of video content. Proficiency in audio editing and mixing is paramount, involving the ability to edit, clean, synchronize, and blend audio tracks effectively. This ensures a high-quality sound that complements the visual aspects of the final video production.

Moreover, knowledge of motion graphics integration plays a pivotal role. Understanding how to incorporate dynamic elements like motion graphics, text overlays, lower thirds, and visual enhancements elevates storytelling and viewer engagement, enhancing the video's impact.

Furthermore, a solid grasp of video codecs and formats is essential. Understanding different codecs, file formats, and their appropriate uses ensures optimal video quality and compatibility across various platforms, allowing for seamless playback and distribution.

Additionally, familiarity with advanced camera techniques contributes significantly. This includes expertise in complex camera operations such as manual settings, utilization of different lenses, angles, and movements.

Intermediate-level expertise in digital video creation involves proficiency in audio editing, motion graphics integration, understanding video codecs and formats, and mastery of advanced camera techniques. These skills collectively enhance the production value and creativity of video content, leading to more impactful and engaging visual storytelling.

Questions (MC 3.1.B.10)

1. How does effective audio editing contribute to ensuring high-quality sound in the final video? Provide examples of audio enhancement techniques used to improve video quality.
2. How can incorporating motion graphics, text overlays, and lower thirds enhance storytelling and audience engagement within a video?
3. Describe the significance of understanding video codecs and formats in video editing.
4. How do different codecs and formats impact video quality, file size, and compatibility across various platforms?
5. How do manual settings, lens choices, angles, and movements contribute to capturing high-quality footage?

Digital Video Editing and Refining - 3 (MC 3.1.B.11)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Video Editing and Refining - 3** **Code: MC 3.1.B.11**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.11)

Learning Outcomes (ref. Level 4 LOs 3.1.91 - 3.1.94):

- Understanding of audio equipment and techniques.
- Understanding of green screen compositing.
- Ability to accomplish advanced transitions and effects.
- Ability to fulfill storytelling through editing.

Description (MC 3.1.B.11)

At the intermediate level of expertise in digital video creation and editing, a diverse range of skills contributes to elevating the quality and storytelling capabilities of video content. Proficiency in audio equipment and techniques is crucial, encompassing knowledge of various microphones, recording devices, and sound manipulation techniques. This knowledge ensures the capture of high-quality audio, complementing the visual elements in video production.

Additionally, understanding green screen compositing is pivotal. Proficiency in using green screens (chroma keying) allows for the incorporation of various backgrounds, integrating actors into different environments, and creating captivating visual effects, expanding creative possibilities within video content. Furthermore, mastery of advanced transitions and effects adds depth to videos. Skillfully using complex transitions like split screens, masking transitions, and advanced visual effects enhances the video's visual appeal, creating a more engaging and polished viewing experience.

Moreover, storytelling through editing is an essential skill. The ability to weave a compelling narrative by skillfully editing footage, adjusting pacing, sequencing shots, and leveraging visual and auditory elements to evoke emotions and engagement is pivotal in captivating audiences and conveying impactful stories.

Intermediate-level expertise in digital video creation involves proficiency in audio equipment and techniques, green screen compositing, mastery of advanced transitions and effects, and storytelling prowess through editing. These skills collectively contribute to more immersive and compelling video storytelling, captivating audiences and enhancing the overall viewing experience.

Questions (MC 3.1.B.11)

1. How does knowledge of different microphones and recording devices contribute to capturing high-quality audio for videos? Provide examples of scenarios where specific audio equipment is suitable for different shooting environments.
2. How does proficiency in using green screens allow for seamless integration of actors into different environments or adding visual effects?
3. How do complex transitions like split screens, masking transitions, or advanced visual effects contribute to elevating a video's visual appeal and narrative?
4. How does skillful editing impact storytelling by adjusting pacing, sequencing shots, and effectively utilizing visual and auditory elements to evoke emotions and engagement from the audience?

Digital Video Editing and Refining - 4 (MC 3.1.B.12)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Digital Video Editing and Refining - 4** **Code: MC 3.1.B.12**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**INTERMEDIATE**
Type of assessment	Automatically marked Questions Number of Questions: 10 – 12 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.B.12)

Learning Outcomes (ref. Level 4 LOs 3.1.95 - 3.1.98):

- Knowledge of basic animation techniques.
- Legal and Copyright knowledge.
- Understanding of optimization of video for different platforms.
- Capacity to accomplish collaborative workflows.

Description (MC 3.1.B.12)

At the intermediate level of expertise in digital video creation and editing, a diverse skill set contributes to enhancing video quality, compliance, and audience reach. Understanding basic animation techniques involves knowledge of fundamental principles such as movement, timing, and storytelling through animation. This proficiency allows for the incorporation of animated elements, adding dynamism and visual interest to videos.

Moreover, legal and copyright knowledge is essential. Understanding copyright laws, licensing, and permissions related to music, footage, or images usage ensures compliance and avoids legal issues, safeguarding against copyright infringements in video content.

Expertise in optimizing videos for different platforms is crucial. Understanding platform-specific requirements for YouTube, social media, or websites, including aspect ratios, resolution, and other technical considerations, ensures videos are well-suited for diverse platforms, maximizing their reach and impact. Additionally, collaborative workflows are pivotal. Skills in team collaboration, understanding roles, effective communication, and managing assets streamline the video production process, fostering a cohesive and efficient working environment among team members.

Intermediate-level expertise in digital video creation involves proficiency in basic animation techniques, legal and copyright knowledge, optimizing videos for various platforms, and collaborative workflows. These skills collectively contribute to creating engaging, legally compliant, and platform-optimized video content while facilitating smooth team collaboration in the production process.

Questions (MC 3.1.B.12)

1. How does the knowledge of movement, timing, and storytelling through animation contribute to incorporating simple animated elements effectively into videos? Provide examples of how these techniques can enhance storytelling or engagement in video content.
2. How does knowledge of legal aspects such as copyright laws and licensing impact the use of music, footage, or images in video content, ensuring compliance with copyright regulations and avoiding legal issues?
3. How does considering aspect ratios, resolution, and other platform-specific requirements contribute to ensuring optimal video quality and engagement across various platforms?
4. How do skills in collaborating with a team, understanding different roles, effective communication, and managing assets contribute to ensuring a smooth and efficient video production process?

ADVANCED LEVEL
(LEVEL 5 and LEVEL 6)

Advanced Text Handling - 1 (MC 3.1.C.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Text Handling - 1** **Code: MC 3.1.C.1**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 15 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.1)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.99 - 3.1.104):

- Knowledge of design for advanced document formatting.
- Knowledge of working with advanced file formats.
- Knowledge on User Experience principles.
- Mastery of typography principles.
- Ability to perform professional printing.
- Capacity to manipulate complex graphics.

Description (MC 3.1.C.1)

At this advanced level of expertise, it is expected that users have acquired the understanding of various complex elements that can be integrated into digital text, which include (a) knowledge of responsive design principles, and (b) knowledge of working with advanced file formats, including EPS or SVG, together with understanding of how to use grids to achieve precise alignment, balance, and visual harmony in documents.

Understanding of UX design principles to create documents that are user-friendly and engaging is specific for this level of competence, together with the knowledge of optimizing documents for cross-platform compatibility and consistent rendering on different devices and software. At a similar level of competence, individuals should be capable of mastery of typography principles, - including font selection, kerning, leading, and advanced tracking for precise control over text appearance, be able at creating and maintaining a clear typographic hierarchy in documents, - including headings and body text, and at creating, implementing, and managing color schemes and color consistency across a document.

Performing data merges and printing for customized documents tailored to specific recipients, and preparing documents for professional printing and understanding of prepress requirements are as well included in this advanced level of competence. Additionally, users should be able to create and manipulate complex graphics, vector illustrations or diagrams using graphic design software, create and customize complex styles and templates, - including master pages and document themes for consistent design.

Questions (MC 3.1.C.1)

1. How can templates be utilized to maintain consistency across a series of documents?
2. How can you use scripting or programming languages to automate tasks within a document?
3. Explain the principles of document design, including typography, layout, and visual hierarchy, for creating professional and visually appealing documents.
4. How do you create and apply advanced formatting styles, such as drop caps, pull quotes, or nested styles, to enhance document aesthetics?

Advanced Text Handling - 2 (MC 3.1.C.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Text Handling - 2** **Code: MC 3.1.C.2**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 8 – Maximum 10 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 15 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.2)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.105 - 3.1.110):

- Knowledge on advanced PDFs creation and of formatting complex tables.
- Knowledge on cross platforms compatibilities.
- Ability to use complex document layouts.
- Capacity to perform project management.
- Ability to use documents software scripting.
- Awareness of copyright aspects.

Description (MC 3.1.C.2)

At this advenaced level of expertise, it is expected that users have acquired the advanced knowledge of complex elements that can be integrated into digital text, which include (a) knowledge of creating interactive PDF documents with forms, multimedia, hyperlinks, and tables containing complex data, sorting and calculations, and (b) understanding of collaborative workflows in document design and production. Additionally, users at this level should manifest proficiency in designing custom layouts for unique document types, such as brochures, newsletters, or catalogs, and show expertise in handling complex page layout requirements. They should have skills in managing resources in document design projects, should be able to conduct quality control checks to ensure document design and content accuracy, manifest proficiency in maintaining brand consistency and identity in document design, and manifest awareness of copyright, licensing, and legal aspects related to document content also fall within the scope of this proficiency level.

Completing this advanced level of proficiency in digital text creation requires expertise in scripting and automation languages (e.g., JavaScript, VBA) for customizing document functionality, and in using advanced features of professional design software like Adobe InDesign, Illustrator, or other specialized design tools.

Users at this advanced level of proficiency will be prepared to work in those publishing roles that require in-depth knowledge of document design principles and advanced software tools.

Questions (MC 3.1.C.2)

1. How can you ensure a document adheres to legal and regulatory compliance standards in terms of accessibility, privacy, and data security?
2. Explain the process of converting complex documents with intricate formatting into accessible and correctly formatted PDF files.
3. How can you prepare documents for publishing across multiple platforms or devices while maintaining consistency and quality?
4. How would you optimize a document's performance (e.g., reducing file size, improving loading times) while retaining its quality and functionality?

Advanced Handling of Digital Image and Graphics - 1 (MC 3.1.C.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Digital Image and Graphics Handling - 1** **Code: MC 3.1.C.3**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.3)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.111 - 3.1.114):

- Understanding of raster and color graphics.
- Capability in color grading and tonal control.
- Ability to create illustrations.
- Capacity to create infographics.

