



Education and Training



## Unit Outline Semester 2, 2015 IT and Commerce



**gungahlin**  
COLLEGE  
connect learn achieve

					Accred
<b>Course Title</b>	Information Technology (T)	<b>Course Code(s)</b>	1201	<b>Unit Value</b>	T
	Information Technology (A)		1203		A
<b>Unit Title</b>	IT Major Project (T)	<b>Unit Code(s)</b>	12067	1.0	T
	IT Major Project (A)		12114	1.0	A
<b>Training Package</b>	ICA11 Information and Communications Technology Training Package	<b>Training Package Qualification</b>	ICA20111 Certificate II Information, Digital Media and Technology		
<b>Teacher(s)</b>	Bruce Fuda, Edwin Griffin, Julia Tang	<b>Class Code(s)</b>	[ABCDEHN]IM0X3B2		

### VET Competencies

Certificate	Competency Code	Competency Name	Core or elective
ICA20111	BSBOHS201A	Participate in OHS processes	Core
	ICAICT202A	Work and communicated effectively in an IT environment	Core
	ICAICT205A	Design basic organisational documents using computing packages	Elective
	ICAICT209A	Interact with ICT clients	Elective

### Additional VET Information

<b>Certificate Requirements</b>	<p>To achieve a Certificate II in Information, Digital Media and Technology, 14 units of competence must be achieved:</p> <ul style="list-style-type: none"> <li>7 core units</li> <li>7 elective units</li> </ul> <p>If the full requirements of a certificate are not met, students will be awarded a Statement of Attainment for the units of competence achieved.</p>
<b>Structured Workplace Learning</b>	1 week of Structured Workplace Learning (SWL) is highly recommended
<b>“Recognition of Prior Learning” (RPL)</b>	Students who believe that they can satisfy the requirements of industry competencies contained in this course may apply for RPL.
<b>VET Assessment</b>	Evidence for competency assessment will include all assessment tasks, class tasks and observations

## Content

A unit:	T unit:
Before undertaking their projects, students will submit a written proposal for the project, which will be assessed by teachers in terms of suitability and appropriate level of complexity. Projects must be deemed appropriate by the teacher before approval is given for the student to continue.	
Students are required to carry out the formal development, implementation and evaluation of a computing project, using appropriate system development methodology and project management techniques. This will include: <ul style="list-style-type: none"><li>• analysis and definition of the problem</li><li>• design of solution</li><li>• implementation of solution</li><li>• evaluation of success of solution</li></ul>	
Students undertaking a digital media,(2D animation or 3D movie for example) or Web related project are required to carry out the formal planning, design and creation of their project using appropriate planning techniques (e.g. storyboards and model sheets) and project management techniques. This will include: <ul style="list-style-type: none"><li>• explanation and explicit definition of the concept</li><li>• design of concept elements (e.g. characters or models)</li><li>• development of animation or website</li><li>• evaluation of finished product</li></ul>	
Formal documentation of the project is required. This includes user and reference manuals. Students will present and demonstrate their projects.	

## Assessment

### ***Assessment Criteria for Assessment and Reporting of Student Achievement***

The following assessment criteria as outlined in the relevant Course Framework are the focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

1. Knowledge, understanding, application, analysis and evaluation
2. Planning, designing, creating and implementing
3. Communication and interpersonal skills
4. Flexible, adaptive and creative thinking

Comprehensive course information can be found at: <http://www.bsss.act.edu.au/curriculum/courses>

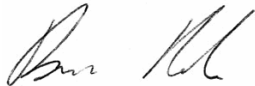
Students will be assessed according to the table below

Task Criteria	Task	Due Date	Weighting
			1.0
1, 2, 3, 4	Project Proposal	Week 2	10 %
1, 2, 3, 4	Minimum Viable Product	Week 6	30 %
1, 2, 3, 4	Written Test	Week 14	20 %
1, 2, 3, 4	Final Implementation	Week 16	40 %
Total			100%

### Important Assessment Information

The following are important factors common to all units of study at the Gungahlin College. Please see the Gungahlin College Academic Policy Handbook for information about the policies listed below or the Gungahlin College Schoology Page.

