

22582VIC Certificate IV in Tertiary Preparation

This course has been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Accredited for the period: 1 July 2021 to 30 June 2026





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3. Type of submission	<p>Reaccreditation</p>
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	<ul style="list-style-type: none"> • BSB Business Services Training Package <ul style="list-style-type: none"> – BSBCMM411 Make presentations – BSBTEC401 Design and produce complex text documents – BSBTEC302 Design and produce spreadsheets • MEM Manufacturing and Engineering Training Package <ul style="list-style-type: none"> – MEM30012A Apply mathematical techniques in a manufacturing engineering or related environment • MEM05 Metal and Engineering Training Package <ul style="list-style-type: none"> – MEM23007A Apply calculus to engineering tasks – MEM23004A Apply technical mathematics – MEM30032A Produce basic engineering drawings <p>Copyright of the following units of competency from accredited courses is held by the Department of Education and Training, Victoria © State of Victoria. See Victorian Department of Education and Training to access the course documents.</p> <ul style="list-style-type: none"> • 22442VIC Certificate IV in Science <ul style="list-style-type: none"> – VU22074 Use a range of techniques to solve mathematical problems – VU22075 Apply mathematical techniques to scientific contexts • 22474VIC Certificate III in General Education for Adults <ul style="list-style-type: none"> – VU22440 Create a range of highly complex texts for learning purposes – VU22442 Analyse and evaluate numerical and statistical information – VU22444 Use formal mathematical concepts and techniques to analyse and solve problems • 22317VIC Certificate IV in Liberal Arts <ul style="list-style-type: none"> – VU21881 Apply essential further study skills – VU21882 Research fields of study and enquiry – VU21883 Examine approaches to citizenship and public life – VU21884 Analyse stories / narratives within cultures – VU21885 Analyse human transformations of nature – VU21886 Examine approaches to economy and society – VU21887 Analyse texts in their cultural context – VU21890 Analyse sociological understandings of human relationships – VU21891 Analyse urban form and culture – VU21892 Analyse theories of the self
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6. Course accrediting body	Victorian Registration and Qualifications Authority
7. AVETMISS information	<p>ANZSCO code – GEN19 General Education - not occupationally specific</p> <p>ASCED Code – 1201 General Education</p> <p><i>National course code – 22582VIC</i></p>
8. Period of accreditation	1 July 2021 to 30 June 2026



Section B: Course information

1. Nomenclature Standard 1 AQTF Standards for Accredited Courses	
1.1 Name of the qualification	Certificate IV in Tertiary Preparation
1.2 Nominal duration of the course	405-700 hours
2. Vocational or educational outcomes Standard 1 AQTF Standards for Accredited Courses	
2.1 Purpose of the course	The Certificate IV in Tertiary Preparation provides an alternative pathway for those returning to study by supporting the development of academic and study skills to access higher level qualifications both in the VET sector and in Higher Education across a range of disciplines. The term 'Tertiary Studies' as used within the context of this course refers to both higher education undergraduate study and higher level vocational (VET) courses of study. Students undertaking this course of study, will be better prepared for future training and education options.
3. Development of the course Standards 1 and 2 AQTF Standards for Accredited Courses	
3.1 Industry / enterprise/ community needs	<p>Tertiary enabling or preparatory programs such as the Certificate IV in Tertiary Preparation have become an important part of post-secondary schooling options. These programs facilitate increased access for under-represented groups and provide alternative entry pathways to Higher Education and Vocational Education and Training (VET) courses for these groups and other learners. Such courses of study have their own entry requirements and this course is not intended to either replace those requirements or to guarantee access to individual courses of study.</p> <p>Information to support the continuing need for the course was collected through a number of activities:</p> <ul style="list-style-type: none"> - analysis of enrolment data from 2017 to 2020 - student feedback provided through course surveys - feedback from staff in destination courses - review of provider websites - feedback from providers as part of mid-cycle reviews - desktop review of literature and government policy <p>Disadvantaged students remain under-represented in Further Education (Skills for Victoria's Growing Economy: Issues Paper 2020). While there has been increased access to tertiary education for under-represented students, academic learning skills are required if they are to succeed in their course.</p> <p>Shah, Goode, West and Clark (2014) investigated the benefits of an enabling program in NSW and found it was widening student participation in higher education. They found that the program has provided an opportunity for many disadvantaged students to assess their readiness for further study and to access a pathway to higher education. They conclude that "the program is playing an important</p>

role in widening participation for students from regional, low socio-economic, mature-aged and Indigenous backgrounds, and is providing women with past or present child-rearing responsibilities an opportunity to pursue higher education actively through an alternative pathway”(pg 36).

The Certificate IV in Tertiary Preparation also supports government policy to increase participation in Higher Education as part of broader government workforce participation initiatives. These initiatives are supported by the Federal Government’s Higher Education Participation and Partnerships programme which aims to support Australians from low SES backgrounds to access undergraduate courses as well as improving the retention and completion rates of those students.

The Commonwealth Government also commissioned work on the development of a national regional, rural and remote (RRR) tertiary education strategy. According to the final report, RRR Australians are 40 per cent less likely to gain a higher level tertiary education qualification than their metropolitan counterparts (pg 5). One of the key recommendations in the report is the need to improve access to study options including enabling programs to improve access to both Higher Education and VET.(pg 8)

A Grattan Institute report (2018) highlights that nearly 40 per cent of students who dropped out of higher education studies would not begin their degree again knowing what they know now. In this context, this course plays an important role in preparing students for tertiary study and creating an understanding of what this will entail as well as other possible future pathways.

The Certificate IV in Tertiary Preparation supports learners to undertake activities and implement strategies that will assist them to improve their access to further study and provides them with the skills and strategies to succeed.

Other reports including Gale and Parker (2013) Benson, Hewitt, Heagney, Devos and Crosling (2010) and Griffin (2014) identify the importance of addressing barriers to facilitate increased participation in tertiary education for a range of learners including those from lower socio economic backgrounds who have been disengaged from education and mature aged learners who wish to access further education. Daniels (2012) identifies the specific needs of a growing number of more mature aged learners who are accessing higher education as a response to changing workforce participation policies where workers are expected to participate in the workforce for longer. These learners may have to retrain after their existing jobs become obsolete or they may be older women who are looking to access higher education after being the primary carers for their children. The impact of COVID19 has also resulted in massive shifts in employment participation with workforce participants looking to retrain in priority areas of the economy.

The course outcomes for the Certificate IV in Tertiary Preparation support the Victorian Adult Community Further Education (ACFE) Board’s vision for the ACFE sector as reflected in the ACFE Adult Community and Further Education Board Strategy 2020-25: Skills for Study, Work and Life. The Board’s key vision for the sector is that “The

Adult Community and Further Education sector develops the core skills Victorian adults need for study, work and life”.

Consultations identified that learners who enrol in the Certificate IV in Tertiary Preparation include:

- school leavers who did not do a scored VCE or did not get the ATAR to get into their preferred Higher Education course
- early school leavers who wish to return to study
- mature aged learners returning to education or retraining to change careers
- VCAL learners wishing to choose an academic pathway
- overseas educated learners from Non English-Speaking Backgrounds wishing to access further study
- students who have completed an English as an Additional Language course but who require additional support as preparation for higher education
- students in current higher level VET qualifications who are looking to pathway into Higher Education courses but have limited skills in academic reading and writing

Learner groups often include vulnerable learners who have had negative experiences with the education system or who have left school early for various reasons. Mental and personal health issues are also a key issue for many learners.

The Certificate IV in Tertiary Preparation is currently delivered using different approaches. These approaches range from delivering a generic program based on developing broader academic and study skills to programs that are contextualised for specific pathways through the selection of targeted electives. This includes programs focusing on science, engineering, health and business. In some cases, guaranteed internal pathways have been negotiated in some dual sector institutions as well as in other settings.

The 22313VIC Certificate IV in Tertiary Preparation has been offered by a consistent number of providers over the last few years (5 providers based in Victoria). Currently, it is offered by two regional TAFE providers, two metropolitan dual sector universities and one private provider.

The table below compares Victorian Government subsidised enrolment data from 2017 to 2020. Enrolment numbers in the course between 2017 and 2020 have increased and remain strong and stable. There was a slight increase in 2019 in comparison to 2018. Enrolment figures for 2020 are incomplete however anecdotal evidence from current providers suggests that numbers should largely remain stable due to ongoing demand.