Description (MC 3.1.C.3)

Advanced expertise in digital image and graphics involves a nuanced understanding of raster and vector graphics, discerning their divergent characteristics and optimal applications. Raster graphics, comprised of pixels, excel in rendering intricate details, suitable for photographs and complex images. Conversely, vector graphics, employing mathematical equations for scalability, maintain crispness regardless of size, making them ideal for logos, typography, and scalable designs. Mastery in discerning when to utilize raster or vector graphics involves considering project requirements, where detail or scalability plays a pivotal role.

Color grading and tonal control at an advanced level signifies the ability to manipulate color palettes and tones, leveraging sophisticated techniques to evoke specific emotions or atmospheres in images. This proficiency involves a deep grasp of color theory, manipulating hues, contrasts, and shadows to achieve desired visual narratives or moods, thereby elevating the artistic impact of visuals.

Furthermore, an adeptness in illustration entails the skill to craft original and compelling graphics utilizing digital tools. This includes the ability to create diverse visual elements, characters, and scenes, demonstrating creativity and technical prowess. Proficiency in graphic design encompasses the creation of versatile graphic elements like logos, banners, infographics, and more, requiring a synthesis of aesthetics, typography, and layout design to communicate effectively across various mediums.

Questions (MC 3.1.C.3)

1. Provide an example scenario for when each type would be most appropriate in image development.
2. How would you achieve a specific mood or visual style in an image using advanced color grading techniques? Provide an example of a mood/style and the adjustments you'd make to achieve it.
3. Outline the tools and techniques you'd use, along with the steps involved in creating a compelling graphic.
4. Create a brief design plan for a project that requires a logo, banner, and an infographic.
5. Highlight the tools, techniques, and methodologies you would utilize for each aspect of the project.

Advanced Handling of Digital Image and Graphics - 2 (MC 3.1.C.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Digital Image and Graphics Handling - 2** **Code: MC 3.1.C.4**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.4)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.115 - 3.1.118):

- Understanding User Interface (UI) principles.
- Capacity to create interactive prototypes.
- Ability to paint digitally.
- Ability to create visual sequences.

Description (MC 3.1.C.4)

Advanced proficiency in digital image and graphics entails a comprehensive understanding of User Interface (UI) design principles, encompassing user-centricity, wire-framing, and the creation of intuitive, visually appealing interfaces. Mastery involves leveraging this understanding to craft user-friendly designs that prioritize functionality and aesthetics.

Proficiency in prototyping involves the creation of interactive models or mockups for web or app designs, allowing for user testing and refinement before development. This skill demands expertise in design tools and an understanding of user experience (UX) principles to create prototypes that simulate the final product's functionality and flow.

The capability to digitally paint using techniques reminiscent of traditional painting methods is a hallmark of advanced expertise. This skill involves mastery of digital brushes, color palettes, and layering to create visually captivating artwork.

Proficiency in storyboarding is essential for creating visual sequences or storyboards for animations or presentations. It requires a capacity of visual storytelling, translating concepts into sequential visual representations, guiding the flow and narrative of animations or presentations effectively.

Questions (MC 3.1.C.4)

1. Explain the key principles of user interface (UI) design and how you apply them in your design process.
2. Describe your process for creating interactive prototypes or mockups for web or app designs.
3. How do you ensure functionality and user engagement in your prototypes?
4. How do you use digital tools to achieve artistic effects similar to traditional mediums?
5. How do you effectively create visual sequences or storyboards that convey a narrative or message?
6. Describe a collaborative project where you integrated UI design, prototyping, digital painting, or storyboarding.
7. How did you coordinate these different aspects to achieve a cohesive outcome?

Advanced Handling of Digital Image and Graphics - 3 (MC 3.1.C.5)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Digital Image and Graphics Handling - 3** **Code: MC 3.1.C.5**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.5)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.119 - 3.1.122):

- Knowledge of photographic composition.
- Capability to create advanced HDR imaging.
- Capacity to use advanced lightening techniques.
- Ability to create fine art photography.

Description (MC 3.1.C.5)

At the advanced level of expertise in digital image and graphics development, professionals possess advanced knowledge and expertise of photographic composition. This expertise involves a deep understanding of visual elements such as framing, balance, leading lines, rule of thirds, and perspective. Advanced composition techniques enable the manipulation of these elements to evoke emotions, direct focus, and create compelling visual narratives within the frame.

Advanced HDR and panoramic imaging: expertise in crafting stunning HDR (High Dynamic Range) images and panoramic photos signifies a mastery of exposure blending techniques and panorama stitching. This skill involves merging multiple exposures to achieve a wider tonal range in HDR images and seamlessly stitching together multiple images to create immersive panoramic views.

Professional studio and lighting techniques involve mastery of studio lighting for portrait, product, and commercial photography. Advanced expertise in controlling light sources, using modifiers, and creating different lighting setups ensures control over the mood, depth, and visual impact of studio photographs.

Fine Art Photography: the ability to create fine art photography with a strong emphasis on artistic expression and storytelling demonstrates a nuanced understanding of photography as a medium for creative exploration. Advanced practitioners employ unique perspectives, conceptual themes, and imaginative approaches to convey emotions, concepts, or narratives through their photographic work.

Proficiency in these advanced areas not only enhances technical skills but also fosters a deeper connection between creativity and technical execution, resulting in visually compelling and emotionally resonant digital images and graphics.

Questions (MC 3.1.C.5)

1. How do you apply composition principles like leading lines, framing, or rule of thirds to evoke emotions or narratives in your photography?
2. How do you merge multiple exposures or stitch images to achieve a wide tonal range or immersive panoramas?
3. How do you manipulate light to convey mood, texture, and depth in your studio work?

Advanced Handling of Digital Image and Graphics - 4 (MC 3.1.C.6)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Digital Image and Graphics Handling - 4** **Code: MC 3.1.C.6**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.6)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.123 - 3.1.126):

- Knowledge of the principles of responsive design.
- Capacity to create multimedia graphics.
- Capacity to create interactive graphics.
- Capability to create animated graphics.

Description (MC 3.1.C.6)

At the advanced level of expertise in digital image and graphics development, professionals demonstrate an expansive skill set catering to diverse digital landscapes including responsive design mastery. Advanced knowledge in responsive design enables the creation of graphics tailored for various screen sizes and devices. This proficiency involves understanding fluid layouts, flexible images, and media queries to ensure optimal visual experiences across desktops, tablets, and mobile devices.

Multimedia and interactive design encompass creating multimedia graphics and interactive media while venturing into designing for emerging technologies like virtual reality (VR) or augmented reality (AR) applications. This expertise involves integrating audio, video, animation, and interactive elements to craft engaging user experiences in digital environments.

Digital content creation expertise is the ability to produce content across a wide spectrum of media, including video, animation, and interactive web design, showcases advanced capabilities. This proficiency involves a holistic understanding of different content formats, production techniques, and storytelling methodologies tailored for specific platforms and audiences.

Animation proficiency is a the capability in creating animated graphics or GIFs using specialized software like Adobe After Effects or similar tools signifies advanced skills. This expertise includes mastering keyframe animation, motion graphics, character animation, and visual effects to produce dynamic visual narratives.

Questions (MC 3.1.C.6)

1. How do you ensure visual consistency and user experience across different platforms?
2. How do you integrate audio, video, animation, and interactive elements to enhance user engagement?
3. How do you adapt content creation techniques to suit different platforms and target audiences?
4. How do you approach animation, incorporating motion, effects, and storytelling?

Advanced Handling of Digital Image and Graphics - 5 (MC 3.1.C.7)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Digital Image and Graphics Handling - 5** **Code: MC 3.1.C.7**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 5 – Maximum 7 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.7)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.127 - 3.1.130):

- Knowledge on branding and marketing.
- Knowledge of the ethical and legal aspects.
- Leadership capacity.
- Adaptability and continuous learning.

Description (MC 3.1.C.7)

Advanced expertise in digital image and graphics development encompasses a spectrum of essential elements that go beyond technical proficiency. Business and marketing acumen stand at the forefront, demanding a profound understanding of branding and marketing principles. Mastery in this area involves crafting visual content that harmonizes with and advances overarching business objectives. Moreover, a robust grasp of ethical and legal considerations is imperative. Expertise extends beyond technical skills to include comprehensive knowledge of intellectual property rights, and licensing intricacies, inherent in image design.

Art direction and team management skills are pivotal for leading creative endeavors. Adept leadership is crucial to steer teams, foster creativity, and oversee projects from inception to fruition.

An attitude of adaptability and a thirst for continuous learning form the bedrock of advanced proficiency. Professionals must readily embrace new software and tools while remaining committed to ongoing education. This mindset ensures staying abreast of evolving trends and techniques, fostering innovation and maintaining relevance in the ever-evolving digital landscape.

In summary, the expertise in digital image and graphics development encompasses a holistic blend of business acumen, ethical awareness, managerial prowess, and a dedication to adaptability and lifelong learning.

Questions (MC 3.1.C.7)

1. How would you describe the relationship between visual content creation and business objectives?
2. Can you outline the key legal and ethical considerations you take into account when designing images or graphics for a project?
3. How do you approach team management and art direction to ensure the successful execution of digital image and graphics projects?
4. How do you typically stay updated with evolving trends and techniques in the digital image and graphics field?
5. Can you provide examples of your commitment to continuous learning and adaptation to new software or tools?

Advanced Techniques in Digital Video Production - 1 (MC 3.1.C.8)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Advanced Techniques in Digital Video Production - 1** **Code: MC 3.1.C.8**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 7 – Maximum 9 hrs
Level of the learning experience leading to the micro-credential	**ADVANCED**
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.8)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.131 - 3.1.134):

- Knowledge of advanced color grading.
- Ability to use advanced video editing software.
- Capacity to carry out expert-level audio editing and mixing.
- Capacity to create motion graphics and animation.

Description (MC 3.1.C.9)

At the advanced level of expertise in digital video creation and editing, a mastery of intricate skills contributes to elevating the quality and impact of video content. Advanced color grading proficiency involves an in-depth understanding of manipulating colors, contrasts, and tones. This skill allows creators to enhance visual appeal, correct colors, and maintain consistency throughout the footage, enhancing the storytelling aspect of videos.

Moreover, mastery in using professional-grade video editing software such as Adobe Premiere Pro or DaVinci Resolve is essential. This expertise includes efficient timeline management, advanced editing techniques, and familiarity with a broad spectrum of tools and functions. It enables creators to achieve sophisticated editing outcomes and execute complex editing tasks efficiently.

Furthermore, possessing expert-level audio editing and mixing skills is pivotal. The ability to handle complex audio tracks, clean up audio, adjust levels, apply effects, and mix multiple audio sources ensures high-quality sound in video content, complementing the visual elements effectively. Additionally, proficiency in motion graphics and animation is essential. This includes the skill to create and integrate dynamic elements like motion graphics, titles, lower thirds, and animations using software such as Adobe After Effects, enriching the visual storytelling aspect and enhancing overall engagement within videos.

