



Australian Government

Department of Education, Employment and Workplace Relations

ICAGAM504A Manage interactive media production

Release: 1

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Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage interactive media or game production.

Application of the Unit

This unit applies to people who manage personnel working in the interactive media or game development industry. These people may be concept artists, designers, programmers, animators and others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Attend to placement of staff for a digital media production	1.1 Undertake work placement of production team 1.2 Ensure punctuality and appropriate dress 1.3 Observe and describe <i>workplace culture</i> and corporate image
2. Monitor workplace structure and staff responsibilities	2.1 Identify duties carried out by the <i>various personnel</i> 2.2 Observe lines of reporting and <i>communication</i> 2.3 Determine responsibilities of own area or department
3. Identify appropriate behaviours and attitude	3.1 Apply communication skills to interact effectively with other staff and clients 3.2 Demonstrate behaviour that reflects the organisational culture
4. Carry out tasks within the range or context specified for the workplace	4.1 Complete set tasks according to instructions and deadlines 4.2 Discuss any problems or concerns with assigned work with supervisor or mentor
5. Report on workplace experience	5.1 Maintain a log book recording daily activities 5.2 Complete a short report of the work experience

Required Skills and Knowledge

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

Required skills

- analytical skills to:
 - analyse documentation and images to inform implementation of game specifications
 - interpret briefs, work instructions, and technical and conceptual information
- communication skills to:
 - check and confirm design requirements
 - collect, interpret and communicate in visual and written forms effectively for various audiences, including engineers and artists
 - communicate complex designs in a structured format drawn from industry standards, styles and techniques
 - communicate technical requirements related to software development, graphics requirements and code development to supervisors and other team members
 - provide practical advice, support and feedback to colleagues and management
 - translate design requirements into specifications
- initiative and enterprise skills to exercise a high level of creative ingenuity in 3-D design and innovation
- planning and organisational skills to:
 - refer decisions to a higher project authority for review and endorsement
 - balance talent, experience and budget
 - delegate tasks and responsibility appropriately
 - establish clear roles and goals to achieve required game development outcomes
 - meet project deadlines
 - organise equipment and resources to achieve required outcomes
 - organise own time to meet milestones
- technical skills to:
 - create 3-D animation and digital effects
 - develop and visualise concepts
 - resolve basic hardware, software and other technical issues associated with game production
 - use correct file formats and archiving procedures.

Required knowledge

- basic 3-D techniques
- budgeting and scheduling considerations for 3-D design
- capabilities and constraints of 3-D packages
- digital animation development, including specific terminology
- current game-play hardware and software products
- environmental impact and sustainability considerations
- OHS requirements for:

- ergonomics, such as when lifting
- electrical safety
- materials handling
- risk and critical-path management
- technical constraints that hardware imposes on graphics requirements and creative visual design
- production process required to produce a 3-D animation sequence or components
- 3-D animation or digital effects team and the roles and responsibilities of each member.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • adapt behaviour to the workplace culture • understand a company structure and lines of reporting • maintain responsibilities and time management of completing assigned tasks in a real production environment • maintain production scheduling and management • understand the pipeline • demonstrate communication and listening skills.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • workplace where interactive media production may be carried out • organisational guidelines and policies • personnel • appropriate learning and assessment support when required • modified equipment for people with special needs.
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 observation of the learner at the workplace • review of written or verbal reports or journals • review of portfolios of work completed at host organisation • discussion with representative of host organisation • review of production schedule.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined</p>

	with targeted questioning to assess required knowledge.
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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>Workplace culture</i> may include:</p>	<ul style="list-style-type: none"> • ability to influence • achievement orientation • collectivism • comfort with ambiguity • individualism • space orientation • time orientation.
<p><i>Various personnel</i> may include:</p>	<ul style="list-style-type: none"> • animator • assistant producer • audio designer • composer • dead-environment designer • designer • director • editor • effects artist • environment designer • lead animator • lead artist • lead audio • lead designer • modeller • producer • production manager • project coordinator • project manager • systems support • texturer • VFX supervisor • writer.
<p><i>Communication</i> may include:</p>	<ul style="list-style-type: none"> • electronic • forms • hierarchy • pin up board

	<ul style="list-style-type: none">• post-it notes• reports• taking messages• telephone use• verbal• whiteboards• written.
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Unit Sector(s)

Game development