22313VIC Certificate IV in Tertiary Preparation

This course has been accredited under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006.

Accredited for the period: 1 July 2016 to 30 June 2021

Section A: Copyright and course classification information

1.	**Copyright owner of the course**	Department of Education and Training
2.	**Address**	Department of Education and Training Higher Education and Skills Group Executive Director TAFE and ACFE Governance Division Participation, Practice & Development GPO Box 4367 Melbourne 3001 **Organisational Contact:** Verna Kearney Adult Community and Further Education (ACFE) Board kearney.verna.l@edumail.vic.gov.au **Day to Day Contact:** Curriculum Maintenance Manager – Service Industries, General Studies & Further Education Victoria University Phone: (03) 9919 5300 / 5302 email: sicmm.generalstudies@vu.edu.au
3.	**Type of submission**	The course is submitted for reaccreditation. The 22313VIC Certificate IV in Tertiary Preparation replaces and is equivalent to the 22182VIC Certificate IV in Tertiary Preparation

4.	**Copyright acknowledgement**	Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov at www.training.gov.au
		
		© Commonwealth of Australia
		
		• BSB Business Services Training Package
		
		   – BSBPMG522 Undertake project work
		   – BSBCMM401 Make a presentation
		   – BSBITU404 Produce complex desktop published documents
		   – BSBITU304 Produce spreadsheets
		
		• MEM05 Metal and Engineering Training Package
		
		   – MEM23007A Apply calculus to engineering tasks
		   – MEM23004A Apply technical mathematics
		   – MEM30012A Apply mathematical techniques in a manufacturing, engineering or related environment

		– MEM23005A Apply statistics and probability techniques to engineering tasks
		• PSP Public Sector Training Package
		– PSPGEN027 Gather and analyse information
		Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the Victorian Department of Education and Training website at:
		http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx 2
		• 22219VIC Certificate III in Science
		– VU21058 Use a range of techniques to solve mathematical problems
		• 22220VIC Certificate IV in Science
		– VU20934 Apply mathematical techniques to scientific contexts
		– VU21081 Work mathematically with statistics and calculus
		• 22258VIC Certificate IV in EAL (Further Study)
		– VU21513 Use critical reading and writing skills for further study
		• 22187VIC Certificate IV in Liberal Arts
		– VU20746 Apply essential further study skills
		– VU20747 Research fields of study and enquiry
		• 22188VIC Diploma of Liberal Arts
		– VU20754 Participate in academic research
		– VU20758 Analyse literary texts and genres
		• 22238VIC Certificate III in General Education for Adults
		– VU21381 Create a range of highly complex texts for learning purposes
		– VU21385 Use formal mathematical concepts and techniques to analyse and solve problems
		– VU21383 Analyse and evaluate numerical and statistical information
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		Request for other use should be addressed to :
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		Higher Education and Skills Group
		Executive Director
		TAFE and ACFE Governance Division
		Participation, Practice & Development

		GPO Box 4367
		Melbourne
		3001
		Copies of this publication can be downloaded free of charge from the DET website at www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Training) 2016.
6. Course accrediting body	**Victorian Registration and Qualifications Authority**	
7. AVETMISS information	*ANZSCO code:* (Australian and New Zealand Standard Classification of Occupations)	GEN19 General Education - not occupationally specific
	ASCED code – 4 digit (Field of Education)	1201 General Education
	National course code 22313VIC	
8. Period of accreditation	1 July 2016 to 30 June 2021	

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	395 – 690

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. The purpose of the Certificate IV is to assist entry to VET and Higher Education courses 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. 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 however in undertaking this course, students 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	The Certificate IV in Tertiary Preparation was last reaccredited in 2011 specifically to provide an alternative pathway for adults returning to study.
	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 to Higher Education and VET by providing alternative entry pathways for underrepresented groups.
	The Certificate IV in Tertiary Preparation provides an opportunity for learners who have had limited access to education, training and employment to develop the necessary skills and knowledge to pathway into higher level VET courses and/or higher education studies. The course also enables mature age learners who have not engaged with education for a lengthy period, or who left school early to join the workforce, to develop the study skills to access higher level studies to increase their opportunity to gain employment.
	A research and consultation process was undertaken to identify the extent to which this course is currently used and whether there continues to be an established need for the course.
	Information to support the continuing need for the course was collected through a number of activities:
	• Analysis of enrolment figures for 2013 and 2014
	• Provider focus group

	• Student focus group
	• Student feedback provided via focus group and written feedback
	• Desktop review of literature and government policy
	• Review of further study skills across similar General Studies and Further Education courses:
	Learner groups
	Consultations identified that the type of students who enrol in the Certificate IV in Tertiary Preparation includes:
	• younger learners who have completed VCE but who did not obtain a high enough ATAR score to access higher education courses
	• mature aged learners who have been away from formal education for some time and wish to access higher education courses
	• students with English as an additional language who have completed VCE in Victoria but who did not obtain a high enough ATAR score
	• students who have completed an English as an Additional Language course but who require additional support as preparation for higher education
	• students who have completed year 12 or above in another country but who require additional support as preparation for higher education
	Learner group profiles have undergone some changes over the last few years. A higher percentage of learners enrolled in 2013 and 2014 had completed VCE or VCAL. Other learners had completed lower level qualifications at the Certificate II or III level.
	Feedback from a regional perspective emphasized the strong relationship between educational attainment and employment outcomes. Some regions have high unemployment rates for those aged 25 to 34 years who had completed Certificate I & II, but had not completed Year 12 (13.2%) and those who did not complete Year 12 without any further post school qualification (13.3%).(ABS, Census of Population and Housing, Usual Residence, 2011).
	Unemployment rates were considerably lower for those who had completed tertiary education at the Bachelor degree, Advanced Diploma and Diploma level. Employment outcomes were also better for those who had attained Certificate III or IV qualifications.
	Student feedback indicated strong support for the Certificate IV in Tertiary Preparation. Students identified a number of pathway destinations including:
	• Science
	• Engineering
	• Education
	• Science/zoology
	• Speech pathology