Advanced-level expertise in digital video creation involves mastery in advanced color grading, proficiency in professional video editing software, expert-level audio editing, and in motion graphics and animation.

Questions (MC 3.1.C.8)

1. How does in-depth knowledge and skill in manipulating colors, contrasts, and tones contribute to enhancing the visual appeal, mood creation, and storytelling aspects of videos?
2. How does mastery of professional-grade video editing software contribute to efficient timeline management, utilizing advanced editing techniques, and leveraging a wide range of tools and functions for video enhancement?
3. How does the ability to handle complex audio tracks, clean up audio, adjust levels, apply effects, and mix multiple audio sources contribute to elevating the overall audiovisual experience in video production?
4. How does proficiency in creating and integrating motion graphics, titles, lower thirds, and animations using software like Adobe After Effects add dynamic elements and storytelling depth to videos? Provide examples of how motion graphics enhance video content.

Advanced Techniques in Digital Video Production - 2 (MC 3.1.C.9)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Advanced Techniques in Digital Video Production - 2 Code: MC 3.1.C.9
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 7 – Maximum 9 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.9)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.135 - 3.1.138):

- Ability to use advanced effects and compositing.
- Ability to perform multi-camera editing.
- Capacity to use advanced storytelling techniques.
- Ability to carry out high-level video compression and optimization operations.

Description (MC 3.1.C.9)

At the advanced level of expertise in digital video creation and editing, a diverse skill set contributes to crafting high-quality video content. Advanced effects and compositing skills involve the application of intricate visual effects, seamless integration of multiple layers, green screen techniques, and the incorporation of CGI or special effects. Moreover, proficiency in multi-camera editing is pivotal. The ability to synchronize and edit footage from various cameras or sources enables the creation of dynamic and cohesive video content, particularly beneficial for events, interviews, or productions with multiple angles, enhancing storytelling and visual engagement.

Mastery in advanced storytelling techniques is essential. This includes the expertise in structuring narratives, understanding pacing, scriptwriting, storyboarding, and creating compelling visual narratives. Additionally, possessing high-level video compression and optimization skills is crucial. Understanding different video codecs, formats, and their optimal settings for various platforms allows creators to compress videos without compromising quality, ensuring optimal playback and distribution across different mediums.

Advanced-level expertise in digital video creation encompasses advanced effects and compositing, multi-camera editing proficiency, mastery in advanced storytelling techniques, and high-level video compression and optimization skills.

Questions (MC 3.1.C.9)

1. How do skills in applying advanced visual effects, utilizing green screen (chroma key) techniques, and integrating CGI or special effects contribute to enhancing the visual appeal and storytelling aspects of videos? Provide examples of how these techniques elevate video content.
2. How does the ability to synchronize and edit footage from multiple cameras or sources contribute to creating dynamic video content, especially in events, interviews, or productions with multiple angles?
3. How does mastery in structuring narratives, understanding pacing, and creating engaging stories through video content impact the audience's emotional engagement and comprehension?
4. How does the ability to compress videos without compromising quality based on an understanding of different video codecs, formats, and their optimal settings for various platforms contribute to optimizing video content for different viewing experiences?

Advanced Techniques in Digital Video Production - 3 (MC 3.1.C.10)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Advanced Techniques in Digital Video Production - 3 Code: MC 3.1.C.10
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 7 – Maximum 9 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.10)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.139 - 3.1.142):

- Knowledge of cinematography and shot composition.
- Capacity to carry out advanced transitions through editing techniques.
- Ability in advanced keyframing and in animation control.
- Capacity to create high-quality sound effects.

Description (MC 3.1.C.10)

At the advanced level of expertise in digital video creation and editing, proficiency in cinematography and shot composition involves an advanced understanding of camera techniques, framing, composition rules, and lighting setups. This knowledge allows creators to craft visually captivating and impactful shots that convey emotions and messages effectively through visuals.

Moreover, mastery in advanced transitions and editing techniques is pivotal. Proficiency in using intricate transitions and complex editing techniques like match cuts, jump cuts, and time remapping enhances storytelling and amplifies the video's visual appeal, creating a seamless and immersive viewing experience.

Furthermore, possessing advanced keyframing and animation control skills enables precise manipulation of animation and effects within video elements. This skill allows creators to have detailed and controlled movement, enhancing the visual dynamics and storytelling within the video. Additionally, expertise in high-quality sound design and foley adds depth to the audiovisual experience. The ability to add detailed sound effects, ambiance, and foley, which involves creating sound effects for actions, enriches the overall audiovisual narrative, complementing the visual elements for a more immersive and engaging viewer experience.

Advanced-level expertise in digital video creation involves mastery in cinematography and shot composition, proficiency in advanced transitions and editing techniques, skilled keyframing and animation control, and expertise in high-quality sound design and foley.

Questions (MC 3.1.C.10)

1. How do advanced camera techniques, framing, composition rules, and lighting setups contribute to creating visually appealing and impactful shots?
2. How does proficiency in using intricate transitions and complex editing techniques such as match cuts, jump cuts, and time remapping contribute to elevating the overall quality and impact of video content?
3. How does precise keyframing for animation and effects control allow for detailed and controlled movement within video elements? Provide examples demonstrating how advanced keyframing techniques can elevate the visual appeal of video content.
4. How does expertise in adding detailed sound effects, ambiance, and Foley contribute to enhancing the overall audiovisual experience of video content?

Advanced Techniques in Digital Video Production - 4 (MC 3.1.C.11)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	Advanced Techniques in Digital Video Production - 4 Code: MC 3.1.C.12
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: 101087628
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 7 – Maximum 9 hrs
Level of the learning experience leading to the micro-credential	ADVANCED
Type of assessment	Automatically marked Questions Number of Questions: 12 – 15 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.C.11)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.143 - 3.1.146):

- Understanding of 360° video production.
- Legal and copyright understanding.
- Capacity of collaborative project management.
- Adaptability and keeping up with trends.

Description (MC 3.1.C.11)

At the advanced level of expertise in digital video creation and editing, a diverse skill set is essential to navigate the complexities and innovations in the field. Proficiency in 360° video production involves comprehensive knowledge and the ability to create immersive 360-degree videos. This skill encompasses filming, stitching, and editing footage for virtual reality (VR) or immersive experiences, enabling creators to craft engaging and immersive content.

Moreover, a strong understanding of legal aspects related to video content creation is crucial. Knowledge of copyright, licensing, fair use, and permissions for music, footage, and other copyrighted material ensures compliance and mitigates legal risks, safeguarding the creators against potential copyright infringements.

Furthermore, adeptness in collaborative project management is pivotal. The ability to lead and manage complex video projects involving multiple team members necessitates effective coordination, scheduling, and overseeing different production aspects, ensuring a cohesive and efficient workflow.

Additionally, adaptability and a commitment to staying abreast of trends and technologies in the digital video content creation landscape are essential. Being open to learning and embracing evolving trends and techniques ensures relevance and innovation, allowing creators to deliver cutting-edge content.

Advanced-level expertise in digital video creation involves proficiency in 360° video production, a strong understanding of legal aspects, adeptness in collaborative project management, and a commitment to adaptability and staying updated with industry trends. These skills collectively enable creators to produce innovative, legally compliant, and immersive video content that resonates with modern audiences.

Questions (MC 3.1.C.11)

1. Explain the process involved in creating immersive 360-degree videos for virtual reality (VR) or immersive experiences.
2. Discuss the key steps, including filming techniques, footage stitching, and editing practices required to produce high-quality 360° videos.
3. Provide examples illustrating how adherence to these legal aspects can influence the production and distribution of video content.
4. Explain the main elements pertainig to collaborative project management, including strategies for coordination, scheduling, and overseeing different production aspects.

EXPERT LEVEL
(LEVEL 7 and LEVEL 8)

High-Level Styling and Customization of Digital Text - 1 (MC 3.1.D.1)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**High-Level Styling and Customization of Digital Text - 1** **Code: MC 3.1.D.1**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 8 – Maximum 10 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.1)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.147- 3.1.151):

- Deep understanding of typography and of typesetting principles.
- Deep understanding of grid systems and of color theory.
- Knowledge of data visualization tools and of style guides.
- Knowledge and understanding of print-based text formatting principles.
- Capacity to apply compatibility techniques and to use vector graphic design software.

Description (MC 3.1.D.1)

At this level of expertise, it is expected that users have acquired the highly specialized knowledge and understanding of very complex elements that can be integrated into digital text, along with the associated formatting techniques, which include:

- a deep understanding of typography principles; this involves knowledge of typefaces, fonts, font pairing, font metrics, and kerning together with understanding of techniques to control letter-spacing and line-spacing to achieve precise typographic results,
- a comprehensive understanding of typesetting principles; this includes knowledge of leading, tracking, hyphenation, justification, and the use of ligatures, and special characters,
- understanding the psychology and principles of color theory is crucial when formatting text with color, whether it's for web or print,
- a deep understanding of grid systems for layout design, which is crucial for creating well-structured and visually appealing documents, websites, or apps, and knowledge of data visualization tools and techniques to effectively present data within text documents or web content,
- familiarity with style guides such as Chicago Manual of Style, APA, or MLA, depending on the specific requirements of your projects.

Understanding of print-based text formatting which involves knowledge of bleeds, crop marks, color profiles, and print-ready file preparation should be within the capabilities of any user at the highly specialized level of proficiency in developing digital textual content.

Questions (MC 3.1.D.1)

1. Explain the utilization of advanced version control systems (e.g., Git) for managing document versions, branching, and merging within a collaborative environment.
2. Describe the process of integrating document generation with external data sources (e.g., databases, APIs) using specialized tools or programming interfaces.
3. Explain highly specialized techniques for ensuring document security, including encryption methods, digital signatures, and secure document storage practices.

High-Level Styling and Customization of Digital Text - 2 (MC 3.1.D.2)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**High-Level Styling and Customization of Digital Text - 2** **Code: MC 3.1.D.2**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 8 – Maximum 10 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.2)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.152 - 3.1.156):

- Capacity to use tools for desktop publishing and for web-based text formatting.
- Ability to work with version control systems and advanced scripting languages.
- Capacity to manage complex design projects and quality assurance procedures.
- Ability and proficiency in use of markup languages.
- Awareness to design and format high quality and highly accessible documents.

Description (MC 3.1.D.2)

At a highly specialized level of digital text formatting, users would be expected to have a deep understanding of various markup languages, typesetting, and graphic design principles and of techniques to effectively present data within text documents or web content. At a this level of competence, individuals should be capable of working with version control systems like Git, which is useful for collaborative work and tracking changes in text formatting projects, should be able to use script languages like JavaScript or Python, - that can be valuable for automating repetitive formatting tasks, should be capable to utilize vector design software for creating custom graphics and icons, and should be able to ensure a correct and consistent display of the formatting texts across different platforms and systems.Additionally, users at this level should be able to manage and organize complex projects, and to possess soft skills as time management capacity, task prioritization capacity, and team communication and ability.

