



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS407A Collect and analyse information to inform work strategies

Release: 1

CHCEDS407A Collect and analyse information to inform work strategies

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to work in conjunction with teacher to collect and evaluate information to inform strategies that enhance student services within the education workplace

Application of the Unit

Application

This unit is intended for education support workers operating in a range of education contexts and required to undertake research into issues relating to disabilities, funding sources, procedures, protocols communities, education options, career options and other matters

This work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Collect data to inform education support role

PERFORMANCE CRITERIA

- 1.1 Work in conjunction with a teacher to identify *information* requirements to perform specific education support function
- 1.2 Identify potential *internal and external sources of information* and arrange for access to the information
- 1.3 Collect information within set timeframes
- 1.4 Access internal and external sources to retrieve required information
- 1.5 Collate required information within set timeframes in a manner which enables ease of use

2. Evaluate and interpret information

- 2.1 Evaluate information to determine *relevance and validity* to the set task
- 2.2 Analyse information using reliable and suitable *methods* acceptable to the education context
- 2.3 Use assumptions in analysis that are clear, justified and consistent
- 2.4 Identify strategies for application in the education support work that are supported by evidence

ELEMENT3. *Present information***PERFORMANCE CRITERIA**

3.1 Report recommendations and options in an accepted structure, style and format using appropriate technology

3.2 Present reports in a clear and concise manner which conforms to the education organisation requirements

3.3 Distribute reports and information in accordance with organisation requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Information collection and management procedures
- Scope and detail of required information
- Legislative underpinnings of the education work context
- Organisation procedures covering handling and storing information
- Major sources of information

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Integrate application of all elements of competency and their performance criteria in a diverse education environment
- Identify and access varied sources of information
- Collate and present information to meet organisation standards
- Work effectively under pressure
- Comply with organisation procedures relating to security and confidentiality

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Retrieve information from both manual and computerised systems
- Analyse information
- Plan and organise
- Communicate effectively

REQUIRED SKILLS AND KNOWLEDGE

- Undertake problem solving
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
 - Access to a suitable range of information sources for both candidate and the assessor/trainer
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

Range Statement

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. Add any 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.

RANGE STATEMENT

Information may include:

- Legislation, regulations, policies, procedures guidelines, awards and agreements
- Legal materials
- Student and family information
- Enrolment trends
- Student reports
- Community partnerships
- Data file records
- Library materials
- Financial records
- Basic statistical information
- Vocational education and training information

Internal and external sources of information may include:

- Education organisation intranet/internet sites
- Policy and procedure manuals
- Library and resource systems
- Files/records management systems
- Specific purpose data bases
- Government and non government agencies
- Academic research materials
- Local community sources
- Commercial organisations

Relevance and validity of information means:

- Relevant - must inform the question and relate to the subject matter and the timeframe of the investigation
- Valid - information must come from a reliable source, pertain to the scope of the investigation and have been gathered using accepted methodologies

RANGE STATEMENT

Methods of information analysis may include:

- Quantitative analysis
- Qualitative analysis
- Connections and comparison of like data
- Identification of relationships between data
- Basic statistical analysis
- Mathematical calculations
- Critical analysis
- Problem solving
- Client feedback

Conclusions are:

- The results of the information analysis - statements of the determinations made or the options available

Present information may include:

- Oral briefing
- Use of presentation software
- Routine reports and briefing notes
- Speech writing
- Proposals
- Articles and promotional material

Recognition of contributions may include:

- A nod, smile or handshake
- A few positive words about the task completed
- Thanks and appreciation of the job well done
- A formal appreciation for work by way of issue of a certificate

Unit Sector(s)

Not Applicable