

## 22317VIC Certificate IV in Liberal Arts

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 January 2017 to 31 December 2021





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## Section A: Copyright and course classification information

1. Copyright owner of the course	Department of Education and Training
2. Address	<p>Department of Education and Training  Higher Education and Skills Group  Executive Director  TAFE and ACFE Governance Division  Participation, Practice &amp; Development  GPO Box 4367  Melbourne  3001</p> <p><b>Organisational Contact:</b>  Verna Kearney  Adult Community and Further Education (ACFE) Board  <a href="mailto:kearney.verna.l@edumail.vic.gov.au">kearney.verna.l@edumail.vic.gov.au</a></p> <p><b>Day to Day Contact:</b>  Curriculum Maintenance Manager – Service Industries, General Studies &amp; Further Education  Victoria University  Phone: (03) 9919 5300 / 5302  email: <a href="mailto:sicmm.generalstudies@vu.edu.au">sicmm.generalstudies@vu.edu.au</a></p>
3. Type of submission	Reaccreditation
4. Copyright acknowledgement	N/A
5. Licensing and franchise	<p>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.</p> <p>This work is licensed under a Creative Commons Attribution-NoDerivs 3.0 Australia licence (<a href="http://creativecommons.org/licenses/by-nd/3.0/au/">http://creativecommons.org/licenses/by-nd/3.0/au/</a>). You are free to use, copy and distribute to anyone in its original form as long as you attribute Department of Education and Training as the author and you license any derivative work you make available under the same licence.</p> <p>Request for other use should be addressed to :</p> <p>Department of Education and Training  Higher Education and Skills Group  Executive Director  TAFE and ACFE Governance Division  Participation, Practice &amp; Development</p>



	<p>GPO Box 4367 Melbourne 3001</p> <p>Copies of this publication can be downloaded free of charge from the DET website at <a href="http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx">www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx</a></p> <p>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.</p>
<b>6. Course accrediting body</b>	Victorian Registration and Qualifications Authority
<b>7. AVETMISS information</b>	<p><b>ANZSCO code</b> – 272499 Social professional not elsewhere classified</p> <p><b>ASCED Code</b> – 1201 General Education Programmes</p> <p><b>National course code</b></p> <p>22317VIC</p>
<b>8. Period of accreditation</b>	1 January 2017 to 31 December 2021

## Section B: Course information

<b>1. Nomenclature</b>		Standard 1 AQTF Standards for Accredited Courses
<b>1.1 Name of the qualification</b>	22317VIC Certificate IV in Liberal Arts	
<b>1.2 Nominal duration of the course</b>	570 – 670 hours	
<b>2. Vocational or educational outcomes</b>		Standard 1 AQTF Standards for Accredited Courses
<b>2.1 Purpose of the course</b>	<p>The Certificate IV in Liberal Arts provides an alternative pathway to access further study by developing study skills for effective participation in a tertiary learning environment.</p> <p>Although the content of the curriculum focuses on the humanities and social sciences, it enables students to develop broader skills in analysis, critical thinking, and communication which can be applied to a range of disciplines.</p>	
<b>3. Development of the course</b>		Standards 1 and 2 AQTF Standards for Accredited Courses
<b>3.1 Industry / enterprise/ community needs</b>	<p>Tertiary enabling or preparatory programs such as the Certificate IV in Liberal Arts have become an important part of post-secondary schooling options. These programs facilitate increased access to Tertiary Education by providing alternative entry pathways for underrepresented groups.</p> <p>The Victorian Government response to the VET Funding Review completed in 2015 included the following overarching objectives for the Victorian VET system:</p> <ul style="list-style-type: none"> <li>• Grow employment and further education outcomes by helping people to transform their lives, their careers and their future and move between different stages of education and training.</li> <li>• Promote equity and address disadvantage by creating job and study opportunities for all Victorians to get the skills they need for the jobs they want, no matter their level of disadvantage or their situation.</li> </ul> <p>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 Liberal Arts 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.</p> <p>A Strategic Review of Effective Re-Engagement Models for Disengaged Learners undertaken by Davies Lamb &amp; Doecke (2011) identified four critical elements that were effective in re-engaging disengaged adult learners. One of these key elements is pathways which focus on providing “worthwhile pathways for learners that reach</p>	

beyond the program and provide links to other study and to work and career development opportunities” pg vii. The Certificate IV in Liberal Arts provides such a pathway.

