



## Delivery and Assessment Plan (DAP)

Qualification Details			
Training Package Code & Title	ICT Information and Communications Technology		
Qualification National Code & Title	ICT40915 Certificate IV in Digital and Interactive Games	State code:	AWE5

### QD020102

Units of Competency (UoC) detailed in this DAP   Week/Stage/Block/Cluster :	
Unit National code and title	State Code
ICTGAM402 - Identify and apply principles of games design and game playing	AUT67
ICTGAM403 - Create design documents for interactive games	AUT66

Duration of Training/location and group details					
Start date	01/02/21	End date:	05/04/21	Session Times:	Session 1: 0900-1200 Session 2: 1300-1600
Location	South Metropolitan TAFE Thornlie Campus Room 8G23				
Group Details	Semester 1 Term 1				
Mode of delivery	<input checked="" type="checkbox"/> Face to face <input type="checkbox"/> Combination (describe) <input type="checkbox"/> Flexible <input type="checkbox"/> Other <input type="checkbox"/> On-the-job				
Individual study requirements	<ul style="list-style-type: none"><li>- ICTGAM402 – Create Design Documents for Interactive Games : 30 hrs in class( 3hrs a week), 10hrs out of class (1hr a week)</li><li>- ICTGAM403 – Create Design Documents for Interactive Games: 30 hrs in class( 3hrs a week), 10hrs out of class (1hr a week)</li></ul>				

Pre-requisite requirements
N/A

Lecturer contact information
Colton Onderwater <a href="mailto:Colton.Onderwater@smtafe.wa.edu.au">Colton.Onderwater@smtafe.wa.edu.au</a>

Required resources, texts, equipment you will need
<ul style="list-style-type: none"><li>- PC computer literacy</li><li>- Adobe Creative Suite CS6 or later (Photoshop of special interest in this cluster)</li><li>- Internet access</li><li>- 3D Modelling Animation software such as (Blender, Max or Maya, College version)</li><li>- Unity (latest college version)</li><li>- Microsoft Office Suite (word, excel etc) or Google suite</li></ul>



### Occupational Health and Safety (OHS) arrangements/requirements:

Learners are expected to follow health, safety and well-being requirements and must ensure they do not endanger themselves, others or equipment used in this course.

### Additional Information

The following information is to be read in conjunction with the "Current Students" section of the website.

### Recognition of Prior Learning (RPL) / Credit / Credit Transfer

You are encouraged to speak to your lecturer about the possibility of recognition of prior learning if you believe you have any existing skills and knowledge that may be formally recognised towards the unit or qualification you are undertaking.

If you have previously completed qualifications or units speak to your Lecturer regarding the possibility of credit or credit transfer.

### Assessment Rules and Appeals Process

If your first submission is deemed not satisfactory you will be allowed one further attempt. This is to be negotiated with your lecturer. You are entitled to appeal if you are not satisfied with the assessment process or outcome. The appeal must be lodged within two weeks of receiving the assessment information or outcome. In the first instance, approach your lecturer for information about the process, or check the 'current students' section of the SM TAFE website.

### Absences

If you are unable to attend any class or assessment session you must inform your lecturer as soon as possible.

If you miss an assessment due to illness, please provide your lecturer with a medical certificate in order to negotiate an alternate time for the assessment.

### Reasonable adjustment in the assessment process:

In some circumstances, adjustments to assessments may be made for you. If you require support for literacy and numeracy issues; support for hearing, sight or mobility issues; change to assessment times/venues; use of special or adaptive technology; considerations relating to age, gender and cultural beliefs; format of assessment materials; or presence of a scribe you need to inform your lecturer.