Enrolment data 2017-2020

Government Subsidised Enrolments	2017	2018	2019	2020*
22313VIC Certificate IV in Tertiary Preparation	271	333	375	225*



Source: Victorian Department of Education and Training

*Incomplete data for 2020

Monitoring and feedback from providers has indicated that the curriculum meets the needs of learners as it is sufficiently broad to cater for a range of disciplines into which students intend to transition. Students gain the experience of researching and writing different genres of text to enable them to pathway into their chosen area of study. For example, those going into more maths / science based courses have the experience of studying maths and writing scientific reports. The 'skill building' nature of the curriculum allows for diversity of learner goals and experience.

One provider recently released a guaranteed pathways document which lists the Certificate IV in Tertiary Preparation as a pathway to all internal Higher Education courses.

"This is an indication of the quality of the course and the fact that it is providing the outcomes it was designed to achieve. Having those pathways established has been beneficial to learners. (TAFE provider)

"We have witnessed students grow and flourish within the course both in academic readiness and in their personal preparedness" (Staff member at Wodonga TAFE).

Providers indicated that the course enabled them to tailor their programs to pathways in which learners were interested.

Feedback from other stakeholders

Staff in destination higher education and VET courses including engineering, science, business and legal studies provided anecdotal feedback that noted the students' subsequent readiness for higher study as a result of having completed the Certificate IV in Tertiary Preparation. Some comments included:

"the course gives many engineering/science related examples and discussions to help students have more idea of what's in store ahead" (RMIT Engineering teacher)

"from my experience I think the Cert IV in Tertiary Preparation is an excellent preparatory program for the students" (RMIT Science teacher)

Students of the Certificate IV in Tertiary Preparation provided feedback on the course through internal course surveys. In response to how the course has prepared them for further study, feedback from students confirms that the course has provided them with the skills to prepare for university study in a number of ways:

- "developing independent learning skills and time management, learning to use the university systems and taking away the anxiety around the university" (Student feedback survey results 2017-2019: Wodonga TAFE).
- "understanding and learning the academic language and writing used at Vocational Education and Higher Education level" (RMIT student feedback Semester 2 2019)

- “Tertiary preparation taught me the things I use now at university” (Student feedback Victoria University Polytechnic 2019)

Learners who have completed the Certificate IV in Tertiary Preparation have accessed pathways into VET and Higher Education at diploma, associate degree and degree level. Examples include:

- Bachelor of Biomedical Science
- Associate Degree in Engineering Technology/Bachelor of Engineering (Mech Eng)
- Diploma of Laboratory Technology (Biotech)/Bachelor of Science
- Diploma of Dental Health
- Diploma of Surveying/Advanced Diploma of Surveying
- Advanced Diploma of Engineering Technology-Electrical/
- Associate Degree in Engineering Technology

Development of the course was guided by a Project Steering Committee (PSC) comprising:

Tamsin Rossiter	Executive Officer ACEVic
Paul Ashton	Academic teaching and research: First year college, Victoria University
Jane Collins (Chair)	Teacher Certificate IV in Tertiary Preparation and Higher Education and post graduate English for Academic Purposes RMIT
Karen Dellar	Learning support advisor, RMIT
Sharon Howlett	Teacher: Certificate IV in Tertiary Preparation, Wodonga TAFE

A Skills and Knowledge Profile was developed to inform revisions to the course. The PSC reviewed and advised on the changes required to meet the current and emerging needs of learners and validated the Profile, which then guided the redevelopment of the course.

The following broad skill and knowledge outcomes were agreed by the PSC:

Knowledge of:

- sources of information to support student transition
- the tertiary education sector including available courses and entry requirements, pathways and support resources
- types of academic texts and discourse patterns
- features and structures of academic writing
- protocols for participating in academic group discussions
- protocols for academic presentations such as language and style of academic presentations
- academic planning tools to manage tasks



	<ul style="list-style-type: none"> • protocols for peer evaluation • search engines and data bases for specific disciplines <p>Skills to:</p> <ul style="list-style-type: none"> • negotiate academic tasks and activities • convey and receive information in discussion groups • plan, prepare and make formal presentations • participate in group academic projects • engage in online learning with peers • participate in review and evaluation of activities • summarise ideas and information in academic sources • collect and organise information for study tasks • critically read and analyse academic sources • produce written responses to academic tasks • design and review a study pathway plan • assess the reliability of online information • synthesise information from a variety of sources to produce notes • apply critical thinking to evaluate readings/academic texts to develop and support a position / argument / findings • self-direct own learning as part of a group and manage tasks • apply reflective practice to own learning • use digital literacy skills to: <ul style="list-style-type: none"> – access, interpret and analyse online research information – engage in online collaborative learning with peers • use technology skills to: <ul style="list-style-type: none"> – access, manage and store information for research purposes – locate academic sources in a data base – access and use features of online platforms • undertake collaborative learning with peers • seek and act on feedback from peers <p>This course:</p> <ul style="list-style-type: none"> • does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification
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	<ul style="list-style-type: none"> • does not comprise units that duplicate units of competency of a training package qualification. <p>References</p> <p>Adult Community and Further Education Board Strategy 2020-25: Skills for Study, Work and Life.</p> <p>Australian Government, Department of Education and Training Higher Education Participation and Partnerships Programme (HEPPP) Accessed May 6th 2020</p> <p>Benson R, Hewitt L, Heagney M, Devos A and Crosling G (2010): Diverse pathways into higher education: Using students' stories to identify transformative experiences: Australian Journal of Adult Learning Volume 50, Number 1, April 2010</p> <p>Commonwealth of Australia 2019, National Regional, Rural and Remote Tertiary Education Strategy: Final Report</p> <p>Daniels, J 2012: Older mature-age students in Australian higher education: how are they getting on'? La Trobe University, Melbourne</p> <p>Gale and Parker (2013), Widening Participation in Australian Higher Education Report submitted to HEFCE and OFFA, Deakin University, Australia</p> <p>Grattan Institute (2018) Dropping out: the benefits and costs of trying university</p> <p>Griffin, T(2014) Disadvantaged learners and VET to higher education transitions Occasional Paper, National Centre for Vocational Education Research</p> <p>Shah M, Goode E, West S and Clark H(2014): Widening Student Participation in Higher Education through Online Enabling Education in Widening Participation and Lifelong Learning Volume 16, Number 3, October 2014</p> <p>Skills for Victoria's Growing Economy: Issues paper, March 2020</p>
<p>3.2 Review for re-accreditation</p>	<p>A mid cycle review of the 22313VIC Certificate IV in Tertiary Preparation was conducted in August 2018 by the Curriculum Maintenance Manager General Studies and Further Education on behalf of the copyright owner, the ACFE Board, State of Victoria (Department of Education). Providers were asked to provide feedback in relation to the following:</p> <ul style="list-style-type: none"> • whether the curriculum is meeting learner needs • if the curriculum is producing the outcomes for which it was designed • any issues, concerns or feedback about the curriculum <p>Two providers responded to the request for feedback while another provider provided feedback as part of ongoing communication.</p> <p>All providers indicated that there is a continuing need for the course and that they had received positive feedback from students through course surveys and from the staff in destination courses regarding the</p>

	<p>students' subsequent readiness for university and their on-going success.</p> <p>At the unit level, the following feedback was provided:</p> <p>VU21864 – Set study goals and plan education pathway</p> <ul style="list-style-type: none"> remove the "presentation" part in Element 6 which whilst a useful learning task can occasionally be restrictive for assessment purposes and is not a realistic reflection of unit outcomes <p>VU21866 Communicate verbally and VU21867 Participate in collaborative learning</p> <ul style="list-style-type: none"> there is a little overlap between these units however this has not presented a major problem as the units are clustered together <p>The 22582VIC Certificate IV in Tertiary Preparation replaces and is equivalent to the 22313VIC Certificate IV in Tertiary Preparation.</p> <p>There can be no new enrolments in the 22313VIC Certificate IV in Tertiary Preparation after 30 June 2021.</p> <p>The following table identifies the relationship between units from the 22313VIC Certificate IV in Tertiary Preparation and the units in 22582VIC Certificate IV in Tertiary Preparation.</p>
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Units from 22582VIC Certificate IV in Tertiary Preparation		Units from 22313VIC Certificate IV in Tertiary Preparation		Relationship
VU23094	Research study options and plan education pathway	VU21864	Set study goals and plan education pathway	Not equivalent Unit retitled to focus on researching study options Element 6 deleted.
VU23095	Prepare for tertiary reading and writing	VU21865	Prepare for tertiary reading and writing	Not equivalent Increased focus on reading and analysis of texts
VU23096	Communicate verbally in a further study context	VU21866	Communicate verbally in a further study context	Equivalent
VU23097	Participate in collaborative learning	VU21867	Participate in collaborative learning	Equivalent
VU23098	Conduct online research for further study	VU21868	Conduct online research for further study	Equivalent
VU23099	Prepare a portfolio and application	VU21869	Prepare a portfolio and application	Equivalent
VU23100	Participate in online collaborative learning	VU21870	Participate in online collaborative learning	Equivalent
VU22074	Use a range of techniques to solve mathematical problems	VU21058	Use a range of techniques to solve mathematical problems	Equivalent
N/A	N/A	VU21513	Use critical reading and writing skills for further study	Deleted
VU21881	Apply essential further study skills	VU20746	Apply essential further study skills	Equivalent
N/A	N/A	PSPGEN027	Gather and analyse information	Deleted