Learner groups accessing the qualifications are diverse and come to the qualification with different experiences, levels of education and goals. Students include:

- mature age learners who wish to return to education after a long absence
- younger students who have recently completed VCE and did not obtain a high enough ATAR
- students who have completed VCAL and want to access university courses
- students who have been in vocational training and are seeking a change of direction
- English as an Additional Language (EAL) learners who need to further develop their English language skills before accessing a bachelor course.

Prior education levels of students enrolling in the Certificate IV in Liberal Arts range from Year 10 to Certificate III. Learners in regional areas were less likely to have completed Year 12.

### **Methodology**

Information to support the continuing need for the course was collected through a number of activities:

- Analysis of enrolment figures from 2012 to 2014
- Student feedback provided via focus group and written response
- Practitioner feedback provided by interview and written response
- Desktop review of literature and government policy
- Review of further study skills across other General Studies and Further Education courses:
  - Certificate IV in Tertiary Preparation
  - Certificate III in General Education for Adults
  - Certificate IV English as an Additional Language (Further Study)

Learner Focus Groups were conducted with students from a range of backgrounds including those who had been away from education for up to 10 years, those who had recently completed VCE and others who had been in vocational training and were seeking a change of direction. The majority of students who provided feedback indicated that they were undertaking the course to help them pathway into higher education courses such as arts, education, history, legal studies and criminal justice, community services and social work. A small number of students wished to pursue a science or technology related pathway while a few were doing the course as a means of re-engaging with learning and were unsure of their future direction.

Students who had recently completed VCE were seeking an alternative pathway as a result of not achieving the required ATAR score for their preferred course. Some of these students also recognised that they were not ready to attempt a higher education

course and required time to develop their writing and critical thinking skills. Those students who had been away from education for some time wanted to rebuild their confidence and establish study habits and discipline.

Students indicated that the course was providing them with the skills to access their preferred pathway by developing their knowledge and skills in:

- referencing
- analytical thinking – distinguishing fact from opinion
- expectations of higher education courses

Some students felt that the course had broadened their world view and provided a general education overview. Some learners had developed confidence in their ability to study successfully as a result of undertaking the course.

### **Learner Destinations**

The following destinations were identified by students:

- Early childhood education
- Diploma of Community services
- Arts
- Social work
- Business
- Agricultural science
- Information Technology
- Psychology
- Media and communications

### **Enrolment Trends**

The current accreditation period has seen generally stable enrolment numbers for the Certificate IV with the exception of a significant decrease in 2012, Enrolments returned to their more usual numbers during 2013 and 2014, even though the number of providers offering the qualification declined from 5 to 3. The table below shows enrolment trends for the Certificate IV in Liberal Arts between 2012 and 2014.

<b>Course Enrolments from 2012 to 2014</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Certificate IV in Liberal Arts	65	324	290

Enrolments in the Diploma of Liberal Arts have fallen substantially from their highest numbers of 241 in 2008 to 30 by 2014. The number of providers has also decreased with the sole public provider not intending to offer the diploma in the future. Consequently the Certificate IV in Liberal Arts has been revised to incorporate units from the diploma, which is not being reaccredited.

A skills and knowledge profile was developed and validated with guidance from the Project Steering Committee (PSC). The PSC



