



Australian Government

CHCEDS015 Support development of student research skills

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Changes to application and scope of unit. New evidence requirements for assessment.

Application

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

The unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

1. Determine student's information requirements in consultation with teacher

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.1 Determine the information required by the student
- 1.2 Identify the reason for the request and prior efforts to access information
- 1.3 Consider additional sources of information and

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

type of assistance required

1.4 Assist student to identify key questions to inform the research

2. Advise students to access and source additional information in consultation with teacher

2.1 Support students to extend their research skills

2.2 Demonstrate use of reference tools and equipment using developmentally appropriate communication techniques

2.3 Advise students on alternative sources of information

2.4 Inform students of access constraints regarding use of reference tools, equipment and information

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 appropriate format for individual use

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Digital literacy* – in order to navigate and use appropriate functions of computer and/or digital resources.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCEDS015 Support development of student research skills

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- worked in consultation with a teacher to determine a student's information needs, including:
 - identifying the student's requirements, assisting the student and encouraging them to collate the information in an appropriate form.

Knowledge Evidence

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 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
- bibliographic tools
- grammar, punctuation and spelling sufficient to guide student's work
- how to use digital technologies to access information
- available references
- copyright, moral rights and intellectual property, and appropriate referencing in academic work.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- computer and internet connection to assist student learning with digital technologies

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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