### Student support services

South Metropolitan TAFE has a number of services available to assist and support you while you are an enrolled student. These include:

- Disabilities support
- Language literacy and numeracy
- Aboriginal and Torres Strait Student Services
- Assistive technology

### Delivery and assessment schedule

Week/	Topic	Link to UOC	Assessments
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RTO Provider No. 52787

TAFE International WA Provider No. 52395 – CRICOS Code 00020G

Review date: 26/01/2021

Use with :QD02

Version: 2.1



session		(Element level only)	
Week 1	<b>Introduction to Course</b>  <b>Session 1:</b> <ul style="list-style-type: none"> <li>- <b>Introduction to Game Design</b> <ul style="list-style-type: none"> <li>- What is game design</li> <li>- commonly used design principles</li> </ul> </li> </ul> <b>Session2:</b> <ul style="list-style-type: none"> <li>- <b>Game Design Documents</b> <ul style="list-style-type: none"> <li>- what a GDD is</li> <li>- the purpose of a GDD</li> <li>- examples of a GDD</li> </ul> </li> </ul>	GAM402- 4 GAM403-1	Assessment 1 Assessment 5
Week 2	<b>Session1:</b> <ul style="list-style-type: none"> <li>- <b>Elements of Gameplay</b> <ul style="list-style-type: none"> <li>- What objective of play is</li> <li>- how design is used to achieve the objective of play</li> <li>- elements of gameplay in various genres</li> </ul> </li> </ul> <b>Session2:</b> <ul style="list-style-type: none"> <li>- <b>Progression and world building</b> <ul style="list-style-type: none"> <li>- what a storyline is in game development</li> <li>- how to progress levels</li> <li>- GUI design</li> <li>- how to world build with sound and art</li> </ul> </li> </ul>	GAM402 - 1 GAM403-2	Assessment 3 Assessment 5
Week 3	<b>Session 1:</b> <ul style="list-style-type: none"> <li>- <b>Consumer markets in Video games</b></li> </ul> <b>Session 2:</b> <ul style="list-style-type: none"> <li>- <b>Technical Game design documentation</b> <ul style="list-style-type: none"> <li>- how to document mechanics</li> <li>- documenting physics, sound and AI</li> <li>- developing testing procedures</li> </ul> </li> </ul>	GAM402 - 2 GAM403 - 3	Assessment 3 Assessment 5
Week 4	<b>Session 1:</b> <ul style="list-style-type: none"> <li>- <b>History of Video Games</b></li> </ul> <b>Session 2:</b> <ul style="list-style-type: none"> <li>- <b>Students work on GDD</b></li> </ul>	GAM402 - 3 GAM403 - 4	Assessment 4 Assessment 5
Week 5	<b>Session 1:</b> <ul style="list-style-type: none"> <li>- <b>Adjacent industries</b> <ul style="list-style-type: none"> <li>- use of serious games</li> <li>- use of non digital games</li> </ul> </li> </ul> <b>Session2:</b> <ul style="list-style-type: none"> <li>- <b>Students work on GDD</b></li> </ul>	GAM402-3 GAM403 - 4	Assessment 2 Assessment 5
Week 6	<b>Session 1:</b> <ul style="list-style-type: none"> <li>- <b>Applying Design to Video Games</b></li> </ul> <b>Session2:</b> <ul style="list-style-type: none"> <li>- <b>Students work on GDD</b></li> </ul>	GAM402-5 GAM403 - 4	Assessment 1 Assessment 5
Week 7	<b>Session 1:</b> <ul style="list-style-type: none"> <li>- <b>Student work on Design presentation</b></li> </ul>		Assessment 1 Assessment 5



	<b>Session2:</b> - Students work on GDD		
Week 8	<b>Session 1:</b> - Students conduct design presentation  <b>Session2:</b> - Students conduct design presentation		Assessment 1
Week 9	<b>Session 1:</b> - Catch up/finish assessments  <b>Session2:</b> - Catch up/finish assessments		All
Week 10	<b>Session 1:</b> - Catch up/finish assessments  <b>Session2:</b> - Catch up/finish assessments		All

Assessment 1	
<b>Title</b>	Game Design Portfolio I
<b>Brief Description</b>	<p>Students are to construct a portfolio containing the following</p> <ul style="list-style-type: none"> <li>- Design brief for own game</li> <li>- observation of design principles used in own game</li> <li>- observation of design principles used in published titles</li> </ul> <p>Students then have to present there how designed principles are used in their own game to the class</p>
<b>Where</b>	8g23
<b>When</b>	Commence: Week 1 Due: Week 8
<b>Conditions</b>	<p>Students are assessed individually whilst completing a digital game project, students work in production teams.</p> <p>Their game project provides context for assessment, if their individual games do not cover the performance criteria portfolio items may be used as evidence.</p> <p>It is recommended that the game project is used as often as possible.</p> <p>Please check the plagiarism policy</p> <p>conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the game development field of work, and include access to:</p> <ul style="list-style-type: none"> <li>• appropriate computer hardware, software and games engines</li> <li>• file storage</li> <li>• design specifications and production documentati</li> </ul>

