



Australian Government

Department of Education, Employment and Workplace Relations

CULLB602C Use, evaluate and extend own information literacy skills

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to use, evaluate and extend one's own information literacy skills at a complex level.

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

Application of the Unit

Application of the unit This unit may apply to individuals working in any industry sector and more broadly beyond the world of work. It has particular relevance to those working as professionals in the information services sectors and other occupations where the ongoing development and extension of information literacy skills is required.

The unit focuses on research, analysis and communication of information, ideas and concepts at a complex level, plus the evaluation and extension of one's own information literacy skills. It is therefore undertaken by individuals operating autonomously, with limited guidance from others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

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

ELEMENT

PERFORMANCE CRITERIA

1 Research and analyse information, ideas and concepts

- 1.1 Identify and source *references* appropriate to the information need
- 1.2 Identify and explore potential new and alternative sources
- 1.3 Use formal and informal research techniques to explore relevant information, ideas and concepts
- 1.4 Undertake *critical analysis* of references in the context of the information need
- 1.5 Evaluate ways in which information may be adapted or integrated to meet the information need

ELEMENT	PERFORMANCE CRITERIA
2 Communicate information, ideas and concepts	<ul style="list-style-type: none">2.1 Synthesise and refine information appropriately to meet the intended purpose2.2 Assess a range of <i>communication methods</i> and select the most appropriate based on nature and purpose of the information and the intended audience2.3 Communicate information, ideas and concepts in a <i>format and manner</i> which facilitates understanding by the intended audience
3 Evaluate own work and skills	<ul style="list-style-type: none">3.1 Seek and apply constructive criticism from others to enhance own work3.2 Evaluate own skills against personal development aims and <i>strategies</i>3.3 Adjust own work practice as required to enhance quality of work outcomes
4 Extend own information literacy skills	<ul style="list-style-type: none">4.1 Assess own learning needs against planned career outcomes in the context of lifelong learning4.2 Plan and implement strategies to extend own information literacy skills4.3 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve skills4.4 Pro-actively identify and use opportunities presented by new technologies to extend information literacy skills

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- research skills to source, analyse, interpret and apply complex and varied information references
- literacy skills to critically evaluate complex and varied information, ideas and concepts
- learning and self-management skills to take responsibility for one's own ongoing learning and professional development
- technology skills to undertake research using automated systems.

Required knowledge

- range of information sources and technologies actually and potentially available to meet a wide range of information needs
- copyright, moral rights and intellectual property issues and legislation that impact on the research, use and distribution of information
- information and resources available for the development of information literacy skills
- professional development opportunities and career development strategies in the relevant work context
- principles of lifelong learning and how it relates to information literacy
- role of information literacy in different occupations.

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, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- application of research, analysis and communication skills to the sourcing and presentation of varied complex information, ideas or concepts
- application of planned strategies to develop and extend information literacy skills
- effective use of technology in the development of skills.

Context of and specific resources for assessment

Assessment must ensure:

- access to information sources, including technological options.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of research conducted by the candidate
- evaluation of presentations made by the candidate
- evaluation of reports prepared by the candidate detailing strategies for personal skill development
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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. 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.

References may include:

- texts
- Web
- images
- colleagues
- other individuals

Critical analysis of references/information may involve:

- comparing
- contrasting
- reflecting
- critiquing
- considering merit
- discussion and debate

Communication methods may be:

- face-to-face (individual or group)
- written
- oral
- electronic
- visual

Format and manner of communication may be influenced by:

- people to whom the information is being presented
- how the information is being presented
- why the information is being presented, e.g. in response to a brief
- cultural issues surrounding presentation
- physical limitations

Strategies to develop information literacy may include:

- reading current literature, including specialist journals and industry magazines
- participating actively in relevant industry associations

RANGE STATEMENT

- participating in professional development and other learning opportunities
- participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals
- supporting the development of information literacy skills in the workplace

Unit Sector(s)

Not applicable.

Competency field

Competency field Library Practice