

<b>UNIT CODE</b>	<b>CHCEDS044</b>
<b>UNIT TITLE</b>	<b>Support development of student's research skills</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to determine student information requirements, provide advice to students on research skills and encourage evaluation of information.</p> <p>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.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine student's information requirements.	1.1 Identify the information required by the student in consultation with teacher. 1.2 Identify the reason for the request and prior efforts to access information. 1.3 Consider additional sources of information and type of assistance required. 1.4 Assist student to identify key questions to inform the research from review of task.
2. Advise students.	2.1 Support students to extend their research skills through provision of information and demonstration of 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 evaluate information.	<p>3.1 Promote students' independent use of available resources by providing opportunities for guided practice.</p> <p>3.2 Encourage students to evaluate information and provide techniques for the process.</p> <p>3.3 Support students to assemble information in an appropriate format based on the requirements of the task.</p>
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> <li>Source, interpret and sort relevant information.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>Use listening and questioning to seek information and confirm understanding.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>Identify and evaluate relevance of various sources of information.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>Navigate and use appropriate functions of computer and/or digital resources.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS044 Support development of student's research skills.</b>
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>provide skills support for student research for three different overarching information requirements, individually or cumulatively involving all of the following: <ul style="list-style-type: none"> <li>use of multiple sources</li> <li>use of two different referencing tools</li> <li>two different final format requirements for researched information.</li> </ul> </li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ organisational policy related to: <ul style="list-style-type: none"> <li>◦ assisting students in research projects</li> <li>◦ accessing external information</li> </ul> </li> <li>■ features of the organisation's resource centre and information management process</li> <li>■ sources for answering common student requests</li> <li>■ techniques and tools for developing student research skills</li> <li>■ features and use of different bibliographic tools</li> <li>■ online research skills: <ul style="list-style-type: none"> <li>◦ use of search engines and key words</li> <li>◦ how to identify credible sources</li> <li>◦ how to distinguish between relevant and irrelevant information</li> <li>◦ how to summarise information</li> </ul> </li> <li>■ copyright, moral rights and intellectual property requirements and appropriate referencing.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> <li>■ provision of support with research skills must be directly observed by the assessor on at least one occasion</li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence.</li> </ul> <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ information requirements</li> <li>■ information technology</li> <li>■ internet</li> <li>■ referencing tools / systems</li> <li>■ organisational policies and procedures for research</li> <li>■ students in a school</li> <li>■ colleagues for guidance and collaboration.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	