Australian Government

TAEDEL801 Evaluate, implement and use ICT-based educational platforms

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to evaluate, implement and use complex information and communications technology (ICT) based educational platforms in an organisational context.

The unit also covers the skills required to facilitate learning, collaboration and the development of online communities using ICT.

It applies to educators taking a leadership position who may make complex judgements regarding the use of ICT-based e-learning solutions, using mobile and wireless technologies, and technologies relating to the development of online communities, and their use in project-based learning.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Evaluate the accuracy and usefulness of ICT resources supporting project-based learning	1.1 Research advances in ICT resources in a given content, or in a vocational education and training area 1.2 Analyse and evaluate integration into educational delivery practices of ICT for learning outcomes 1.3 Research how the convergence of different technologies can affect learning practice

ELEMENT	PERFORMANCE CRITERIA
	1.4 Explore requirements for ICT resources to interoperate, technically and operationally, with the organisation's management of learner services, performance, learning and decision support
	1.5 Review and report opportunities to improve educational infrastructure, systems and solutions
2. Analyse network hardware and software for learning environment	2.1 Research trends in teaching methods associated with different types of virtual environments and knowledge-building environments
	2.2 Determine the organisation's strategic and learning requirements
	2.3 Review and report opportunities to stakeholders on range of options to improve ICT online infrastructure, systems and solutions
	2.4 Analyse and report risks associated with the implementation of an online environment for educational outcomes
	2.5 Devise policy and procedures that ensure safe and sustainable use of online environment for users, and appropriateness to organisational requirements
3. Analyse current ICT technologies allowing communication and collaboration between learners and other stakeholders	3.1 Research trends in teaching methods associated with different types of communication and collaboration technologies
	3.2 Review and report opportunities to stakeholders on range of options to improve communication and collaboration, systems and solutions in relation to learning outcomes
	3.3 Analyse and report risks associated with implementation of a communication and collaboration solution for educational outcomes
	3.4 Devise policy and procedures that ensure safe and sustainable use of communication and collaboration technologies for users, and appropriateness to organisational requirements
4. Develop a pilot ICT educational platform solution	4.1 Choose appropriate software and hardware solution to meet an identified problem
	4.2 Configure and administer an appropriate solution
	4.3 Test the solution to ensure connectivity and interoperability with existing systems

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 2.1, 3.1	• Researches information from a variety of sources in order to maintain knowledge about ICT learning environments
Reading	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3	• Sources, analyses and interprets information, in the context of ICT systems, processes and products for a learning environment
Writing	1.5, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4	• Produces documents including reports, policies and procedures, that are logically sequenced and in a format appropriate to the audience and context
Oral communication	1.4, 1.5, 2.3, 2.4, 3.2, 3.3	• Uses communication techniques to provide and elicit information and recommendations
Navigate the world of work	1.1, 1.3, 2.1, 3.1	• Develops skills and knowledge related to own role by researching and analysing the role of ICT in learning
Get the work done	1.1-1.5, 2.1-2.5, 3.1-3.4, 4.1-4.3	• Plans, organises and completes work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes • Uses ICT-based tools to conduct research, evaluate and design systems, manage data and complete work tasks • Uses systematic, analytical processes to evaluate the effectiveness of products and makes critical decisions systematically in complex situations, taking into consideration a range of variables, including the outcomes of previous decisions • Identifies and responds to problems and opportunities for improvement, and considers options for different or enhanced approaches

PwC's Skills for Australia

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDEL801 Evaluate, implement and use ICT-based educational platforms	TAEDEL801A Evaluate, implement and use ICT-based educational platforms	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3