



Australian Government

Department of Education, Employment and Workplace Relations

ICAICT419A Work effectively in the digital media industry

Release: 1

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Modification History

Release	Comments
Release 1	This Unit first released with <i>ICA11 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively as an individual or in a team environment in the digital media industries.

Application of the Unit

This unit applies to persons who use digital media technologies to work in the industry as digital media designers, developers, programmers, contractors or digital media authoring specialists.

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. Communicate effectively with others	1.1 Research and analyse information sources and data related to the digital media industry 1.2 Engage with key players in the organisation using a range of communication tools and media 1.3 Plan and develop a communication strategy for an enterprise or workplace and clients 1.4 Prepare reports in a variety of formats and media
2. Perform own work effectively	2.1 Develop a work plan and schedule 2.2 Respond to requests and resolve client queries and issues as they arise 2.3 Apply legislative and regulatory requirements 2.4 Apply industry codes of practice and guidelines
3. Review own communication and work effectiveness and make improvements	3.1 Seek and respond positively to comments and feedback from peers and clients using evaluation techniques 3.2 Review own communication strategies and practices and make continuous improvements 3.3 Review own work plan and schedule against milestones or key performance indicators (KPIs) and make improvements 3.4 Undertake training and professional development activities 3.5 Participate in discussions and forums and generate ideas for improvement

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - clarify the needs of clients
 - relate to people from diverse backgrounds
 - request advice, receive feedback and work with a team
 - work as a member of a digital media team, both independently on assignment and under direction
 - write reports
- initiative and enterprise in generating ideas for improving communication and work
- literacy skills to interrogate and interpret:
 - broad research material and technical manuals
 - organisational policies and governance documentation
 - technical information, such as maintenance requirements for equipment
- planning and organisational skills to plan and schedule personnel and work priorities
- problem-solving skills to distinguish between issues that can be resolved by delegation or referral to a supervisor
- self-management skills to:
 - balance the need for personal efficiency with the needs of others and work requirements
 - maintain own industry knowledge and competence
 - make decisions at own level of responsibility
 - modify work plan and prioritise work tasks
 - organise own time to meet milestones
 - work within deadlines
- technical skills to use IT equipment, operating systems and interactive digital media software.

Required knowledge

- current industry-accepted hardware and software digital media products, with sound knowledge of their features and capabilities
- OHS standards as they apply to working in the digital media industries
- operational environment, including customer base, company products and services
- organisational:
 - code of conduct and values that are consistent with the organisational mission
 - policy and procedures
 - systems, management structure and governance arrangements
- principles of equal employment opportunity (EEO) and anti-discrimination
- role and positioning of digital media within the overall business objectives of the organisation

- sound grasp of:
 - digital media terminology
 - roles and responsibilities of personnel in the relevant sector of the digital media industries
- vendor product directions.

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 ability to: - analyse information and communicate effectively using a range of media and formats - perform according to work plan and organisational requirements and values - apply requirements of legislation and regulations - review and implement improvements to own work and communication.
Context of and specific resources for assessment	Assessment must ensure access to: - range of current industry information - appropriate IT equipment and technology to research and analyse industry information - appropriate learning and assessment support when required - modified equipment for people with special needs.
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 - observation of the candidate participating in workplace meetings - evaluation of written reports or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit - evaluation of case studies to assess ability to apply knowledge to different industry contexts and situations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. 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.

	Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined 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.

Information sources and data may include:	• electronic and print media, such as news, reviews, articles and technical publications • employee and industry association representatives • events, such as industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals and social events • government bodies and associated publications • induction kits • instruction or product manuals • internet and intranet • libraries • peak copyright organisations • personal observations and experience • policy and procedures manuals • reference books, industry information sheets, magazines and journals discussions with current industry practitioners, colleagues and community groups • retail and wholesale suppliers of products and services • training programs, seminars, conferences, symposiums, workshops and other professional development opportunities • unions and union publications (newsletters, magazines, bulletins and letters) and other sources of industrial relations information.
Key players may include:	• digital media organisations • employer organisations • government departments • IT professional bodies • unions • vendors of digital media products and services.
Communication tools and media may include:	• email • fax • mobile devices • phone • web.
Communication	• distribution lists

strategy may include:	• frequency and mode of communication • key messages • key stakeholders • purpose • ways of communication.
Reports may include various formats and styles:	• briefing notes • electronic mail • fax • general correspondence • handwritten and printed materials • internal memos • telephone messages.
Work plan and schedule may include:	• activities plan or schedule • diary • log book • electronic or paper-based project plan • tasks list.
Client queries and issues may include:	• disputes needing resolution • points of clarification • requests for information.
Legislative and regulatory requirements may include current, legislation, regulations, codes of practice (federal and state) and policy relating to:	• anti-discrimination and equal employment opportunity • business compliance • copyright • environmental issues • insurance • OHS • plagiarism • privacy and confidentiality • quality assurance • taxation • workplace and industrial relations.
Codes of practice and guidelines may include:	• Australian content standards • industry guidelines relating to the digital media.
Peers and clients may include:	• contractors • employees • external organisations and agencies • individuals • internal departments • supervisors • technical staff • work colleagues.

<i>Improvements</i> may include:	• acknowledging feedback and comments • coaching, mentoring and supervising informal conversation with peers, supervisor and clients • personal study • self-evaluation • use of formal evaluation tools, such as discussion, survey or interview to determine effectiveness or satisfaction.
<i>Milestones or key performance indicators</i> may include:	• performance appraisal with line supervisor • review of key performance indicators against key project milestones • review of performance against specified times for completion of key activities or tasks.
<i>Training and professional development</i> may include:	• attendance at forums and workshops (online or face to face) • coaching and mentoring • completion of internal and external training programs • personal study, such as journals, and technical, policy and procedures manuals.
<i>Discussions and forums</i> may include:	• online discussion forums • performance appraisal processes • planning days • project briefing and debriefing sessions • seminars and workshops • staff meetings.

Unit Sector(s)

General ICT