Units from 22582VIC Certificate IV in Tertiary Preparation		Units from 22313VIC Certificate IV in Tertiary Preparation		Relationship
N/A	N/A	BSBPMG522	Undertake project work	Deleted
BSBCMM411	Make presentations	BSBCMM401	Make a presentation	Equivalent
BSBTEC401	Design and produce complex text documents	BSBITU404	Produce complex desktop published documents	Equivalent
BSBTEC302	Design and produce spreadsheets	BSBITU304	Produce spreadsheets	Equivalent
VU22440	Create a range of highly complex texts for learning purposes	VU21381	Create a range of highly complex texts for learning purposes	Equivalent
VU22444	Use formal mathematical concepts and techniques to analyse and solve problems	VU21385	Use formal mathematical concepts and techniques to analyse and solve problems	Equivalent
VU22442	Analyse and evaluate numerical and statistical information	VU21383	Analyse and evaluate numerical and statistical information	Equivalent
N/A	N/A	VU21081	Work mathematically with statistics and calculus	Deleted
VU22075	Apply mathematical techniques to scientific contexts	VU20934	Apply mathematical techniques to scientific contexts	Equivalent
MEM23007A	Apply calculus to engineering tasks	MEM23007A	Apply calculus to engineering tasks	Equivalent
MEM30012A	Apply mathematical techniques in a manufacturing, engineering or related environment	MEM30012A	Apply mathematical techniques in a manufacturing, engineering or related environment (prereq for MEM23007A)	Equivalent
MEM23004A	Apply technical mathematics	MEM23004A	Apply technical mathematics	Equivalent

Units from 22582VIC Certificate IV in Tertiary Preparation		Units from 22313VIC Certificate IV in Tertiary Preparation		Relationship
			(Prereq for MEM23007A)	
N/A	N/A	MEM23005A	Apply statistics and probability techniques to engineering tasks	Deleted
VU21882	Research fields of study and enquiry	VU20747	Research fields of study and enquiry	Equivalent
N/A	N/A	VU20754	Participate in academic research	Deleted
N/A	N/A	VU20758	Analyse literary texts and genres	Deleted
MEM30032A	Produce basic engineering drawings	N/A	N/A	Newly imported
VU21883	Examine approaches to citizenship and public life	N/A	N/A	Newly imported
VU21884	Analyse stories / narrative within cultures	N/A	N/A	Newly imported
VU21885	Analyse human transformations of nature	N/A	N/A	Newly imported
VU21886	Examine approaches to economy and society	N/A	N/A	Newly imported
VU21887	Analyse texts in their cultural context	N/A	N/A	Newly imported
VU21890	Analyse sociological understandings of human relationships	N/A	N/A	Newly imported
VU21891	Analyse urban form and culture	N/A	N/A	Newly imported
VU21892	Analyse theories of the self	N/A	N/A	Newly imported

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
<p>4.1 Qualification level</p>	<p>The outcomes of the 22582VIC Certificate IV in Tertiary Preparation are consistent with Australian Qualifications Framework (AQF) Level 4 through:</p> <p>Developing knowledge of :</p> <ul style="list-style-type: none"> - types of academic texts and discourse patterns - features and structures of academic writing - academic conventions such as referencing - protocols for participating in collaborative study tasks - protocols for academic presentations such as language, style and structure of academic presentations - the tertiary education sector including available study options and associated requirements <p>Developing skills to:</p> <ul style="list-style-type: none"> - critically analyse, synthesise and utilise information from a range of academic sources to complete a range of study tasks - access and critically assess the suitability of online research material from a variety of sources to develop critical thinking and referencing skills to complete academic reading and writing tasks - investigate study options to meet own study goals and develop a study pathway plan - apply verbal communication techniques to complete academic study tasks - apply collaborative techniques to plan and complete study tasks - seek feedback from peers and participate in and respond to peer evaluation <p>The volume of learning for this qualification is typically between 0.5 and 2 years and incorporates structured training delivery and opportunities for practice and reinforcement of skills.</p>
<p>4.2 Employability skills</p>	<p>The following summary reflects the Employability Skills embedded in 22582VIC Certificate IV in Tertiary Preparation</p> <ul style="list-style-type: none"> • Communication skills to: <ul style="list-style-type: none"> - interact with support personnel and peers to complete study tasks - seek feedback on study plans and tasks - discuss academic tasks with peers - convey and receive information in discussion groups - make formal presentations - plan and participate in group academic projects - engage in collaborative online learning with peers - participate in review and evaluation of learning tasks

- Literacy skills to:
 - locate and use relevant information related to study options
 - summarise ideas and information in academic sources
 - collect and organise information for study tasks
 - critically read and analyse academic sources and information
 - use paraphrasing to synthesise information from academic sources
 - prepare and ask questions
 - apply academic conventions to cite references
 - prepare documentation for study pathway
 - produce written responses to academic tasks
- Planning and organising skills to:
 - plan and prepare academic presentations
 - plan and review a study pathway plan
 - match study options to own study goals
 - use planning tools to complete group study tasks
- Problem solving skills to:
 - assess the reliability of online information
 - investigate student education support services
 - navigate the higher education system
 - synthesise information from a variety of sources to produce notes
 - analyse and meet requirements of academic tasks
 - apply critical thinking skills to assess and deal with information that is contradictory, ambiguous, inadequate and develop and support a position / argument / findings
 - find alternative sources of information in further searches
- Self management skills to:
 - self direct own learning as part of a group and manage tasks
 - apply reflective practice to own learning
 - plan and review own study options and study pathway
 - apply strategies to manage tasks, workloads and timelines
- Digital literacy skills to use digital platforms to:
 - access, interpret and analyse online research information
 - engage in online collaborative learning with peers
- Technology skills to:
 - access and manage online information related to study options and study pathways
 - access, manage and store information for research purposes
 - locate academic sources in a data base



	<ul style="list-style-type: none"> - use features of Learning Management Systems - access and use features of online platforms - access and use online communications tools • Teamwork skills to: <ul style="list-style-type: none"> - undertake collaborative learning tasks with peers - seek and act on feedback from peers - give feedback to peers - participate in group study activities • Initiative and enterprise skills to: <ul style="list-style-type: none"> - work independently on study tasks - take a leading role in group tasks
4.3 Recognition given to the course (if applicable)	Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Not applicable
5. Course rules	Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses
<p>5.1 Course structure</p> <p>To be eligible for the award of 22582VIC Certificate IV in Tertiary Preparation learners must successfully complete a total of 10 units comprising:</p> <ul style="list-style-type: none"> • 5 core units • 5 elective units which may be selected from: <ul style="list-style-type: none"> - elective units listed below - units first packaged in any other endorsed training package or accredited curriculum. <p>Units imported from endorsed training packages or other accredited curricula must:</p> <ul style="list-style-type: none"> • reflect the needs of the learner • reflect the integrity of the AQF level of this qualification • support the intent of this qualification. <p>Where the full qualification is not completed, a Statement of Attainment will be issued for any completed units.</p>	

Unit of competency/ module code	Field of Education code (six- digit)	Unit of competency/module title	Nominal hours
Core units			
VU23094	120199	Research study options and plan education pathway	50
VU23095	120199	Prepare for tertiary reading and writing	80
VU23096	120199	Communicate verbally in a further study context	40
VU23097	120199	Participate in collaborative learning	30
VU23098	120199	Conduct online research for further study	40
Elective units			
VU23099	120199	Prepare a portfolio and application	40
VU23100	120199	Participate in online collaborative learning	30
VU22074	120183	Use a range of techniques to solve mathematical problems	110
VU21881	120105	Apply essential further study skills	90
BSBCMM411	100707	Make presentations	30
BSBTEC401	080905	Design and produce complex text documents	100

