



Australian Government

Department of Education, Employment and Workplace Relations

CUFDIG505A Design information architecture

Revision Number: 1

CUFDIG505A Design information architecture

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to design the information architecture of an interactive media product.</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>Depending on the size and type of organisation, information architects or senior web designers apply the skills and knowledge outlined in this unit. They work collaboratively with senior personnel, such as creative directors and other members of a development team, to develop the content, structure and navigation of interactive media products.</p> <p>Liaison with clients and team members is a key feature of this role, as is prototype testing (wire framing), which is undertaken as part of the design process. Attention to detail is also required to ensure that all aspects of content are effectively addressed.</p> <p>Skills associated with testing interactive media products are covered in:</p> <ul style="list-style-type: none"> • CUFDIG501A Coordinate the testing of interactive media products.
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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 project requirements	<ol style="list-style-type: none"> 1. Discuss concepts with <i>relevant personnel</i> to ensure that design briefs are fully understood 2. Identify technical parameters of interactive media products, including <i>delivery platform</i> 3. Identify target <i>audience characteristics</i> 4. Identify <i>content</i> to be integrated into or generated by interactive media products
Classify and organise content	<ol style="list-style-type: none"> 5. Research and select appropriate thesaurus and <i>metadata standards</i> if relevant 6. <i>Organise content</i> and construct a content inventory detailing levels of hierarchy using <i>classification techniques</i> 7. Assign labels to content that are appropriate and meaningful for target audiences 8. Identify content <i>search requirements</i> 9. Discuss proposed content classification with relevant personnel to ensure that it meets <i>project requirements</i>
Draft information architecture design specifications	<ol style="list-style-type: none"> 10. Sketch overall architecture showing the relationship between interactive content 11. Design forms that detail content input process if required 12. Specify search functionality and search return displays 13. Construct <i>wire frame</i> of the content architecture and navigation pathways 14. Write draft <i>design specifications</i> to include all relevant advice to development teams 15. Present draft design specifications for discussion with and feedback from other team members 16. Amend draft design specifications to accommodate feedback as required 17. Discuss final draft design specifications with clients to ensure designs are consistent with project requirements
Finalise information architecture designs	<ol style="list-style-type: none"> 18. Conduct usability test using appropriate <i>testing techniques</i> 19. Incorporate design changes to information architecture in design specifications 20. Obtain final agreement from relevant personnel for finished design

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 proposals and creative briefs
 - work collaboratively in a team environment
 - present information architecture designs for discussion and feedback from team members and clients
 - document clearly and concisely the information architecture design for an interactive media product
- initiative and flexibility in the context of:
 - analysing, processing and classifying content
 - finding solutions to content classification problems
 - finding ways to minimise the effect of technical constraints
 - ensuring there is an intuitive and logical flow to the navigation of an interactive media product
- technical skills sufficient to:
 - create complex designs using storyboards, maps and other diagrams to specify the architecture and navigation of interactive media products
 - construct wire frames
- self-management skills sufficient to:
 - meet deadlines
 - provide appropriate and timely documentation

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
 - content classification techniques of taxonomy and folksonomy
 - metadata standards as they apply to specific products
 - technical parameters of various platforms and how these impact on information architecture
 - issues and challenges that arise in designing games
- understanding the way users scan and read or view interactive content
- typical formats and techniques for documenting information architecture designs
- OHS standards as they relate to working for periods of time on computers

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> clearly documented and user-tested design specifications for the information architecture of an interactive media product ability to work effectively as a member of a design team high level of attention to detail.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> practical demonstration of skills through the design of information architecture for at least two interactive media products access to interactive media proposals or briefs on which designs can be based that information architecture designs can be tested 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	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance evaluation of information architecture designs documented by the candidate and of their effectiveness in terms of meeting requirements observation of a candidate presenting his/her information architecture design to team members and explaining how it meets requirements written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• case studies to assess ability to develop information architecture designs for a range of interactive media products.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• CUFDIG501A Coordinate the testing of interactive media products• CUFDIG502A Design web environments• CUFDIG503A Design e-learning resources• CUFDIG504A Design games• CUFDIG506A Design interaction.

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.

<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • art director • client • educator • graphic designer • head of department • instructional designer • programmer • technical director • technical staff • user interface designer • other specialist creative and administrative staff.
<p><i>Delivery platform</i> may include:</p>	<ul style="list-style-type: none"> • CD/DVD • games console • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.
<p><i>Audience characteristics</i> may include:</p>	<ul style="list-style-type: none"> • computer literacy • demographics, such as: <ul style="list-style-type: none"> • age • gender • education • occupation • location • cultural background • hobbies • interests • internet literacy • language, literacy and numeracy • personas

RANGE STATEMENT	
	<ul style="list-style-type: none"> • specific needs - physical or psychological.
<i>Content</i> may include:	<ul style="list-style-type: none"> • animation • audio/visual files, such as PowerPoint • graphics • images • text • text documents, such as PDF and Word.
<i>Metadata standards</i> may include:	<ul style="list-style-type: none"> • Australian Government Locator Service (AGLS) • CIDOC Conceptual Reference Model (CRM) • Dublin Core • EdNa metadata standards • other standards as appropriate.
<i>Organising content</i> may include:	<ul style="list-style-type: none"> • categorisation, based on: <ul style="list-style-type: none"> • alphabet • numbers • location • time • continuum • subject category • random • chunking • graphical • message • metadata • metaphor.
<i>Classification techniques</i> may include:	<ul style="list-style-type: none"> • folksonomy • taxonomy.
<i>Search requirements</i> may include:	<ul style="list-style-type: none"> • advanced search • browse via menu systems • browse via quick search • metadata search • search site by text box.
<i>Project requirements</i> may include:	<ul style="list-style-type: none"> • access to facilities and resources • budget • deliverables • milestones • personnel, including:

RANGE STATEMENT	
	<ul style="list-style-type: none"> • number • availability • expertise • prototyping • technical issues, including: <ul style="list-style-type: none"> • delivery platform • disk space • bandwidth • testing plan • timelines.
<i>Wire frames</i> may include:	<ul style="list-style-type: none"> • digital software, such as: <ul style="list-style-type: none"> • PowerPoint • Dreamweaver • paper-based.
<i>Design specifications</i> may include:	<ul style="list-style-type: none"> • content inventory • diagrams • flow charts • maps • navigation charts • plans • search functions and search display • storyboards • technical specifications • wire frames.
<i>Testing techniques</i> may include:	<ul style="list-style-type: none"> • card sorting • focus group • heuristic analysis • inspection • user trial.

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		