



CANTERBURY
TECHNICAL INSTITUTE

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TRAINING & ASSESSMENT STRATEGY

ICT50215 Diploma of Digital and Interactive Games

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Name of RTO	Canterbury Technical Institute			
Training Package	ICT - Information and Communications Technology (Release 1.0)			
Code and title of qualification	ICT50215 - Diploma of Digital and Interactive Games			
Units of competencies				
Cluster Name	Unit Code	Unit Name	Nominal Hours	Core / Elective
Working in the Gaming Industry & Game Data	BSBWHS403	Contribute to implementing and maintaining WHS consultation and participation processes	70	Core
	ICTICT419	Work effectively in the digital media industry	60	Core
	ICTGAM419	Build a database to support a computer game	60	Elective
	ICTPRG425	Use structured query language	120	Elective
Game Design	ICTGAM501	Create design concepts for digital games and 3-D media	60	Core
	ICTGAM523	Collaborate in the design of 3D game levels and environments	70	Core
	ICTGAM514	Design and create models for a 3D and digital effects environment	80	Elective
	ICTGAM515	Design and create advanced particles, fluids and bodies for 3D digital effects	80	Elective
3D Art and Animation	ICTGAM526	Create complex 3-D characters for games	90	Elective
	ICTGAM519	Manage technical art and rigging in 3-D animation	80	Elective
	ICTGAM516	Animate a 3-D character for digital games	70	Elective
	ICTGAM517	Produce a digital animation sequence	90	Elective
Games Development	ICTGAM511	Manage testing of games and interactive media	60	Elective
	ICTPRG501	Apply advanced object-oriented language skills	110	Elective
	ICTGAM521	Create interactive 3-D environments for digital games	70	Elective
	ICTGAM503	Create a complex 3-D interactive computer game	90	Core

<p>Clients</p>	<p>CTI's clients for this qualification are dominantly international students coming from South American nations, India, China, Thailand, Bangladesh, Nepal & Sri Lanka. Entry requirements for students:</p> <ul style="list-style-type: none"> • An overall IELTS band 5.5 or equivalent and above • 18 years and above with a High School Certificate (Year 12) • Students will / may have to meet the entry criteria's depending on individual qualification requirements. <p>Qualification Pathways There are no entry requirements for this qualification. <i>(As per ICT15 Information and Communication Technology Training Package Version 1)</i></p> <p>Pathways INTO the qualification Preferred pathways for candidates considering this qualification include:</p> <ul style="list-style-type: none"> • After achieving ICA40911 Certificate IV in Digital and Interactive Games, or other relevant qualifications or units equivalent to the core of ICA40911 as listed below – <ul style="list-style-type: none"> - BSBOHS302B Participate effectively in OHS communication and consultative processes - ICAGAM401A Produce an interactive game - ICAICT418A Contribute to copyright, ethics and privacy in an IT environment - ICAICT419A Work effectively in the digital media industry - ICAICT406A Build a graphical user interface - ICAPRG301A Apply introductory programming techniques - ICAPRG405A Automate processes - ICAPRG406A Apply introductory object oriented language skills - ICAPRG415A Apply skills in object oriented design - ICAGAM402A Identify and apply principles of games design and game playing - ICAGAM403A Create design documents for interactive games - ICAGAM405A Write story and content for digital games - ICAGAM406A Create visual design components for interactive games - ICAGAM407A Write scripts for interactive games - ICADMT402A Produce interactive animation - ICADMT403A Produce and edit digital images <p>OR</p> <ul style="list-style-type: none"> • With demonstrated vocational experience in a range of programming-related work environments in software programming, application programming, web development or similar. • Overseas candidates must provide evidence of successful completion of an IT course which meets the unit outcomes as mentioned above. • If candidate already hold a Certificate II, III, IV or Dip of IT, he/she will need to submit verified Certificates / Statement of Attainment for recognition purposes. <p>Pathways FROM the qualification ICT50215 Advanced Diploma or Vocational Graduate Certificate qualifications or other higher education sector qualifications</p>
<p>Training and assessment arrangements</p>	<p>Duration The training program for Diploma of Digital and Interactive Games is conducted over a 52-week period (1200 hours) and is divided into 4 terms. CTI students will attend class equivalent to 25 hours per week in full-time mode.</p>

Organisation – Training units combinations

The ICT50215 program contains 16 units (5 Core & 11 Elective) and will be delivered at the organisation's training centre.

To meet the requirements of the Diploma qualification involves the completion of all 16 units.

Organisation's Delivery plan

All units within this qualification are combined into clusters (Refer to cluster breakdown). A logical sequence is maintained for all the clusters.

Where applicable unit assessments having similar elements / criteria's / outcomes will be combined with appropriate assessment tools (Refer to the assessment plan to review the assessment tools used in the qualification) to achieve holistic assessment requirements to complete the qualification.

The clusters are placed in a logical order to achieve critical aspects of assessments for progressive development of competency achieved from previous units / clusters. Units within clusters have multiple assessment tools to simulate / reflect real time workplace requirements.

The qualification combines face-to-face trainer led theory/practical classes involving small groups/ individual activities, in a simulated environment resembling the workplace setting as close as possible. All programs are in full-time mode and cannot be undertaken part-time or via distance education.

RPL

Students, who hold a Certificate II, III and/or Certificate IV in IT, will need to submit verified Certificate/Statement of Attainment (issue by a RTO) for recognition purposes. Students with either a Certificate or Statement of Attainment for Certificate II, III and/or Certificate IV in IT units will be exempted from common/elective units.