Unit of competency/ module code	Field of Education code (six- digit)	Unit of competency/module title	Nominal hours
BSBTEC302	080905	Design and produce spreadsheets	35
VU22440	120103	Create a range of highly complex texts for learning purposes	30
VU22444	120103	Use formal mathematical concepts and techniques to analyse and solve problems	50
VU22442	120103	Analyse and evaluate numerical and statistical information	50
VU22075	010199	Apply mathematical techniques to scientific contexts	70
MEM23007A	010101	Apply calculus to engineering tasks	80
MEM23004A	010101	Apply technical mathematics (Prerequisite for MEM23007A)	80
MEM30012A	010101	Apply mathematical techniques in a manufacturing, engineering or related environment	40
VU21882	120105	Research fields of study and enquiry	40
MEM30032A	039999	Produce basic engineering drawings	80
VU21883	120199	Examine approaches to citizenship and public life	90
VU21884	120199	Analyse stories / narrative within cultures	90
VU21885	120199	Analyse human transformations of nature	90
VU21886	120199	Examine approaches to economy and society	90
VU21887	120199	Analyse texts in their cultural context	90
VU21890	120199	Analyse sociological understandings of human relationships	90
VU21891	120199	Analyse urban form and culture	90
VU21892	120199	Analyse theories of the self	90
Total nominal hours			405-700

<p>5.2 Entry requirements</p>	<p>There are no entry requirements for the 22582VIC Certificate IV in Tertiary Preparation.</p> <p>The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed here</p> <p>Learners enrolling in the 22582VIC Certificate IV in Tertiary Preparation are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 3 of the ACSF.</p> <p>Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualification.</p>
<p>6. Assessment Standards 10 and 12 AQTF Standards for Accredited Courses</p>	
<p>6.1 Assessment strategy</p>	<p><i>Standard 10 AQTF Standards for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Wherever possible an integrated approach to assessment should be used to:</p> <ul style="list-style-type: none"> • maximise opportunities for holistic skill development • reduce atomisation and duplication of evidence collection • support authentic assessment by reflecting activities that are personally relevant to the learner. <p>Assessment strategies for the course should:</p> <ul style="list-style-type: none"> • incorporate feedback of individual progress toward, and achievement of competencies • address the skills and knowledge which underpin performance • gather sufficient evidence to judge achievement of progress towards determining competence • utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance



	<ul style="list-style-type: none"> • recognise achievement of elements/competencies regardless of where the enabling learning took place • foster a collaborative and co-operative relationship between the learner and assessor • be flexible in regard to the range and type of evidence provided by the learner • provide opportunity for the learner to challenge assessment provisions and participate in reassessment • be equitable and fair to all learners • not unnecessarily restrict the progress of a learner through the course • comprise a clear statement of both the criteria and assessment process • use assessment tools to suit the needs of learners. <p>A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance.</p> <p>Assessment methods and tools may include:</p> <ul style="list-style-type: none"> • observation of performance • records of discussion with the learner • oral and / or written questioning to confirm knowledge • oral and / or written evidence completed by the learner. <p>Units of competency imported from accredited courses or endorsed training packages must reflect the assessment requirements specified in that accredited course or training package.</p>
<p>6.2 Assessor competencies</p>	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment.



	<p>Requirements to assess the Certificate IV in Tertiary Preparation</p> <p>In meeting the AQTF Standards or the SRTOs 2015, relevant vocational competency refers to demonstrable knowledge of the academic learning environment and skills in academic reading, writing and research.</p> <p>Units of competency imported from accredited courses or endorsed training packages must reflect any assessor requirements specified in that accredited course or training package.</p>
<p>7. Delivery Standards 11 and 12 AQTF Standards for Accredited Courses</p>	
<p>7.1 Delivery modes</p>	<p>The skills and knowledge of learners in the 22582VIC Certificate IV in Tertiary Preparation may be diverse and delivery strategies and context of delivery should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Wherever appropriate, integrated delivery of units is recommended. Delivery options, including grouping of learners for collaborative tasks, should recognise the varying learning needs, educational backgrounds and constraints of the individual learner.</p> <p>This course may be delivered in a variety of modes, including:</p> <ul style="list-style-type: none"> • face to face • blended • online
<p>7.2 Resources</p>	<p>Standard 12 AQTF Standards for Accredited Courses</p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> - Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> - the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> - the relevant standards and Guidelines for RTOs at the time of assessment. <p>Requirements to deliver the Certificate IV in Tertiary Preparation</p> <p>In meeting the AQTF Standards or the SRTOs 2015 relevant vocational competency refers to demonstrable knowledge of the academic learning environment and skills in academic reading, writing and research.</p>



	<p>Units of competency imported from accredited courses or endorsed training packages must reflect the requirements of trainers specified in that accredited course or training package.</p> <p>Specific resources are listed in the relevant units of competency.</p>
<p>8. Pathways and articulation Standard 8 AQTF Standards for Accredited Courses</p>	
	<p>A range of potential pathways are possible when Training Package units or units of competency from accredited courses are utilised as electives. Successful completion of these units within this Certificate will provide credit into other endorsed or accredited qualifications. RTOs may design courses which contain a number of elective units from a particular Training Package or accredited course qualification to provide a specific pathway to that qualification on completion. Individual institutions may offer their own guaranteed internal pathways.</p> <p><u>Refer to the AQF 2nd Edition, 2013 Pathways Policy here</u></p>
<p>9. Ongoing monitoring and evaluation Standard 13 AQTF Standards for Accredited Courses</p>	
	<p>The Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification.</p> <p>A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum:</p> <ul style="list-style-type: none"> • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula <p>Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.</p>



Section C: Units of Competency

The following units of competency are contained in Section C:

- VU23094 Research study options and plan education pathway
- VU23095 Prepare for tertiary reading and writing
- VU23096 Communicate verbally in a further study context
- VU23097 Participate in collaborative learning
- VU23098 Conduct online research for further study
- VU23099 Prepare a portfolio and application
- VU23100 Participate in online collaborative learning

The following units of competency can be accessed from the National Register (See the [National Register](#) for more information)

- BSBCMM411 Make presentations
- BSBTEC401 Design and produce complex text documents
- BSBTEC302 Design and produce spreadsheets
- MEM30012A Apply mathematical techniques in a manufacturing, engineering or related environment
- MEM23007A Apply calculus to engineering tasks
- MEM23004A Apply technical mathematics
- MEM30032A Produce basic engineering drawings

The following units of competency can be accessed from their source curriculum on the Victorian Department of Education and Training (DET) website (See the [DET website](#) for more information)

- VU22074 Use a range of techniques to solve mathematical problems
- VU22075 Apply mathematical techniques to scientific contexts
- VU22440 Create a range of highly complex texts for learning purposes
- VU22442 Analyse and evaluate numerical and statistical information
- VU22444 Use formal mathematical concepts and techniques to analyse and solve problems
- VU21881 Apply essential further study skills
- VU21882 Research fields of study and enquiry
- VU21883 Examine approaches to citizenship and public life
- VU21884 Analyse stories / narratives within cultures
- VU21885 Analyse human transformations of nature
- VU21886 Examine approaches to economy and society
- VU21887 Analyse texts in their cultural context
- VU21890 Analyse sociological understandings of human relationships
- VU21891 Analyse urban form and culture
- VU21892 Analyse theories of the self

Unit Code	VU23094
Unit Title	Research study options and plan education pathway
Unit Descriptor	This unit describes the skills and knowledge to research study options related to own study goals and plan and review a study pathway for tertiary study.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to persons who are seeking to enter tertiary study through alternative pathways and who need to familiarise themselves with the range of options and requirements for further study in order to make informed study choices.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for transition to tertiary study	<p>1.1 Identify and investigate <i>sources of information</i> to support transition to tertiary study</p> <p>1.2 Identify opportunities to participate in activities to support transition to further study</p> <p>1.3 Research available <i>student support services</i> and their role</p> <p>1.4 Investigate <i>factors which may impact on transition to tertiary education</i> and strategies to address these</p>
2. Investigate and apply responsibilities expected of a tertiary education student	<p>2.1 Research <i>academic expectations</i> for tertiary study</p> <p>2.2 Investigate and apply <i>strategies for time and task management</i></p> <p>2.3 Investigate and apply strategies to develop independent learning</p>
3. Research study options	<p>3.1 Identify own <i>study goals</i></p> <p>3.2 Identify and access <i>appropriate resources</i> and select relevant information about available <i>study options</i> according to study goals</p>

