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Introduction

This draft standard is based on national and international discussions. Your comments on this draft are invited and will assist in the preparation of the consequent standard.

For international standards, comments will be reviewed by the relevant UK national committee before sending the consensus UK vote and comments to the international committee, which will then decide appropriate action. If the international standard is approved, it is usual for the text to be published as a British Standard.

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Template for comments and secretariat observations

Date: xx/xx/20xx	Document: ISO/DIS xxxx
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1	2	(3)	4	5	(6)	7
MB	Clause No./ Subclause No./Annex (e.g. 3.1)	Paragraph/ Figure/Table/Note	Type of comment	Comment (justification for change) by the MB	Proposed change by the MB	Secretariat observations on each comment submitted
	3.1	Definition 1	ed	Definition is ambiguous and needs clarifying.	Amend to read '...so that the mains connector to which no connection...'	
	6.4	Paragraph 2	te	The use of the UV photometer as an alternative cannot be supported as serious problems have been encountered in its use in the UK.	Delete reference to UV photometer.	



DRAFT International Standard

ISO/IEC/IEEE DIS 26516

Systems and software engineering — Development and production of instructional videos

ICS: 35.080

ISO/IEC JTC 1/SC 7

Secretariat: **BIS**

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Voting terminates on:
2025-05-29

This document is circulated as received from the committee secretariat.

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

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For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT), see www.iso.org/iso/foreword.html.

This document was prepared by Joint Technical Committee ISO/JTC 1, Information technology, Subcommittee SC 7, Software and systems engineering, in cooperation with the Systems and Software Engineering Standards Committee of the IEEE Computer Society, under the Partner Standards Development Organization cooperation agreement between ISO and IEEE.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

Instructional videos are dynamic audio-visual media that can be controlled by the user. These media motivate users to learn with scenarios that provide realistic simulations of products and services. Typical use cases for instructional videos are getting-started or onboarding, learning the general use of a product or service, learning the most common workflows and tasks in the software, or providing news about software and system updates.

Ineffective videos can frustrate system users and prevent them from performing their tasks fast, safely and successfully. Existing standards cover the technical means of producing videos and the design and development of information for use (IEC/IEEE 82079-1 and ISO/IEC/IEEE 26514) but do not go into detail regarding instructional video as an effective means of providing information for users.

Instructional videos are an integral part of the product or service. Therefore, producers, managers, specialists, and developers work within the life cycle processes of the software product, which are defined in ISO/IEC/IEEE 12207:2017. In the context of instructional videos "user" and "viewer" are equivalent; both forms are used in this document.

While the requirements and guidance on the design and development of information for users are fully applicable, instructional videos have specific requirements and are managed throughout the specific processes ([Figure 1](#)). The purpose of this document is to provide requirements and guidance on instructional video processes as well as the structure, content, and media suitable for instructional video.

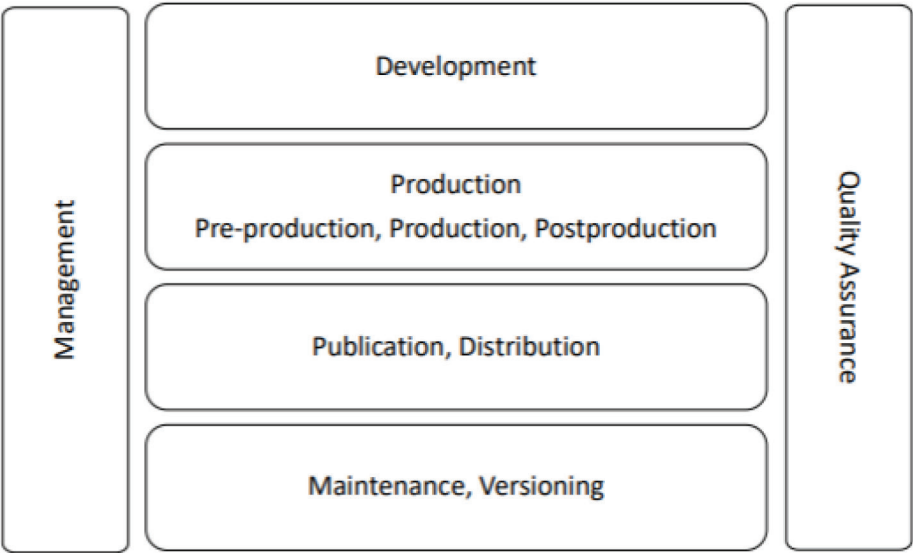


Figure 1 — Instructional video processes

Systems and software engineering — Development and production of instructional videos

