



Australian Government

TAELED802 Investigate the application of ICT content knowledge

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to analyse and apply effective information and communications technology (ICT) solutions, and practices, to meet the needs of various educational institutions.

It applies to practitioners working to develop and apply a wide range of ICT knowledge. It equips educators to knowledgeably analyse, and apply, various technologies in an educational setting.

Educators may need to seek the assistance of an ICT technical specialist, depending on the limitations of their own technical skills and knowledge.

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

Unit Sector

Learning and development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify ICT standards and trends for an educational context	1.1 Identify <i>hardware and software</i> standards currently in use 1.2 Identify and analyse <i>network technology</i> standards currently in use 1.3 Analyse trends in the deployment of ICT in education and learning
2. Analyse competing	2.1 Identify specific educational requirements that can be met by

ELEMENT	PERFORMANCE CRITERIA
new technology solutions	technology 2.2 Identify the range of functions and capabilities supplied, by <i>benchmarking competing technologies</i> 2.3 Select <i>critical features</i> of competing technologies for analysis 2.4 Conduct an analysis of technologies using various performance indicators 2.5 Select and report on appropriate new technology, by considering the analysis of critical features
3. Develop a strategy to optimise current technology	3.1 Identify unused capacity in existing technology 3.2 Identify applications for unused capacity appropriate to educational outcomes 3.3 Develop, and present where required, a strategy for exploiting additional capacity 3.4 Assess the cost and efficiency of the strategy against available resources and budgets 3.5 Recommend a course of action in line with the assessment

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
Reading	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4	Sources, analyses and interprets written information to identify relevance for planning and developing an ICT strategy in an educational context
Writing	2.5, 3.3, 3.5	Produces documentation relevant to context, using the language, format and style appropriate to a specific audience and context
Oral communication	2.5, 3.3, 3.5	Leads communication to provide and elicit information, and describe recommendations effectively
Numeracy	2.2, 2.3, 2.4, 3.1, 3.4	Collates, interprets and reports on the costs, and efficiency, of technology solutions to support analysis and decision making
Get the work	1.1-1.3, 2.1-2.5,	Plans, organises and completes work according to

done	3.1-3.5	strategic requirements, taking high-level responsibility for decisions, and sequencing tasks to achieve effective and efficient outcomes • Uses systematic, analytical processes in complex, non-routine situations gathering information, and identifying and evaluating options based on emerging trends and organisational strategy • Uses ICT-based tools to conduct research, evaluate products, monitor trends, provide information, and to complete work tasks
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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAELED802 Investigate the application of ICT content knowledge	TAELED802A Investigate the application of ICT content knowledge	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>

Assessment Requirements for TAELED802 Investigate the application of ICT content knowledge

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- identifying and analysing current standards and trends affecting information and communications technology (ICT) education
- documenting a review of ICT solutions for a specified educational environment
- developing a strategy to optimise current technology that includes details of cost and recommendations for action.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes a knowledge of:

- contemporary ICT issues in an educational environment
- benchmarking principles to assess technologies
- the principles of budgeting and cost-benefit analysis
- contemporary policy and approaches to learning and assessment
- content and requirements of relevant delivery and assessment strategies
- how to create an effective learning experience using electronic technology
- information technology principles and terminology, particularly those related to:
 - using the internet
 - reviewing technology capabilities
 - describing e-learning methodologies, and using related vocabulary.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to an e-learning system.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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