



**Australian Government**

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

# **CULINL601A Extend own information literacy skills to locate information**

**Release: 1**

## CULINL601A Extend own information literacy skills to locate information

### 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 use and extend one's own information literacy skills to locate information for customers. The unit focuses on research, analysis and communication of information, ideas and concepts at a complex level, as well as the evaluation and extension of one's own information literacy skills.

### Application of the Unit

This unit applies to individuals working in any industry sector with particular relevance to those working in the library and information services sectors. It also applies to occupations that are required to use technology to locate authoritative information for customers from local and other sources.

The unit is suitable for individuals operating autonomously, with limited guidance from others.

### 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. Apply information literacy skills to meet needs	1.1 Refine understanding of <b>information literacy</b> concepts and what constitutes an <b>information literate person</b> 1.2 Determine exact nature and extent of <b>information needs</b> 1.3 Develop effective <b>search strategies</b> and select appropriate <b>search tools</b> to locate information 1.4 Assess the usefulness and relevance of information resources in relation to customer requests 1.5 Evaluate <b>search results</b> and adjust search strategies to meet information needs
2. Provide customers with search results	2.1 <b>Critically analyse</b> search results and select relevant information to meet purpose 2.2 Compile reference lists and bibliographies of relevant information resources following <b>standard referencing styles</b> 2.3 Select appropriate <b>communication methods</b> for presenting information to customers based on nature and purpose of requests and intended audience 2.4 Communicate with customers in relation to information requests according to organisational policies 2.5 Acknowledge <b>copyright and licensing issues</b> related to access and use of information
3. Evaluate own work and skills	3.1 Seek feedback from colleagues regarding own information literacy skills 3.2 Plan and implement <b>strategies and opportunities</b> to support <b>lifelong learning</b> 3.3 Evaluate own information literacy skills against own goals 3.4 Update knowledge of <b>current and emerging technologies</b> that impact on information literacy skills

## Required Skills and Knowledge

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

### Required skills

- analytical skills to:
  - assess and interpret complex searches
  - review research outcomes
- communication skills to:
  - determine information requirements
  - discuss and present information to colleagues and customers
- literacy skills to critically evaluate complex and varied information, ideas and concepts
- learning and self-management skills to:
  - recognise own information literacy skills
  - take responsibility for own ongoing learning and professional development
- problem-solving skills to locate the best sources of information for specific needs
- research skills to source, analyse, interpret and apply complex and varied information references
- self-management skills to:
  - prioritise work tasks and meet deadlines
  - follow workplace procedures
- teamwork skills to seek feedback from colleagues
- technology skills to:
  - use automated systems for research purposes
  - use complex databases.

### Required knowledge

- concepts of information literacy and the information literate person
- range of information sources and technologies 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 they relate to information literacy
- role of information literacy in different occupations.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>source and present varied complex information, ideas or concepts</li> <li>implement planned strategies to develop and extend own information literacy skills</li> <li>use complex and contemporary technology to provide information in response to customer requests.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>a range of information sources, including print and electronic</li> <li>industry-current systems and technology.</li> </ul>
<b>Method of assessment</b>	<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"> <li>direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>project to research a work-related topic and a brief presentation on information sourced</li> <li>review of a simple report prepared in response to a specified information need.</li> </ul> <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>
<b>Guidance information for assessment</b>	<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"> <li>CULINM501A Analyse and describe information resources.</li> </ul>

## 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.*

<b>Information literacy</b> may relate to:	<ul style="list-style-type: none"> <li>• being able to locate, evaluate and use information effectively</li> <li>• information seeking skills</li> <li>• recognising when information is needed</li> <li>• research and computer literacy skills.</li> </ul>
An <b>information literate person</b> may be defined as one who: (Australian and New Zealand Information Literacy Framework 2004)	<ul style="list-style-type: none"> <li>• applies prior and new information to construct new concepts or create new understandings</li> <li>• critically evaluates information and the information seeking process</li> <li>• finds needed information effectively and efficiently</li> <li>• manages information collected or generated</li> <li>• recognises the need for information and determines the nature and extent of the information need.</li> </ul>
<b>Information needs</b> may relate to:	<ul style="list-style-type: none"> <li>• authoritative source</li> <li>• currency</li> <li>• format of required information, such as:               <ul style="list-style-type: none"> <li>• audio or video recordings</li> <li>• electronic files</li> <li>• images</li> <li>• texts</li> </ul> </li> <li>• level of readership required, such as suitable for:               <ul style="list-style-type: none"> <li>• different age groups</li> <li>• general interest</li> <li>• scholarly and academic research</li> <li>• school assignments</li> </ul> </li> <li>• purpose and intended outcomes of information search.</li> </ul>
<b>Search strategies</b> may relate to:	<ul style="list-style-type: none"> <li>• brainstorming keywords and phrases</li> <li>• consulting with colleagues regarding similar searches</li> <li>• consulting with topic experts or external organisations</li> <li>• internet searches</li> <li>• mind mapping</li> <li>• refining or narrowing search terms</li> <li>• searching, such as:</li> </ul>

