UNIT CODE	**CHCEDS040**
UNIT TITLE	**Search and assess online information**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to determine, locate and retrieve information using digital technologies in consultation with a teacher. The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine information requirements.	1.1 Identify and clarify the purpose and scope of the information required in consultation with teacher. 1.2 Locate possible internal and external sources of online information following organisation policies and procedures for internet access and use. 1.3 Find and use search engines and databases related to information required. 1.4 Determine and use key words and phrases to locate online information.
2. Locate online information.	2.1 Identify relevant websites and databases. 2.2 Use logic and research skills to identify key words and phrases for the search. 2.3 Navigate websites and locate information using key words and phrases identified for the topic. 2.4 Access sufficient information to meet the needs of the research brief.

3. Retrieve, evaluate and report on information.	3.1 Download and use information according to the requirements of the research task. 3.2 Ensure information is sufficient, current and accurate to meet requirements. 3.3 Meet legal and ethical requirements relating to copyright and protection of information.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Reading skills to:	■ Apply key search words and phrases ■ Source, interpret and sort relevant online information.
Learning skills to:	■ Locate relevant information to research brief.
Problem-solving skills to:	■ Identify deficiencies in information and address by ongoing searches.
Initiative and enterprise skills to:	■ Determine suitable source of information relevant to research brief.
UNIT MAPPING INFORMATION	Pending
LINKS	

TITLE	**Assessment Requirements for CHCEDS040 Search and assess online information.**
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: ■ source, assess and report on online information in response to three different briefs, including: ○ identifying research requirements and objectives ○ determining appropriate and credible sources for information ○ gathering, organising and presenting information in a logical manner and according to organisational policies and procedures ○ seeking feedback to confirm information supplied meets requirements of the brief and addressing any discrepancies.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	
	■ basic online research techniques:
	  ○ use of search engines and key words
	  ○ how to identify credible sources
	  ○ how to distinguish between relevant and irrelevant information
	  ○ how to summarise information
	
	■ basic aspects of copyright, moral and intellectual property rights in relation to:
	  ○ what information can be used
	  ○ when permission is needed to use information
	  ○ how information should be referenced or credited
	
	■ organisational policies and procedures for internet access and use.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment. Interactions with students must be supervised by a teacher or other educational professional. Assessment must ensure access to: ■ information briefs ■ information technology hardware and software ■ internet ■ organisational policies and procedures. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	