LLN

All students have the option to be assessed in order to ascertain whether their Language Literacy and Numeracy skills are sufficient to successfully complete the training program. Those who require further support will be advised to seek this with a qualified expert; there are a number of training organisations able to provide this service. Suitable courses will be discussed at intake interview. Any costs incurred will be the responsibility of the student.

Cluster Name	Unit (s) of Competency
Working in the Gaming Industry & Game Data	BSBWHS403
	ICTICT419
	ICTGAM419
	ICTPRG425
Game Data and Design	ICTGAM501
	ICTGAM523
	ICTGAM514
	ICTGAM515
3D Art and Animation	ICTGAM526
	ICTGAM519
	ICTGAM516
	ICTGAM517
Games Development	ICTGAM511
	ICTPRG501
	ICTGAM521
	ICTGAM503

Delivery modes

Simulated workplace environment

CTI ensures that the training delivered is to the standards of a real workplace environment. To meet this requirement CTI has implemented a variety of assessment tools that will be implemented during the course of the qualification. These assessment tools assess various different elements of a real / actual workplace however in a simulated training environment.

CTI meets the need for a real-time workplace simulation environment by:

- A dedicated computer lab to reflect a real-time work environment for all practical training components of the course.
- The CTI trainers represent the role of a real client and portray the workplace demands while working on projects. This includes role play of difficult & diverse type customers.
- Students prepare time lines, schedule milestones, communicate, prepare documentation, conduct training in accordance with the client (trainer)
- Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.
- Assignments, which include multi-tasking, different roles within assignments, using workplace policies and templates.

An opportunity to attend industry professional development, network and interact with industry professionals by offering membership options to the Australian Computer Society

Emphasis will be made to reflect real work situations in order to develop skills identified in the “employability skills” for this qualification. Those skills may include:

Evidence-gathering techniques / Assessment tools

A. Practical Tools

- a. Demonstration
- b. Programming / Projects
- c. Diagrammatical Representation
- d. Design Algorithm
- e. Troubleshooting

B. Witten Tools

- a. Report Writing
- b. Case Scenario – Problem Solving
- c. Written Exam
- d. Research Documentation

C. Observation Tools

- a. Role Play
- b. Help Desk
- c. Presentation
- d. Discussion
- e. Oral Questioning

Combinations of these methods will be used for most situations (eg. observations and oral questioning)

Cluster	Unit of competency	A	B	C
Working in the Gaming Industry	BSBWHS403		√	√
	ICTICT419	√	√	√
	ICTGAM419	√	√	√
	ICTPRG425	√	√	√
Game Data and Design	ICTGAM501	√	√	√
	ICTGAM523	√	√	√
	ICTGAM514	√	√	√
	ICTGAM515	√	√	√

	3D Art and Animation	ICTGAM526		√	√
		ICTGAM519	√		√
		ICTGAM516	√		√
		ICTGAM517	√		√
	Games Development	ICTGAM511		√	
		ICTPRG501	√	√	√
		ICTGAM521		√	√
		ICTGAM503	√		√
Please contact CTI Head of IT Department (steve@cti.qld.edu.au) for more information on Evidence gathering techniques / Assessment tools.					
<p>Schedule</p> <p>The training program is conducted over 52-week period. Please contact Student Services (rahul@cti.qld.edu.au) for a copy of timetable.</p> <p>Evidence-gathering techniques takes place throughout the whole process and units of competency are assessed individually and within the cluster organisation.</p>					
<p>Delivery and assessment staff</p> <p>All trainers/Assessors hold Certificate IV in Training and Assessment TAE40110, vocational qualifications at least up to the same level they are delivering and assessing and proven relevant industry experience.</p> <p>Staff Matrix is available for review on request.</p>					
<p>Assessment validation process</p> <p>Principal (PAO) & CTI Head of IT, Academic Course Coordinator (ACC) of CBC (CTI & CEG associated college) meet with representatives from industry / enterprises on an annual basis to check that the performance standards required in the program are consistent with industry practice.</p> <p>CTI PAO and or Head of IT and Trainers conduct moderation sessions every term, any items requiring attention are reviewed at moderation meetings attended by CTI PAO and or Head of IT and assessors. Meetings confirm the evidence-gathering techniques and the required standards of performance and reviewing assessment tools and decisions.</p> <p>PAO and or Head of IT faculty has the responsibility for developing, managing and monitoring strategies that ensure consistency in assessment. Validation meetings are lead by PAO and or Head of IT with the participation of assessors involved in a particular unit.</p> <p>For each cluster / unit of competency there is a “bank of assessment exemplars and benchmarks” available for all trainers/assessors. These are samples of candidate work that are considered to be exemplary.</p> <p>There is also a continuous feedback process in place, which involves gathering information from candidates, employers and other users of the assessment process.</p>					

Industry Consultation

CTI has liaised with the following organization / individuals for its industry consultation for ICA11 Training Package. Validation documentation is available for review on request.

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Other requirements

All staff involved in the delivery and assessment of this qualification, have direct access to the current version of the ICT15 Information & Communication Technology Training Package, including the appropriate units of competency, assessment guidelines and qualification structure.

All staff involved in delivering the program, have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment. There is a "Cluster Folder", which include specific documents such as: Training Program, Sessions Plans, Student Guide, Assessment Plan, Evidence Gathering Matrix, Marking Guide and Assessment Tools.

Pathways

This qualification provides the skills and knowledge for an individual to be competent in programming and software development. A person with this qualification would create new software products to meet an initial project brief or customise existing software products to meet customer needs. Upon completion of Diploma qualifications following are the opportunities available:

Career & Pathway opportunities:

- analyst programmer support
- assistant programming developer
- assistant software applications programmer
- assistant software developer
- database support programmer
- web support programmer
- The course also provides a path (advanced standing) for those intending to further study into a Bachelor Degree