

# Training and Assessment Strategy

ICT40915 Certificate IV in Digital and Interactive Games

Gympie State High School



Approval School RTO training and assessment strategy			
<b>School RTO Name</b>	Gympie State High School	<b>QCAA Number</b>	404
<b>Qualification Code</b>	ICT40915	<b>National Provider Number</b>	30067
<b>RTO Manager</b>		<b>Principal</b>	
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<b>Date</b>	20/02/2020	<b>Date</b>	20/02/2020

QCAA standardised training and assessment strategy document, updated December 2018

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# Section 1 Program overview

1.1 National requirements			
Qualification code	ICT40915		
Qualification title	Certificate IV in Digital and Interactive Games		
Relevant Standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	ICT		
Current release date	30/01/2019	Release number	4.0
Training package title	Information and Communications Technology		
National register	<a href="https://training.gov.au/Training/Details/ICT">https://training.gov.au/Training/Details/ICT</a>		
Companion volume	<a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2</a>		
Qualification status	Current	<p>Where a qualification is <b>no longer current and has not been superseded</b>, all students' training and assessment must be completed and the relevant AQF certification issued <b>within a period of two years</b> from the date the qualification was removed or deleted from the National Register.</p> <p>Where a qualification on the RTO's scope of registration is <b>superseded</b>, all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement <b>within a period of one year</b> from the date the replacement qualification was released on the National Register.</p>	
Superseded, deleted or no longer current date	n/a		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	n/a		
TAS has been developed through industry engagement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (See Section 7)	Total number of proposed assessment tools for this qualification	18 (See Section 3)
<b>Delivering and assessing information</b> (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
TAS implementation date (See Section 10)	20/02/2020	TAS monitoring date (See Section 11)	20/02/2020
Developed for: (Select one only)	<input type="checkbox"/> individual student/s	Name/s of individual student/s	
	<input checked="" type="checkbox"/> class cohort	Current number of students enrolled	17
A representative sample of assessment tools has been validated	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending (See Sections 8 & 9)	Delivery period for this cohort or individual Start End	28/01/2020 19/11/2021
RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	RTO has checked other printed and electronic student information/data for compatibility with TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



