



**Australian Government**

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

# **CHCEDS323A Support development of student research skills**

**Release: 1**

## **CHCEDS323A Support development of student research skills**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit deals with the skills and knowledge required for an education support worker to assist students in obtaining information relevant to their learning needs

The worker will demonstrate basic research skills and a sound knowledge of a variety of information sources

### **Application of the Unit**

#### **Application**

This unit applies to education support work in a variety of contexts and 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

### PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 1. Determine student's information requirements in consultation with teacher                | 1.1 Determine the <i>information required by the student</i><br>1.2 Identify the reason for the request and prior efforts to access information<br>1.3 Consider <i>additional sources of information</i> and type of assistance required<br>1.4 Assist student to identify <i>key questions</i> to inform the research  |
| 2. Advise students to access and source additional information in consultation with teacher | 2.1 <i>Support students to extend their research skills</i><br>2.2 Demonstrate use of <i>reference tools and equipment</i> using developmentally appropriate communication techniques<br>2.3 Advise students on <i>alternative sources of information</i><br>2.4 Inform students of <i>access constraints</i> regarding use of reference tools, equipment and information |

**ELEMENT****PERFORMANCE CRITERIA**

- |  |   |
|--|---|
| 3. Encourage students to source and evaluate information | 3.1 Promote students' independent use of available resources                                    |
|  | 3.2 Encourage students to evaluate information  |
|  | 3.3 Support students to assemble information in an <i>appropriate format</i> for individual use |

## 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:

- Organisation policy in relation to assisting students in research projects
- Organisation policy related to accessing external information
- Sources for answering common student requests
- Features of the organisation's resource centre and information management process
- Inter-library loan process
- Use of online search engines
- Copyright, moral rights and intellectual property and appropriate referencing in academic work

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate sound understanding and application of communication skills with students
- Apply basic research skills
- Apply knowledge of the available reference resources
- Apply knowledge of bibliographic tools

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:

- Use effective communication techniques, including listening, questioning and the use of bibliographic tools and technology
- Apply techniques for using standard reference resources and tools, including searching

## REQUIRED SKILLS AND KNOWLEDGE

strategies (both manual and online)

- Use literacy skills sufficient to evaluate references and interpret a broad range of information
- Support students to undertake independent investigations

## 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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

*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

## EVIDENCE GUIDE

### *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
- Assessment requires access to a range of opportunities defined in the range Statement, including:
  - appropriate workplace where assessment can take place
  - simulation of realistic workplace environment for assessment
  - relevant school/centre policy, protocols and procedures
  - educational materials

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## 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.

*Student contact may be:*

- In person
- By phone
- In writing
- Electronically (internet)

*Information required by the student may include:*

- Current or topical information
- Set topics or project work (e.g. school assignments)
- Frequently requested information
- Reference queries

*Sources of information independently accessed by students may include:*

- School collection or remote sources of information (e.g. searching for known items, use of catalogue system)
- Catalogues - digital and manual
- On-line resources and other databases
- Brochures, pamphlets, promotional materials
- Classroom collections



## RANGE STATEMENT

*Alternative sources of information may include:*

- School resource centres
- Internet repositories
- Libraries (public, private, corporate, school, university etc)
- Museums, galleries and archives
- Government departments (local, state and federal), agencies or shopfronts
- Businesses and corporations
- Community advisory organisations or bureaus

*Key questions may include:*

- Where are the most likely sources of additional information?
- Is the information relevant?
- Does the information answer the question?
- Is the information sufficient?
- Is the too much information?
- Does the information inform the student's conclusions?

*Support students to extend their research skills may include:*

- Discussion of alternative sources of information
- Assisting students to evaluate their own efforts
- Offering alternative viewpoints
- Introducing new technologies
- Valuing students' efforts through specific positive comments
- Assisting students to evaluate information

*Reference tools and equipment may include:*

- Catalogues - digital and manual
- Computers with internet access
- Filing cabinets

**RANGE STATEMENT**

*Access constraints may include:*

- Cost
- Organisation policy (e.g. school policy on accessing specific topics, use of internet)
- Access restrictions to required information
- Availability of other assistance (e.g. access to a teacher-librarian)
- Ethical considerations
- Copyright

*Appropriate format for information may depend on:*

- The preferred format of the teacher/class/school policy
- Student age
- Educational background or general knowledge
- Cultural language background
- Language, literacy and numeracy needs
- Physical and intellectual disabilities

**Unit Sector(s)**

Not Applicable