- Occupational therapy
- Medical science
- Nursing
- Oral health
- Students indicated that the Certificate IV in Tertiary Preparation provided them with the essential skills and knowledge to prepare them to participate in Higher Education degrees in a range of fields. Students indicated that the certificate enabled them to develop the following skills and knowledge:
- presentation skills for participation in higher education
- English language skills contextualised to the specific discipline
- academic writing skills for a range of disciplines
- time management in relation to deadlines
- exposure to the different learning culture in Australia
- referencing
- paraphrasing

The table below provides enrolment data for the Certificate IV in Tertiary Preparation between 2013 and 2014. An analysis of enrolment figures indicates that enrolments have generally remained steady between 2013 and 2014. All identified enrolments occur in TAFE Institutes where there are more opportunities of accessing pathways into VET or Higher Education.

Course Enrolments in 2013 and 2014		
Institution	2013	2014
RMIT	31	90
Wodonga TAFE	29	21
Victoria University	43	25
Total	103	136

This course supports government policy to increase participation in Higher Education as part of broader government workforce participation initiatives. These initiatives include a target that by 2020 20% of those in undergraduate programs will be from low SES backgrounds. This is supported by the Higher Education Participation and Partnerships programme. Government policy also aims to increase the proportion of 25-34 year olds with a Bachelor degree to 40% by 2025. The Certificate IV in Tertiary Preparation also supports the ACFE Board's focus on supporting Victorians who face significant barriers to increase their skills to enter the workforce or access further studies.

A number of 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 including higher level VET and Higher 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. Anecdotal evidence also supports the need for the course. Learner case studies document pathways into further studies for learners from diverse backgrounds who have undertaken the course. Student destination data including regional data indicates that learners are accessing a range of further study pathways after completing the Certificate IV in Tertiary Preparation.

A Skills and Knowledge Profile was developed following discussion with and advice from the PSC. The profile was then validated and used to guide the redevelopment of the curriculum.

The outcomes of this course are not developed through any other endorsed training package or accredited curriculum.

The reaccreditation was guided by a Project Steering Committee (PSC) comprising:

Pam Delly (Chair)   La Trobe Learning and Teaching, La Trobe University

Baia Tsakouridou   Tertiary Preparation Programs School of Education, RMIT

Stephen Dunn   Adult Learning Australia(ALA)

Judith McCann   RMIT Health Sciences

Kanchana Jayasuriya Lecturer, Academic Support & Development, Victoria University

Sue Bloye   Wodonga Institute of TAFE

References:

ACFE Board: Learn Local: Focusing on the Future (2015)

Australian Government, Department of Education and Training Higher Education Participation and Partnerships Programme (HEPPP) Accessed August 4th 2015

Benson R, Hewitt L, Heagney M, Devos A and Crosling G Diverse pathways into higher education: Using students' stories to identify transformative experiences: Australian Journal of Adult Learning Volume 50, Number 1, April 2010

Daniels, J 2012 Older mature-age students in Australian higher education: how are they getting on'? La Trobe University, Melbourne

Gale and Parker (2013), Widening Participation in Australian Higher Education Report submitted to HEFCE and OFFA Deakin University,

	Australia
3.2 Review for re-accreditation	The mid cycle review of the 22182VIC Certificate IV in Tertiary preparation was conducted in June 2014 by the Curriculum Maintenance Manager General Studies and Further Education on behalf of the copyright owner, the ACFE Board. 57 stakeholders from predominately Victorian TAFE Institutes were surveyed electronically and 5 responses were received. Stakeholders were asked to provide feedback on the following: • Do you think the curriculum is meeting the needs of your learners? • Are there any general changes you would like to suggest to the course? Please specify. The majority of these respondents indicated that the curriculum was meeting the needs of their learners with the following feedback noted for examination during future reaccreditation of the qualification: • revise packaging rules to enable more flexibility to create specific pathways • revise units to address duplication of outcomes and overlap between units. The 22313VIC Certificate IV in Tertiary Preparation replaces and is equivalent to the 22182VIC Certificate IV in Tertiary Preparation The following table identifies the relationship between units from the 22313VIC Certificate IV in Tertiary Preparation with units from 22182VIC Certificate IV in Tertiary Preparation

Units from 22182VIC Certificate IV in Tertiary preparation		22313VIC Certificate IV in Tertiary preparation		Relationship
VU20760	Set study goals and plan education pathway	VU21864	Set study goals and plan education pathway	Not equivalent Additional elements added (1 and 4) about transition to tertiary study. Element 3 has been refocused on course entry requirements rather than explicitly on writing impact statements.
VU20761	Prepare for tertiary reading and writing	VU21865	Prepare for tertiary reading and writing	Equivalent
VU20762	Communicate verbally in a further study context	VU21866	Communicate verbally in a further study context	Equivalent
VU20763	Participate in collaborative learning	VU21867	Participate in collaborative learning	Equivalent
VU20764	Conduct online research for further study	VU21868	Conduct online research for further study	Equivalent
VU20765	Prepare a portfolio and application	VU21869	Prepare a portfolio and application	Equivalent
VU20766	Participate in online collaborative learning	VU21870	Participate in online collaborative learning	Equivalent
VU21058	Use a range of techniques to solve mathematical problems	VU21058	Use a range of techniques to solve mathematical problems	Equivalent
VU21513	Use critical reading and writing skills for further study	VU21513	Use critical reading and writing skills for further study	Equivalent
VU20746	Apply essential further study skills	VU20746	Apply essential further study skills	Equivalent
CUVPRP404A	Develop self as artist		Deleted	No equivalent unit included
CUVDRA301A	Produce drawings		Deleted	No equivalent unit included
CUVPAI301A	Produce paintings		Deleted	No equivalent unit included
CUVPHI520A	Produce an innovative presentation of professional work		Deleted	No equivalent unit included