## 1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
<b>Qualification description and job roles</b>	<p>This qualification provides the skills and knowledge for an individual to be competent in supporting the design, development and programming of basic digital games briefs as part of a larger development team. The qualification has a small suite of core units with an opportunity to select units from specialist groups of electives across the different artistic or programming fields of the industry.</p> <p><b>Licensing/Regulatory Information</b></p> <p>No licensing, legislative or certification requirements apply to this qualification at the time of publication.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Packaging rules</b>	<p><b>Total number of units = 16</b>  <b>4 core units plus 12 elective units</b>            The elective units consist of:</p> <ul style="list-style-type: none"> <li>5 units from one of the following specialist elective groups:              Group A Design              Group B Programming              Group C Art.</li> </ul> <p>Of the remaining elective units:</p> <ul style="list-style-type: none"> <li>up to 7 may be from the specialist elective groups listed on training.gov.au or from Group D general elective units listed on training.gov.au or elsewhere in ICT Information and Communications Technology Training Package</li> <li>up to 3 may be from any other Training Package or accredited course at Certificate IV or Diploma level.</li> </ul> <p>The elective units chosen must be relevant to the work outcome and meet local industry needs.</p> <p><a href="https://training.gov.au/Training/Details/ICT40915">https://training.gov.au/Training/Details/ICT40915</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>General entry requirements</b>	<p>General entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> <li>demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level</li> <li>attend and participate in scheduled training and assessment</li> <li>participate in workplace tasks to employer expectations</li> <li>be able to work in an industry environment and handle industry standard equipment</li> <li>comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Specific entry and/or completion requirements</b>	<p>Specific entry requirements exist <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.</b></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Access and reasonable adjustments</b>	<p><b>The RTO has advised students in print or electronically that reasonable adjustments may be available.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>When appropriate, reasonable adjustments will be applied by the RTO to take into account the individual student's needs.</p> <p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> <li>• accessible class rooms</li> <li>• note-taking support</li> <li>• course material in alternative formats — electronic, large print</li> <li>• use of laptop for assessments</li> <li>• an Auslan (Australian Sign Language) interpreter</li> <li>• extra time or extensions for assessments or alternative assessment tasks</li> <li>• ergonomic chair/desk</li> <li>• use of assistive technology</li> <li>• other adjustments.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Mode of delivery</b>	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> <li>• face-to-face in a simulated workplace environment for required performance and knowledge evidence</li> <li>• online for some components of training for knowledge evidence</li> <li>• in a classroom ('off the job') for some components of training for knowledge evidence.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Delivery location</b>	<div> <div> <p>Multiple delivery locations are used.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> </div> <div> <p>The delivery location is the principal place of business of the RTO.</p> </div> </div> <div> <p>Locations of additional campuses where training or assessment services are provided.</p> </div>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Program duration</b>	<div> <p>Total program duration for delivery and assessment is:</p> <p><input type="checkbox"/> 6 months <input type="checkbox"/> 1 year</p> <p><input checked="" type="checkbox"/> 2 years <input type="checkbox"/> 3 years</p> </div> <div> <p>This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.</p> </div>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Amount of training and volume of learning</b>	<p>The 'amount of training' relates to formal teaching and learning activities.</p> <p>The nominal amount of scheduled training for this program is:</p> <p><input type="checkbox"/> 55 hours <input type="checkbox"/> 110 hours <input checked="" type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours</p> <p>The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The total volume of learning for this program is:</p> <p><input type="checkbox"/> 600–1200 hours (Certificate I and II)</p> <p><input checked="" type="checkbox"/> 1200–2400 hours (Certificate III and IV)</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information		Confirm ed by RTOM
<b>Learning resources</b>	There are sufficient learning resources, equipment and facilities to: <ul style="list-style-type: none"> <li>• enable students to meet the requirements for each unit of competency</li> <li>• support the number of students undertaking the training and assessment.</li> </ul>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Assessment resources</b>	<ul style="list-style-type: none"> <li>• Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.</li> <li>• Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.</li> </ul>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Evidence-gathering conditions</b>	<ul style="list-style-type: none"> <li>• Will be progressively gathered for groups of units simultaneously.</li> <li>• Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>• Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports.</li> <li>• Will be done under the specific assessment conditions required by the units.</li> </ul>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Work placement requirements</b>	<b>Work placement or experience is a requirement.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Third party arrangements</b>	No services are delivered on behalf of the RTO.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Some services are provided by a third party on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
	QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

### 1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
	requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.	
<b>Educational and support services</b>	<ul style="list-style-type: none"> <li>Learners in this cohort are school students in Years 11 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge.</li> <li>Unmet educational needs of young persons aged 10-17 in the juvenile justice system – school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention.</li> </ul> <p><b>The RTO delivers services to students in the juvenile justice system.</b>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Early termination of program</b>	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> <li>students will be issued with a Statement of Attainment for any successfully completed units of competency</li> <li>any fees paid toward the program will be refunded on a pro rata basis.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination of the program.</b>  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Transition</b>	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program, then:</p> <ul style="list-style-type: none"> <li>if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version</li> <li>if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