Capacity to use popular CMS platforms like for web-based content formatting and management, or expertise in using professional desktop publishing software should be within the capabilities of any user at this level of proficiency. Furthermore, expertise in markup languages as HTML, XML, and LaTeX, which includes the capability to write custom code for formatting requirements, or skills in testing to ensure that the formatted text meets all requirements and standards are as well required at this level of proficiency.

At this highly specialized level, users may also need to stay updated with the latest industry trends and technologies, as digital text formatting is an evolving field.

Questions (MC 3.1.D.2)

1. How can document templates be dynamically populated with variable content through the use of specialized scripting languages or APIs?
2. How can advanced scripting or programming languages be employed to develop custom tools or extensions within a word processing software ecosystem?
3. Explain how specialized document conversion tools or scripting methods handle complex conversions between diverse document formats while preserving complex formatting and structures.

Mastery in Digital Image and Graphics Design - 1 (MC 3.1.D.3)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery in Digital Image and Graphics Design - 1** **Code: MC 3.1.D.3**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 8 – Maximum 10 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.3)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.157 - 3.1.160):

- Understanding of niche-specific advanced design techniques.
- In depth-understanding of a niche-specific design techniques.
- Capacity to use highly specialized software tools.
- Capacity to create niche-specific graphics.

Description (MC 3.1.D.3)

Achieving highly-specialized expertise in digital image and graphics demands a multifaceted skill set. Profound knowledge of advanced techniques unique to the niche forms the cornerstone. This encompasses mastering esoteric retouching methods, leveraging highly specialized filters, and executing specific digital art processes that push the boundaries of creativity and technical precision.

Moreover, this expertise extends beyond technical prowess to encompass an in-depth comprehension of the niche's subject matter. Whether it involves medical imaging, scientific visualization, or intricate technical domains, a deep understanding ensures accurate representation and effective communication of complex concepts through visual mediums.

Complete mastery of specialized software tailored to the niche is paramount. This proficiency empowers seamless execution and manipulation of imagery with exceptional finesse and accuracy, harnessing the full potential of the tools available. Furthermore, this expertise lies in the ability to craft or replicate niche-specific visual styles or artistic movements. Proficiency in creating or emulating highly individualized aesthetics contributes to setting new standards and pushing the creative boundaries within the niche, establishing a unique artistic signature that resonates with the intended audience.

Questions (MC 3.1.D.3)

1. How do these techniques contribute to the quality and innovation of your projects?
2. Describe your level of understanding and experience in the subject matter relevant to the niche, such as medical imaging, scientific visualization, or other specialized areas.
3. How does this knowledge inform and enhance your approach to creating visual content in these domains?
4. How extensively have you utilized specialized software or tools in your projects, and can you highlight specific functionalities or techniques within these programs that demonstrate your mastery?
5. How do individualized aesthetics contribute to the impact and uniqueness of your digital image and graphics work within a specified niche?

Mastery in Digital Image and Graphics Design - 2 (MC 3.1.D.4)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery in Digital Image and Graphics Design - 2** **Code: MC 3.1.D.4**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 10 – Maximum 12 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.4)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.161 - 3.1.164):

- Capacity to use niche-specific printing techniques.
- Capability to use niche -specific hardware equipment.
- Ability to develop custom specific design.
- Capacity of collaboration.

Description (MC 3.1.D.4)

Highly-specialized expertise in digital image and graphics development encompasses a multifaceted skill set tailored for niche-specific requirements. Proficiency in niche-specific printing and output stands as a cornerstone skill. This expertise involves preparing images meticulously for specialized outputs, including large-scale fine art prints, technical documentation, or unconventional display formats, ensuring utmost precision and quality in the final visual representation.

Moreover, mastery extends to niche-related hardware expertise, necessitating adeptness with specialized equipment like high-end cameras, printers, or 3D scanners pertinent to the niche. This proficiency enables seamless utilization of hardware to capture, manipulate, or reproduce imagery with exacting standards.

A distinguishing trait of this expertise is the ability to develop custom solutions, scripts, or algorithms tailored to address highly specialized design challenges. This capability facilitates innovative problem-solving, allowing for the creation of unique and tailored visual solutions specific to the niche's demands. Furthermore, collaboration with specialists from diverse fields, such as scientists, engineers, or historians, is integral. Experience in working alongside professionals from these domains ensures a nuanced understanding of their needs and facilitates the creation of highly specialized visual content that accurately communicates complex information while meeting the standards and requirements of the niche.

Questions (MC 3.1.D.4)

1. Can you provide examples of your experience in preparing images for niche-specific outputs, such as large-scale fine art prints, technical documentation, or unique display formats?
2. How do you ensure the quality and precision of these outputs in your workflow?
3. How extensively have you utilized high-end cameras, printers, 3D scanners, or other specialized tools within your projects, and how do they contribute to achieving specific visual objectives?
4. How do custom solutions enhance or streamline your workflow, demonstrating your ability to innovate in response to niche-specific demands?
5. How do you approach collaboration and communication with specialists to ensure that the visual content meets their specific needs while aligning with the project's objectives within the niche?

Mastery in Digital Image and Graphics Design - 3 (MC 3.1.D.5)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery in Digital Image and Graphics Design - 3** **Code: MC 3.1.D.5**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 10 – Maximum 12 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.5)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.1165 - 3.1.168):

- Capacity to create a niche-specific portfolio.
- Capacity of teaching and mentoring.
- Commitment to learning
- Commitment to innovation.

Description (MC 3.1.D.5)

Highly-specialized expertise in digital image and graphics development extends beyond technical proficiency, encompassing distinct attributes essential for industry leadership. An extensive portfolio serves as a testament to this expertise, showcasing a diverse array of projects that epitomize mastery within the specific niche. This portfolio embodies a substantial body of work characterized by innovation, precision, and depth, demonstrating a comprehensive understanding and application of specialized skills.

Moreover, this level of expertise involves the ability to impart knowledge and skills, emphasizing teaching, mentoring, or leading workshops. Sharing expertise and nurturing the next generation of specialists solidifies one's position as an industry leader, fostering growth and innovation within the niche.

A core aspect of highly-specialized expertise is the commitment to continuous learning and innovation. Professionals at this level are dedicated to staying at the forefront of the field by actively engaging in ongoing learning, conducting research, and pioneering innovative techniques within the niche. This commitment ensures adaptation to emerging trends, the exploration of new methodologies, and the continual evolution of the craft. In this way, the highly-specialized expertise in digital image and graphics development is characterized by the ability to educate and mentor, coupled with an insatiable drive for continuous learning and innovation, shaping the future of the field while maintaining a position of authority within it.

Questions (MC 3.1.D.5)

1. How does your extensive portfolio within the specific niche demonstrate your mastery and contribution to the advancement of the niche?
2. How have you imparted knowledge and expertise to others, and what methods or approaches do you use to effectively educate and mentor aspiring specialists in the field?
3. How do you demonstrate your commitment to continuous learning, research, and innovation within the niche of digital image and graphics development?
4. In what ways do you integrate your continuous learning and innovative approaches into your practice within the specific niche?
5. How does this commitment to ongoing growth and exploration of new methodologies contribute to the quality and advancement of your work in digital image and graphics development?

Mastery of Digital Video Production - 1 (MC 3.1.D.6)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery of Digital Video Production - 1** **Code: MC 3.1.D.6**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 10 – Maximum 12 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.6)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.169 - 3.1.172):

- Knowledge of advanced 3D modeling and animation.
- Capability to accomplish advanced color grading.
- Capacity to develop expert-level sound design.
- VR/AR video production specialization.

Description (MC 3.1.D.6)

At the highly-specialized level of expertise in digital video creation and editing, a refined skill set enables creators to push the boundaries of creativity and innovation. Proficiency in advanced 3D modeling and animation involves profound knowledge and skills in crafting three-dimensional models and animations, seamlessly integrating them into video projects. This expertise brings an additional dimension of depth and realism to the visual storytelling, enriching the overall viewing experience.

Moreover, mastery in advanced color grading signifies a deep understanding of color theory, manipulation, and correction techniques. This mastery enables creators to adeptly enhance visual storytelling, set moods, and maintain consistency throughout the video content, elevating the impact and coherence of the narrative.

Furthermore, possessing expert-level sound design skills is pivotal. Proficiency in creating, mixing, and editing audio elements such as Foley, sound effects, and music allows for the seamless integration of auditory elements that complement and elevate the visual narrative, enriching the overall audiovisual experience.

Additionally, specialized expertise in VR/AR video production denotes proficiency in producing immersive experiences through Virtual Reality (VR) or Augmented Reality (AR) content creation. Understanding the unique challenges and techniques involved in these formats enables creators to craft captivating and immersive video content that transports viewers into interactive and immersive worlds.

Highly-specialized expertise in digital video creation encompasses proficiency in advanced 3D modeling and animation, mastery in advanced color grading, expert-level sound design skills, and specialized VR/AR video production expertise. These specialized skills collectively empower creators to innovate, craft immersive experiences, and push the boundaries of storytelling in the digital video landscape.

Questions (MC 3.1.D.5)

1. Explain the process of integrating three-dimensional models and animations seamlessly into video projects, highlighting specific tools, methods, or projects where you've demonstrated expertise in this area.
2. Explain how color theory, manipulation, and correction techniques enhance visual storytelling, mood, and consistency in video content.
3. Discuss the proficiency in creating, mixing, and editing audio elements to enhance the overall visual narrative.
4. Discuss the challenges and unique techniques involved in producing immersive experiences through VR or AR video content creation.

Mastery of Digital Video Production - 2 (MC 3.1.D.7)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery of Digital Video Production - 2** **Code: MC 3.1.D.7**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 10 – Maximum 12 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.7)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.173 - 3.1.176):

- Capacity to craft storytelling structures.
- Ability to perform expert-level video editing.
- Advanced compositing ability.
- CGI integration capability.

Description (MC 3.1.D.7)

At the highly-specialized level of expertise in digital video creation and editing, a refined skill set enables creators to produce exceptional and impactful video content. Proficiency in masterful storytelling structures signifies expertise in crafting compelling narratives that resonate with audiences. Understanding story arcs, character development, and pacing are pivotal elements for creating engaging and impactful videos that captivate viewers and evoke emotions.

Moreover, mastery in expert-level video editing techniques involves a deep understanding and proficiency in advanced editing methods. This includes the utilization of intricate transitions, complex timelines, visual effects, and precision editing, allowing creators to elevate the video's visual appeal and storytelling.