- Attendance and participation
- Blended learning/flexible learning
- Cheating and dishonest practice
- Late submission of work
- Meshing procedures
- Moderation procedures
- Non genuine attempt
- Notional zeros
- Plagiarism/electronic submission of assignments
- Procedures for unit score calculation (where applicable)
- Right to appeal
- Special consideration
- Unit score calculation (where applicable)

Faculty Director Signature:		Date:	24 / 07 / 2015
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## Unit Grade Descriptors for T course

	<i>A student who achieves an <b>A</b> grade typically</i>	<i>A student who achieves a <b>B</b> grade typically</i>	<i>A student who achieves a <b>C</b> grade typically</i>	<i>A student who achieves a <b>D</b> grade typically</i>	<i>A student who achieves an <b>E</b> grade typically</i>
<b>Knowledge, understanding, application, analysis &amp; evaluation</b>	<ul style="list-style-type: none"> <li>evaluates and analyses complex problems with insight and devises innovative solutions</li> <li>synthesises knowledge of the composition of a system/ application displaying a sophisticated understanding of the interconnected nature of its components</li> </ul>	<ul style="list-style-type: none"> <li>analyses and explains complex problems with insight and devises creative and effective solutions</li> <li>demonstrates knowledge of the composition of a system or application in a comprehensive and clear manner</li> </ul>	<ul style="list-style-type: none"> <li>explains and describes problems and devises effective solutions</li> <li>demonstrates knowledge of a system or application in a satisfactory manner</li> </ul>	<ul style="list-style-type: none"> <li>identifies and describes problems and devises solutions to problems inconsistently</li> <li>demonstrates basic knowledge of the composition of a system or application</li> </ul>	<ul style="list-style-type: none"> <li>identifies problems and presents minimal understanding on developing a solution to a problem</li> <li>demonstrates minimal knowledge of the composition or application</li> </ul>
<b>Planning, designing, creating &amp; implementing</b>	<ul style="list-style-type: none"> <li>creates sophisticated and proficient solutions using highly effective problem solving methodology, design techniques, tools, skills and processes</li> <li>demonstrates refined skills in planning, time management and designing, satisfying all requirements to a very high level</li> </ul>	<ul style="list-style-type: none"> <li>creates proficient solutions using effective problem solving methodology, design techniques, tools, skills and processes</li> <li>demonstrates competent skills in planning, time management and designing, satisfying all requirements to a high level</li> </ul>	<ul style="list-style-type: none"> <li>creates effective solutions using adequate problem solving methodology, design techniques, tools, skills and processes</li> <li>demonstrates satisfactory skills in planning, time management and designing, satisfying many requirements to a satisfactory level</li> </ul>	<ul style="list-style-type: none"> <li>creates basic solutions to problems, inconsistency uses methodology, techniques, tools, skills and processes</li> <li>demonstrates basic skills in planning, time management and designing, satisfying few requirements</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal application of methodology, techniques, tools, skills and processes to develop solutions to problems</li> <li>demonstrates minimal skills in planning, time management and designing, satisfying few requirements</li> </ul>
<b>Communication, interpersonal skills</b>	<ul style="list-style-type: none"> <li>presents highly complex concepts accurately and coherently using a wide range of written and non-written formats</li> <li>communicates with a strong sense of purpose and audience</li> <li>demonstrates through awareness of ethical use of information using accepted referencing and uses appropriate terminology accurately and with confidence</li> <li>demonstrates highly effective interpersonal skills working productively in both team and group situations with a thorough understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents complex concepts accurately and coherently using a range of written and non-written formats</li> <li>communicates proficiently with a sense of purpose and audience</li> <li>demonstrates a broad awareness of ethical use of information using accepted referencing and uses terminology accurately</li> <li>demonstrates mostly effective interpersonal skills working in team and group situations with a proficient understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents concepts with some accuracy and coherence using written and non-written formats</li> <li>communicates satisfactorily with a sense of purpose and audience</li> <li>demonstrates general awareness of ethical use of information mostly using accepted referencing and accurate terminology</li> <li>demonstrates some effective interpersonal skills working in team and group situations with an understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents basic concepts with some accuracy using written and non-written formats</li> <li>communicates with some sense of purpose and audience</li> <li>demonstrates some awareness of ethical use of information and referencing and some accurate use of terminology</li> <li>demonstrates basic interpersonal skills working in team and group situations with some understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents concepts using a limited range of written and non-written formats</li> <li>demonstrates basic level of communication with limited sense of purpose or audience</li> <li>demonstrates little or no awareness of ethical use of information, referencing or accurate use of terminology</li> <li>demonstrates some basic interpersonal skills working in team and group situations with minimal understanding of individual responsibilities and the rights of others</li> </ul>
<b>Flexible, adaptive, critical and creative thinking</b>	<ul style="list-style-type: none"> <li>demonstrates a thorough awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates creativity and agility in applying processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a broad awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates agility and confidence in applying processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a general awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates appropriate processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates occasional application of processes and techniques to familiar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little or no awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates limited application of processes and techniques to familiar scenarios</li> </ul>