Units from 22182VIC Certificate IV in Tertiary preparation		22313VIC Certificate IV in Tertiary preparation		Relationship
TLIE4013A	Apply workplace statistics		Deleted	No equivalent unit included
PSPGOV406B	Gather and analyse information	PSPGEN027	Gather and analyse information	Equivalent
BSBPMG522A	Undertake project work	BSBPMG522	Undertake project work	Equivalent
BSBCMM401A	Make a presentation	BSBCMM401	Make a presentation	Equivalent
BSBITU404A	Produce complex desktop published documents	BSBITU404	Produce complex desktop published documents	Equivalent
BSBITU304A	Produce spreadsheets	BSBITU304	Produce spreadsheets	Equivalent
		VU21381	Create a range of highly complex texts for learning purposes	Newly imported unit
		VU21385	Use formal mathematical concepts and techniques to analyse and solve problems	Newly imported unit
		VU21383	Analyse and evaluate numerical and statistical information	Newly imported unit
		VU21081	Work mathematically with statistics and calculus	Newly imported unit
		MEM23007A	Apply calculus to engineering tasks	Newly imported unit
		MEM30012A	Apply mathematical techniques in a manufacturing, engineering or related environment (prereq for MEM23007A)	Newly imported unit
		MEM23004A	Apply technical mathematics (Prereq for MEM23007A)	Newly imported unit
		MEM23005A	Apply statistics and probability techniques to engineering tasks	Newly imported unit

Units from 22182VIC Certificate IV in Tertiary preparation		22313VIC Certificate IV in Tertiary preparation		Relationship
		VU20747	Research fields of study and enquiry	Newly imported unit
		VU20754	Participate in academic research	Newly imported unit
		VU20758	Analyse literary texts and genres	Newly imported unit

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
4.1 Qualification level	*Standards 1, 2 and 3 AQTF Standards for Accredited Courses*

The following broad outcomes apply at Australian Qualifications Framework (AQF) level 4:

- Certificate IV outcomes focus on the development of specialised knowledge and skills in varied contexts to undertake a pathway for further learning or study. Graduates will have developed broad factual, theoretical and practical knowledge and skills based on specific areas of academic study and learning.

- Cognitive and technical skills and knowledge are applied to identify, analyse, compare and act on information from a range of sources, to complete routine and non routine tasks. This includes applying cognitive and technical skills to find solutions for predictable and unpredictable problems and take responsibility for own learning.

Knowledge

Developing and applying knowledge to complete academic verbal and written study tasks such as developing knowledge of the features and structures of academic writing and discourse patterns and protocols for conducting academic research.

Skills

Graduates of a Certificate IV will apply:

- cognitive skills to identify, analyse, compare and act on information from a range of sources as in assessing the suitability of research material from a variety of sources to develop critical thinking and referencing skills to complete academic reading and writing tasks

- cognitive, technical and communications skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems through study option pathway planning, application of critical thinking in academic tasks and research and applying verbal communication skills to academic projects

- specialist technical skills to complete routine and non-routine tasks and functions such as using technology to engage in online

	research to locate credible sources of information
	• communication skills to guide activities and provide technical advice in the area of work and learning such as engaging in collaborative learning and using verbal and written communication skills in a variety of academic contexts to present research
	Application of Skills and Knowledge
	Graduates of a Certificate IV will demonstrate the application of knowledge and skills:
	• to specialized tasks or functions in known or changing contexts such as analysing and synthesizing academic texts
	• with responsibility for own functions and outputs, and may have limited responsibility for organisation of others such as setting study goals, planning and reviewing a study pathway in a selected tertiary field and working independently on academic tasks
	The volume of learning for this qualification is typically between 0.5 and 2 years and incorporates:
	• structured activities to develop academic reading and writing skills such as developing analytical and critical thinking skills to complete academic tasks
	• unstructured activities such as conducting online academic research to analyse and evaluate sources for study tasks
4.2 Employability skills	*Standard 4 AQTF Standards for Accredited Courses*
	The following summary reflects the Employability Skills required for the 22313VIC Certificate IV in Tertiary Preparation
	• Communication skills to:
	– interact with support personnel, peers and networks
	– seek feedback from peers and teachers on study plans and tasks
	– discuss academic tasks with peers
	– convey and receive information in tutorials
	– make formal presentations
	– participate in group discussions
	– engage in online learning such as online lectures
	• Literacy skills to:
	– locate and use relevant information related to study goals
	– summarise ideas and information
	– collect and organise information
	– critically read and analyse academic information and questions
	– use paraphrasing
	– analyse questions
	– apply academic conventions to cite references
	• Planning and organising skills to:
	– match course outcomes to long term study goals

		– design a study pathway plan
		– evaluate study pathway
		– use planning tools to manage own learning
		
		• Problem solving skills to:
		  – assess the reliability of online information
		  – access 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 to evaluate readings/academic texts to develop and support a position / argument / findings
		
		• Self management skills to:
		  – undertake self directed, independent active learning
		  – apply reflective practice to own learning
		
		• Technology skills to:
		  – access online information related to study goals and pathways
		  – locate academic sources in a data base
		  – manage online information related to study goals and pathways
		
		• Teamwork skills to:
		  – undertake collaborative learning with peers
		  – seek and act on feedback from peers
		  – give feedback to peers
		  – participate in a group activity
		
		• Initiative and enterprise skills to:
		  − work independently on study tasks
		  − take a leading role in group activity

4.3	**Recognition given to the course (if applicable)**	*Standard 5 AQTF Standards for Accredited Courses* Not applicable
4.4	**Licensing/ regulatory requirements (if applicable)**	*Standard 5 AQTF Standards for Accredited Courses* *Not applicable*
5.	**Course rules**	Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses

5.1 Course structure

To be eligible for the award of 22313VIC Certificate IV in Tertiary Preparation learners must successfully complete a total of 10 units comprising:

- 5 core units
- 5 elective units which may be selected from:
  - elective units listed below
  - units first packaged in any other endorsed training package or accredited curriculum.

