CUFDIG302A	**Author interactive sequences**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use an authoring tool to produce discrete interactive sequences.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Employability Skills	This unit contains employability skills.
Application of the Unit	People responsible for developing small components to be integrated into a larger project apply the skills and knowledge described in this unit. They could be working under the direction of an interactive author or programmer to produce several web pages, or a sequence of screens for other forms of delivery.
	They need to draw on technical assistance from a programmer or other technical support personnel to produce sequences for server side technologies.
	In all cases, they are collaborating with other members of a team and need a sound understanding of the project on which they are working.
	More complex skills associated with authoring are covered in:
	• CUFDIG401A Author interactive media • CUFDIG404A Apply scripting language in authoring.
Unit Sector	No sector assigned

ELEMENT	PERFORMANCE CRITERIA	
1. Plan use of authoring tool.	1.1	Identify a range of appropriate ***authoring software*** .
	1.2	Discuss with ***relevant personnel*** the range of authoring software and their application to various ***delivery platforms*** .
	1.3	Discuss with relevant personnel ***design specifications*** of the ***project*** .
	1.4	Discuss with relevant personnel technical requirements of the project in order to select authoring software.
2. Prepare to use authoring tool.	2.1	Load selected authoring software.
	2.2	Create a new file for the specified task and name file using standard naming conventions.
	2.3	Display and use tools and features of authoring software relevant to the authoring process.

3.	Produce interactive sequences.	3.1	Produce screens and layout according to design specifications applying basic *visual design principles* .
		3.2	Create *interactive media components* as required.
		3.3	Source text content and apply style sheets to format text.
		3.4	Source relevant *media assets,* optimise if required and integrate using appropriate *file formats* .
		3.5	Produce and link all components according to storyboard and apply templates or themes.
		3.6	Manipulate markup code where errors are occurring or to finetune functionality.
		3.7	Save in appropriate file format to directory.
4.	Check functionality of interactive sequence.	4.1	Check that interactive elements function with minimal error on a variety of systems.
		4.2	Present sequence to relevant personnel.
		4.3	Incorporate changes as required.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

- communication and literacy skills sufficient to:
  - interpret and clarify written or verbal instructions and design specifications
  - interpret and apply information in user manuals for software applications
- ability to work as a member of a production team - both independently on assignment and under direction
- technical skills sufficient to:
  - use appropriate authoring software to proficiently author the sequences applying style sheets, templates or themes
  - integrate media assets for specific bandwidths
  - manage files and create appropriate directories
  - efficiently use a computer, including keyboard shortcuts
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - seek expert assistance when problems arise.

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
  - basic understanding of the relationship between technical and creative aspects and requirements of interactive media projects
  - basic knowledge of the features of a range of delivery platforms
  - file formats of digital media assets and basic optimisation techniques
  - HTML
  - W3C Accessibility standards relevant to text and images
- basic visual design principles as listed in the range statement
- OHS standards as they relate to working for periods of time on computers.

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.

Authoring software may include:	• Director • Dreamweaver • Flash • FrontPage • PageMill.
Relevant personnel may include:	• designer • graphic designer • information architect • interaction designer • programmer • supervisor • trainer • user interface designer • other specialist staff.
Delivery platforms may include:	• CD • DVD • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.

Design specifications may include:	• content inventory
	• interactive script
	• personas
	• storyboard
	• target audience
	• technical requirements, such as:
	  • delivery platform
	  • screen resolution and size
	  • templates, style sheets and themes
	  • bandwidth information
	• user interface design.

Projects may include:	• production of interactive sequences to be incorporated in a:
	   • game
	   • educational product
	   • promotional product
	   • information product
	   • training product
	   • e-commerce.

Visual design principles may include:	• balance • emphasis • focal point • movement • perspective • proportion • scale • unity.
Interactive media components may include:	• backgrounds • banners • icons • interactive buttons • interactive controls • logos • text • titles • user interfaces
Media assets may include:	• animation • audio • documents, such as PDF, Word, PowerPoint and Excel • graphics • photo images • text • video.
File formats may include:	• DIR/DCR • FLA/SWF • GIF • HTML • JPEG • MOV • MPEG • PDF • PICT • RTF • TIFF • WMV.

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: • development of several discrete interactive media sequences that function as planned and demonstrate an understanding of basic visual design principles • accuracy and attention to detail in the process of developing interactive media sequences.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of resources, equipment and current industry-standard software, as listed in the range statement • access to appropriate learning and assessment support when required • the use of culturally appropriate processes, and techniques appropriate to the oracy, language and literacy capacity of the assessee 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 interactive sequences authored by the candidate • written or oral questioning to test knowledge of file formats and delivery platforms.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG304A Create visual design components.