



Australian Government

Department of Education, Employment and Workplace Relations

CULINM501A Analyse and describe information resources

Release: 1

CULINM501A Analyse and describe information resources

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 analyse and describe information resources in a range of formats so that customers can easily retrieve information.

Application of the Unit

This unit applies to individuals who possess significant technical skills and knowledge to analyse and describe information materials according to national and international standards. Work is undertaken autonomously, within established guidelines.

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. Identify description requirements	1.1 Identify <i>scope and likely use of resources</i> 1.2 Assess <i>customer requirements</i> and expectations, including special needs 1.3 Determine appropriate type and structure of <i>descriptions</i>
2. Analyse resources	2.1 Use <i>analysis and description tools and standards</i>, precedents and techniques appropriate to the nature of the resources, including <i>manual indexes</i> 2.2 Analyse subject content of resources to clearly distinguish significant information from minor references 2.3 Integrate established general concepts and principles of description and knowledge of relevant standards and authorities 2.4 Ensure concepts derived from analysis of resources are appropriate in the context of the subject field
3. Describe resources and format descriptions	3.1 Create descriptions that represent concepts appropriately and reflect the overall purpose and intended use of the description 3.2 Conform format of description to <i>general conventions</i> 3.3 Develop a reference structure of descriptors to display relationships to assist customers 3.4 Enhance description to meet identified customer needs
4. Review description practices and procedures	4.1 In consultation with colleagues, <i>review</i> description practices and procedures to ensure they take account of industry developments and that customer needs are being met 4.2 Take appropriate action within scope of individual responsibility to enhance description practices and procedures 4.3 Check descriptions regularly for internal consistency and compliance with established structure, rules and authorities

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - describe a wide range of potentially complex information
 - work collaboratively with others
- critical thinking skills to:
 - apply analysis and description tools to a wide range of information types of varying complexity
 - distinguish significant information from minor references
 - develop reference structures
- initiative and enterprise skills to create descriptions that anticipate and accommodate the ways customers may search for resources
- literacy skills to interpret and analyse a wide range of references
- numeracy skills to work with indexing concepts
- self-management skills to:
 - prioritise work tasks and meet deadlines
 - follow workplace procedures.

Required knowledge

- principles of subject access
- principles of thesauruses used in indexing
- types of indexes and abstracts
- abstracting and indexing standards and methods, including descriptions and cross-referencing of access points and descriptors
- methods for allocating major and minor descriptors to information resources
- methods for matching reference structure to suit customer needs
- methods for enhancing subject access through indexing
- monitoring and review processes for indexes and abstracts
- copyright, moral rights and intellectual property issues and legislation that impact on indexing and abstracting activities.

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	Evidence of the ability to: • use tools, standards and communication skills to analyse and describe resources appropriately • demonstrate use of current industry systems to analyse and describe a range of different resources.
Context of and specific resources for assessment	Assessment must ensure access to: • relevant policies and procedures manuals • relevant thesauruses and database programs • resources to index and abstract.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of appropriateness of descriptions created by the candidate and adaptation to suit different types of information • verbal or written questioning to assess knowledge of tools and standards. 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.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CULINM502A Provide subject access and classify material.

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.

<i>Scope and likely use of resources</i> may relate to:	• available space • available time • document format • purpose, such as: • educational • professional • recreational • subject matter.
<i>Customer requirements</i> may include:	• access • current awareness • description of contents of materials • enquiry • translation from one language to another.
<i>Descriptions</i> may be:	• assigned from a prescribed list or thesaurus, such as: • Education Resources Information Centre (ERIC) • Australian Education Index (AEI) • critical • derived from text or context • formulated to meet identified customer needs • indicative • informative • taken from pre-existing formulations.
<i>Analysis and description tools and standards</i> may include:	• Library of Congress Subject Headings (LCSH) • Schools Cataloguing Information Service (SCIS) subject headings and thesauruses.
<i>Manual index</i> entries may be ordered:	• according to traditional rules or conventions • alphabetically • alphanumerically • chronologically • numerically • taxonomically.
<i>General conventions</i>	• bibliographic organisation and descriptions • geographic descriptions.

may include:	
Review may involve:	• customer feedback • statistics • surveys.

Unit Sector(s)

Knowledge management - Information management