Furthermore, possessing advanced compositing skills is crucial. The ability to seamlessly integrate multiple visual elements or scenes using masking, blending, and layering techniques enables creators to create cohesive and immersive video experiences, ensuring a seamless flow between different elements within the video.

Additionally, mastery in CGI integration involves proficiency in seamlessly blending Computer-Generated Imagery (CGI) with live-action footage. This skill ensures realistic and cohesive visuals, enhancing the overall quality and believability of the video content.

Questions (MC 3.1.D.7)

1. How do you approach narrative elements, story arcs, character development, and pacing to create engaging and impactful videos?
2. How do you employ advanced transitions, visual effects, complex timelines, and precision editing techniques to elevate the quality and impact of video content.
3. How do you integrate multiple visual elements or scenes together using masking, blending, and layering techniques to create seamless and visually captivating videos?
4. How do you ensure realistic and cohesive visuals by integrating Computer-Generated Imagery (CGI) seamlessly into live-action footage?.

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Mastery of Digital Video Production - 3 (MC 3.1.D.8)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery of Digital Video Production - 3** **Code: MC 3.1.D.8**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 10 – Maximum 12 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.8)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.177 - 3.1.180):

- In-depth knowledge of motion graphics.
- Ability to work with immersive video technologies.
- Ability to use advanced cinematography techniques.
- Capacity to use expert-level green screen techniques.

Description (MC 3.1.D.8)

At the highly-specialized level of expertise in digital video creation and editing, a refined skill set enables creators to delve into cutting-edge techniques and technologies, pushing the boundaries of visual storytelling. In-depth motion graphics expertise signifies advanced knowledge and skills in crafting dynamic and sophisticated motion graphics, animations, and typography. These elements enrich video content, adding layers of dynamism and visual engagement that captivate audiences.

Proficiency in immersive video technologies denotes an understanding and adeptness in working with emerging technologies such as 360-degree video, spatial audio, and immersive experiences. This skill set allows creators to explore innovative formats, creating immersive and interactive narratives that transport viewers into captivating virtual environments. Furthermore, possessing advanced cinematography techniques is crucial. Expertise in specialized camera techniques, lighting setups, shot composition, and advanced camera movements enables the creation of visually stunning scenes, adding depth and quality to video content.

Additionally, mastery in expert-level green screen techniques involves proficiency in utilizing green screen technology for complex compositing and scene creation. This skill ensures high-quality results, enabling creators to seamlessly integrate various elements and environments, fostering a visually immersive experience.

Questions (MC 3.1.D.8)

1. Can you provide examples of projects where your motion graphics significantly elevated the visual appeal and storytelling of the videos?
2. Explain your experience and understanding of emerging immersive video technologies such as 360-degree video, spatial audio, and immersive experiences. How have you incorporated the emerging immersive video technologies such as 360-degree video or spatial audio into your video projects?
3. Discuss your expertise in specialized camera techniques, lighting setups, shot composition, and advanced camera movements to create visually stunning scenes.
4. Provide examples or instances where your expert-level green screen techniques resulted in high-quality and integrated visual elements within video productions.

Mastery of Digital Viseo Production - 4 (MC 3.1.D.9)

Basic Information

Identification of the learner	Any Citizen
Title and code of the micro-credential	**Mastery of Digital Video Production - 4** **Code: MC 3.1.D.9**
Country(ies)/Region(s) of the issuer	ITALY, CYPRUS, GREECE, ROMANIA http://dsw.projectsgallery.eu
Awarding body(ies)	DSW Consortium Project Number: **101087628**
Date of issuing	Nov 2023
Notional workload needed to achieve the learning outcomes	Minimum 10 – Maximum 12 hrs
Level of the learning experience leading to the micro-credential	**Highly-specialized**
Type of assessment	Automatically marked Questions Number of Questions: 16 – 20 Passing Score: 75%
Form of participation in the learning activity	Online Asynchronous
Type of quality assurance used to underpin the micro-credential	Peer Review

Learning outcomes (MC 3.1.D.9)

Learning Outcomes (ref. Levels 5-6 LOs 3.1.181 - 3.1.184):

- Ability to perform multi-camera editing.
- Capacity to implement video production workflows.
- Capacity to create innovative video content.
- Capacity of leadership in complex video projects.

Description (MC 3.1.D.9)

At the highly-specialized echelon of digital video creation and editing, a refined skill set enables creators to orchestrate complex projects with finesse and innovation. Mastery in multi-camera editing signifies the ability to seamlessly compile footage from diverse camera sources, synchronizing and blending perspectives to create cohesive and engaging sequences that offer multifaceted viewpoints.

Moreover, possessing expertise in specialized video production workflows demonstrates mastery in designing and implementing tailored, efficient workflows that cater to the specific needs and intricacies of diverse video projects. This skill ensures streamlined processes, maximizing productivity and quality across various production requirements. Furthermore, adeptness in innovative video content creation showcases the ability to conceptualize and execute cutting-edge and original video content. By pushing the creative boundaries and exploring new avenues, creators can craft unique and captivating narratives that captivate audiences and set new standards in the industry.

Additionally, leadership proficiency in complex video projects denotes the capability to lead and manage large-scale endeavors. Coordinating diverse talents and resources while overseeing timelines and budgets ensures the successful delivery of high-quality results, demonstrating mastery not only in creative skills but also in project management and leadership.

Questions (MC 3.1.D.9)

1. Can you provide an example of a project where you successfully synchronized and edited multi-camera footage to achieve a compelling visual narrative?
2. How do you ensure smooth project execution, resource allocation, and streamlined processes to optimize productivity and quality?
3. Can you provide an example of a project where you introduced unconventional or unique creative elements that significantly impacted the video's success or audience engagement?
4. How do you approach team coordination, resource management, and decision-making to ensure the successful completion of complex video projects within set timelines and budgets?

APPENDIX 1: LEARNING OUTCOMES

COMPETENCE AREA: DIGITAL CONTENT CREATION

COMPETENCE: DEVELOPING DIGITAL CONTENT

COMPETENCE 3.1 : DEVELOPING DIGITAL CONTENT TO CREATE AND EDIT DIGITAL CONTENT IN DIFFERENT FORMATS, TO EXPRESS ONESELF THROUGH DIGITAL MEANS.		
FOUNDATION		
1	**At basic level and <u>with guidance</u>, I can:**	• identify ways to create and edit simple content in simple formats, • choose how I express myself through the creation of simple digital means
2	At basic level and with <u>autonomy and appropriate guidance</u> where needed, I can:	• identify ways to create and edit simple content in simple formats, • choose how I express myself through the creation of simple digital means
INTERMEDIATE		
3	On my own and solving straightforward problems, I can:	• indicate ways to create and edit well-defined & routine content in well-defined & routine formats • express myself through the creation of well-defined and routine digital means.
4	Independently, according to my own needs and solving well-defined and non-routine problems, I can:	• indicate ways to create and edit content in different formats, • express myself through the creation of digital means.
ADVANCED		
5	As well as guiding others, I can:	• apply ways to create and edit content in different formats, • show ways to express myself through the creation of digital means.
6	At advanced level, according to my own needs and those of others and in complex contexts, I can:	• change content using the most appropriate formats, • adapt the expression of myself through the creation of the most appropriate digital means.
HIGHLY SPECIALISED		
7	At highly specialised level, I can: • create solutions to complex problems with limited definition that are related to content creation and edition in different formats, and self-expression through digital means, • integrate my knowledge to contribute to professional practice and knowledge and guide others in developing content.	
8	At the most advanced and specialised level, I can:	• create solutions to solve complex problems with many content-creation and editing interacting factors in different formats, and self-expression through digital means • propose new ideas and processes to the field

INTRODUCTION

Digital content creation refers to the process of producing diverse forms of data and information using digital tools and technologies. This content can include text, images, videos, audio, animations, and other digital elements in various formats, created to be stored on computer systems or to be distributed across digital channels. The process of digital content creation involves several steps:

1. Idea Generation and Design Planning: Development of ideas and concepts for a digital content which may encompass software applications, or media formats like blog posts, video tutorials, infographics, podcast episodes and more. This phase also involves outlining the structure, layout, and goals of the digital content.

2. Creation, Editing and Optimisation: Content production involves employing various software tools and/or digital media to generate its constituents: texts, graphics, videos, audio files or data files. Editing encompass tasks as proofreading, adjusting visuals, enhancing audio quality, and ensuring alignment with the intended objectives or messages. Optimization might involve tasks like formatting or tuning for readability or improving features of software services or applications.

3. Analysis: Digital content creators analyze their content's performance using a range of tools and metrics. This assessment aids in understanding how the newly created digital content is working or is resonating with the target audiences, and informs strategies for future content refinement.

4. Storing and/or distribution: Upon finalization, digital content can be stored within a digital environment or disseminated across various platforms or media. This step involves actions such as publishing blog posts on websites, uploading content on video sharing platforms, sharing images or videos via social networks, or distributing podcasts on streaming services.

Digital content creation stands as a pivotal activity within the area of Information Technology and Communication. It empowers individuals, businesses, and organizations to innovate by generating new digital offerings, while also facilitating engagement and interaction through the various interactive digital means

PREREQUISITES

Basic Computer Skills: The student should be familiar with how to use a computer, navigate the file system, create and manage files and folders, and perform basic tasks like copying, pasting, and installing software.

Operating systems: The user should possess the basic skills on using operating systems like Windows, MacOS, or Linux. An operating system (OS) is a fundamental software component that manages computer hardware and provides services and interfaces for user programs. It acts as an intermediary between applications and the hardware, allowing users to interact with the computer's resources in a more user-friendly and efficient manner.

Problem-Solving Skills: The user should be able to approach problems methodically and think critically will be essential in developing digital content. Having a basic understanding of arithmetic, algebra, and logic can be beneficial for solving problems and understanding methods and technologies of dveloping digital content.

English Proficiency: Most programming resources, tutorials, and documentation are available in English. A good grasp of the English language will make it easier to access learning materials and communicate with the programming community.

FOUNDATION LEVEL (LEVEL 1 and LEVEL 2)

COMPETENCE AREA 3 : DIGITAL CONTENT CREATION

COMPETENCE 3.1 : DEVELOPING DIGITAL CONTENT

TO CREATE AND EDIT DIGITAL CONTENT IN DIFFERENT FORMATS, TO EXPRESS ONESELF THROUGH DIGITAL MEANS.

