



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS507A Research an education issue

Release: 1

CHCEDS507A Research an education issue

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to carry out research activities, analyse collected data and produce reports

Application of the Unit

Application

This unit is intended for education support workers undertaking research as part of an education team in areas related to school operations and education/training programs

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

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 the research question and requirements

- 1.1 In consultation with relevant staff, define *research brief* or problem according to *education organisation* requirements
- 1.2 Frame and clearly articulate the *research question or topic* using key issues and support it with relevant information
- 1.3 Validate and document research requirements with relevant staff

2. Develop a research strategy

- 2.1 Identify and evaluate suitable *research strategies* for use in the project
- 2.2 Identify *sources of information*
- 2.3 Develop *project plan* according to organisation's ethical and legal requirements and in consultation with relevant staff
- 2.4 Determine *risk management strategies*
- 2.5 Incorporate *recording processes and data management* into the project plan
- 2.6 Process the research plan for approval according to organisation guidelines

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 3. Conduct and manage research activities | <p>3.1 Conduct <i>research methods and activities</i> according to the research plan</p> <p>3.2 Access <i>resources</i> to support the research according to organisation <i>policy and procedure</i></p> <p>3.3 Monitor research activities and implement changes to the project plan where necessary after appropriate approval</p> <p>3.4 Analyse and interpret incoming data according to research strategy</p> <p>3.5 Determine and document research outcomes according to organisation requirements</p> |
| 4. Evaluate research outcomes | <p>4.1 Organise research data according to the approved research strategy</p> <p>4.2 Structure research outcomes to answer questions posed in the research brief or problem</p> <p>4.3 Highlight and summarise specific issues and important additional findings</p> <p>4.4 Discuss research outcomes with key stakeholders and make adjustments to findings based on the feedback</p> |
| 5. Document research processes and outcomes | <p>5.1 Summarise research procedures and outcomes in format acceptable to the education organisation and <i>academic standards</i></p> <p>5.2 Store research documents as required by the organisation</p> |
| 6. Disseminate research results and reports | <p>6.1 Submit research reports and findings to the relevant authorities for action</p> <p>6.2 Identify processes for dissemination and seek approval from relevant authorities</p> <p>6.3 Implement protection of organisation's intellectual property as required by organisation and any relevant legislation</p> |

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:

- Research protocols and procedures
- Organisations preferred format and style for documenting research findings
- Ethical and legal obligations of self and organisation to undertake particular research topics
- Key people in the organisation and their responsibilities for research projects

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work, independently within a designated timeframe for the research project
- Work within ethical frameworks underpinning research within an education setting
- Analyse collected data
- Use computers for data entry and retrieval, produce documents and reports

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:

- Analyse and present information
- Write notes, business letters and research reports
- Use computers for work processing and data entry
- Work collaboratively with a team
- Manage timeframes
- Listen, question and clarify

REQUIRED SKILLS AND KNOWLEDGE

- Read, understand, interpret written documents associated with the task

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Research brief may include:

- Oral instructions to conduct an investigation
- Formal written directive defining the scope of the topic to be investigated
- Outcomes of meetings that provide direction and purpose of an investigation

Education organisation may include:

- Public and private schools
- Registered training organisations
- Community education settings
- Special schools

RANGE STATEMENT

Research question or topic may refer to:

- Specific and explicated statements describing the purpose of the investigation

Research strategies are:

- Activities that the researcher will use to conduct the investigation into the identified topic

Sources of information may include:

- Other research in progress or completed
- Recently published information
- Unpublished information
- Student requirements
- Internet
- Libraries and research bodies
- Individuals
- Reference texts
- Questionnaire survey
- Interviews
- Experts
- Other stakeholders

A project plan is:

- A formal, approved document used to guide both the project execution and project control.

Ethical and legislative practices may include:

- Code of conduct
- Respect for persons, law, and government systems
- Economy and efficiency
- Integrity
- Diligence
- Openness and honesty
- Accountability
- Impartiality
- Reliability
- Confidentiality

RANGE STATEMENT

Risk management strategies may include:

- Identification of risks
- Assessing level of risk
- Addressing the risks with alternative actions
- Reporting risks

Recording processes and data management may include:

- Note taking
- Audio and visual recording
- Anecdotal comment
- Computer data base
- Filing systems

Research methods and activities may include:

- Case study
- Focus groups
- Appreciative study
- Interview
- Surveys
- Action research

Resources may include:

- Human
- Physical
- Monetary
- Design specifications
- Reference material
- Internet and telecommunications access
- Personnel and clients

Policies and procedures are:

Documents developed by the education system, school or a sector of the school which provide policy and procedural direction

These may include:

- Education system policies and procedures
- School policies and procedures
- Government legislation and regulation
- Statutory body requirements

RANGE STATEMENT

Academic standards are:

- Appropriate formats for reports
- Documentation standards
- Referencing standards

Unit Sector(s)

Not Applicable