Note: units imported from endorsed training packages or other accredited curricula must:

- reflect the needs of the learner
- reflect the integrity of the AQF level of this qualification
- support the intent of this qualification.

Where the qualification is not completed, a Statement of Attainment will be issued for any completed units.

Unit of competency/ module code	Field of Education code	Unit of competency/ module title	Nominal hours
Core units			
VU21864	120199	Set study goals and plan education pathway	50
VU21865	120199	Prepare for tertiary reading and writing	80
VU21866	120199	Communicate verbally in a further study context	40
VU21867	120199	Participate in collaborative learning	30
VU21868	120199	Conduct online research for further study	40
Electives			
VU21869	120199	Prepare a portfolio and application	40
VU21870	120199	Participate in online collaborative learning	30
VU21058	120183	Use a range of techniques to solve mathematical problems	110
VU21513	120103	Use critical reading and writing skills for further study	40
VU20746	120105	Apply essential further study skills	90
PSPGEN027	N/A	Gather and analyse information	30
BSBPMG522	N/A	Undertake project work	60
BSBCMM401	N/A	Make a presentation	30
BSBITU404	N/A	Produce complex desktop published documents	50
BSBITU304	N/A	Produce spreadsheets	35

VU21381	120103	Create a range of highly complex texts for learning purposes	30
VU21385	120103	Use formal mathematical concepts and techniques to analyse and solve problems	50
VU21383	120103	Analyse and evaluate numerical and statistical information	50
VU21081	010101	Work mathematically with statistics and calculus	50
VU20934	010199	Apply mathematical techniques to scientific contexts	70
MEM23007A	N/A	Apply calculus to engineering tasks	80
MEM23004A	N/A	Apply technical mathematics (Prerequisite for MEM23007A)	80
MEM30012A	N/A	Apply mathematical techniques in a manufacturing, engineering or related environment	40
MEM23005A	N/A	Apply statistics and probability techniques to engineering tasks	40
VU20747	120105	Research fields of study and enquiry	40
VU20754	120105	Participate in academic research	80
VU20758	120199	Analyse literary texts and genres	90
		Nominal duration	395 – 690

5.2 Entry requirements	*Standard 9 AQTF Standards for Accredited Courses*
	There are no entry requirements for the 22313VIC Certificate IV in Tertiary Preparation.
	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 from https://www.education.gov.au/download-acsf
	Learners enrolling in the 22313VIC 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. Indicators of ACSF Level 3 include the ability to:
	• select and apply a range of reading strategies to integrate and interpret information in texts and draw simple inferences
	• produce a range of familiar text types communicating relationships between ideas and information
	• select and use appropriate strategies to establish and maintain spoken communication in formal and informal contexts
	• select and interpret mathematical information that may be partly embedded in less familiar texts
	Training providers delivering the 22313VIC Certificate IV in Tertiary Preparation should ensure that appropriate support is provided for participants who require specific language, literacy and numeracy skills development.
6. Assessment	Standards 10 and 12 AQTF Standards for Accredited Courses
6.1 Assessment strategy	*Standard 10 AQTF Standards for Accredited Courses*
	All assessment will be consistent with the AQTF Essential Conditions and Standards for Initial/Continuing Registration Standards 1.2/1.5.
	or
	Standard 1: Clauses 1.1 and 1.8 of the Standards for Registered Training Organisations (SRTOs) 2015
	See
	http://www.asqa.gov.au/about/australias-vet-sector/standards-for-registered-training-organisations-(rtos)-2015.html
	The assessment strategy should include a variety of assessment methods and evidence gathering techniques
	Wherever possible an integrated approach to assessment should be used to:
	• 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.
	Assessment methods may include:
	• evaluation of written reports
	• evaluation of case studies
	• evaluation of verbal presentation
	• evaluation of e-portfolio
	• questioning to confirm required knowledge
	• observation and third party reports
	Appropriate assessment methods are suggested in each unit.
	Units of competency imported from accredited curriculum or endorsed training packages must reflect the assessment requirements specified in the accredited curriculum or endorsed training package
6.2 Assessor competencies	*Standard 12 AQTF Standards for Accredited Courses*
	Assessor competencies for this course are consistent with the requirements of the AQTF Standards for Registration Standard 1.4 that require trainers and assessors to:
	• have the training and assessment competencies determined by the National Skills Standards Council (NSSC) or its successors,
	• have the relevant vocational competencies at least to the level being delivered or assessed, and;
	• continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services.
	See AQTF User guides to the Essential Conditions and Standards for Initial/Continuing Registration.
	or
	Standard 1: Clauses 1.13, 1.14, 1.15, 1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015
	Requirements to assess the Certificate IV in Tertiary Preparation
	In meeting the AQTF Standards or the SRTOs 2015, relevant vocational competency refers to demonstrable knowledge of the academic learning environment and academic reading, writing and research skills.
	Units of competency imported from accredited curriculum or endorsed training packages must reflect the requirements for assessors specified in the accredited curriculum or endorsed training package.