	<p>consisted of the following members:</p> <p>Lucinda Aberdeen (Chair) Senior Lecturer; Academic Coordinator, School of Humanities and Social Science ,La Trobe University</p> <p>Catherine Devlin Adult Learning Australia</p> <p>Helen Parker Teacher, Liberal Arts Swinburne University of Technology</p> <p>Julie Kimber School of Arts, Social Sciences and Humanities Swinburne University of Technology</p> <p>Rosie Hocking Liberal Arts teacher, Shepparton ACE</p> <p>The Certificate IV in Liberal Arts does not duplicate the outcomes of an endorsed training package qualification.</p> <p>A review of related preparatory programs revealed that there is some overlap in content between the Certificate IV in Liberal Arts and the Certificate IV in Tertiary Preparation. Both courses develop academic reading and writing skills, computer skills relevant to document production and internet research, and study skills. However despite these similarities, the Liberal Arts course provides knowledge and skill outcomes to pathway into specific humanities related courses such as Psychology, Sociology and Education. The Certificate IV in Tertiary Preparation is designed to prepare students for a broader range of less specific study pathways by developing broader study skills.</p> <p>There are a number of other courses at Certificate III and IV level which prepare students for further study. These include the Mumgu-Dhal Tyama-Tiyt for Indigenous learners, EAL (Further Study stream), CGEA and Science. However these have been designed for specific learner groups and include specific content for that purpose.</p> <p>Discussions with providers of pathway courses have indicated that there is a need for a qualification such as the Certificate IV in Liberal Arts as it provides a broader spectrum of knowledge and skills which can be transferred to many areas.</p>
<p><b>3.2 Review for re- accreditation</b></p>	<p>The mid cycle review of the 22187VIC Certificate IV in Liberal Arts was conducted in June 2014 by the Curriculum Maintenance Manager General Studies and Further Education on behalf of the copyright owner, the ACFE Board. An electronic survey of 9 stakeholders from predominately Victorian TAFE institutes was conducted. There were 3 respondents to the following questions:</p> <ul style="list-style-type: none"> <li>• Do you think the curriculum is meeting the needs of your learners?</li> <li>• Are there any general changes you would like to suggest to the qualification? Please specify.</li> <li>• Are there any minor changes you would like to suggest to specific units within the qualification? This may include edits and/or enhancements to existing units of competency which do not result in changes to the outcome of the qualification. Please specify and include your rationale.</li> </ul> <p>Respondents were invited to provide additional comments.</p> <p>All respondents agreed that the curriculum is meeting the needs of learners and there were no general or minor changes to the</p>

qualification or units suggested.

The 22317VIC Certificate IV in Liberal Arts replaces and is equivalent to the 22187VIC Certificate IV in Liberal Arts.

The following table identifies the relationship between units from the 22317VIC Certificate IV in Liberal Arts with units from 22187VIC Certificate IV in Liberal Arts and the 22188VIC Diploma of Liberal Arts.

<b>22187VIC Certificate IV in Liberal Arts</b>		<b>22317VIC Certificate IV in Liberal Arts</b>		<b>Relationship</b>
VU20746	Apply essential further study skills	VU21881	Apply essential further study skills	Equivalent
VU20747	Research fields of study and enquiry	VU21882	Research fields of study	Equivalent
VU20748	Examine approaches to citizenship and public life	VU21883	Examine approaches to citizenship and public life	Equivalent
VU20749	Analyse stories/narratives within cultures	VU21884	Analyse stories or narratives within cultures	Equivalent
VU20750	Analyse human transformations of nature	VU21885	Analyse human transformations of nature	Equivalent
VU20751	Examine approaches to economy and society	VU21886	Examine approaches to economy and society	Equivalent
VU20752	Analyse texts in their cultural context	VU21887	Analyse texts in their cultural context	Equivalent

<b>22188VIC Diploma of Liberal Arts</b>		<b>22317VIC Certificate IV in Liberal Arts</b>		<b>Relationship</b>
VU20753	Analyse tradition and modernity	VU21888	Analyse tradition and modernity	Equivalent
VU20754	Participate in academic research	VU21889	Examine academic research	Not Equivalent Unit refocused on deconstructing the research process with an emphasis on analysing and evaluating research approaches for the same topics rather than carrying out initial research
VU20755	Analyse sociological understandings of human relationships	VU21890	Analyse sociological understandings of human relationships	Equivalent
VU20756	Analyse urban form and culture	VU21891	Analyse urban form and culture	Equivalent

<b>22188VIC Diploma of Liberal Arts</b>		<b>22317VIC Certificate IV in Liberal Arts</b>		<b>Relationship</b>
VU20757	Analyse literary texts and genres	VU21892	Analyse literary texts and genres	Equivalent
VU20758	Analyse literary texts and genres	VU21893	Analyse literary texts and genres	Equivalent

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

**4.1 Qualification level**

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 provide 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 participate in a tertiary learning environment through the analysis and production of academic writing.