## 1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Certificates and Statements of Attainment</b>	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met:</p> <ul style="list-style-type: none"> <li>• an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>• a <b>Statement of Attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete.</li> </ul> <p>* unless there is a written agreement with students and parents that the RTO will issue certification on exit or request</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Unique Student Identifier (USI)</b>	<ul style="list-style-type: none"> <li>• The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual.</li> <li>• The consequences of not providing the RTO with a USI have been explained to the student.</li> <li>• Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) using their online USI account. For more information, see <a href="http://usi.gov.au/Students/pages/default.aspx">usi.gov.au/Students/pages/default.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Credit arrangements</b>	<p><b>Transitioning from an old version to a new version of a training product</b></p> <p>If the National Register (<a href="http://training.gov.au">training.gov.au</a>) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>If a student already holds a unit of competency</b></p> <p>If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Recognition of prior learning (RPL) arrangements</b>	<p>Students may request recognition of prior learning (RPL) assessment.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p><b>The RTO has advised students in print or electronically of RPL arrangements.</b>    <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Reissuing of Certificates and Statements of Attainment</b>	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.</p>	
	<p>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</p> <ul style="list-style-type: none"> <li>maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly the holder of the qualification the AQF qualification by its full title date of issue/award/conferral</li> <li>have a policy that permits replacement of certification documentation</li> <li>be responsible for authentication and verification of any replacement certification documentation.</li> </ul> <p>See <a href="http://www.aqf.edu.au/aqf-policies">www.aqf.edu.au/aqf-policies</a>.</p>	
	<p><b>The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>Gympie State High School provides replacement copies of issued VET certificates and statements of attainment.</li> <li>To protect people's privacy, copies can only be provided to the person named on the certificate.</li> <li>Fees are \$7.50 for each copy.</li> </ul> <p>The issuance and replacement policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see:</p> <ul style="list-style-type: none"> <li><a href="https://gympieshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://gympieshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
<b>Recording results</b>	<ul style="list-style-type: none"> <li>Evidence-gathering tools are used to make decisions about a student's progress toward competency.</li> <li>The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.</li> <li>Students may continue to submit evidence until they exit the program or the end of the program's duration period.</li> <li>Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
	<ul style="list-style-type: none"> <li>RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Data Capture System (SDCS) or Student Management software approved by QCAA.</li> <li>All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program.</li> <li>RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.</li> </ul>	
<b>Student profiles</b>	<ul style="list-style-type: none"> <li>Student profiles are updated by the assessor and are accessible to students on request.</li> <li>Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes.</li> <li>RTO management uses final outcomes recorded in student profiles to update SDCS, Student Management and/or SLIMS.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Projects and evidence-gathering instruments</b>	<ul style="list-style-type: none"> <li>All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Data privacy and reporting</b>	<p><b>The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>students are informed that personal information will be collected and reported on their behalf</li> <li>student declarations and consent of the RTO's privacy notice are retained (for 2018 only)</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Use of personal email address</b>	<p><b>The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>Agreed email addresses provide the same acknowledgment as a signature</li> <li>The RTO has recorded students' and assessors' email addresses</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Complaints</b>	<p><b>The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>A complaint may be involving the conduct of the RTO's officers, students or third-party service providers of the RTO.</li> <li>Any RTO officer may receive a complaint verbally, in writing or electronically</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appeals</b>	<p><b>The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>There are two types of appeals that can be lodged:             <ul style="list-style-type: none"> <li>appeal of final assessment decision</li> <li>appeal of any other RTO decision.</li> </ul> </li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
	<ul style="list-style-type: none"> <li>• Appeals must be submitted to the RTO in writing using the RTO's appeal form.</li> </ul>	
<b>Publicly availability</b>	<p>The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website.</p> <p>For more information, see:</p> <p><a href="https://gympieshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx">https://gympieshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx</a></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## Section 2 Core and elective components

**Relevant Standards:** 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

**Note:** A prerequisite unit may be delivered through an integrated approach with the secondary unit — it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit.