7. Delivery	Standards 11 and 12 AQTF Standards for Accredited Courses
7.1 Delivery modes	*Standard 11 AQTF Standards for Accredited Courses* The skills of learners in the 22313VIC 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, should recognise the varying learning needs, educational backgrounds and constraints of the individual learner.
7.2 Resources	*Standard 12 AQTF Standards for Accredited Courses* Resources include teachers/trainers who meet the Australian Quality Training Framework Essential Conditions and Standards for Initial / Continuing Registration Standard 1.4. or Standard 1: Clauses 1.13.1.14,1.15,1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015 **Requirements to deliver the Certificate IV in Tertiary Preparation** In meeting the AQTF Standards or the STROs 2015 relevant vocational competency refers to demonstrable knowledge of the academic learning environment and academic reading, writing and research skills. Units of competency imported from accredited curriculum or endorsed training packages must reflect the requirements for trainers specified in the accredited curriculum or endorsed training package.
8. Pathways and articulation	Standard 8 AQTF Standards for Accredited Courses
	There are no formal articulation arrangements in place, however the course is designed to provide a pathway into VET qualifications and undergraduate higher education courses by developing the study skills and attributes required to participate effectively in learning within such qualifications. A range of potential pathways are possible when Training Package or accredited curriculum units of competency 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.

9. **Ongoing monitoring and evaluation**	Standard 13 AQTF Standards for Accredited Courses
	The Curriculum Maintenance Manager,General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification. 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:
	• any changes required to meet emerging or developing needs
	• changes to any units of competency from nationally endorsed training packages or accredited curricula. Any significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the VRQA.

Section C Units of Competency

Unit Code	**VU21864**
Unit Title	**Set study goals and plan education pathway**
Unit Descriptor	This unit describes the required skills and knowledge to research, 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 appropriate choices.

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Access information for tertiary study	1.1	Investigate **sources of information** to support transition to tertiary study
	1.2	Identify opportunities to participate in activities to support transition to further study
	1.3	Research available support services and their role
	1.4	Investigate **factors which may impact on transition to tertiary education** and strategies to address these
2 Research a selected field of study to establish eligibility	2.1	Identify and access **appropriate resources** and select relevant information about study options
	2.2	Analyse information about options
	2.3	Select **field of study** from range of options
	2.4	Rank study options
3 Examine course requirements for selected field of study	3.1	Examine **entry requirements** from a range of institutions
	3.2	**Review personal circumstances, skills and achievements** against entry requirements
	3.3	Review own educational history and current skills

		3.4	Identify *options for direct application* for selected courses at institutions of interest
		3.5	Analyse *course specific requirements* for direct entry
4	Investigate responsibilities as a tertiary education student	4.1	Research *academic expectations* for tertiary study
		4.2	Investigate *strategies for time and task management*
		4.3	Apply strategies for time and task management
		4.4	Investigate strategies to develop independent learning
		4.5	Apply strategies to develop independent learning
5	Design and implement a study pathway plan	5.1	Research and select preferred study option according to own goals
		5.2	Use selected study option to plan study pathway
		5.3	Establish a *timeline of priorities and activities* according to required deadlines
		5.4	Gather and document *required documentation for study pathway* and arrange to complete *additional requirements* where necessary
		5.5	Complete activities according to plan
		5.6	*Review study pathway with others* and make necessary adjustments to plan
6	Present study pathway plan and evaluate progress towards achievement	6.1	Select *presentation format and parameters*
		6.2	Gather supporting *artefacts and information*
		6.3	Develop *strategy for collaborative evaluation* of the study pathway plan
		6.4	Conduct presentation and collaborative review of presentation and study plan

Required Knowledge and Skills

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

Required Knowledge:

- features of relevant higher education institutions including course and entry requirements, general course application procedures and support for student transition

- sources of information to support student transition

- purpose of and key areas covered in transition activities

- benefits of participating in transition activities

- personally relevant tertiary education course outcomes

- Tertiary Admissions Centres, such as Victorian Tertiary Admissions Centre (VTAC); Special Entry Access Schemes (SEAS)

- potential vocational pathways to preferred higher education courses

Required Skills:

- literacy skills to
  - locate and interpret study information and entry requirements in online and paper based texts
  - interpret and respond to information about course application processes
  - access and interpret information about transition to tertiary study

- technology skills to
  - access online transition and study information
  - record and manage information online such as pathway diagrams, e-portfolios

- planning and organising skills to:
  - summarise ideas and information
  - collect and organise information
  - design a study pathway plan
  - meet deadlines and obligations

- problem solving skills to
  - locate and select relevant study information
  - locate and approach relevant personnel such as careers advisors
  - prepare documentation according to course application requirements
  - match course outcomes to long term goals for future employment or study pathways

- communication skills to
  - seek feedback and review study plan
  - access support services

- self-management skills to plan an individual study pathway and establish and manage study priorities

- team work skills to collaborate on review

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

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

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

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

Review personal circumstances, skills and achievements may include:	- researching any additional skills requirements of learning options - personal circumstances - educational, financial social or medical barriers to accessing education pathways - 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	- supplementary information

may include:	• going to an interview, audition, information session and/or workshop
	• submitting a folio
	• undertaking a test
	• application timelines

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 tutorials
	• 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

Timeline of priorities and activities may include:	• short and long term goals on a timeline related to dates due 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 and additional requirements 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
Presentation format may include:	• formal presentation with PowerPoint,
	• interview / panel
	• group discussion
Parameters may include:	• time limit
	• collaborative or solo presentation
	• scheduling / date(s)
Artefacts and information may include:	• CV
	• certificates
	• portfolio pieces
	• documents
	• samples
	• third party reports, references
	• personal philosophy
Strategy for collaborative evaluation may include:	• peer evaluation
	• asking for feedback from careers advisers, other support persons
	• filling in observation sheet
	• post presentation discussion
	• recording session and conducting post review

