



Australian Government

Department of Education, Employment and Workplace Relations

CUFDIG506A Design interaction

Revision Number: 1

CUFDIG506A Design interaction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design the interaction for interactive media products. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	People who apply the skills and knowledge outlined in this unit could be responsible for designing products such as games, e-learning resources or websites. Alternatively, they may specialise in the design of interactivity and work collaboratively with other designers. Liaison with team members is a key feature of this role, as is testing undertaken as part of the design process. A well-developed understanding of the dynamics of human-computer interaction is essential. Skills associated with designing specific products are covered in: • CUFDIG502A Design web environments • CUFDIG503A Design e-learning resources • CUFDIG504A Design games.
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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	1. Discuss concepts with relevant personnel to ensure that design briefs are fully understood 2. Discuss with relevant personnel the purpose of the interactive media product 3. Identify technical parameters of appropriate interactive media products, including format and delivery platform 4. Identify target audience and user characteristics
Generate ideas for interaction	5. Research the delivery platform and analyse its potential for human-computer interaction 6. Generate a range of ideas to broaden and deepen the range of user experiences 7. Continuously evaluate new ideas and incorporate them as appropriate 8. Consult relevant personnel to ensure that all possible options are considered 9. Select a systematic approach that will meet creative, production and technical requirements specified in briefs
Draft interaction design specifications	10. Draft interaction design specifications for all interactive sequences 11. Select sequences as prototypes and demonstrate prototype interactions using a wire frame 12. Conduct usability test using appropriate testing techniques 13. Use prototype to identify logical inconsistencies in design and to measure levels of user engagement 14. Document all feedback and incorporate into design specifications
Finalise interaction designs	15. Re-evaluate interactions on the basis of prototype feedback 16. Discuss and confirm additional requirements or modifications to the interaction design with relevant personnel 17. Write final interaction design specifications to reflect all additional requirements or modifications

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 interactivity designs for discussion and feedback from team members and clients
 - document clearly and concisely the interaction design for an interactive media product
- initiative, creativity and flexibility in the context of:
 - generating a range of ideas for deepening and broadening user experiences and interactions
 - finding solutions to interactivity challenges
 - finding ways to minimise the effect of technical constraints
 - ensuring that interaction is intuitive and logical
- 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
 - sound understanding of the relationship between technical and creative aspects and requirements of interactive media projects
 - issues and challenges that arise in designing interaction
 - technical parameters of various platforms and how these impact on the potential of interactivity
- OHS standards as they apply to computers and environments in which testing may be conducted
- sound understanding of the dynamics of human-computer interactions
- typical formats and techniques for documenting interactivity designs

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 interaction design specifications for an interactive media product
- ability to work effectively as a member of a design team
- well-developed understanding of the principles of interactivity from a user perspective.

Context of and specific resources for assessment

Assessment must ensure:

- practical demonstration of skills through the design of interactivity for at least two interactive media products
- access to proposals or briefs on which designs can be based
- that interactivity 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

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 interactivity designs designed and documented by the candidate and of their effectiveness in meeting requirements
- observation of a candidate presenting his/her interactivity 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	
	case studies to assess ability to develop interactivity designs for a range of interactive media products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - CUFDIG501A Coordinate the testing of interactive media products - CUFPPM404A Create storyboards.

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
- designer
- director
- graphic artist
- head of department
- producer
- programmer
- publisher
- script writer
- software engineer
- technical and creative staff.

Purpose may include:

- communication
- data
- e-learning resource
- game
- information
- knowledge
- virtual world or simulation
- web environment.

Delivery platforms may include:

- CD/DVD
- digital television set
- games console
- internet
- mobile phone
- personal digital assistant (PDA)
- other wireless/mobile devices.

Audience and user characteristics may include:

- computer literacy
- demographics, such as:
 - age
 - gender
 - education

RANGE STATEMENT	
	• occupation • cultural background • location • hobbies • interests • internet literacy • language, literacy and numeracy • personas • specific needs - physical or psychological.
<i>Human-computer interaction</i> may include:	• adaptation • communication • control • creativity • feedback • productivity.
<i>User experiences</i> may include:	• composing • conversing • creating • making • participating • performing • playing • reading • thinking • viewing • writing.
<i>Interaction design specifications</i> may include:	• diagrams • flow charts • interactive sequences • maps • navigation charts • plans • storyboards • technical specifications • wire frames.
<i>Wire frames</i> may include:	• digital software, such as: • PowerPoint • Dreamweaver • paper-based.

RANGE STATEMENT**Testing techniques** may include:

- card sorting
- focus group
- heuristic analysis
- inspection
- user trial.

Unit Sector(s)**Unit sector****Competency field****Competency field**

Visual communication - digital content and imaging

Co-requisite units**Co-requisite units**