1 Scope

This document provides requirements and guidance for the effective planning, design, and development of instructional video for information technology systems, products and services. Videos can present instructions for installation, operation, maintenance, and disposal for skilled or unskilled users. This document includes the use of video, interactive or hypervideo, animation, and virtual or augmented reality to explain how to use software and systems including hardware. This document covers both short video segments and the use of video in larger information products. Instructional videos can include concepts, instructional steps, and reference material. This document specifies content elements, structure, and use of media, including music, narration, captions, titles, and graphics. This document does not include specification of output media formats, content management for videos, or archiving. This document does not cover learning technology systems for recording and administering training programs.

This document is applicable to instructional video developers, including a variety of specialists such as:

- information architects who plan the structure and format of information products
- user experience specialists, customer experience specialists and business analysts who identify the tasks that the intended users can perform
- reviewers/testers of instructional videos
- graphic designers with expertise in electronic media
- experts working together to design the usage and presentation of the system or service

This document is also a reference for those with other roles and interests in the process of developing instructional videos.

2 Normative references

The following documents are referred to in the text in such a way that some or all their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

IEC/IEEE 82079-1:2019, *Preparation of information for use (instructions for use) of products – Part 1: Principles and general requirements*.

ISO/IEC/IEEE 26511:2018, *Systems and software engineering — Requirements for managers of information for users of systems, software, and services*

ISO/IEC/IEEE 26514:2022, *Systems and software engineering — Design and development of information for users*

3 Terms and definitions

ISO, IEC and IEEE maintain terminology databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at <https://www.iso.org/obp>
- IEC Electropedia: available at <https://www.electropedia.org/>

— IEEE Standards Dictionary Online: available at <http://dictionary.ieee.org>

Note 1 to entry For additional terms and definitions in the field of systems and software engineering, see ISO/IEC/IEEE 24765, which is published periodically as a “snapshot” of the SEVOCAB (Software and Systems Engineering Vocabulary) database and is publicly accessible at www.computer.org/sevocab

For the purposes of this document, the terms and definitions given in ISO/IEC/IEEE 26514:2022, *Systems and software engineering – Design and development of information for users*, and the following apply.

3.1

accessibility

extent to which products, systems, services, environments and facilities can be used by people from a population with the widest range of user needs, characteristics and capabilities to achieve identified goals in identified contexts of use

Note 1 to entry: Although “accessibility” typically addresses *users* who have disabilities, the concept is not limited to disability issues.

[SOURCE: ISO 9241-112:2017, Ergonomics of human-system interaction — Part 112: Principles for the presentation of information]

3.2

audience

category of users sharing the same or similar characteristics, needs, and context (for example purpose in using the product or service)

Note 1 to entry: There can be different audiences (for example skilled or unskilled users)

[SOURCE: ISO/IEC 26514:2022]

3.3

callout

short string of text connected by a line, arrow, or similar graphic to a feature of an image giving information about that feature

3.4

clip

part of a scene ([3.12](#))

3.5

close-miked

a microphone placed very near to the source sound to capture more direct sound and minimize pickup of ambience and from other sources

3.6

close-up

a high level of detail on specific elements or actions, emphasising their importance in completing tasks

EXAMPLE In an instructional video, a close-up can focus on a specific step of a task, such as a close-up of hands performing a complex assembly, or a detailed view of a specific software feature being used.

