



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAWEB510A Analyse information and assign meta-tags**

**Release: 1**

## ICAWEB510A Analyse information and assign meta-tags

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i> |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse material and assign meta-tags to ensure the accurate and consistent retrieval of information by users.

### Application of the Unit

This unit applies to individuals in a range of information and communications technology (ICT) areas who are required to allocate appropriate meta-tags to information.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| <b>Element</b>  | <b>Performance Criteria</b>  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

## Elements and Performance Criteria

|   |   |
|---|---|
| 1. Identify requirements for meta-tags                    | <p>1.1 Identify scope and uses of material from previous and existing business and <i>stakeholder</i> requirements process</p> <p>1.2 Determine appropriate type and structure of meta-tags, taking into account identified <i>client</i> needs, requirements and expectations</p> <p>1.3 Identify and incorporate new or contemporary client requirements and expectations</p>   |
| 2. Analyse material                                       | <p>2.1 Use analysis and description tools, standards, precedents and techniques that are appropriate, given the nature of the material</p> <p>2.2 Ensure analysis of subject content of the material reflects expected client usage requirements</p> <p>2.3 Clearly distinguish significant information from minor information</p> <p>2.4 Ensure concepts derived from analysis of material are appropriate to the business requirements and intended use</p> |
| 3. Create meta-tags                                       | <p>3.1 Develop meta-tags using appropriate <i>software</i></p> <p>3.2 Ensure meta-tags represent concepts appropriately, depending on the overall purpose and intended use of the material</p> <p>3.3 Ensure meta-tags conform to general conventions and business rules</p> <p>3.4 Develop reference structure of descriptors, where required to display relationships to assist clients</p> <p>3.5 Enhance meta-tags to meet identified client needs</p>    |
| 4. Test and monitor meta-tagging practices and procedures | <p>4.1 Test meta-tagging of material and make changes, if necessary</p> <p>4.2 Regularly review meta-tagging practices and procedures to ensure that client needs are being met</p> <p>4.3 Regularly review industry developments in meta-tagging and take appropriate action to improve practices</p> <p>4.4 Check meta-tags regularly for internal consistency and compliance with established structure, rules and authorities</p>                         |

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- analytical skills to:
  - analyse materials for subject content
  - interpret client requirements
- communication skills to liaise with clients and staff
- planning and organisational skills to:
  - evaluate business requirements
  - improve meta-tagging practices over time in line with industry developments
- technical skills to:
  - conduct modelling of data processes
  - use analysis and description tools
  - use meta-tagging tools
  - write hypertext markup language (HTML).

### Required knowledge

- business operating systems
- client business domain
- data modelling
- database management system (DBMS) fundamentals
- decision support systems
- document indexing and search engines
- functions and features of databases
- meta-standards, including Dublin core and simple HTML ontology extensions
- OHS principles and responsibilities.

## 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.*

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|---|---|
| <b>Overview of assessment</b>   |   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• use appropriate techniques to analyse materials for meta-tagging</li> <li>• use software to create meta-tags</li> <li>• enhance and update meta-tags in line with client needs and industry developments.</li> </ul>  |
| <b>Context of and specific resources for assessment</b>   | <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information and materials</li> <li>• business requirements</li> <li>• metadata software</li> <li>• project-related documentation</li> <li>• OHS information</li> <li>• appropriate learning and assessment support when required</li> <li>• modified equipment for people with special needs.</li> </ul>  |
| <b>Method of assessment</b>   | <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct observation of candidate creating meta-tags, and testing them</li> <li>• verbal or written questioning to assess candidate's knowledge of: <ul style="list-style-type: none"> <li>• general conventions and business rules for meta-tagging</li> <li>• how reference structure of descriptors can assist clients</li> </ul> </li> <li>• review of meta-tags.</li> </ul> |
| <b>Guidance information for assessment</b>  | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined</p>                             |

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|  | with targeted questioning to assess required knowledge. |
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## 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.*

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|--|--|
| <b><i>Stakeholder</i></b> may include: | <ul style="list-style-type: none"> <li>• development team</li> <li>• project team</li> <li>• sponsor</li> <li>• user.</li> </ul>                             |
| <b><i>Client</i></b> may include:      | <ul style="list-style-type: none"> <li>• external organisation</li> <li>• individual</li> <li>• internal department</li> <li>• internal employee.</li> </ul> |
| <b><i>Software</i></b> may include:    | <ul style="list-style-type: none"> <li>• Meta Builder 2</li> <li>• Tag master.</li> </ul>  |

## Unit Sector(s)

Web