



Australian Government

Department of Education, Employment and Workplace Relations

CULINL301A Develop and use information literacy skills

Release: 1

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Modification History

Release	Comments
Release 1	This unit of competency first released with <i>CUL11 Library, Information and Cultural Services Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to define, locate, select, evaluate and present information in response to identified needs.

Application of the Unit

As information literacy skills are required by employees and members of the wider community, this unit has broad application in all industries, as well as to broad life skills contexts.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Source information to meet specific needs	1.1 Determine exact nature of information needs 1.2 Confirm purpose of outcomes required from information searches 1.3 Identify range of potentially appropriate sources of information 1.4 Use basic search strategies to locate relevant information
2. Evaluate information against needs	2.1 Assess search results and located information and adjust search strategies as necessary 2.2 Review search results and select relevant information to meet requirements
3. Prepare and present information to meet needs	3.1 Prepare results of information searches according to organisational procedures 3.2 Present information concisely and accurately in a context or format appropriate to the purpose 3.3 Meet agreed deadlines in relation to the presentation of information
4. Develop own information literacy skills	4.1 Evaluate own information literacy skills based on feedback from customers and colleagues 4.2 Seek opportunities to develop own information literacy skills based on evaluation

Required Skills and Knowledge

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

Required skills

- analytical skills to review and assess search results and revise search strategies
- basic research skills to:
 - identify appropriate information sources
 - sort and process information
- communication and teamwork skills to:
 - interact with customers
 - liaise with colleagues
 - present relevant information
- learning skills to identify and participate in professional development activities related to information literacy
- literacy skills to:
 - interpret and convey information clearly, concisely and coherently
 - take notes
- questioning and active listening skills to elicit information
- self-management skills to:
 - follow workplace procedures
 - meet deadlines
- technology skills to:
 - use business technology
 - use industry-current systems to source information.

Required knowledge

- types of information resources available on a range of topics relevant to the job role or required outcome
- techniques and procedures for accessing different information sources, including the use of current technology
- relevant protocols or organisational policies and procedures in relation to the presentation of different types of information.

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.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • define, locate, select and evaluate relevant information in response to identified needs • present information in a logical, well-organised and appropriate manner • assess and develop strategies to improve own information literacy skills • complete tasks in industry realistic timelines and conditions.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • current industry technology and systems • a range of different print and electronic information resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • research project and brief presentation on specified topic • review of a simple report prepared by the candidate in response to a specified information need. <p>Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBCUS201A Deliver a service to customers • CULINS201A Assist with circulation services.

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.

<p><i>Information needs</i> should relate to:</p>	<ul style="list-style-type: none"> • defining topics • determining formats of information resources • determining the depth, level and complexity of information required.
<p><i>Sources of information</i> may include:</p>	<ul style="list-style-type: none"> • colleagues • conferences or workshops • electronic databases • external organisations or topic experts • lectures • libraries • newspaper and journal articles • online catalogues • presentations • print and electronic information resources and formats • product suppliers • training sessions • websites.
<p><i>Basic search strategies</i> may relate to:</p>	<ul style="list-style-type: none"> • brainstorming keywords and phrases • defining topics • searching by identifiers, such as: <ul style="list-style-type: none"> • author • keyword or phrases • subject • title • searching beyond own library catalogue • searching online catalogues, electronic databases and the internet • searching other library catalogues • techniques to refine searches • use of Boolean operators.
<p><i>Context or format</i> may relate to:</p>	<ul style="list-style-type: none"> • assistive technology devices • audiovisual and digital formats, such as: <ul style="list-style-type: none"> • CDs

	<ul style="list-style-type: none"> • digital files • DVDs • e-books • e-journals • digital photographs • graphic images • hard copy or electronic formats, such as: <ul style="list-style-type: none"> • books • electronic copies of newspaper or journal articles presented as an email attachment • faxed or printed copy • photocopies • level of formality • links to internet articles or readings • nature of audience • pictures • posters • realia • social media • style of presentation • urgency of information need.
<p><i>Information literacy skills</i> may include:</p>	<ul style="list-style-type: none"> • ability to: <ul style="list-style-type: none"> • assess and evaluate information in response to identified needs • define key terms and topics • locate information • present information in the appropriate context • select relevant information and resources • computer literacy skills • research skills • technology skills.
<p><i>Opportunities</i> may include:</p>	<ul style="list-style-type: none"> • attending training sessions or workshops • enhancing knowledge of current technologies • participating actively in relevant industry associations • participating in face-to-face and electronic networks • participating in professional development and other learning opportunities • participating in, and contributing to, discussion through: <ul style="list-style-type: none"> • conferences • courses • meetings

	<ul style="list-style-type: none">• seminars• reading current literature, such as:<ul style="list-style-type: none">• industry magazines• specialist journals• seeking feedback from colleagues• seeking opportunities for mentoring or coaching• visiting other libraries or their websites.
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Unit Sector(s)

Knowledge management - Information literacy