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| | 3.3 | Analyse information about study options |
| | 3.4 | Compare and rank study options according to study goals |
| 4. Examine course requirements for field of study | 4.1 | Select field of study and associated courses from range of options |
| | 4.2 | Examine entry requirements from a range of institutions |
| | 4.3 | Review personal circumstances, skills and achievements against entry requirements |
| | 4.4 | Review own educational history and current skills |
| | 4.5 | Identify options for direct application for selected courses at institutions of interest |
| | 4.6 | Analyse course specific requirements for direct entry |
| 5. Design a study pathway plan | 5.1 | Confirm selected study option/s according to own study goals |
| | 5.2 | Follow steps to plan a study pathway for selected study option |
| | 5.3 | Establish a timeline of priorities and activities according to required deadlines |
| | 5.4 | Gather and record required documentation for study pathway and arrange to complete additional requirements where necessary |
| | 5.5 | Review study pathway with others and make necessary adjustments |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- literacy skills to
 - locate and interpret course information and entry requirements
 - interpret and respond to information about course application processes
 - access and interpret information about transition to tertiary study
 - collect and use information to develop a study pathway
- communication skills to

- seek feedback and review study plan
- digital literacy skills to
 - access online study information
 - record and manage online information about study options
- planning and organising skills to:
 - summarise ideas and information related to tertiary study
 - collect and organise information about study options
- problem solving skills to
 - locate and select relevant study information
 - match study options to study goals for future employment or study pathways
- self-management skills to plan an individual study pathway and establish and manage study priorities
- team work skills to collaborate with peers and review study pathway plan

Required Knowledge:

- requirements of different study options such as entry requirements and general course application procedures
- sources of information to support student transition
- benefits of participating in transition activities
- purpose of study goals
- features of a study plan
- course admission options, such as Victorian Tertiary Admissions Centre (VTAC); Special Entry Access Schemes (SEAS)
- potential vocational pathways to preferred higher education courses

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 in the Performance Criteria is detailed below:

Sources of information may include:

- university websites
- student portals
- study guides
- campus maps
- current or past students
- student support services
- open days

Student support services may include:

- language and academic support
- literacy and numeracy support
- digital support
- mental health, wellbeing and counselling
- employment services

Factors which may impact on transition to tertiary education may include:

- previous experience with education
- lengthy absence from education
- family responsibilities
- work commitments
- course expectations

Academic expectations may include:

- taking responsibility for own learning
- planning for study time
- undertaking independent reading and research
- attending lectures
- preparing for and participating in study groups
- reflecting on learning
- setting goals
- working with mentors

Strategies for time and task management may include:

- prioritising study tasks
- creating study planners
- breaking down tasks into sections.
- planning assignments
- using electronic calendars
- using time management apps

Study goals may include:

- gaining entry to specific courses
- developing strong study skills
- short term and long term pathways and options
- forming networks with other students who are studying in the areas/programs of interest
- compiling materials that are relevant to your area of interest
- developing an individual pathway plan

Appropriate resources may include:

- university and vocational training provider websites
- on-line data bases related to study and employment
- career counsellors
- training organisation materials and open days
- education/ careers sections in newspaper and online
- Tertiary Admission Centre Guides such as VTAC Guide
- study guides for areas of interest
- government websites related to skills and employment

Study options may include:

- courses
 - higher education
 - VET
- areas of study
- employment opportunities
- level of demand
- career pathways
- level of study
- mode of study
- location

Field of study may include:

- engineering
- law
- fine arts
- performance art
- commerce
- biomedicine
- science
- education

Entry requirements may include:

- Tertiary Admission Centre guidelines, e.g. VTAC
- SEAS (Special Entry Access Scheme)
- minimum requirements
- age limits
- those for special entry categories such as difficult family circumstances, disability or long term medical condition
- statement of support from health professional, responsible person
- certificated copies of documents
- interviews
- STAT (Special Tertiary Admissions Test)
- statement of interest
- evidence of study or work history
- course specific requirements
- personal impact statement
- portfolio of samples
- e-portfolio
- references
- forms requiring completion
- statutory declarations
- special requirements for example. need for a note-taker

Personal circumstances, skills and achievements may include:

- researching any additional skills requirements of learning options
- personal circumstances that may create barriers to accessing educational pathways:
 - educational,
 - financial
 - social or medical barriers
- review of work, volunteer or recreational experience
- formal and informal learning experiences
- identifying gaps in own underpinning skills and knowledge
- identifying referees or champions
- collection of artefacts, documents to support application
- arranging interviews with career advisors, course coordinators
- documenting employability skills
- completion of study

Options for direct application may include:

- special admission
 - mature age consideration
 - recognition as an Indigenous Australian
 - applicants from rural or isolated areas
 - non-English speaking background
 - difficult living circumstances
- recognition of prior learning

Course specific requirements may include:

- supplementary information
- going to an interview, audition, information session and/or workshop
- submitting a folio
- undertaking a test
- application timelines

Timeline of priorities and activities may include:

- short and long-term goals on a timeline related to due dates for applications
- actions and activities to be undertaken, including open days to attend, information to collect
- personnel to approach for advice
- contingency plans

Required documentation for study pathway may include:

- short term study goals
- long term study goals
- courses and content
- location of courses
- cost of courses
- length of course
- employment opportunities
- course pathways
- specific entry requirements
- sources of information about further study

Review study pathway with others may include:

- peer evaluation
- seeking guidance and advice from careers advisers
- working with mentors
- arranging interviews with university personnel to clarify requirements
- seeking advice from teachers / family members / current university students
- asking someone to help with editing / correction of grammar

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- access information to support transition to tertiary education including sources of support to address potential barriers
- source, analyse and use information to investigate requirements for study options and fields of study related to own study goals
- investigate and apply expectations for participation in tertiary study including:
 - task and time management
 - independent learning
- plan and review a study pathway plan in collaboration with others

Context of and specific resources for assessment

Assessment must ensure access to:

- information about student transition and student services
- course information and advice
- online resources about study options

Method(s) of assessment

The following assessment methods are suggested for this unit:

- verbal questioning about information and support available to students transitioning to tertiary education
- portfolio of documented pathway and supporting documents
- review of reflective journal, notes from open days, career interviews
- presentation of study pathway

Unit Code	VU23095
Unit Title	Prepare for tertiary reading and writing
Unit Descriptor	This unit describes the skills and knowledge to develop reading and writing skills such as analysis, critical thinking, research, and academic writing essential for tertiary study.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to persons seeking to enter tertiary study through alternative pathways who will need to acquire generic academic study skills in order to successfully complete their tertiary studies.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply analytical and critical thinking skills to respond to academic study tasks	<p>1.1 Determine the purpose and audience for the task</p> <p>1.2 Identify key terms and concepts</p> <p>1.3 Determine and select types of input needed to complete the task</p> <p>1.4 Analyse concepts and questions using critical thinking skills</p> <p>1.5 Seek advice from others in determining response to the task</p>
2 Analyse and synthesise information from academic sources	<p>2.1 Determine information needs</p> <p>2.2 Access information from a variety of academic sources</p> <p>2.3 Evaluate and sort sources according to reliability and relevance</p> <p>2.4 Apply reading strategies to analyse information in academic sources</p> <p>2.5 Summarise and record relevant information</p> <p>2.6 Record sources of information</p>

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| 3 Produce written responses to academic tasks | <p>3.1 Analyse task requirements and assessment criteria and plan response</p> <p>3.2 Determine the features and language of academic writing style required</p> <p>3.3 Construct coherent response integrating sources effectively to meet task requirements</p> <p>3.4 Review writing with others and adjust accordingly</p> <p>3.5 Revise final draft according to assessment criteria</p> <p>3.6 Proofread and edit final draft to meet task requirements</p> |
| 4. Reference sources effectively using appropriate conventions | <p>4.1 Select appropriate system of referencing</p> <p>4.2 Accurately record reference information for each citation</p> <p>4.3 Use appropriate conventions and formatting</p> <p>4.4 Proof read for accuracy</p> |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- analytical and critical skills to:
 - effectively analyse study tasks and questions
 - reason from evidence
 - determine reliability and relevance of information
 - provide evidence to support ideas
- communication skills to:
 - discuss tasks with peers
 - ask and answer questions about topics
 - seek feedback and advice from others
- literacy skills to:
 - locate academic sources
 - analyse information and take effective notes
 - synthesise notes and paraphrase
 - construct written responses appropriate to context and requirements using conventions of academic writing
 - edit and proof read responses