3.7

cut

omitted action or compressed time and space to create connections between actions that are otherwise difficult to show

EXAMPLE In an instructional video, a cut can be used to skip repetitive or unnecessary parts of a process and focus on the essential actions needed to complete the task.

3.8

footage

section of a video that has been *shot* ([3.17](#)) or recorded

3.9

life cycle

evolution of a system, product, service, project, or other human-made entity from conception through retirement

[SOURCE: ISO/IEC/IEEE 12207:2017, 3.1.26]

3.10

match cut

link between two different settings with the same action that gives the impression of a continuous movement over two or more shots

3.11

scene

organizes the video into tasks or actions

3.12

script

document describing the narrative and dialogue of the instructional video in detail

Note 1 to entry: It is the equivalent of a film screenplay.

3.13

storyboard

graphic organizer that consists of illustrations, images, or text displayed in sequence for the purpose of pre-visualizing a video sequence

3.14

animatic

series of images played in sequence, often with a soundtrack

Note 1 to entry: In essence, it's an animated storyboard.

3.15

transition

cut ([3.7](#)) between alternative sequences

3.16

voiceover

spoken words or narration in an instructional video communicated by an unseen narrator or an onscreen character not seen speaking

3.17

shot

a video sequence recorded continuously by one camera

3.18

contrast ratio

relative luminance of the lighter and darker of the colours

Note 1 to entry: A definition of this metric can be found in W3C Web Content Accessibility Guidelines (WCAG) 2.0.

3.19

onion skinning

animation function allowing successive frames of an animation to be overlaid or viewed together for smooth transition of moving objects

4 Conformance

In this document, the word "shall" indicates requirements strictly to be followed to conform to this document and from which no deviation is permitted ("shall" equals "is required to"). The word "should"

indicates that among several possibilities one is recommended as particularly suitable, without mentioning or excluding others; or that a certain course of action is preferred, but not necessarily required ("should" equals "is recommended that"). The word "may" is used to indicate a course of action permissible within the limits of the standard ("may" equals "is permitted to"). The word "can" is used for statements of possibility and capability, whether material, physical, or causal ("can" equals "is able to").

An organization may claim conformance to the requirements in this document for its instructional video development processes, or for its instructional videos, or for both. Full conformance to processes is achieved by demonstrating that all the requirements in [clause 6](#) have been achieved. Full conformance of products is achieved by demonstrating that all the requirements of [clause 7](#) have been achieved.

This document is meant to be tailored so that only necessary and cost-effective requirements are applied to instructional videos. Tailoring may take the form of specifying approaches to conform to its requirements or altering its recommendations and approaches to reflect the instructional videos more explicitly.

NOTE The tailoring process is described in ISO/IEC/IEEE 12207:2017, Annex A.

This document may be included or referenced in contracts or similar agreements when the parties (called the acquirer and the supplier) agree that the supplier is required to deliver instructional videos in accordance with this document. It may also be adopted as an in-house standard by a project or organization that decides to produce instructional videos in accordance with this document. Tailoring decisions made by an acquirer should be specified in the agreement with the supplier.

5 Roles and responsibilities

5.1 General

Video development and production involves a variety of roles, each with specific responsibilities to support the creation of a high-quality video product. The following list does not imply organisational structure. A single person can take on one or more of the following roles.

5.1.1 Manager

5.1.1.1 Production Manager

The production manager oversees the entire video production process. Production managers are responsible for planning, organizing, and executing all aspects of the production, including budgeting, scheduling, and coordinating different departments and resources.

5.1.1.2 Project Manager

In larger productions, there can be a dedicated project manager who focuses on managing specific aspects of the production, such as post-production or visual effects.

5.1.2 Producer

The producer handles the business and financial aspects, secures funding, hires key personnel, and makes important creative decisions. There can be several types of producers, such as executive producers, line producers, or associate producers, each with specific duties.

Producers are involved in all stages, from concept to completion.

5.1.3 Video developer

The video developer develops the concept and script for the video. Video developers work closely with the client or stakeholders to understand their vision and goals. They create the storyline, plan the visual elements, and confirm that the video effectively communicates the intended message.