



Australian Government

Department of Education, Employment and Workplace Relations

CUFDIG401A Author interactive media

Revision Number: 1

CUFDIG401A Author interactive media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to author a complete interactive media product, for example, a whole website.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>People in this role need a sound understanding of mark-up languages (HTML and XML). In addition, they need to be familiar enough with scripting languages to use script libraries in authoring software to provide interactive features.</p> <p>Authors work primarily on client-side technologies. In the construction of dynamic websites, for example, they develop the templates, themes and style sheets for the programmers and technical support team to integrate into the database and install on a web server. Authors also develop forms and form objects, but the scripting for form processing is provided by programmers.</p> <p>Authors may also use a variety of authoring software to produce complex interactions such as digital simulations, games and puzzles.</p> <p>In interactive media development, authors are working with a team, including user interface designers, interactive designers, asset creators and server-side programmers.</p> <p>Skills associated with scripting are covered in:</p> <ul style="list-style-type: none"> • CUFDIG404A Apply scripting language in authoring.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Identify multimedia elements	<ol style="list-style-type: none"> 1. Obtain <i>design specifications</i> 2. Locate content required for <i>productions</i> 3. Discuss issues of integration and formats of <i>media assets</i> with <i>relevant personnel</i> 4. Determine with relevant personnel an interactive sequence to become the prototype
Identify scope of authoring software	<ol style="list-style-type: none"> 5. Identify range of industry-standard <i>authoring software</i> 6. Assess the authoring software in relation to specified <i>delivery platform</i> 7. Discuss selection of authoring software with relevant personnel to ensure selection will meet specified outcomes 8. Select authoring software best suited to job requirements
Use authoring software	<ol style="list-style-type: none"> 9. Load authoring software 10. Create a new file for the specified task and name using standard naming conventions 11. Display and use tools and features of authoring software relevant to the authoring process
Create interactive sequence	<ol style="list-style-type: none"> 12. Slice and reassemble the user interface appropriate to the authoring software 13. Import and assemble components in appropriate sequence according to creative requirements 14. Create interactive features according to creative and technical requirements, sourcing and writing appropriate <i>markup and scripting languages</i> as required 15. Check that interactive sequence conforms to navigation design 16. Integrate media assets to ensure highest levels of technical performance 17. Check that interactive sequence conforms to loading specifications 18. Test for interoperability, eliminate all bugs and validate scripting 19. Present interactive sequence as a prototype ensuring that sequence meets creative, production and technical requirements 20. Save <i>output file formats</i> and identify for specified purpose
Evaluate interactive	<ol style="list-style-type: none"> 21. Present prototype to relevant personnel

ELEMENT	PERFORMANCE CRITERIA
prototype	<ul style="list-style-type: none">22. Evaluate prototype against design specifications, including achievement of a creative and user-centred product23. Discuss and agree on required changes24. Assist in user trials as required25. Evaluate feedback from user trials26. Seek confirmation from relevant personnel to transform prototype into final product
Seek confirmation from relevant personnel to transform prototype into final product	<ul style="list-style-type: none">27. Make necessary changes as indicated by user trials28. Replicate prototype functionality to complete the interactive product29. Make final checks to ensure sequences conform to design specifications30. Test for interoperability, eliminate bugs and validate scripting31. Save to specified storage system accessible to production team32. Assist in loading product to specified platform as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and literacy skills sufficient to interpret and clarify written or verbal instructions
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
 - correctly interpret design briefs, and design and technical specifications
 - proficiently use appropriate authoring and graphics software
 - seamlessly integrate and optimise a range of media assets to highest levels of technical performance
 - create and apply style sheets, templates or themes to conform with W3CAccessibility standards as they apply to client-side technology
 - manage files and directories using standard naming conventions and version control protocols
- initiative and flexibility in the context of troubleshooting and solving problems as they arise during the authoring process
- self-management and planning skills sufficient to:
 - prioritise work tasks
 - meet deadlines
 - seek expert assistance as required

Required knowledge

- scope and applicability of industry-standard authoring software
- technical requirements for integrating digital content for use on a range of delivery platforms, including:
 - animation
 - graphics
 - text
 - video
 - audio
- user-centred design principles
- design principles of layout and composition
- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - sound understanding of the relationship between technical and creative aspects and requirements of interactive media projects

REQUIRED SKILLS AND KNOWLEDGE

- sound knowledge of the features of a range of delivery platforms
- markup and scripting languages as they apply to relevant authoring software
- W3C Accessibility standards
- purpose and process of validation and the role of interoperability standards
- issues and challenges that arise in developing interactive media products
- OHS standards as they relate to working on computers for periods of time

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development of an integrated and fully functional interactive media product that:
 - conforms to design specifications
 - meets W3C Accessibility standards
 - demonstrates creativity in design solutions
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of resources, equipment and current industry-standard software as listed in the range statement
- access to appropriate learning and assessment support when required
- use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of at least two interactive products authored by the candidate
- written or oral questioning to test knowledge of the processes followed to develop an interactive product and the respective roles and responsibilities of team members.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUFDIG404A Apply scripting language in authoring
- ICAU4207B Apply web authoring tool to convert

EVIDENCE GUIDE

client data for websites.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Design specifications</i> may include:	<ul style="list-style-type: none"> • creative requirements • navigation design • priority levels of W3C Accessibility standards • storyboards • technical specifications, including: <ul style="list-style-type: none"> • disk space • delivery platform • file format for final product • time • user interface design.
<i>Productions</i> may include:	<ul style="list-style-type: none"> • e-commerce • educational product • game • information product • interactive application • promotional product • training product • website.
<i>Media assets</i> may include:	<ul style="list-style-type: none"> • animation • audio • graphics • images • text • video.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • animator • artist • asset creator • graphic designer • graphic interface designer • instructional designer • navigation designer • programmer

RANGE STATEMENT	
	<ul style="list-style-type: none"> • project manager • sound engineer • video producer • other specialist staff.
Industry-standard <i>authoring software</i> may include:	<ul style="list-style-type: none"> • Authorware • Breeze • Captivate • Contribute • Director • Dreamweaver • Flash • GoLive • PageMill • RoboDemo • graphics software, including: <ul style="list-style-type: none"> • Photoshop • Fireworks • Illustrator • simulation software, such as LabView.
<i>Delivery platform</i> may include:	<ul style="list-style-type: none"> • CD • DVD • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.
<i>Markup and scripting languages</i> may include:	<ul style="list-style-type: none"> • ActionScript • HTML • JavaScript • Lingo • XML • other proprietary scripting languages.
<i>Output file formats</i> may include:	<ul style="list-style-type: none"> • DIR/DCR • FLA/SWF • HTML • PDB • PDF • PRC • TXT

RANGE STATEMENT

	<ul style="list-style-type: none">• WAP• XML• other proprietary formats.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Visual communication - digital content and imaging
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Co-requisite units

Co-requisite units		