



Australian Government

BSBLIB604 Extend own information literacy skills to locate information

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to research, analyse and communicate information, ideas and concepts at a complex level, as well as evaluate and continuously improve personal information literacy skills to optimally service requests for information from customers.

It applies to individuals operating autonomously with limited guidance from others, in any industry sector with particular relevance to those working in the library and information services sectors. It also applies to occupations required to use technology to locate authoritative information for customers from local and other sources.

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

Unit Sector

Library – Information Literacy

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Apply information literacy skills to meet needs	1.1 Refine understanding of information literacy concepts and what constitutes an information literate person 1.2 Determine exact nature and extent of information needs 1.3 Develop effective search strategies and select appropriate search tools to locate information 1.4 Assess usefulness and relevance of information resources in relation to customer requests

ELEMENT	PERFORMANCE CRITERIA
	1.5 Evaluate search results and adjust search strategies to meet information needs
2 Provide customers with search results	2.1 Critically analyse search results and select relevant information to meet purpose 2.2 Compile reference lists and bibliographies of relevant information resources following standard referencing styles 2.3 Select appropriate communication methods 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 copyright and licensing issues 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 strategies and opportunities to support lifelong learning 3.3 Evaluate own information literacy skills against own goals 3.4 Update knowledge of current and emerging technologies that impact information literacy skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1-3.4	- Reflects on own performance and seeks feedback from others to improve future performance - Identifies own learning goals and strategies to achieve goals
Reading	1.1-1.3, 1.5, 2.1-2.5, 3.1, 3.4	Evaluates credibility and relevance of texts to meet needs, integrates prior knowledge with concepts from multiple sources and recognises distinguishing structures, layout, features and conventions of a broad range of complex text types as an aid to locating

		information
Writing	2.2-2.5, 3.1, 3.2	Utilises text type, structure and language that is accurate and effective to suit audience and need and organises content appropriate for purpose and context
Oral Communication	1.2, 2.3, 2.4, 3.1	Utilises active listening strategies to maintain understanding and determine information requirements and conveys precise meaning when providing information
Navigate the world of work	1.1, 2.2, 2.5, 3.4	- Takes full responsibility for following policies, procedures and legislative requirements - Maintains currency of own knowledge in relation to own role
Interact with others	1.2, 2.3, 2.4, 3.1	Establishes and uses appropriate conventions and protocols when communicating with customers
Get the work done	1.2-1.5, 2.1-2.3, 3.3	- Accepts responsibility for planning and sequencing complex tasks and workload - Systematically gathers and analyses all relevant information and evaluates options to make decisions in response to information queries from customers - Uses problem-solving techniques to identify and analyse issues - Uses a range of digitally based technology and applications to access and filter data, and then extract, organise, integrate and share relevant information in effective ways

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLIB604 Extend own information literacy skills to locate information	CULINL601A Extend own information literacy skills to locate information	Updated to meet Standards for Training Packages Unit moved from Library, Information and Cultural Services Training Package to Business Services Training Package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBLIB604 Extend own information literacy skills to locate information

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Performance Evidence

Evidence of the ability to:

- select and adapt search strategies and tools for the purpose
- source and present varied complex information, ideas or concepts
- evaluate search results and take action to enhance final presentation to customer
- implement planned strategies to develop and extend own information literacy skills
- use complex and contemporary technology to provide information in response to customer requests

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare and contrast concepts of information literacy and the information literate person
- analyse a range of information sources and technologies available to meet a wide range of information needs
- identify copyright, moral rights and intellectual property issues and legislation that impact research, use and distribution of information
- describe a broad range of information and resources available for development of information literacy skills
- evaluate professional development opportunities and career development strategies in relevant work context
- discuss principles of lifelong learning and how they relate to information literacy
- discuss role of information literacy in different occupations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Library – Information Literacy field of work and include access to:

- use of special purpose tools, equipment, materials and industry software packages
- access to:
 - a range of print and electronic information sources
 - industry-current systems and technology.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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