



## VIDEO RECORDING REQUIREMENTS

Review the Video Recording Requirements before submitting your [Video Evaluation Plan](#). This document will tell you how to properly record your video. Failure to adhere to the requirements outlined will prevent the LCIP Support Team from processing your request and completing your LCIP video evaluation.

### Video

The video recording must clearly capture your facilitation skills and interaction with participants.

- Identify a location in the rear of the room to place the camera.
- Camera needs to be stationary.
- When selecting a location for the camera ensure the recording view includes:
  - you, the Facilitator. You are allowed to briefly step out of frame to interact with participants.
  - the front of the classroom, including a flipchart and/or materials table if used.
  - a side angle or rear view of the audience. Note: most participants should be in view.
- The video should capture your trainer and facilitator skills. The evaluators need to see the entire training session to conduct a fair and thorough review of your facilitation skills. **DO NOT EDIT THE VIDEO.**
- Do not pan or zoom the camera during recording.
- Place tape on the floor to mark boundaries for you to identify area where movement will be captured on the recording.
- Test the video in advance, to ensure everything is captured in frame correctly.

### Audio

Audio is VERY important.

- The recording needs to clearly capture your audio and interaction with the participants.
- **A microphone must be used.** A lapel microphone is highly recommended.
- Test the audio in advance, as unintentional echoing may occur.

## Video Format requirements

- The preferred digital video format is .MP4. .WAV and .MOV will also be accepted.
- Video files should not be larger than 5 GB.
- The entire training session must be filmed, including any opening remarks, time spent with group, work among participants, etc.
  - Do not edit, cut or pause the recording.
  - Submit the raw footage.

Arrange the classroom according to the training or participant needs.

The following are examples of typical classroom arrangements. Note these diagrams are not to scale.