- integrate sources effectively
- problem solving skills to:
 - negotiate and manage academic tasks
 - determine purpose and audience of academic study tasks
 - select sources relevant to study tasks
 - sort notes and ideas from sources
 - apply strategies to research a topic
 - follow up sources
 - meet layout and presentation requirements in academic writing
 - identify and evaluate problems and solutions in relation to the study task
 - seek assistance and request feedback
- planning and organising skills to manage tasks, and deadlines
- digital literacy skills to:
 - access library data bases,
 - present academic tasks according to requirements
 - manage online resources and store research
 - format a reference list

Required Knowledge:

- strategies for time and task management to manage academic tasks
- analysis of academic questions:
 - process or directive words
 - content words and phrases
 - limiting words and phrases
 - question words, such as define, explain, outline, discuss, examine, to what extent
- academic text features – purpose, types and genre / discourse patterns for the relevant discipline such as:
 - deductive and inductive
 - description v analysis
 - abstract, synopsis
 - persuasive
 - interpretation or evaluation of findings
 - supporting evidence
 - analytical
 - categorising information or relationships
 - comparing two theories
- features of academic writing such as:
 - position v opinion
 - voice – direct and indirect
 - use of nominalisation
 - transitions – words and phrases for coherence
 - qualification of statements

- discipline specific terminology
- presenting evidence
- establishing relationship between conclusion and body of text
- structure of sentences including syntax, appropriate grammar features and logical order of ideas
- commonly used referencing systems and their application to a range of academic sources such as:
 - how to acknowledge electronic and hard copy sources
 - how to develop reference lists to acknowledge all sources
 - how to cite references internally (within text)
 - how to use footnotes and endnotes
- paraphrasing published text
- what constitutes plagiarism and the consequences of submitting plagiarised work

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 in the Performance Criteria is detailed below.

Tasks may include:

- independent and group tasks
- quantitative and qualitative research activities
- gathering primary data
- text response
- comprehension questions
- online responses
- multiple choice or other examination tasks

Key terms and concepts may include:

- academic terms related to task instructions
- academic content such as concepts, key questions
- main ideas
- topics
- language such as technical terms

Types of input may include:

- notes from lectures
- group discussions and activities
- collaboration with peers
- drafting and planning
- collection of primary source data
- personal reflection
- planning time frames

Critical thinking skills may include:

- evaluation of statements and claims
- comparing and contrasting
- identifying implications
- investigating application of a theory to a context
- investigating validity of statements
- identifying strengths and weaknesses
- analysing data
- problem/solution scenarios
- determining type of response required

Others may include:

- peers
- lecturers and tutors
- mentors

Academic sources may include:

- library books and journals
- lecture notes
- online resources such as journal articles
- field notes
- literature reviews
- research reports
- position papers

Evaluate may include:

- assessing reliability of information
- selection of relevant information
- discussion of material with others
- comparing and contrasting
- detecting bias
- checking status of author, source material
- assessing evidence for a position

Reading strategies may include:

- identifying purpose of reading
- skimming to get an overview and identify key ideas
- scanning for specific information
- critiquing information and points of view
- identifying layout of the text
- selecting relevant information

Task requirements may include:

- due date
- word limit
- formatting requirements (e.g. double spacing, large margins)
- involvement of others
- collection of data
- number of parts to a question

Assessment criteria may include:

- logic of argument
- relevance of information
- structure and organisation of information
- use of supporting evidence
- effective use of sources

Academic writing style may include:

- impersonal constructions
- avoidance of personal voice
- use of personal voice when discussing your own research
- use of passive voice
- nominalisation
- modals
- technical language
- formal expressions
- avoiding gendered pronouns if person referred to is of unknown gender

Integrating sources may include:

- paraphrasing
- citing direct quotes correctly
- balancing own ideas with ideas of others
- use of footnotes as appropriate

System of referencing may include:

- Harvard
- Oxford
- APA

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- access, analyse, synthesise and integrate information from a range of sources using correct referencing
- apply critical thinking and analysis to respond to academic tasks
- produce written responses to academic tasks using appropriate writing style and referencing conventions

Context of and specific resources for assessment

Assessment must ensure access to:

- library resources and data bases
- computer access for word processing

Method(s) of assessment

The following assessment methods are suggested for this unit:

- portfolio of evidence comprising
 - draft planning material
 - research notes
 - completed written pieces
 - reference lists
- oral questioning to assess knowledge of:
 - types and features of academic texts
 - academic referencing systems and their features
- observation of the learner applying independent learning techniques and time management skills to study tasks

Unit Code	VU23096
Unit Title	Communicate verbally in a further study context
Unit Descriptor	This unit describes the skills and knowledge to develop the verbal communication skills required to participate in a tertiary study context.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to persons seeking to enter tertiary study through alternative pathways and who need to apply verbal communication skills to academic study tasks.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply verbal communication skills in group discussions	<p>1.1 Determine the participation requirements of the group discussion</p> <p>1.2 Negotiate academic discussion topic/s with others as required</p> <p>1.3 Complete required preparation for group discussion</p> <p>1.4 Apply group discussion techniques to discuss selected topic/s</p> <p>1.5 Apply critical thinking in response to discussion</p> <p>1.6 Ask questions of others to further explore topic/s</p>
2. Apply verbal communication skills to academic projects	<p>2.1 Discuss and confirm the outcome of the project with others</p> <p>2.2 Identify and negotiate tasks with others as required</p> <p>2.3 Prepare questions / prompts and supporting documentation</p> <p>2.4 Check appropriateness of questions with others</p>



- 2.5 Identify problems or issues and propose solutions where appropriate
- 2.6 Complete the project with others
- 2.7 **Evaluate** project outcomes with others
- 3. Make a formal presentation in an academic context
 - 3.1 Determine ***purpose and audience*** for presentation
 - 3.2 Research the ***features of successful academic presentations***
 - 3.3 Structure presentation according to agreed criteria and academic presentation ***format***
 - 3.4 Prepare visual, written and verbal content
 - 3.5 Deliver presentation effectively using ***supports***
 - 3.6 Invite and respond to questions
 - 3.7 Evaluate effectiveness of presentation with others

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- communications skills to:
 - negotiate academic tasks and activities
 - present a point of view and listen and respond to others
 - participate in discussion groups using appropriate etiquette for example, disagreeing politely
 - participate in review and evaluation of activities
 - formally present in an academic context
 - ask questions and elicit feedback
- literacy skills to prepare material for activities
- digital literacy skills to prepare and deliver presentation
- problem solving skills to:
 - apply communication strategies to effectively participate in study tasks
 - deal with communication breakdowns and develop contingency plans
 - evaluate activities undertaken
- team work skills to:
 - negotiate activities and work collaboratively
 - participate in peer evaluation activities



Required Knowledge:

- protocols for participation in academic discussion groups
- effective verbal communication techniques to participate in a further study context
- language and style of academic presentations to plan and make presentations

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 in the Performance Criteria is detailed below.

Participation requirements

may include:

- attendance
- preparation and discussion of a topic
- weekly discussion questions and readings
- explaining ideas or exchanging information
- discussing subject matter or issues
- questioning and feedback
- group and pair work
- communications strategy with tutor and peers, for example, email protocols, privacy requirements

Group discussion techniques

may include:

- active listening
- evaluating what is being said
- thinking of questions as you listen
- communication techniques such as:
 - agreeing with what someone has said
 - disagreeing politely
 - acknowledging a different opinion
 - asking someone to expand on their point
 - preparing a question to ask beforehand
 - answering a question put to the group
 - providing an example for a point under discussion
 - requesting further information or clarification
- expressing an opinion or disagreeing with a point
- using and responding to nuances of non-verbal communication
- using paralinguistic features to support verbal communication



- Critical thinking** may include:
- evaluation of statements and claims
 - comparing and contrasting
 - identifying implications
 - investigating application of a theory to a context
 - investigating validity of statements
 - identifying strengths and weaknesses
 - analysing data
 - problem, solution
 - determining type of response required

- Tasks** may include:
- interviewing or surveying selected subjects
 - sourcing information outside from experts
 - locating and requesting information
 - presentation of end product

- Evaluate** may include:
- achievement of project goals
 - achievement of timelines
 - effectiveness of group communication