Evidence Guide

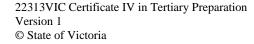The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence	Assessment must confirm the ability to:
	• source and investigate information available to

required to demonstrate competency in this unit	support student transition to tertiary education

- use information including that about student support services to investigate responsibilities as a learner including:
  - task and time management
  - independent learning
- use information available to investigate strategies to address potential barriers to transition to tertiary education
- research pathway options
- assess eligibility and make course selection
- research application procedures using support as required
- present and review 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
- access to careers information and advice
- access to online resources

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- verbal questioning about transition information and activities available to students transitioning to tertiary education
  - academic expectations for participation in tertiary study
  - strategies to develop independent learning
- evaluation of documented pathway and supporting documents
- review of reflective journal, notes from open days, career interviews
- evaluation of presentation

Unit Code	**VU21865**
Unit Title	**Prepare for tertiary reading and writing**
Unit Descriptor	This unit describes the skills and knowledge to prepare to undertake entry level study at a tertiary level. It addresses the basic skills of tertiary study in analysis and critical thinking, research, and academic writing.
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. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Apply analytical and critical thinking skills to respond to study tasks	1.1	Determine the purpose and audience for the ***task***
	1.2	Identify ***key terms and concepts***
	1.3	Determine ***types of input*** needed to complete the task
	1.4	Analyse concepts using ***critical thinking skills***
	1.5	Consider advice from ***others*** in determining response to the task
	1.6	Research academic support services available to students
2 Synthesise information from a variety of sources for academic purposes	2.1	Determine information needs
	2.2	Access resources from a ***variety of sources***
	2.3	***Evaluate*** and sort sources taking into account reliability and relevance
	2.4	Summarise and record relevant information
	2.5	Record sources of information
3 Produce written	3.1	Analyse ***task requirements and assessment criteria***

responses to academic tasks		and plan response
	3.2	Identify the features and language of ***academic writing style*** required
	3.3	Construct coherent response ***integrating sources*** effectively to meet task requirements
	3.4	Review writing with others and adjust accordingly
	3.5	Revise final draft for logic, relevance, structure, and effective use of sources according to assessment criteria
	3.6	Proof read and edit final draft to meet task requirements
4 Reference sources effectively using appropriate conventions	4.1	Select appropriate ***system of referencing***
	4.2	Accurately record reference information for each citation
	4.3	Use conventions and word processing formatting appropriately
	4.4	Proof read for accuracy

Required Knowledge and Skills

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

Required Knowledge:

- strategies for time and task management to manage academic tasks
- strategies to develop independent learning skills
- sources of academic support to complete 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 texts – purpose, types and genre / discourse patterns for the relevant discipline which could be any one or combination of the following:
    - essay
    - report
    - examination responses
    - deductive and inductive
    - description v analysis
    - abstract, synopsis
- features of academic writing such as:

- position v opinion
- language of academic writing
- 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
- how to revise and edit text

- commonly used referencing systems and their application to a range of academic sources such as:
  - how to acknowledge electronic (web based material, e-books) and non print sources
  - how to acknowledge books
  - how to acknowledge journal articles
  - 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

Required Skills:

- analytical and critical skills to:
  - effectively analyse questions
  - understand assessment requirements
  - brainstorm
  - reason from evidence
  - determine reliability of information
  - provide evidence to support ideas
  - reflect on lectures / tutorials / readings / research

- communication skills to:
  - take effective notes from lectures
  - discuss topics with peers
  - ask and answer questions about topics
  - request clarification and advice from lecturers

- literacy skills to:
  - locate sources in a database
  - conduct research and take effective notes
  - synthesise notes and paraphrase
  - analyse questions
  - construct written responses appropriate to context and requirements using conventions of

academic writing
- − edit and proof read
- − integrate sources effectively
- numeracy skills to analyse and use numerically presented data to inform tertiary writing
- problem solving skills to:
  - − negotiate and manage academic activities
  - − work out answers to complex questions
  - − determine purpose and audience
  - − sort notes and ideas from sources
  - − devise strategies to research and understand a topic
  - − follow up resources and ask questions
  - − use models to support learning
  - − meet layout and presentation requirements in academic context
  - − identify and evaluate problems and solutions in relation the study task
  - − seek assistance and request feedback
  - − select and apply strategies to develop independent learning skills
- planning and organising skills to manage tasks, workload and deadlines
- technology skills to:
  - − access library data bases,
  - − word process essays / reports
  - − manage resources and store research
  - − format a reference list
  - − use email to communicate with lecturers and seek advice

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 techniques
	• tutorial preparation

Key terms and concepts may include:	
	• academic terms such as task instructions
	• academic content such as concepts, key questions
	• main ideas

Types of input may include:	• notes from lectures
	• tutorial 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
	• determining type of response required
Others may include:	• peers
	• lecturers and tutors
	• mentors
Variety of sources may include:	• library books and journals
	• lecture notes
	• online resources, e.g. journal articles
	• interview questions
	• field notes
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

Task requirements and assessment criteria 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
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 Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to:
	• apply critical thinking and analysis in response to academic tasks
	• synthesise information from a range of sources using correct referencing
	• write responses to academic tasks using appropriate

writing style

- accurately integrate and reference sources into academic writing

- apply strategies for task and time management and independent learning

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 suggested assessment methods are suitable 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 and time management skills to study tasks