2.1 Core and elective units being offered		
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?
BSBWHS304 Participate effectively in WHS communication and consultation processes <a href="https://training.gov.au/Training/Details/BSBWHS304">https://training.gov.au/Training/Details/BSBWHS304</a>	Core Unit	<input type="checkbox"/>
CUAANM301 Create 2D digital animations <a href="https://training.gov.au/Training/Details/CUAANM301">https://training.gov.au/Training/Details/CUAANM301</a>	Group C	<input type="checkbox"/>
CUAANM302 Create 3D digital animations <a href="https://training.gov.au/Training/Details/CUAANM302">https://training.gov.au/Training/Details/CUAANM302</a>	Group C	<input type="checkbox"/>
ICTGAM302 Design and apply simple textures to digital art <a href="https://training.gov.au/Training/Details/ICTGAM302">https://training.gov.au/Training/Details/ICTGAM302</a>	Group C	<input type="checkbox"/>
ICTGAM401 Produce an interactive game <a href="https://training.gov.au/Training/Details/ICTGAM401">https://training.gov.au/Training/Details/ICTGAM401</a>	Core Unit	<input type="checkbox"/>
ICTGAM402 Identify and apply principles of games design and game playing <a href="https://training.gov.au/Training/Details/ICTGAM402">https://training.gov.au/Training/Details/ICTGAM402</a>	Listed Elective	<input type="checkbox"/>
ICTGAM403 Create design documents for interactive games <a href="https://training.gov.au/Training/Details/ICTGAM403">https://training.gov.au/Training/Details/ICTGAM403</a>	Listed Elective	<input type="checkbox"/>
ICTGAM405 Write story and content for digital games <a href="https://training.gov.au/Training/Details/ICTGAM405">https://training.gov.au/Training/Details/ICTGAM405</a>	Listed Elective	<input type="checkbox"/>
ICTGAM409 Create 3-D characters for interactive games <a href="https://training.gov.au/Training/Details/ICTGAM409">https://training.gov.au/Training/Details/ICTGAM409</a>	Group C	<input type="checkbox"/>
ICTGAM413 Design and create 3-D digital models <a href="https://training.gov.au/Training/Details/ICTGAM413">https://training.gov.au/Training/Details/ICTGAM413</a>	Group C	<input type="checkbox"/>
ICTGAM414 Create audio for digital games <a href="https://training.gov.au/Training/Details/ICTGAM414">https://training.gov.au/Training/Details/ICTGAM414</a>	Group C	<input type="checkbox"/>
ICTICT418 Contribute to copyright, ethics and privacy in an ICT environment <a href="https://training.gov.au/Training/Details/ICTICT418">https://training.gov.au/Training/Details/ICTICT418</a>	Core Unit	<input type="checkbox"/>
ICTICT419 Work effectively in the digital media industry <a href="https://training.gov.au/Training/Details/ICTICT419">https://training.gov.au/Training/Details/ICTICT419</a>	Core Unit	<input type="checkbox"/>
ICTPRG301 Apply introductory programming techniques <a href="https://training.gov.au/Training/Details/ICTPRG301">https://training.gov.au/Training/Details/ICTPRG301</a>	Listed Elective	<input type="checkbox"/>

ICTPRG405 Automate processes <a href="https://training.gov.au/Training/Details/ICTPRG405">https://training.gov.au/Training/Details/ICTPRG405</a>	Listed Elective	<input type="checkbox"/>
ICTPRG430 Apply introductory object-orientated language skills <a href="https://training.gov.au/Training/Details/ICTPRG430">https://training.gov.au/Training/Details/ICTPRG430</a>	Imported Elective	<input type="checkbox"/>

## 2.2 Optional units and flexibility

n/a

# Section 3 Program assessment details

Relevant Standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

## 3.1 Program details

3.1 Program details							
<div>Introductory Unit Workplace Health and Safety Project document is found at: <a href="T:\Information_Technology\VET\ICT40915\Projects\DIGPRO1 - Workplace Health and Safety">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO1 - Workplace Health and Safety</a></div>							
DIGPRO1	Estimated duration	17 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code	
Students will undertake a series of theoretical and practical activities designed to introduce them to a workplace environment. Students will also complete WH&S quizzes and complete a written response.  Upon successful completion of this unit students can be marked as competent for BSBWHS304. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.		• BSBWHS304 – Participate effectively in WHS communication and consultation processes			Observation checklist	<input type="checkbox"/>	
					Questions checklist	<input checked="" type="checkbox"/>	DIGPRO1Q
					Review of product /service against specifications	<input type="checkbox"/>	
					Review folio of work against specifications	<input checked="" type="checkbox"/>	DIGPRO1TS
					Third party report	<input type="checkbox"/>	
					Safety induction checklist	<input type="checkbox"/>	