LEVEL 1 - FOUNDATION

At basic level and with guidance, I can:

- identify ways to create and edit simple content in simple formats,
- choose how I express myself through the creation of simple digital means

LEVEL 2 - FOUNDATION

At basic level and with autonomy and appropriate guidance where needed, I can:

- identify ways to create and edit simple content in simple formats,
- choose how I express myself through the creation of simple digital means

TOPIC 1 : DEVELOPMENT OF DIGITAL TEXT DOCUMENTS

Learning Outcome	Level	K-S-A	Description
1. Understanding the interface of a word processor.	L1	K	Understanding the interface of word processing software. Awareness of basic functions within the menus of applications for digital text creation.
2. Knowledge on the basic documents' components.	L1	K	Knowledge on the basic components that make up a digital text document.
3. Basic typing proficiency.	L1	S	Basic typing proficiency to input and edit texts using a computer keyboard.

4. Capacity to apply the basic text formatting operations.	L1	S	Capacity to use the basic text formatting operations with the associated keyboard shortcuts specified in the word processor menus.
5. Understanding of the options in the framework of a word processor.	L1	K	Awareness of the services and the options available within the menus of the software applications for digital text creation and formatting.
6. Knowledge on digital text files formats and management procedures.	L2	K	Recognizing of common digital text- files formats and understanding the files management procedures and compatibility aspects.
7. Capacity to apply the basic operations of document management	L1	S	Ability to apply the basic operations on texts in a document, as navigation, selection, deletion, searching, copying and saving on other media.
8. Openness and motivation to improve the clarity of digital text files.	L1	A	Openness to employ digital text formatting techniques to improve clarity of message or information that the text intends to communicate to its audience.
9. Awareness of built-in grammar and spelling tools in a word processor.	L2	K	Awareness of functioning of the built-in grammar and spelling tools provided by text processing software.
10. Capacity to apply simple formatting or transfer operations on digital text files.	L2	S	Capacity to apply simple formatting operations of editing a text. Ability to create, name, save and retrieve a text document from or to digital media.
11. Ability to perform file management operations on digital text files.	L2	S	Ability to perform file management operations and procedures on existing or newly created text digital documents.
12. Ability to review and proof read documents.	L2	S	Ability to review and proof read a documents and to use the built-in spelling and grammar tools provided by the software text processor.
13. Openness to communicate messages or information to all types of audience, including persons with disabilities.	L2	A	Openness and motivation for the concept of employing the needed techniques in digital text processing with aim of improving the clarity of the message or information that the text intends to communicate to its audience.
TOPIC 2 : DEVELOPMENT OF DIGITAL IMAGES AND GRAPHICS			

14. Understanding of image editing software.	L1-L2	K	Understanding the interface, tools, and work principles of a image editing software.
15. Knowledge of file formats used in graphic and in digital image editing.	L1-L2	K	Knowledge of common image file formats such as JPEG, PNG, GIF, BMP, and TIFF. Understanding when to use different file formats based on the purpose.
16. Understanding of color theory.	L1-L2	K	Understanding of color theory, color models, and how to work with color effectively.
17. Basic knowledge of photo editing.	L1-L2	K	Knowledge of essential photo editing techniques like cropping, resizing, retouching, and color correction.
18. Ability to manage resolution and size of a digital image.	L1-L2	S	Ability to adjust digital image resolution and size for various media and applications, like web, print, and social media
19. Understanding the principles of image composition.	L1-L2	K	Understanding the principles of image composition, including rule of thirds, balance, and focal points.
20. Knowledge on image typography.	L1-L2	K	Knowledge on adding text within images, including font selection and text placement.
21. Capacity to use the selection tools.	L1-L2	S	Proficiency in using selection tools (marquee, lasso, magic wand) for precise editing.
22. Ability to use layers and masks.	L1-L2	S	Familiarity with working with layers and layer masks for non-destructive editing.
23. Ability to apply filters and effects.	L1-L2	S	Ability to apply filters and effects to images to achieve desired visual effects
24. Knowledge of exporting images.	L1-L2	K	Knowledge of exporting images for different platforms, considering file size
25. Capacity to realize basic image retouching	L1-L2	S	Capacity to use retouching for portraits and removing imperfections from images
26. Capacity to apply color corrections.	L1-L2	S	Ability to adjust brightness, contrast, and color balance in images.
27. Ability to crop and resize digital images.	L1-L2	S	Proficiency in cropping and resizing images to fit specific dimensions or aspect ratios
28. Capacity to create simple digital drawings	L1-L2	S	Basic skills in creating digital drawings and illustrations using drawing software tools.
29. Knowledge of image compression techniques.	L1-L2	K	Basic knowledge of image compression techniques to reduce file size without compromising quality.

30. Understanding of color calibration role.	L1-L2	S	Understanding the of color calibration for consistent and accurate color reproduction
31. Capacity to realize image file management	L1-L2	S	Organizing and adding metadata to images for efficient retrieval and management.
32. Ability to create an individual portfolio.	L1-L2	S	Users ability to build a portfolio to showcase own work and skills..
33. Awareness of image licensing importance.	L1-L2	A	Awareness of copyright and licensing issues when using and sharing images.
TOPIC 3 : DEVELOPMENT OF DIGITAL VIDEO CONTENT			
34. Understanding of video formats.	L1-L2	K	Recognizing different video file formats (e.g., MP4, AVI, MOV) and their basic characteristics like compression, quality, and compatibility.
35. Ability to manipulate various video formats.	L1-L2	S	Ability to transfer files in various video format on different platforms and devices.
36. Ability to operate a camera.	L1-L2	S	Ability to operate a camera proficiently, including knowledge of focus, exposure, framing, and basic shot compositions (wide, medium, close-up).
37. Ability to use video editing software.	L1-L2	S	Basic familiarity with video editing software interfaces (e.g., iMovie, Windows Movie Maker) to perform simple edits like cutting, trimming, and basic transitions.
38. Understanding of storytelling in videos.	L1-L2	K	Basic grasp of storytelling principles in videos, such as narrative structure, pacing, and conveying a message through visual means.
39. Understanding of basic editing techniques.	L1-L2	K	Understanding and application of basic editing techniques like cutting, trimming, and arranging video clips on a timeline.
40. Knowledge of basic transitions.	L1-L2	K	Knowledge of basic transition effects (e.g., fade, dissolve) and when to use them in video editing for smooth scene changes.
41. Ability to carry on audio-video synchronization.	L1-L2	S	Ability to synchronize audio and video tracks in editing software to ensure coherence between visual and auditory elements.
42. Understanding of video resolution and quality.	L1-L2	K	Awareness of video resolution (e.g., 1080p, 4K) and its impact on video quality, file size, and viewing experience.
43. Understanding of lighting techniques in video production.	L1-L2	K	Basic understanding of how lighting affects video quality, including the concepts of natural light, artificial light, and basic lighting setups.

44. Understanding of the fundamentals of color correction.	L1-L2	K	Basic understanding of adjusting color balance, contrast, and brightness levels to enhance the visual appeal of video content.
45. Basic audio editing ability.	L1-L2	S	Basic ability to edit audio tracks, including adjusting volume levels, adding fade-ins/fade-outs, and eliminating background noise.
46. Knowledge of audio components and techniques.	L1-L2	K	Understanding of audio components such as volume levels, sound effects, and music overlay in video content.
47. Knowledge of exporting and publishing.	L1-L2	K	Basic knowledge of exporting video projects from editing software and publishing them on platforms like YouTube or social media.
48. Knowledge of effects and filters.	L1-L2	K	Basic knowledge and application of simple effects and filters (e.g., black & white, sepia) to enhance visual aspects of video content.
49. Ability in file management and organization.	L1-L2	S	Ability to organize video files, footage, and project elements systematically for easy access and efficient workflow.

INTERMEDIATE LEVEL (LEVEL 3 and LEVEL 4)

COMPETENCE AREA 3 : DIGITAL CONTENT CREATION

COMPETENCE 3.1 : DEVELOPING DIGITAL CONTENT

TO CREATE AND EDIT DIGITAL CONTENT IN DIFFERENT FORMATS, TO EXPRESS ONESELF THROUGH DIGITAL MEANS.

LEVEL 3 - INTERMEDIATE

On my own and solving straightforward problems, I can:

- indicate ways to create and edit well-defined & routine content in well-defined & routine formats
- express myself through the creation of well-defined and routine digital means.

LEVEL 4 - INTERMEDIATE

Independently, according to my own needs and solving well-defined and non-routine problems, I can:

- indicate ways to create and edit content in different formats,

express myself through the creation of digital means.

TOPIC 1 : DEVELOPMENT OF DIGITAL TEXT DOCUMENTS

Learning Outcome	Level	K-S-A	Description
50. Knowledge on advanced list formatting.	L3-L4	K	Knowledge related to advanced list formatting and updating within a document.
51. Knowledge on advanced table formatting.	L3-L4	K	Knowledge related to table formatting and tables of content creating and updating within a document.
52. Knowledge of page and document formatting.	L3-L4	K	Knowledge of page formatting, of document formatting techniques and of document version control.

53. Ability to use advanced formatting techniques and complex objects in a document.	L3-L4	S	Ability to apply advanced formatting styles in a document, to use footnotes, and endnotes, to track changes and to perform troubleshooting.
54. Knowledge of vertical and horizontal formatting techniques in a document.	L3-L4	K	Knowledge of document formatting techniques and options necessary to create horizontal and vertical page layouts.
55. Capacity to track changes in a digital document.	L3-L4	K	Capacity to use track changes features for collaborative editing and document review.
56. Capacity to use horizontal and vertical formatting elements.	L3-L4	S	Capacity to create and use columns, text boxes and sections within pages of a digital text document..
57. Ability to use graphic elements in a document.	L3-L4	S	Ability to insert, format and create various graphic elements in a document.
58. Understanding of the concept of related information in a text document	L3-L4	K	Understanding of how to relate information in a document through cross-references and of how to use macros to automate a document formatting tasks.
59. Ability to realize complex setting up of documents page layouts.	L3-L4	S	Ability to realize complex setting up of page and sections layouts and to add and edit elements for branding, design or communication purposes as mail merge.
60. Ability to apply complex customization of a document.	L3-L4	S	Ability to apply complex customization of a document and use advanced printing options.
61. Capacity to perform style customization	L3-L4	S	Capacity to create, edit and manage styles in a document.
62. Awareness of creating user-friendly, accessible documents.	L3-L4	A	Awareness and willingness of creating accessible documents, including using alt text for images and ensuring text is screen-reader-friendly.
TOPIC 2 : DEVELOPMENT OF DIGITAL IMAGES AND GRAPHICS			
63. Knowledge in color management.	L3-L4	K	Extended knowledge of color management, color spaces, profiles, and calibration.
64. Capacity to use image editing tools.	L3-L4	S	Proficiency in advanced features and tools of image editing.
65. Ability to realize image restoration work.	L3-L4	S	Ability to restore damaged or old photographs by removing scratches or tears.
66. Ability to use complex software functions for image retouching.	L3-L4	S	Skills to perform advanced skin retouching, object removal, and complex image enhancements in portraits of individuals.