Unit Code	**VU21866**
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. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Use verbal communication skills in tutorials	1.1 Determine the ***participation requirements*** and topic of the tutorial
	1.2 ***Allocate tasks*** with others as required
	1.3 Complete required preparation for tutorial
	1.4 Apply tutorial participation ***techniques*** to discuss academic topics
	1.5 Apply ***critical thinking*** in response to questions
	1.6 Ask questions of others to further explore topic
2 Apply verbal communication skills to academic projects	2.1 Determine the ***communication requirements*** of the project
	2.2 Prepare questions / prompts and supporting documentation
	2.3 Check appropriateness of questions with others
	2.4 Apply communication requirements to complete the project
	2.5 ***Evaluate*** the effectiveness of the activity 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 Knowledge and Skills

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

Required Knowledge:

- academic communication skills to participate in tutorials and projects and make presentations
- protocols for academic tutorials
- privacy requirements in relation to telephone and interviews for academic research purposes
- what constitutes plagiarism and the consequences of submitting plagiarised work
- language and style of academic presentations to plan and make presentations

Required Skills:

- communications skills to:
  - negotiate requirements in academic tasks and activities
  - present a point of view and listen and respond to others
  - participate in tutorials 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 tutorial papers, research information, prepare presentation material
- problem solving skills to:
  - analyse task requirements including time and task management
  - determine structure and response to academic tasks
  - find models
  - deal with communication breakdowns
  - manage collaborative tasks
  - develop contingency plans

- seek assistance when needed
- evaluate effectiveness of activities undertaken
- select and apply strategies to develop independent learning
- team work skills to allocate tasks and conduct peer evaluation activities
- planning and organising skills to prioritise and manage tasks

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 presentation of a topic
- weekly tutorial questions and readings
- questioning and feedback
- group and pair work
- communications strategy with tutor and peers, e.g. email protocols, privacy requirements

Allocate tasks may include:
- negotiating suitable times
- volunteering to take a role
- appointing a leader
- appointing a note taker

Techniques may include:
- active listening
- evaluating what is being said
- thinking of questions as you listen
- taking notes
- participation techniques such as:
  - agreeing with what someone has said
  - 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
  - disagreeing with a point

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

Communication requirements
may include:

- allocation of tasks and responsibilities
- presentation by group members
- pair activities and reporting back to group
- interview or survey with selected subjects
- sourcing information outside the classroom from experts
- locating and requesting information
- written supporting documents such as questions, report findings, PowerPoint slides
- using questions and prompts effectively

Evaluate may include:

- peer feedback using feedback sheet
- tutor feedback using assessment criteria
- discussion

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

Supports may include:
- visual aids
- demonstrations

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 Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to:

Assessment must confirm the ability to:
- use a range of communication strategies to participate effectively in tutorial discussions
- prepare content for communication activities in academic contexts
- use academic communication skills in collaborative projects
- deliver a formal presentation effectively and review its effectiveness
- apply strategies for task and time management and independent learning

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 suggested assessment methods are suitable for this unit:
- evaluation of tutorial participation over a period of time
- review of study journal notes and self-evaluation (online or paper based)
- evaluation of communication in group project
- observation of performance in giving a presentation
- review of supporting documentation and supports
- evaluation of peer review
- observation of the learner applying independent learning and time management skills to study tasks

Unit Code	**VU21867**
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 in group activities, peer evaluation and discussion.
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. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Plan group work to complete an academic task	1.1	Devise a contract or agreed procedures for the *activity*
	1.2	Apply *collaborative techniques* to analyse task requirements
	1.3	*Allocate* roles and responsibilities
	1.4	Produce a timeline for stages of completion
	1.5	Establish *group work protocols*
2 Conduct group activity	2.1	Carry out allocated individual tasks according to plan
	2.2	Complete collaborative tasks
	2.3	Evaluate group activity using agreed criteria
3 Conduct peer evaluation	3.1	Determine the purpose of conducting peer evaluation
	3.2	Determine criteria for conducting peer evaluation
	3.3	Agree to protocols for feedback
	3.4	Provide feedback to other participants
	3.5	Provide response to peer evaluation

Required Knowledge and Skills

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

Required Knowledge:

- planning tools to complete a task
- peer evaluation protocols to conduct peer evaluation
- privacy principles related to group tasks

Required Skills:

- Communication skills to:
  - participate in group activities
  - develop planning tools
  - ask for and give feedback verbally
  - respond in discussion
- Literacy skills to:
  - prepare questions and answers for group activities
- Critical thinking skills to:
  - develop strategies and tasks in collaborative activities
  - respond to group tasks
  - use reflective processes to evaluate learning
- Problem solving skills to
  - determine appropriate language to use to meet the purpose
  - deal with possible break downs in group activity
  - seek assistance as required
  - prioritise activities and work to agreed timelines

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.

Activity may include:	• field investigation and report
	• survey / questionnaire data collection, analysis and presentation
	• investigative report
	• peer evaluation
	• feedback on presentation
	• tutorial paper
	• group project, e.g. 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
  - possible lines of thought, research or argument
  - 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
- rewording questions
- problem solving
- supporting others
- agreeing on a communication strategy in tutorial and outside class
- team based learning
- peer assisted study sessions

Allocate may include:

- consideration of learning styles
- matching roles to learner strengths and preferences
- mutual agreement
- volunteering
- work load balance

Group work protocols may include:

- features of a successful activity
- acceptable and unacceptable behaviour
- improvement guidelines
- evaluation process
- predetermined questions
- roles of peers
- criteria to be followed
- language to use in giving negative feedback
- constructive feedback techniques

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 Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to:
	• complete academic tasks in collaboration with others
	• participate in a peer evaluation
	• observe and use collaborative protocols to complete tasks
	• apply strategies for task and time management

Context of and specific resources for assessment	Assessment must ensure access to:
	• peers for collaborative activity