Assessment 2	
<b>Title</b>	Game Design Portfolio II
<b>Brief Description</b>	<p>Students are to construct a portfolio containing the following</p> <ul style="list-style-type: none"> <li>- Design brief for their own non-digital game</li> <li>- Design brief for their own serious game</li> </ul>
<b>Where</b>	8g23
<b>When</b>	Commence: Week 5 Due: Week 7



<b>Conditions</b>	<p>Students are assessed individually whilst completing a digital game project, students work in production teams.</p> <p>Their game project provides context for assessment, if their individual games do not cover the performance criteria portfolio items may be used as evidence.</p> <p>It is recommended that the game project is used as often as possible.</p> <p>Please check the plagiarism policy</p> <p>conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the game development field of work, and include access to:</p> <ul style="list-style-type: none"><li>• appropriate computer hardware, software and games engines</li><li>• file storage</li><li>• design specifications and production documentation</li></ul>
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Assessment 3	
<b>Title</b>	Genre and Market report
<b>Brief Description</b>	<p>Students are to conduct a report containing</p> <ul style="list-style-type: none"><li>- Definitions and objective of play of at least 3 game genres</li><li>- identified target markets in games</li><li>- reasons for consumer habits in games</li></ul>
<b>Where</b>	8g23
<b>When</b>	Commence: Week 3 Due: Week 6
<b>Conditions</b>	<p>Students are assessed individually whilst completing a digital game project, students work in production teams.</p> <p>Their game project provides context for assessment, if their individual games do not cover the performance criteria portfolio items may be used as evidence.</p> <p>It is recommended that the game project is used as often as possible.</p> <p>Please check the plagiarism policy</p> <p>conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the game development field of work, and include access to:</p> <ul style="list-style-type: none"><li>• appropriate computer hardware, software and games engines</li><li>• file storage</li><li>• design specifications and production documentation</li></ul>

Assessment 4	
<b>Title</b>	Game industry timeline
<b>Brief Description</b>	Students are to construct a timeline outlining the video game industry from its conception to the present day
<b>Where</b>	8g23
<b>When</b>	Commence: Week 4 Due: Week 7
<b>Conditions</b>	Students are assessed individually whilst completing a digital game project, students work in production teams.



	<p>Their game project provides context for assessment, if their individual games do not cover the performance criteria portfolio items may be used as evidence.</p> <p>It is recommended that the game project is used as often as possible.</p> <p>Please check the plagiarism policy</p> <p>conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the game development field of work, and include access to:</p> <ul style="list-style-type: none"><li>• appropriate computer hardware, software and games engines</li><li>• file storage</li><li>• design specifications and production documentation</li></ul>
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Assessment 5	
<b>Title</b>	Game Design Document
<b>Brief Description</b>	Students are to complete a Game Design Document
<b>Where</b>	8g23
<b>When</b>	Commence: Week 1 Due: Week 8
<b>Conditions</b>	<p>Students are assessed individually whilst completing a digital game project, students work in production teams.</p> <p>Their game project provides context for assessment, if their individual games do not cover the performance criteria portfolio items may be used as evidence.</p> <p>It is recommended that the game project is used as often as possible.</p> <p>Please check the plagiarism policy</p> <p>conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the game development field of work, and include access to:</p> <ul style="list-style-type: none"><li>• appropriate computer hardware, software and games engines</li><li>• file storage</li><li>• design specifications and production documentation</li></ul>



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### Student Declaration

I have read the delivery and assessment plan for:  
Unit/s of Competency:

The delivery and assessment details have been discussed with me. I understand my role and responsibilities and agree to undertake the assessment tasks as detailed in the delivery and assessment plan.

I am aware that all assessment work I submit must be my own work and must abide by all the assessment rules set by my lecturer.

I also understand that copying directly from research sources or another student's work without acknowledgement is plagiarism. I further understand that plagiarised work (or cheating of any kind) will not be accepted and may result in disciplinary action taken against me.

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