67. Knowledge of advanced filters and effects.	L3-L4	K	Knowledge of using advanced filters and effects to create visual styles and effects.
68. Capacity to use masking and compositing.	L3-L4	S	Mastery of masking and compositing techniques for combining multiple images.
69. Ability to apply text effects.	L3-L4	S	Proficiency in creating custom text effects and typography treatments.
70. Capacity to draw using of digital tools.	L3-L4	S	Improved digital drawing and illustration skills, enabling you to create artwork.
71. Understanding of HDR Imaging.	L3-L4	K	Understanding and application of High Dynamic Range (HDR) techniques to capture and edit images with a wide tonal range
72. Ability to apply color grading.	L3-L4	S	Ability to apply advanced color grading and utilize adjustment layers for precise control over image appearance.
73. Ability to create photomontages.	L3-L4	S	Ability to create photomontages, and blend multiple images into one composition.
74. Capacity to create product photography.	L3-L4	S	Skills in shooting and editing product images for advertising and e-commerce.
75. Understanding of print production.	L3-L4	K	Knowledge of preparing images for high-quality print production, including understanding resolution, color profiles, and file formats.
76. Capacity to use photographic lightening.	L3-L4	S	Proficiency in using various lighting techniques for photography.
77. Ability to create content for social-media.	L3-L4	S	Ability to design images optimized for different social media platforms.
78. Capacity to use advanced export techniques.	L3-L4	S	Skills in exporting images for various media while maintaining quality and adhering to specific platform requirements.
79. Knowledge of multimedia graphics.	L3-L4	K	Knowledge of creating graphics for websites, mobile apps, and video content.
80. Ability to expand own work portfolio.	L3-L4	S	Expanding portfolio with a range of projects showcasing your versatility and skills.
81. Capacity of professional communication.	L3-L4	S	Communication and project management skills in professional contexts.
82. Awareness of intellectual property rights.	L3-L4	A	Awareness of intellectual property rights, licensing, and the ethical considerations.

TOPIC 3 : DEVELOPMENT OF DIGITAL VIDEO CONTENT			
83. Knowledge of storyboarding.	L3-L4	K	Understanding how to create a visual representation of the video's narrative, shot by shot, including framing, sequencing, and annotations to guide the production process.
84. Capacity to use advanced editing techniques.	L3-L4	S	Proficiency in using advanced editing tools, such as keyframing, masking, and advanced transitions to create seamless and polished video sequences.
85. Ability to use the color grading techniques	L3-L4	S	Ability to enhance and manipulate the color and tone of video footage to achieve a consistent and desired visual style, using software tools like DaVinci Resolve or Adobe SpeedGrade.
86. Ability to carry on storyboard to screen translation.	L3-L4	S	Ability to execute the planned storyboard into the actual video, making adjustments and creative decisions during production while staying true to the original concept.
87. Understanding of audio editing and mixing.	L3-L4	K	Understanding how to edit, clean, mix, and synchronize audio tracks effectively, ensuring high-quality sound in video production.
88. Knowledge of motion graphics integration.	L3-L4	K	Knowledge of incorporating motion graphics, text overlays, lower thirds, and other visual elements to enhance storytelling and engagement within the video.
89. Understanding of video codecs and formats.	L3-L4	K	Knowledge of different video codecs, file formats, and their uses to ensure optimal video quality and compatibility across platforms.
90. Ability in advanced camera operations.	L3-L4	S	Familiarity with more complex camera operations, including manual settings, different lenses, angles, and movements to capture high-quality footage.
91. Understanding of audio equipment and techniques.	L3-L4	K	Knowledge of various microphones, recording devices, and sound manipulation techniques to capture audio for video production.
92. Understanding of green screen compositing.	L3-L4	K	Understanding and proficiency in using green screens (chroma keying) for adding or changing backgrounds, integrating actors into different environments, and creating visual effects.
93. Ability to accomplish advanced transitions and effects.	L3-L4	S	Mastery in using complex transitions and effects, such as split screens, masking transitions, and advanced visual effects to elevate the video's visual appeal.

94. Ability to fulfill storytelling through editing.	L3-L4	S	Ability to tell a compelling story by skillfully editing footage, adjusting pacing, sequencing shots, and using visual and auditory elements to evoke emotions and engagement.
95. Knowledge of basic animation techniques.	L3-L4	K	Knowledge of the basic animation principles, including movement, timing, and storytelling through animation, useful for adding simple animated elements to videos.
96. Legal and Copyright knowledge.	L3-L4	K	Understanding of copyright laws, licensing, and permissions related to using music, footage, or images in video content to avoid legal issues.
97. Understanding of optimizing video for different platforms.	L3-L4	K	Understanding how to optimize videos for various platforms (YouTube, social media, websites) by considering aspect ratios, resolution, and other platform-specific requirements.
98. Capacity to accomplish collaborative workflows.	L3-L4	S	Skills in collaborating with a team, understanding roles, effective communication, and managing assets to ensure a smooth video production process.

ADVANCED LEVEL (LEVEL 5 and LEVEL 6)

COMPETENCE AREA 3 : DIGITAL CONTENT CREATION

COMPETENCE 3.1 : DEVELOPING DIGITAL CONTENT

TO CREATE AND EDIT DIGITAL CONTENT IN DIFFERENT FORMATS, TO EXPRESS ONESELF THROUGH DIGITAL MEANS.

LEVEL 5 - ADVANCED

As well as guiding others, I can:

- apply ways to create and edit content in different formats,
- show ways to express myself through the creation of digital means.

LEVEL 6 - ADVANCED

At advanced level, according to my own needs and those of others and in complex contexts, I can:

- change content using the most appropriate formats,
- adapt the expression of myself through the creation of the most appropriate digital means.

TOPIC 1 : DEVELOPMENT OF DIGITAL TEXT DOCUMENTS

Learning Outcome	Level	K-S-A	Description
99. Knowledge of design for advanced document formatting.	L5-L6	K	Knowledge of responsive design for adapting documents to screen sizes and orientations..
100. Knowledge of advanced file formats.	L5-L6	K	Knowledge of working with advanced file formats, including EPS, SVG, InDesign, and other specialized document formats.
101. Knowledge on User Experience principles.	L5-L6	K	Understanding of User Experience (UX) design principles to create documents that are user-friendly and engaging

102. Mastery of typography principles.	L5-L6	S	Mastery of typography principles and proficiency in professional printing and in creating typographic hierarchy in documents.
103. Ability to perform professional printing.	L5-L6	S	Ability to perform data merge and variable data printing.
104. Capacity to manipulate complex graphics.	L5-L6	S	Capacity to use color effectively, including understanding color theory, creating and implementing color schemes. Capacity to use advanced styles and templates.
105. Knowledge on advanced PDFs creation and of formatting complex tables.	L5-L6	K	Knowledge of creating interactive PDFs with forms, multimedia, hyperlinks, and in creating and formatting tables with complex data, sorting and calculations.
106. Knowledge on cross platforms compatibilities	L5-L6	K	Knowledge of optimizing documents for cross-platform compatibility and consistent rendering on different devices and software
107. Ability to use complex document layouts.	L5-L6	S	Ability to create and manipulate complex custom page or document layouts, including master pages and document themes for consistent design.
108. Capacity to perform project management.	L5-L6	S	Capacity to perform project management and quality assurance tasks, skills in managing timelines and resources in document design projects..
109. Ability to use documents software scripting.	L5-L6	S	Proficiency in digital text creation requires expertise in scripting and automation languages (JavaScript, VBA) for customizing document behavior and functionality
110. Awareness and to consider legal and copyright aspects related to documents.	L5-L6	A	Awareness and willingness to consider legal, copyright and licensing aspects related to documents' content and design.
TOPIC 2 : DEVELOPMENT OF DIGITAL IMAGES AND GRAPHICS			
111. Understanding of raster and color graphics.	L5-L6	K	Understanding of raster and vector graphics techniques and when to use each.
112. Capability in color grading and tonal control.	L5-L6	S	Mastery of color grading techniques for achieving specific visual styles in images.
113. Ability to create illustrations.	L5-L6	S	Ability to create original illustrations and graphics using complex digital tools.
114. Capacity to create infographics.	L5-L6	S	Proficiency in creating logos, banners, infographics, and other graphic elements.
115. Knowledge of User Interface (UI) principles.	L5-L6	K	Understanding UI principles, wireframing, and designing user-friendly interfaces.
116. Capacity to create interactive prototypes.	L5-L6	S	Skills in creating interactive prototypes or mockups for web or app designs.
117. Ability to paint digitally.	L5-L6	S	Ability to paint digitally using tools and techniques akin to traditional painting.

118. Ability to create visual sequences.	L5-L6	S	Ability to create visual sequences or storyboards for animations or presentations
119. Knowledge of photographic composition.	L5-L6	K	Advanced knowledge of photographic composition, leading to professional images.
120. Capacity to use lightening techniques.	L5-L6	S	Mastery of studio lighting for portrait, product, and commercial photography
121. Capability to create HDR imaging.	L5-L6	S	Expertise in creating HDR (High Dynamic Range) images and panoramic photos.
122. Ability to create fine art photography.	L5-L6	S	Ability to create art photography with a focus on artistic expression and storytelling.
123. Knowledge of responsive design.	L5-L6	K	Knowledge of creating graphics optimized for various screen sizes and devices.
124. Capacity to create multimedia graphics.	L5-L6	S	Skills to create multimedia graphics, interactive media, and design for virtual reality or Augmented Reality (AR) applications.
125. Capacity to create interactive graphics.	L5-L6	S	Ability to produce content for video, animation, and interactive web design.
126. Capability to create animated graphics.	L5-L6	S	Capability to create animated graphics or gifs using complex software tools.
127. Knowledge on branding and marketing.	L5-L6	K	Understanding of branding, marketing, with aim to align with business goals
128. Knowledge of ethical and legal aspects.	L5-L6	K	Knowledge of intellectual property, licensing, and ethical aspects in image design.
129. Leadership capacity	L5-L6	S	Leadership skills to manage creative teams and guide professional projects.
130. Adaptability and continuous learning.	L5-L6	A	Attitude to adapt to new contexts and a commitment to ongoing learning to stay updated with evolving trends and techniques in the field.
TOPIC 3 : DEVELOPMENT OF DIGITAL VIDEO CONTENT			
131. Knowledge of advanced color grading.	L5-L6	K	In-depth knowledge and skill in manipulating colors, contrasts, and tones to enhance the visual appeal and storytelling of videos. Ccorrecting colors, creating specific moods, and maintaining consistency throughout the footage.
132. Ability to use advanced video editing software.	L5-L6	S	Mastery in video editing software like Adobe Premiere Pro, Final Cut Pro, or DaVinci Resolve. This includes timeline management, advanced editing techniques, and familiarity with a wide range of tools and functions.
133. Capacity to carry out expert-level audio editing and mixing.	L5-L6	S	Ability to handle complex audio tracks, clean up audio, adjust levels, apply effects, and mix multiple audio sources to ensure high-quality sound in the video content.
134. Capacity to create motion graphics and animation.	L5-L6	S	Proficiency in creating and integrating motion graphics, titles, lower thirds, and animations into video content. This includes using software like Adobe After Effects to add dynamic elements to videos.