## Unit Grade Descriptors for A course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding, application, analysis &amp; evaluation</b>	<ul style="list-style-type: none"> <li>analyses, explains and applies knowledge, concepts and skills with accuracy in a wide range of scenarios</li> <li>demonstrates comprehensive knowledge of systems composition and application</li> </ul>	<ul style="list-style-type: none"> <li>explains and applies knowledge, concepts and skills with accuracy in a range of scenarios</li> <li>demonstrates detailed knowledge of systems composition or application</li> </ul>	<ul style="list-style-type: none"> <li>recalls, describes and applies knowledge, concepts and skills with some accuracy in a range of scenarios</li> <li>demonstrates general knowledge of systems composition or application</li> </ul>	<ul style="list-style-type: none"> <li>identifies and applies some knowledge, concepts and skills with occasional accuracy in a narrow range of scenarios</li> <li>demonstrates basic knowledge of systems composition or application</li> </ul>	<ul style="list-style-type: none"> <li>recalls minimal knowledge, concepts and skills with little accuracy in limited scenarios</li> <li>demonstrates minimal knowledge of systems composition or application</li> </ul>
<b>Planning, designing, creating &amp; implementing</b>	<ul style="list-style-type: none"> <li>develops solutions using highly effective problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates refined skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using effective problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates competent skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using appropriate problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates satisfactory skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using occasional problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates basic skills in planning, time management and designing</li> </ul>	<ul style="list-style-type: none"> <li>develops solutions using minimal problem solving methodology, tools, knowledge, skills and processes to achieve an outcome</li> <li>demonstrates minimal skills in planning, time management and designing</li> </ul>
<b>Communication, Interpersonal skills</b>	<ul style="list-style-type: none"> <li>presents challenging concepts accurately and coherently using a range of written and non-written formats</li> <li>communicates with a strong sense of purpose and audience</li> <li>demonstrates an ethical use of information using accepted referencing and uses appropriate terminology accurately and with confidence</li> <li>demonstrates highly effective interpersonal skills</li> <li>works productively in both team and group situations with a thorough understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>mostly presents concepts accurately and coherently using written and non-written formats</li> <li>communicates with a sense of purpose and audience</li> <li>mostly demonstrates an ethical use of information using accepted referencing and uses terminology accurately</li> <li>demonstrates mostly effective interpersonal skills</li> <li>works in team and group situations with a proficient understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents concepts with some accuracy using written and non-written formats</li> <li>mostly communicates with a sense of purpose and audience</li> <li>demonstrates some ethical use of information mostly using accepted referencing and accurate terminology</li> <li>demonstrates some effective interpersonal skills</li> <li>works in team and group situations with an understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents basic concepts with some accuracy using written and non-written formats</li> <li>demonstrates some communication with a sense of purpose and audience</li> <li>demonstrates some ethical use of information and referencing and some accurate use of terminology</li> <li>demonstrates basic interpersonal skills</li> <li>works in team and group situations with some understanding of individual responsibilities and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>presents some basic concepts using a limited range of written and non-written formats</li> <li>demonstrates a basic level of communication with limited sense of purpose or audience</li> <li>demonstrates little or no ethical use of information, referencing or accurate use of terminology</li> <li>demonstrates some basic interpersonal skills</li> <li>works in team and group situations with minimal understanding of individual responsibilities and the rights of others</li> </ul>
<b>Flexible, adaptive, critical and creative thinking</b>	<ul style="list-style-type: none"> <li>demonstrates a broad awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates creativity and confidence in applying processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a general awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates appropriate processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates routine application of processes and techniques to familiar and unfamiliar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates occasional awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates occasional application of processes and techniques to familiar scenarios</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little or no awareness of the impact of social, ethical, and legal issues</li> <li>demonstrates limited application of processes and techniques to familiar scenarios</li> </ul>