3.1 Program details						
Character Design Modelling and Animation Project document is found at: <a href="#">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO2 - Character Design, Modelling and Animation</a>						
DIGPRO2	17 weeks		<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code	
Character Design Modelling and Animation This project involves the creation of two 3D character models and import them into a 3D game engine for functionality testing. Models area completed using 3D StudioMax and UVLayout. One model is then to be fully textured and must function fully in the 3D Game Engine. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. No final unit outcome results from completing this project.		<ul style="list-style-type: none"><li>CUAANM302 – Create 3D digital animations</li><li>ICTGAM302 – Design and apply simple textures to digital art</li><li>ICTGAM409 – Create 3-D characters for interactive games</li><li>ICTGAM413 – Design and create 3-D digital models</li></ul>	Observation checklist		<input checked="" type="checkbox"/>	DIGPRO2OBS
			Questions checklist		<input checked="" type="checkbox"/>	DIGPRO2Q
			Review of product/service against specifications		<input type="checkbox"/>	
			Review folio of work against specifications		<input checked="" type="checkbox"/>	DIGPRO2TS
			Third party report		<input type="checkbox"/>	
			Safety induction checklist		<input type="checkbox"/>	
Audio and Sound Track Development Project document is found at: <a href="#">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO3 - Audio and Soundtrack Creation</a>						
DIGPRO3	3 weeks		<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code	
Character Design Modelling and Animation This project involves the creation of two 3D character models and import them into a 3D		<ul style="list-style-type: none"><li>CUAANM302 – Create 3D digital animations</li></ul>	Observation checklist		<input checked="" type="checkbox"/>	DIGPRO3OBS
			Questions checklist		<input type="checkbox"/>	



3.1 Program details						
game engine for functionality testing. Models area completed using 3D StudioMax and UVLayout. One model is then to be fully textured and must function fully in the 3D Game Engine.  Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. No final unit outcome results from completing this project.		<ul style="list-style-type: none"><li>• ICTGAM302 – Design and apply simple textures to digital art</li><li>• ICTGAM409 – Create 3-D characters for interactive games</li><li>• ICTGAM413 – Design and create 3-D digital models</li></ul>			Review of product/service against specifications	<input type="checkbox"/>
					Review folio of work against specifications	<input checked="" type="checkbox"/>
					Third party report	<input type="checkbox"/>
					Safety induction checklist	<input type="checkbox"/>
<b>Game Programming In Unity and C#</b> Project document is found at: <a href="#">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO4 - Game Programming in Unity and C Sharp</a>						
<b>DIGPRO4</b>						
<b>Estimated duration</b>	10 weeks	<b>Outcome type</b>	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	<b>Assessment tools mapped on separate document</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Assessment activity</b>		<b>Unit/s for which partial or complete evidence will be gathered</b>		<b>Evidence-gathering tools used</b>	<b>Tool code</b>	
Students will use scaffolded tutorials to become proficient with Unity and C# coding. Students will then use their skills to modify the game they have made in several ways.  Upon successful completion of this unit students can be marked as competent for ICTPRG430. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.		<ul style="list-style-type: none"><li>• ICTPRG430 – Apply introductory object/oriented language skills</li><li>• ICTICT419 – Work effectively in the digital media industry</li><li>• ICTPRG301 Apply introductory programming techniques</li><li>• ICTGAM401 Produce an interactive game</li><li>• ICTPRG405 Automate processes</li></ul>		Observation checklist	<input checked="" type="checkbox"/>	DIGPRO4OBS
				Questions checklist	<input type="checkbox"/>	
				Review of product /service against specifications	<input type="checkbox"/>	
				Review folio of work against specifications	<input checked="" type="checkbox"/>	DIGPRO4TS
				Third party report	<input type="checkbox"/>	
				Safety induction checklist	<input type="checkbox"/>	

