Australian Government

Department of Education, Employment and Workplace Relations

CUFDIG402A Design user interfaces

Revision Number: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CUFDIG402A Design user interfaces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design user interfaces for interactive media products.
	Prototype testing of interfaces with, for example, focus groups, is a key aspect of the role.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Innovation and Business Skills Australia

Application of the Unit

Application of the unit	This unit requires the application of visual communication principles to the design of user interfaces that form part of interactive media products, such as web environments, games or e-learning resources. People in this role respond to clearly defined briefs. They work collaboratively in a team environment where the expertise of other team members, e.g. designers and programmers, contributes to the final specifications for user interface designs. More complex skills associated with the testing and design of whole interactive media products are covered in: • CUFDIG501A Coordinate the testing of interactive media products • CUFDIG502A Design web environments • CUFDIG503A Design e-learning resources • CUFDIG504A Design games.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Innovation and Business Skills Australia

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Identify project requirements	1. Discuss concept with *relevant personnel* to ensure that design briefs are fully understood 2. Identify technical parameters of interactive media products, including *delivery platform* 3. Identify target *audience and user characteristics* 4. Obtain *information architecture specifications* if available
Draft design specifications	5. Visualise concepts and develop preliminary sketches based on content architecture and audience characteristics 6. Sketch basic screen layout showing main *spatial zones* 7. Specify *functional areas* within screen layouts 8. Specify metaphors and *look and feel* of user interfaces 9. Develop final detailed sketches taking into consideration all ideas generated 10. Gain approval from relevant personnel to ensure that interfaces meet all requirements 11. Write user interface *design specifications* to include relevant advice to development teams
Finalise user interface designs	12. Develop *focus test* plans for user interfaces to identify their strengths and weaknesses 13. Incorporate design changes to information architecture in design specifications 14. Obtain final agreement from relevant personnel for finished designs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
- communication, teamwork and literacy skills sufficient to: - interpret and clarify written or verbal instructions   - interpret design briefs and results of focus tests   - work collaboratively in a team environment   - present user interface design concepts to team members for discussion and feedback   - respond constructively to feedback received from other team members   - complete workplace documentation   - conceptual and creative skills to generate a range of ideas for user interfaces   - technical skills sufficient to create designs using storyboards, maps and other diagrams to specify the architecture and navigation of interactive media products   - self-management and planning skills sufficient to: - prioritise work tasks and meet deadlines   - seek expert assistance when problems arise
Required knowledge
- 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   - issues and challenges that arise in designing user interfaces   - principles of visual design and communication, including user-centred design principles   - technical parameters of various platforms and how these impact on user interface designs   - typical formats and techniques for documenting user interface designs   - OHS standards as they relate to working for periods of time on computers

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: - clearly documented and user-tested user interface design specifications for an interactive media product - ability to work effectively as a member of a production team.
Context of and specific resources for assessment	Assessment must ensure: - access to briefs on which to base user interface designs - 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 user interfaces designed by the candidate - written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - CUFDIG304A Create visual design components - CUFDIG403A Create user interfaces.

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.

Relevant personnel may include:	- art director - client - educator - graphic designer - head of department - information architect - instructional designer - programmer - technical director - technical staff - other specialist creative and administrative staff.
Delivery platform may include:	- CD - DVD - games console - internet - kiosk - mobile phone - personal digital assistant (PDA) - other wireless/mobile devices.
Audience and user characteristics may include:	- computer literacy - demographics, such as: - age - gender - education - occupation - cultural background - location - hobbies - interests - internet literacy - language, literacy and numeracy

RANGE STATEMENT

	• personas • specific needs - physical or psychological.
Information architecture specifications may include:	• content inventory • diagrams • flow charts • maps • navigation charts • plans • storyboards • wire frames.
Spatial zones may include:	• banners • content areas • grids • headings • images • logos • media assets • menu systems • subheadings.
Functional areas may include:	• 2D and 3D viewports • buttons • edit boxes • list boxes • login facility • menus • picture boxes • radio buttons • scroll bars • search facility • text boxes.
Look and feel may include:	• ambience • brand • colour combinations • design elements • meaning • message • metaphor • theme • tone.

RANGE STATEMENT	

Design specifications may include:	• composition
	• design features, including:
	    • logos
	    • banners
	    • photographs
	    • illustrations
	• diagrams
	• layout
	• look and feel
	• sketches.

Focus test may include:	• documentation of focus test outcomes
	• environment and facilities
	• focus test implementation plan
	• focus test objectives
	• test group members selected according to test plan and criteria, such as:
	    • age
	    • sex
	    • location
	    • other socioeconomic factors.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

Co-requisite units		

Innovation and Business Skills Australia