135. Ability to use advanced effects and compositing.	L5-L6	S	Skill in applying advanced visual effects, compositing multiple layers, using green screen (chroma key) techniques, and integrating CGI or special effects into videos.
136. Ability to perform multi-camera editing.	L5-L6	S	Ability to synchronize and edit footage from multiple cameras or sources to create dynamic video content used in productions with multiple angles.
137. Capacity to use with advanced storytelling techniques.	L5-L6	S	Mastery in structuring narratives. This includes scriptwriting, storyboarding, and creating visual narratives.
138. Ability to carry out high-level video compression and optimization operations.	L5-L6	S	Ability to compress videos without compromising quality based on understanding of different video codecs, formats, and their optimal settings for various platforms.
139. Knowledge of cinematography and shot composition.	L5-L6	K	Knowledge of advanced camera techniques, framing, composition rules, and lighting setups to create visually appealing and impactful shots.
140. Capacity to carry out advanced transitions through editing techniques.	L5-L6	S	Proficiency in using creative transitions, complex editing techniques like match cuts, jump cuts, and time remapping to enhance storytelling and visual appeal.
141. Ability in advanced keyframing and in animation control.	L5-L6	S	Skill in precise keyframing for animation and effects control, allowing for detailed and controlled movement within video elements.
142. Capacity to create high-quality sound effects.	L5-L6	S	Expertise in adding detailed sound effects, ambiance, and Foley (creating sound effects for actions) to enhance the overall audiovisual experience.
143. Understanding of 360° video production.	L5-L6	K	Understanding techniques of creating immersive 360-degree videos, including filming, and editing footage for virtual reality (VR) or immersive experiences.
144. Legal and copyright understanding.	L5-L6	K	Knowledge of legal aspects related to video content creation, including copyright, licensing, and permissions for music, footage, and other copyrighted material.
145. Capacity of collaborative project management.	L5-L6	S	Ability to manage complex video projects involving multiple team members, including coordination, scheduling, and overseeing different aspects of production.
146. Adaptability and keeping up with trends.	L5-L6	A	Willingness to learn and adapt to evolving technologies, trends, and techniques in the digital video content creation landscape to maintain relevance and innovation.

HIGHLY SPECIALISED (LEVEL 7 and LEVEL 8)

COMPETENCE AREA 3 : DIGITAL CONTENT CREATION

COMPETENCE 3.1 : DEVELOPING DIGITAL CONTENT

TO CREATE AND EDIT DIGITAL CONTENT IN DIFFERENT FORMATS, TO EXPRESS ONESELF THROUGH DIGITAL MEANS.

LEVEL 7 - EXPERT

At highly specialised level, I can:

- create solutions to complex problems with limited definition that are related to content creation and edition in different formats, and self-expression through digital means,
- integrate my knowledge to contribute to professional practice and knowledge and guide others in developing content.

LEVEL 8 - EXPERT

At the most advanced and specialised level, I can:

- create solutions to solve complex problems with many content-creation and editing interacting factors in different formats,
- propose new ideas and processes to the field

TOPIC 1 : DEVELOPMENT OF DIGITAL TEXT DOCUMENTS

Learning Outcome	Level	K-S-A	Description
147. Deep understanding of typography and of typesetting principles.	L7-L8	K	Knowledge of typefaces, fonts, font pairing, font metrics, and kerning, understanding of techniques to control letter-spacing and line-spacing. Knowledge of leading, tracking, hyphenation, justification, use of ligatures, and special characters

148. Deep understanding of grid systems and of color theory.	L7-L8	K	Understanding of grid systems for layout design for creating well-structured and visually appealing documents or websites. Understanding the principles of color theory is crucial when formatting text with color, whether it's for web or print
149. Knowledge of data visualization tools and of style guides.	L7-L8	K	Knowledge of data visualization tools and techniques to effectively present data within text documents or web content, and familiarity with style guides such as Chicago Manual of Style, APA, or MLA.
150. Knowledge and understanding of print-based text formatting principles.	L7-L8	K	Knowledge of print-based text formatting, of bleeds, crop marks, color profiles, and print-ready file preparation should be within the capabilities of any user at the highly specialised level of proficiency in developing digital textual content
151. Capacity to apply compatibility techniques and to use vector graphic design software.	L7-L8	S	Capacity to utilize vector design software for creating custom graphics and icons, for ensuring a correct and consistent display of the formatting texts across different platforms and systems
152. Capacity to use tools for desktop publishing and for web text formatting.	L7-L8	S	Expertise in using professional desktop publishing software.
153. Ability to work with version control systems and advanced scripting languages.	L7-L8	S	Ability of working with systems like Git, script languages like JavaScript or Python and to utilize vector design software. Capacity to use CMS for web-based content formatting and expertise in using professional desktop publishing software.
154. Capacity to manage complex design projects and quality assurance procedures.	L7-L8	S	Ability to manage complex projects, and to possess soft skills as time management capacity, task prioritization capacity, and team communication.
155. Ability and proficiency in use of markup languages.	L7-L8	S	Expertise in markup languages as HTML, XML, LaTeX, and Markdown, capability to write custom code for specific formatting requirements, and skills in quality assurance to ensure that the formatted text meets requirements and standards.
156. Awareness to design and format high quality, highly accessible documents.	L7-L8	A	Awareness and willingness to design and format highly accessible documents that comply with accessibility standards (WCAG guidelines, ARIA roles) and make sure that those documents are accessible to all users.
TOPIC 2 : DEVELOPMENT oF DIGITAL IMAGES AND GRAPHICS			
157. Understanding of niche-specific of advanced design techniques.	L7-L8	K	Knowledge of advanced techniques unique to the niche, such as esoteric retouching methods, highly specialized filters, or specific digital art processes

158. In depth-understanding of a niche-specific design techniques.	L7-L8	K	Deep understanding of the subject matter relevant to the niche, such as medical imaging, scientific visualization, or highly technical subject areas.
159. Capacity to use specialized software.	L7-L8	S	Complete mastery of specialized software or tools tailored to the specific niche.
160. Capacity to create niche - specific graphics	L7-L8	S	Proficiency in creating or emulating niche-specific visual styles or artistic movements, often characterized by highly individualized aesthetics.
161. Capacity to use niche-specific printing techniques.	L7-L8	S	Expertise in preparing images for highly specialized output, such as large-scale fine art prints, technical documentation, or unique display formats
162. Capability to use niche -specific hardware equipment.	L7-L8	S	Proficiency with specialized hardware and equipment, which might include high-end cameras, printers, or 3d scanners, depending on the niche.
163. Ability to develop custom design.	L7-L8	S	Ability to develop custom solutions, scripts, or algorithms to tackle highly specialized design challenges.
164. Capacity of collaboration.	L7-L8	S	Capacity in collaborating with professionals from other fields, such as scientists, engineers, or historians, to create highly specialized visual content.
165. Capacity to create a niche-specific portfolio.	L7-L8	S	Capacity to create a portfolio filled with projects that exemplify expertise in the specific niche, often including a substantial body of work in that area.
166. Capacity of teaching and mentoring.	L7-L8	S	Ability to teach, mentor, or lead workshops, passing on knowledge and expertise to the next generation of specialists.
167. Commitment to learning.	L7-L8	A	A commitment to staying at the forefront of the field by continually learning.
168. Commitment to innovation.	L7-L8	A	A commitment to staying at the forefront of the field by continually researching, and innovating within the niche
TOPIC 3 : DEVELOPMENT OF DIGITAL VIDEO CONTENT			
169. Knowledge of advanced 3D modeling and animation.	L7-L8	K	Profound knowledge and skills in creating three-dimensional models and animations, incorporating them seamlessly into video projects.
170. Capability to accomplish advanced color grading.	L7-L8	S	Mastery in color theory, manipulation, and correction techniques to enhance visual storytelling, mood, and consistency in video content.
171. Capacity to develop expert-level sound design.	L7-L8	S	Proficiency in creating, mixing, and editing audio elements to complement and elevate the visual narrative, including Foley, sound effects, and music.

172. VR/AR video production specialization.	L7-L8	S	Expertise in producing immersive experiences through Virtual Reality (VR) or Augmented Reality (AR) video content creation, understanding the unique challenges and techniques involved.
173. Capacity to craft storytelling structures.	L7-L8	S	Proficiency in crafting compelling narratives, understanding story arcs, character development, and pacing, crucial for engaging and impactful videos.
174. Ability to perform expert-level video editing.	L7-L8	S	Mastery in advanced video editing methods, including advanced transitions, visual effects, complex timelines, and precision editing.
175. Advanced compositing ability.	L7-L8	S	Ability to integrate multiple visual elements or scenes together, utilizing masking, blending, and layering techniques.
176. CGI integration capability.	L7-L8	S	Proficiency in integrating Computer-Generated Imagery (CGI) with live-action footage, ensuring realistic and cohesive visuals.
177. In-depth knowledge of motion graphics.	L7-L8	K	Advanced knowledge and skills in creating dynamic and sophisticated motion graphics, animations, and typography to enhance video content.
178. Ability to work with immersive video technologies.	L7-L8	S	Understanding and ability to work with emerging technologies such as 360-degree video, spatial audio, and immersive experiences.
179. Ability to use advanced cinematography techniques.	L7-L8	S	Expertise in specialized camera techniques, lighting setups, shot composition, and advanced camera movements to create visually stunning scenes.
180. Capacity to use expert-level green screen techniques.	L7-L8	S	Proficiency in utilizing green screen technology for complex compositing and scene creation, ensuring high-quality results.
181. Ability to perform multi-camera editing.	L7-L8	S	Ability to edit footage from multiple camera sources seamlessly, synchronizing and creating cohesive sequences for various perspectives.
182. Capacity to implement video production workflows.	L7-L8	S	Mastery in designing and implementing efficient and effective workflows tailored to specific video production needs and projects.
183. Capacity to create innovative video content.	L7-L8	S	Ability to conceptualize and execute cutting-edge and original video content, pushing boundaries and exploring new creative avenues.
184. Capacity of leadership in complex video projects.	L7-L8	S	Capability to lead and manage large-scale video projects, coordinating diverse talents and resources to deliver high-quality results within timelines and budgets.

Project coordinator:

EdiTC EDUCATION & INFORMATION TECHNOLOGY CENTRE

Partners:

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DSW DIGITAL SKILLS WALLET

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