3.1 Program details					
Game Mechanics and Script Writing					
DIGPRO5	Project document is found at: <a href="#">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO5 - Game Mechanics and Script Writing</a>				
Estimated duration	4 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code
Students are required to examine the story elements of an existing game and prepare a written response. They are then required to analyse a non-game narrative and work out how to adapt it into an interactive format. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. No final unit outcome results from completing this project..		<ul style="list-style-type: none"><li>ICTGAM402 Identify and apply principles of games design and game playing</li><li>ICTGAM405 Write story and content for digital games</li></ul>		Observation checklist	<input checked="" type="checkbox"/> DIGPRO5OBS
				Questions checklist	<input type="checkbox"/>
				Review of product/service against specifications	<input type="checkbox"/>
				Review folio of work against specifications	<input checked="" type="checkbox"/> DIGPRO5TS
				Third party report	<input type="checkbox"/>
		Safety induction checklist	<input type="checkbox"/>		
Game Design and Conception					
DIGPRO6	Project document is found at: <a href="#">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO6 - Game Design and Conception</a>				
Estimated duration	Enter the duration expressed in weeks, terms or semesters.	Outcome type	<input checked="" type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code
Students are to create a Game Design Document for the development of a game that uses narrative as its central game		<ul style="list-style-type: none"><li>ICTGAM402 Identify and apply principles of games design and game playing</li></ul>		Observation checklist	<input checked="" type="checkbox"/> DIGPRO6OBS
				Questions checklist	<input type="checkbox"/>

### 3.1 Program details

<p>mechanic, using the template provided as a rough start to the design process. It can be a collaborative process if students intend to create a game based on a section of a given novel, or it can be an individual process. Either way, this unit culminates in the creation of a Game Design Document ready to be put into action in the next Unit. The game SHOULD ideally be an Educational title, similar in nature to titles like Carmen Sandiego. It MUST be a narrative based game, with the development scope for the game identified through playing similar games, especially including those created using Adventure Game Studio. Students should play completely through at least one game of this genre before embarking on the development of the Game Design documentation.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.</p> <p>When sufficient evidence has been gathered, final outcomes will be recorded in the student profile for ICTGAM403, CUAANM302 and ICTGAM413.</p>	<ul style="list-style-type: none"> <li>• CUAANM302 Create 3D digital animations</li> <li>• ICTGAM413 Design and create 3D digital models</li> <li>• ICTGAM403 Create design documents for interactive games</li> <li>• ICTGAM409 Create 3-D characters for interactive games</li> <li>• ICTGAM405 Write story and content for digital games</li> </ul>	Review of product/service against specifications	<input type="checkbox"/>	
		Review folio of work against specifications	<input checked="" type="checkbox"/>	DIGPRO6TS
		Third party report	<input type="checkbox"/>	
		Safety induction checklist	<input type="checkbox"/>	

3.1 Program details						
<b>DIGPRO7</b>	<b>Game Development</b> Project document is found at: <a href="#">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO7 - Game Development</a>					
<b>Estimated duration</b>	20 weeks	<input checked="" type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	<b>Outcome type</b>	<b>Assessment tools mapped on separate document</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Assessment activity</b>	<b>Unit/s for which partial or complete evidence will be gathered</b>	<b>Evidence-gathering tools used</b>				
<p>In this unit, students are required to develop a complete playable game that was planned and documented in the GDD from Unit 5. At its heart, the game SHOULD be an educational title suitable for students from years 6-9. The game must be developed using the game design document (GDD) as the pivotal reference document. All direction must come from this document.</p> <p>Development of all art and audio assets, programming and script creation is to be undertaken as per the details in the GDD. The narrative of the final game must adhere to the script / walkthrough of the GDD. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'.</p> <p>When sufficient evidence has been gathered, final outcomes will be recorded in the student profile for ICTGAM401, ICTPRG301, ICTPRG405, CUAANM301</p> <p>ICTGAM302, ICTGAM409 and ICTGAM414.</p>	<ul style="list-style-type: none"> <li>• ICTGAM401 Produce an interactive game</li> <li>• CUAANM301 Create 2D digital animations</li> <li>• ICTGAM414 Create audio for digital games</li> <li>• ICTPRG405 Automate processes</li> <li>• ICTICT419 Work effectively in the digital media industry</li> <li>• ICTGAM302 Design and apply simple textures to digital art</li> <li>• ICTPRG301 Apply introductory programming techniques</li> <li>• ICTPRG430 Apply introductory object-oriented language skills</li> </ul>	<input checked="" type="checkbox"/> Observation checklist <input type="checkbox"/> Questions checklist <input type="checkbox"/> Review of product/service against specifications <input checked="" type="checkbox"/> Review folio of work against specifications <input type="checkbox"/> Third party report <input type="checkbox"/> Safety induction checklist				
		DIGPRO7OBS				
		DIGPRO7TS				