- Purpose and audience** may include:
- peers
 - lecturers and tutors
 - wider public audience
 - documentary for viewing by other students
 - assessment under exam conditions

- Features of successful academic presentations** may include:
- use of academic discourse markers
 - ordering information effectively, use of outlines, summarizing main points
 - using technical vocabulary
 - use of visuals/ PowerPoint / handouts
 - communicating purpose / asking appropriate questions
 - responding to questions

- Format** may include:
- lecture with PowerPoint

- short talk
- practical demonstration
- video presentation
- wiki or blog
- e-portfolio
- visual aids
- demonstrations

Supports may include:

- visual aids
- demonstrations
- notes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a range of verbal communication strategies to participate effectively in group discussions and academic projects
- prepare and deliver a formal academic presentation and review its effectiveness

Context of and specific resources for assessment

Assessment must ensure access to:

- formal and/or informal study groups
- resources for academic tasks and projects such as presentation technology, computer access

Method(s) of assessment

The following assessment methods are suggested for this unit:

- observation of participation and communication in group discussions and projects over a period of time
- observation of performance in giving a presentation
- review of supporting documentation
- evaluation of study tasks



Unit Code	VU23097
Unit Title	Participate in collaborative learning
Unit Descriptor	This unit describes the skills and knowledge to participate in collaborative learning environments as part of tertiary study. It addresses the skills to participate collaboratively in group activities and peer evaluation.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to persons seeking to enter tertiary study through alternative pathways and who need to participate effectively in collaborative learning.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan group work to complete an academic task	<p>1.1 Establish group work protocols to complete the task</p> <p>1.2 Apply collaborative techniques to analyse task requirements</p> <p>1.3 Produce a plan for stages of completion</p> <p>1.4 Allocate roles and responsibilities for the task</p>
2. Participate in and evaluate academic task	<p>2.1 Carry out allocated individual tasks according to agreed plan</p> <p>2.2 Apply group work protocols to complete collaborative tasks</p> <p>2.3 Determine agreed criteria to evaluate group task outcomes</p> <p>2.4 Evaluate group task outcomes using agreed criteria</p>
3. Conduct and respond to peer evaluation	<p>3.1 Determine the purpose of conducting peer evaluation</p> <p>3.2 Determine criteria for conducting peer evaluation</p> <p>3.3 Agree to protocols for feedback</p> <p>3.4 Provide feedback to other group members</p>

3.5 Provide response to own evaluation conducted by a peer

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- Communication skills to:
 - participate in collaborative group activities
 - develop group protocols and planning tools
 - ask for and give feedback as part of peer evaluation
 - interact with group members to complete study tasks
- Literacy skills to:
 - prepare a plan for completion of task
- Critical thinking skills to:
 - apply strategies to achieve collaborative learning
 - use reflective processes to evaluate learning
- Problem solving skills to:
 - apply time management skills to complete task according to agreed plan
 - resolve possible break downs in group activity
- Self management skills to:
 - self direct own learning as part of a group and manage tasks
 - prioritise activities and work to agreed timelines

Required Knowledge:

- purpose of group work protocols
- planning tools to complete a task
- collaborative techniques to complete group tasks
- purpose of peer evaluation
- peer evaluation protocols to conduct peer evaluation

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 in the Performance Criteria is detailed below.

Group work protocols may include:

- acceptable and unacceptable behaviour
- improvement guidelines
- evaluation process
- roles of peers
- constructive feedback techniques
- reporting requirements for updates
- responsibility of group members
- communication protocols
- feedback processes
- group meeting schedules
- processes for managing conflict or dealing with problems

Task may include:

- field investigation and report
- survey / questionnaire data collection, analysis and presentation
- investigative report
- peer evaluation
- feedback on presentation
- discussion paper
- group project such as research
- online discussion contributions
- formal presentation using PowerPoint and other supports
- study revision group participation
- mentoring, coaching

Collaborative techniques may include:

- brainstorming topic and task
 - listing any ideas triggered by the question and questions you need to answer
 - exploring possible lines of thought, research or argument
 - identifying any evidence you are aware of to support possible arguments
 - agreeing on words you must define.
- listening to others
- asking questions
- allowing others time to respond
- acknowledging different viewpoints

- rewording questions for clarity
- collaborative problem solving
- supporting others
- drawing on strengths of team members

Plan may include:

- key tasks
- timelines
- roles and responsibilities

Roles and responsibilities may include:

- completing individual tasks
- monitoring progress of task against plan
- monitoring timelines
- co-ordinating the group

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- contribute to a team working agreement to complete a task
- complete academic task in collaboration with others by observing and applying agreed group work protocols
- participate in a peer evaluation of participation in a task

Context of and specific resources for assessment

Assessment must ensure access to:

- peers for collaborative activity

Method(s) of assessment

The following assessment methods are suggested for this unit:

- direct observation of group collaboration
- documentation related to collaborative process
- feedback provided as part of peer evaluations

Unit Code	VU23098
Unit Title	Conduct online research for further study
Unit Descriptor	This unit describes the skills and knowledge to gather, critically analyse, organise and manage information from online research as part of further study tasks.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners who need to carry out online research and analysis to complete tasks in a tertiary study context.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for online research	<p>1.1 Access online web search tutorials to gather effective search techniques</p> <p>1.2 Identify search engines and databases relevant to research needs in consultation with expert personnel</p> <p>1.3 Determine method and process for collecting and recording information gathered with others if required</p>
2. Research information	<p>2.1 Determine purpose and scope of the research according to task requirements and clarify with others if required</p> <p>2.2 Identify key words and phrases for the search according to appropriate techniques</p> <p>2.3 Access a range of websites and databases using relevant search engines</p>
3. Analyse information	<p>3.1 Identify references from texts to follow up in further search</p> <p>3.2 Critically examine material for relevance and suitability</p> <p>3.3 Gather, organise and manage information in a format suitable for further analysis and interpretation</p>

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- critical thinking skills to assess and manage information that is contradictory, ambiguous, inadequate and to find alternative sources of information in further searches
- problem solving skills to identify relevant data bases and analyse relevant websites according to research needs
- digital literacy skills to access, interpret and analyse online information
- technology skills to manage and store information for research purposes
- communication skills to access support and advice when required
- self management skills to manage volume of information and prioritise reading

Required Knowledge:

- online search techniques to access online information
- search engines and data bases for specific disciplines
- boolean operators to locate relevant information
- organisational protocols for computer use
- citation of internet sources

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 in the Performance Criteria is detailed below.

Search engines and databases may include:

- free online sites such as Google Scholar, Dewy Browse, I-Seek, ipl2, Academic Index
- university / institute websites
- university / institute library catalogues

Expert personnel may include:

- library staff to assist with
 - search strategies
 - getting the most out of databases
 - tracking down information held in other libraries
 - accessing rare and archived material
 - organising information
 - using techniques for selection of references
 - advising on citing sources
- teachers/lecturers

Method and process for collecting and recording information may include:

- hand writing summaries
- marking up photocopies
- recording notes online
- saving pdf files onto computer
- keeping reference lists
- keeping quotations on system cards
- using online referencing tools, library user records

Others may include:

- lecturers
- peers
- mentors
- library staff, research training staff

Critically examine may include:

- authorship of website – credentials
- URL affiliation
- bias
- currency
- validity
- identifying ambiguity or contradiction

Organise and manage information may include:

- noting page number of each quote
- noting author next to each paraphrase
- use of online referencing tools, for example, EndNote to manage references
- adding critical comments
- discarding irrelevant or unreliable information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use search engines and data bases to locate and access information to meet research needs
- critically analyse and manage information accessed
- access expert advice in academic research activities

Context of and specific resources for assessment

Assessment must ensure access to:

- computer / laptop
- academic library databases and internet
- library personnel

Method(s) of assessment

The following assessment methods are suggested for this unit:

- observation of online research
- portfolio of research information
- questioning to establish required knowledge of online search techniques