Method(s) of assessment	The following suggested assessment methods are suitable for this unit:
	• direct observation of group collaboration
	• evaluation of online posts
	• review of third party reports
	• evaluation of peer evaluations

Unit Code	**VU21868**
Unit Title	**Conduct online research for further study**
Unit Descriptor	This unit describes the skills and knowledge to gather, critically analyse, organise and present 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. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for online research	1.1 Access online web search tutorials to gather effective search techniques
	1.2 Identify ***search engines and databases*** relevant to research needs in consultation with ***expert personnel***
	1.3 Determine ***method and process for collecting and recording information*** gathered with ***others*** if required
2 Research information	2.1 Determine purpose and scope of the research according to requirements and clarify with others if required
	2.2 Identify key words and phrases for the search according to appropriate techniques
	2.3 Access a range of websites and databases using relevant search engines
3 Analyse information	3.1 ***Critically examine*** material for relevance and suitability
	3.2 Identify references from texts to follow up in further search
	3.3 Gather, ***organise and manage information*** in a format suitable for analysis and interpretation

Required Knowledge and Skills

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

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

Required Skills:

- critical thinking skills to analyse relevant websites
- technology skills to access, manage and store information for research purposes
- problem solving skills to deal with information that is contradictory, ambiguous, inadequate and to find alternative sources of information in further searches.
- communication skills to access support and advice when required
- self management skills to manage volume of information and prioritise reading

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.

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

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 Accreditation Submission.

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

Assessment must confirm the ability to:
- critically use internet online information for research purposes
- analyse and manage material 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 suggested assessment methods are suitable for this unit:

- observation of online research
- evaluation of third party report
- portfolio of research information
- questioning to establish required knowledge of online search techniques

Unit Code	**VU21869**
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. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Analyse portfolio requirements	1.1 Analyse and confirm selection criteria for proposed course of study and any special entry requirements where relevant
	1.2 Determine timeline and arrangements for application and portfolio presentation with *others*
	1.3 Gather and select **supporting documentation**
	1.4 Identify Recognition of Prior Learning (RPL) assessment potential where appropriate
	1.5 *Appraise* own pieces of work or performances
	1.6 Select work appropriate to **selection criteria and requirements**
2 Construct a portfolio appropriate to identified purpose and criteria	2.1 Investigate and select from a range of **presentation options**
	2.2 Prepare portfolio in chosen presentation option
	2.3 Complete required *written documentation*
	2.4 Review portfolio with others and adjust where necessary prior to presentation
	2.5 Use knowledge of technical language and the field to prepare presentation according to requirements

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 Knowledge and Skills

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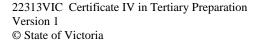
Required Knowledge:

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

Required Skills:

- Communication skills to:
    - negotiate with others
    - obtain RPL or other request information
    - seek advice from others, including experts
    - discuss review of portfolio
    - present portfolio in a formal interview
- problem solving skills to design a portfolio, select pieces, work to deadlines, work out responses to complex questions
- technical skills to collate a presentation and portfolio in selected media
- computer skills to prepare resources to support portfolio
- literacy skills to research and prepare written documentation
- initiative and enterprise to develop an individual portfolio to meet requirements

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.

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

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

Selection criteria and requirements may include:
- personal and educational information
- pre-selection application requirements such as written statement on aspirations
- set number of pieces
- specific topic or theme
- representative samples
- recent samples
- level of creative potential
- level of technical ability
- conceptual thinking skills

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
	• 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
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 per interview

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 Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate	Assessment must confirm the ability to:
• construct a portfolio containing all available learning

competency in this unit

records and a representative range of relevant student pieces according to set guidelines and timelines

- apply knowledge of the selected field and presentation options in preparing a suitable presentation

- 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 which 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 suggested assessment methods are suitable for this unit:

- observation of interview performance for portfolio presentation

- review of pieces in portfolio such as written and visual documentation

- oral questioning to assess knowledge of portfolio requirements such as selection criteria and rationale for selection of specific pieces

Unit Code	**VU21870**
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 and 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. Elements describe actions or outcomes that are demonstrable and assessable.	Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Prepare for online collaborative learning environment	1.1 Determine purpose, *criteria* and topic of *online activity*
	1.2 Access and use online learning technology to participate in activity according to criteria
	1.3 Prepare and document considered responses to online activity
2 Conduct collaborative online activity	2.1 Post responses using appropriate *online etiquette*
	2.2 Acknowledge contributions of others using appropriate techniques
3 Evaluate effectiveness of online participation	3.1 Establish *purpose of evaluation*
	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 and online activities

Required Knowledge and Skills

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

Required Knowledge:

- online discussion protocols and etiquette

- privacy principles when engaging in online learning

Required Skills:

- Communication skills to:
  - respond in online discussion
  - ask for and give feedback
  - use online tools such as email to communicate effectively

- Technology skills to
  - access and use features of Learning Management Systems for example Moodle or Blackboard
  - access and use online tools such as blogs and wikis,
  - send and reply to emails, SMS

- Literacy skills to:
  - compose online posts
  - prepare questions and answers

- Problem solving skills to
  - determine appropriate language to use to meet the purpose
  - 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

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:	- blog - using a wiki - online discussion group, discussion forum, message board, and online forum - online journal
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:	- review of online activity to determine most effective online activities
	- feedback to teacher
	- collaborative evaluation of online activities as effective learning tools
	- peer evaluation
	- self evaluation
	- 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 Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to:
	- participate in collaborative academic online environment
	- observe and use online communication protocols
	- review effectiveness of online participation

Context of and specific resources for assessment

Assessment must ensure access to:

- online Learning Management Systems
- access to peer participants

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of group collaboration
- evaluation of online posts
- review of third party reports
- review of peer evaluations