### 3.1 Program details

Portfolio Compilation					
DIGPRO8	Project document is found at: <a href="T:\Information_Technology\VET\ICT40915\Projects\DIGPRO8 - Portfolio Compilation">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO8 - Portfolio Compilation</a>				
Estimated duration	4 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code
Students are required to compile a video sequence in the form of a "Show Reel", which showcases their work from the course. Which work is presented as part of the show reel is at the discretion of each student. Work selected should highlight the strengths of the individual whilst also showing a broad cross section of the skills developed during the course. The theme of the show reel should (but is not required to) target either game programming, game art or game design.  Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile .		• ICTICT418 Contribute to copyright, ethics and privacy in an ICT environment  • ICTICT419 Work effectively in the digital media industry	<input checked="" type="checkbox"/>	Observation checklist	DIGPRO8OBS
			<input type="checkbox"/>	Questions checklist	
			<input type="checkbox"/>	Review of product/service against specifications	
			<input checked="" type="checkbox"/>	Review folio of work against specifications	DIGPRO8TS
			<input type="checkbox"/>	Third party report	
			<input type="checkbox"/>	Safety induction checklist	
Game Marketing Campaign					
DIGPRO9	Project document is found at: <a href="T:\Information_Technology\VET\ICT40915\Projects\DIGPRO9 - Game Marketing">T:\Information_Technology\VET\ICT40915\Projects\DIGPRO9 - Game Marketing</a>				
Estimated duration	4 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used	Tool code
				Observation checklist	<input checked="" type="checkbox"/> DIGPRO9OBS

### 3.1 Program details

<p><b>Part 1:</b> Students are required to review the marketing campaign of a recently released title to examine its global marketing strategies used and their success or otherwise in translating into game sales. The review must examine the online marketing via game trailers, as well as in-store/ magazine advertising including posters and boxart. The marketing campaign that is analysed must be from a game that has been released in the past 2 years.</p> <p><b>Part 2:</b> Based on this review, students market one of their games using strategies they have examined. The marketing campaign must a video trailer, a store poster and game Box Art.</p> <p>Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.</p>	<ul style="list-style-type: none"> <li>• ICTGAM402 Identify and apply principles of games design and game playing</li> <li>• ICTGAM405 Write story and content for digital games</li> </ul>	Questions checklist	<input type="checkbox"/>	
		Review of product/service against specifications	<input type="checkbox"/>	
		Review folio of work against specifications	<input checked="" type="checkbox"/>	DIGPRO9TS
		Third party report	<input type="checkbox"/>	
		Safety induction checklist	<input type="checkbox"/>	

## Section 4 Work experience

Relevant Standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

### 4.1 Work experience arrangements

On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	<input type="checkbox"/>	Written agreements are in place.	<input type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Realistic workplace experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Third party report included in Section 3.4	<input type="checkbox"/>
Student wants work experience	<input type="checkbox"/>	Student information in Section 1 of TAS is accurate.	<input type="checkbox"/>
Optional	<input checked="" type="checkbox"/>		
File location of work experience agreements	T:\Industry Liaison - Kerry\Students Work Experience Forms		

### 4.2 Register of employers with written agreements in place

Enter name and location of each business, company or industry providing work experience	