Unit Code	VU23099
Unit Title	Prepare a portfolio and application
Unit Descriptor	This unit describes the skills and knowledge to prepare, produce and present a portfolio to assist in application for entry to a course of tertiary study.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners seeking to enter tertiary study through alternative pathways.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse portfolio requirements for course of study	<p>1.1 Analyse and confirm selection criteria for proposed course of study and any special entry requirements where relevant</p> <p>1.2 Determine timeline and arrangements for application and portfolio presentation with others</p> <p>1.3 Gather and select supporting documentation</p> <p>1.4 Identify Recognition of Prior Learning (RPL) assessment potential where appropriate</p> <p>1.5 Appraise own pieces of work or performances</p> <p>1.6 Select work appropriate to selection criteria and requirements</p>
2. Prepare a portfolio appropriate to identified criteria	<p>2.1 Investigate and select from a range of presentation options</p> <p>2.2 Prepare portfolio in chosen presentation option</p> <p>2.3 Use knowledge of technical language and the field of study to prepare presentation</p> <p>2.4 Complete required written documentation</p> <p>2.5 Review portfolio with others and adjust where necessary prior to presentation</p>

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|--------------------------------|--|
| 3. Present portfolio selection | 3.1 Discuss selection of particular pieces with reference to proposed course of study in accordance with presentation requirements |
| | 3.2 Describe any technical processes and creative processes underpinning portfolio |
| | 3.3 Use language and register appropriate to proposed course of study and audience |
| | 3.4 Link presentation of portfolio to personal goals and aptitude for the course |
| | 3.5 Respond to questions on portfolio from the audience |
| | 3.6 Acknowledge feedback and provide a response as appropriate |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- Communication skills to:
 - seek advice from others, including experts
 - discuss review of portfolio
 - present portfolio to an audience and respond to questions
- problem solving skills to:
 - design a portfolio to meet requirements
 - select suitable pieces
 - work to deadlines
 - address selection criteria
- digital literacy skills to compile information for portfolio and presentation in selected media
- literacy skills to research and prepare written documentation to support portfolio
- planning and organising skills to source and compile required documentation

Required Knowledge:

- RPL purposes and processes
- specialist terminology and concepts of tertiary field of study
- role of portfolios in tertiary selection processes
- presentation options for chosen field of tertiary study

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 in the Performance Criteria is detailed below.

- Selection criteria*** may include:
- personal and educational information
 - pre-selection application requirements such as written statement on aspirations
 - attendance at interview
 - successful completion of a test such as literacy and numeracy
 - folio of recent samples
 - set number of pieces
 - specific topic or theme
 - level of creative potential
 - level of technical ability
 - conceptual thinking skills

- Others*** may include:
- practitioners from the selected field /industry
 - peers
 - teachers
 - university lecturers
 - university students
 - mentors

- Supporting documentation*** may include:
- qualifications
 - certificates of participation
 - CV / resume
 - references
 - brochures, programs, exhibition notes
 - press articles
 - work and/or life experience

- Appraisal*** may include:
- assessment of pieces against:
 - case study samples
 - selection criteria
 - industry standards
 - published literature

- seeking expert or peer opinion
- consideration of technical quality, aesthetic appeal
- analysis of originality and creative qualities

Presentation options may include:

- restrictions on types of media and formats (for example, software compatible)
- one of or a combination of:
 - collections of artefacts
 - word processed documents
 - visual or creative diary
 - work diary and project samples
 - photographs of works
 - film of performances
 - third party appraisals
 - e portfolios
 - works or performances on CD, DVD, PowerPoint presentations
 - performance
 - website / blog/

Written documentation may include:

- applicant statement of interest
- reference
- third party appraisal
- visual essays
- visual diaries

Pieces may include:

- art work including works on paper, textiles, sculpture and other installations
- dance or theatre presentations / demonstrations
- photography
- film
- creative writing pieces including fiction, poetry, reporting pieces
- products developed

Presentation requirements may include:

- set criteria such as number of samples, size and format text to support visual items
- specific requirements for example, visual diary representative of a period of time
- representative samples of a range of styles

- restrictions on format for example, allowable formats such as PowerPoint, USB / DVD
- time limit allowed for presentation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- plan and construct a portfolio containing selected student pieces and required documentation according to confirmed selection criteria
- apply knowledge of the field of study and presentation options to prepare a suitable portfolio
- seek and respond to feedback and advice from others
- present the portfolio according to requirements and respond to questions and feedback

Context of and specific resources for assessment

Assessment must ensure access to:

- selection criteria and requirements for the tertiary courses being applied for
- resources essential for portfolio presentations
- an audience that can provide suitable feedback and support
- sources of advice and knowledge of specific course of study being applied for.

Method(s) of assessment

The following assessment methods are suggested for this unit:

- observation of portfolio presentation
- review of pieces in portfolio such as written and visual documentation
- oral questioning to assess knowledge of relationship between portfolio compiled and selection criteria and rationale for selection of specific pieces

Unit Code	VU23100
Unit Title	Participate in online collaborative learning
Unit Descriptor	This unit describes the skills and knowledge to participate effectively in an online collaborative learning environment for tertiary study such as online group activities and discussions.
Employability Skills	This unit contains employability skills.
Application of the Unit	This unit applies to learners seeking to enter tertiary study through alternative pathways who will need to participate effectively in collaborative learning in online study environments.
Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare for online collaborative learning environment	<p>1.1 Determine purpose, criteria and topic of online activity</p> <p>1.2 Access and use online learning technology to participate in activity according to criteria</p> <p>1.3 Establish group communication tools to be used</p> <p>1.4 Determine potential issues which could impact progress</p> <p>1.5 Establish group protocols to complete the online activity</p> <p>1.6 Prepare and document considered responses to online activity</p>
2. Conduct collaborative online activity	<p>2.1 Engage in online activity according to group protocols</p> <p>2.2 Post responses using appropriate online etiquette</p> <p>2.3 Examine group posts and construct response</p> <p>2.4 Acknowledge contributions of others using appropriate techniques</p>

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| | 2.5 | Resolve emerging issues with group members as required |
| 3. Evaluate effectiveness of online participation | 3.1 | Establish <i>purpose of evaluation</i> |
| | 3.2 | Use reflective processes to determine strengths and weaknesses of online contributions |
| | 3.3 | Access support of others in evaluation of online contributions and activities |
| | 3.4 | Use evaluation outcomes to improve contributions to online activities |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Required Skills:

- Communication skills to:
 - respond in online discussion
 - ask for and give feedback
 - use online tools to communicate effectively with group members
- Technology skills to
 - access and use features of online platforms
 - access and use online communications tools
- Digital literacy skills to:
 - compose and respond to online posts
 - prepare questions and answers for online activity
 - use online platforms to complete group activities
- Problem solving skills to
 - determine appropriate language for participation in online interaction
 - deal with possible break downs in online group activity
 - use reflective processes to evaluate online learning
 - seek assistance as required
 - prioritise activities and meet deadlines

Required Knowledge:

- online discussion protocols and etiquette
- privacy and security principles when engaging in online learning
- common online communication tools

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 in the Performance Criteria is detailed below.

Criteria may include:

- how many times to post
- how long each post should be
- appropriate language to use
- expectations of each participant in responding to online content of peers

Online activity may include:

- responding to scenarios
- discussing research findings
- responding to questions
- debates
- responding to case studies
- brainstorming
- group assignment
- solving problems

Communication tools may include:

- e-mail
- blog
- using a wiki
- online discussion group
- discussion forum
- message board
- asynchronous discussion boards
- synchronous chat
- instant messaging

Potential issues may include:

- group dynamics
- levels of participation
- miscommunication amongst group members
- lack of feedback
- disagreement amongst group members

Group protocols may include:

- meeting schedules and time frames
- responsibilities of group members
- providing feedback

- coming to group consensus
- acknowledging communication received or read

Online etiquette may include:

- avoiding personal language, keeping to the academic task
- respecting views of others, for example avoiding language that may come across as strong or offensive
- disagreeing politely
- using language of internet communication appropriate to academic context for example, avoiding use of emoticons, abbreviations used in casual communication
- writing to a point and staying on topic
- brevity
- taking care to read other's posts carefully before responding
- reviewing own post, including spelling, punctuation before sending / posting
- considering the privacy of others for example not sending personal information via online discussions
- avoiding inappropriate material, not forwarding jokes, chain letters, unimportant information to group
- avoiding plagiarism

Purpose of evaluation may include:

- feedback to teacher
- collaborative evaluation of online activities as effective learning tools
- peer evaluation
- examination of own online learning experience
- evidence for formal assessment

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- plan and participate in collaborative online learning activities according to group protocols and online etiquette
- review effectiveness of online participation

Context of and specific resources for assessment

Assessment must ensure access to:

- relevant online platforms and tools
- access to peer participants

Method(s) of assessment

The following assessment methods are suggested for this unit:

- direct observation of participation in online group activity
- evaluation of online posts and responses
- review of peer evaluations
- questioning to assess knowledge of online group protocols and etiquette