	<ul style="list-style-type: none"><li>• electronic databases</li><li>• external organisations' websites or remote databases</li><li>• other library catalogues</li><li>• own library catalogue</li><li>• subject headings</li><li>• topics</li><li>• use of Boolean operators.</li></ul>
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<b><i>Search tools</i></b> may include:	<ul style="list-style-type: none"> <li>• card/paper indexes</li> <li>• datasets</li> <li>• electronic databases</li> <li>• internet</li> <li>• online catalogues</li> <li>• print or online indexing services.</li> </ul>
<b><i>Search results</i></b> may include:	<ul style="list-style-type: none"> <li>• bibliographic citations</li> <li>• explanation of search strategy used</li> <li>• information obtained from websites or external organisations</li> <li>• list of records retrieved from internet search</li> <li>• list of records retrieved from searching electronic databases</li> <li>• results of catalogue search.</li> </ul>
<b><i>Critically analysing</i></b> may involve:	<ul style="list-style-type: none"> <li>• comparing</li> <li>• considering merit</li> <li>• contrasting</li> <li>• critiquing</li> <li>• currency</li> <li>• discussion and debate</li> <li>• reflecting.</li> </ul>
<b><i>Standard referencing styles</i></b> may include:	<ul style="list-style-type: none"> <li>• Australian Government Information Management Office (AGIMO)</li> <li>• Australian Government Publishing Service (AGPS)</li> <li>• American Psychological Association (APA)</li> <li>• Chicago Manual of Style</li> <li>• Harvard referencing style</li> <li>• Modern Language Association (MLA) of America.</li> </ul>
<b><i>Communication methods</i></b> may include:	<ul style="list-style-type: none"> <li>• blogs</li> <li>• documents</li> <li>• email</li> <li>• face-to-face (individual or group)</li> <li>• fax</li> <li>• mail</li> <li>• phone</li> <li>• SMS</li> <li>• Twitter</li> <li>• verbal</li> <li>• web technologies.</li> </ul>
<b><i>Copyright and licensing issues</i></b> may include:	<ul style="list-style-type: none"> <li>• conditions of licensing agreements for digital resources</li> <li>• copyright declarations</li> <li>• copyright warnings</li> </ul>



	<ul style="list-style-type: none"> <li>• restrictions on access and use of electronic resources</li> <li>• restrictions regarding reproduction of works or parts of works.</li> </ul>
<b><i>Strategies and opportunities</i></b> may include:	<ul style="list-style-type: none"> <li>• participating actively in relevant industry associations</li> <li>• participating in professional development and other learning opportunities</li> <li>• participating in, and contributing to, discussion through: <ul style="list-style-type: none"> <li>• conferences</li> <li>• courses</li> <li>• journals</li> <li>• meetings</li> <li>• seminars</li> </ul> </li> <li>• reading current literature, including specialist journals and industry magazines</li> <li>• seeking opportunities for coaching or mentoring</li> <li>• supporting the development of information literacy skills in the workplace.</li> </ul>
<b><i>Lifelong learning</i></b> relates to:	<ul style="list-style-type: none"> <li>• continuous building of skills and knowledge throughout life</li> <li>• equipping library clients with the skills to seek information for themselves</li> <li>• fostering learning throughout life</li> <li>• ways that libraries promote lifelong learning, for example, through user education programs.</li> </ul>
<b><i>Current and emerging technologies</i></b> may include:	<ul style="list-style-type: none"> <li>• digital technologies and their applications in contemporary libraries</li> <li>• electronic networks, such as: <ul style="list-style-type: none"> <li>• e-lists</li> <li>• electronic newsletters</li> <li>• rich site summary (RSS) feeds</li> </ul> </li> <li>• internet/web-based systems and services</li> <li>• podcasts</li> <li>• social networking applications</li> <li>• software applications</li> <li>• videoconferencing</li> <li>• web technologies.</li> </ul>

## Unit Sector(s)

Knowledge management - Information literacy