**Skills**

*Graduates of a Certificate IV will apply:*

- cognitive skills to examine, analyse, compare and evaluate research approaches and material from a variety of sources to develop critical thinking skills
- cognitive and communications skills to apply critical thinking to academic tasks and develop collaborative learning relationships
- specialist technical skills to complete routine and non-routine tasks such as using and analysing online research resources
- communication skills to guide activities and provide technical advice in the area of learning such as engaging in peer review to analyse and present academic information

**Application of Skills and Knowledge**

Graduates of a Certificate IV will demonstrate the application of knowledge and skills:

- to specialised tasks in known or changing contexts such as analysing and synthesising approaches to academic research

The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates:

- structured activities to develop knowledge of academic research



	<p>processes and academic reading, writing and study skills</p> <ul style="list-style-type: none"> <li>unstructured activities to develop independent study skills in areas such as cultural analysis and social inquiry.</li> </ul>
<b>4.2 Employability skills</b>	<ul style="list-style-type: none"> <li>Communication skills to: <ul style="list-style-type: none"> <li>interpret and analyse complex texts</li> <li>communicate complex ideas and relationships in writing and orally</li> <li>write on a specific topic using appropriate format, style, evidence, range of sources and appropriate citation</li> </ul> </li> <li>Teamwork skills to: <ul style="list-style-type: none"> <li>collaborate with others to support learning</li> <li>develop and maintain collegiate networks</li> </ul> </li> <li>Problem solving skills to: <ul style="list-style-type: none"> <li>adapt familiar learning strategies to new contexts</li> <li>apply critical thinking to analyse information</li> </ul> </li> <li>Initiative and enterprise skills to: <ul style="list-style-type: none"> <li>question and challenge ideas</li> <li>manage own learning</li> </ul> </li> <li>Planning and organising skills to: <ul style="list-style-type: none"> <li>plan, research and organise academic writing tasks</li> <li>work within or establish clear goals and timelines</li> </ul> </li> <li>Self-management skills to: <ul style="list-style-type: none"> <li>develop and action personal and further education goals</li> <li>reflect on approaches to study and learning and adjust as required</li> </ul> </li> <li>Learning skills to: <ul style="list-style-type: none"> <li>use a range of research strategies appropriate to an academic context</li> <li>accept new learning challenges</li> </ul> </li> <li>Technology skills to: <ul style="list-style-type: none"> <li>select and use appropriate technology to locate information from a broad range of sources</li> <li>use appropriate technology to source, document and store information</li> <li>use appropriate technology to present and share information</li> </ul> </li> </ul>
<b>4.3 Recognition given to the course (if applicable)</b>	<p><i>Standard 5 AQTF Standards for Accredited Courses</i></p> <p>Not applicable</p>
<b>4.4 Licensing/ regulatory requirements (if applicable)</b>	<p><i>Standard 5 AQTF Standards for Accredited Courses</i></p> <p>Not applicable</p>
<b>5. Course rules</b>	Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses



## 5.1 Course structure

To be eligible for the award of the 22317VIC Certificate IV in Liberal Arts learners must successfully complete a total of 7 units comprising:

- 2 core units
- 5 electives which may be selected from:
  - units listed below and / or
  - units first packaged in Certificate IV qualifications in the source training package or accredited curriculum. Imported units must support the outcomes of this qualification.

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

Unit of competency/ module code	Field of Education code (six- digit)	Unit of competency/module title	Pre- requisite	Nominal hours
<b>Core units</b>				
VU21881	120105	Apply essential further study skills	Nil	90
VU21882	120105	Research fields of study and enquiry	Nil	40
<b>Elective units</b>				
VU21883	120199	Examine approaches to citizenship and public life	Nil	90
VU21884	120199	Analyse stories / narrative within cultures	Nil	90
VU21885	120199	Analyse human transformations of nature	Nil	90
VU21886	120199	Examine approaches to economy and society	Nil	90
VU21887	120199	Analyse texts in their cultural context	Nil	90
VU21888	120199	Analyse tradition and modernity	Nil	180
VU21889	120105	Examine academic research	Nil	80
VU21890	120199	Analyse sociological understandings of human relationships	Nil	90
VU21891	120199	Analyse urban form and culture	Nil	90
VU21892	120199	Analyse theories of the self	Nil	90
VU21893	120199	Analyse literary texts and genres	Nil	90
<b>Total nominal hours</b>				570 – 670



	<ul style="list-style-type: none"> <li>questioning to confirm required knowledge</li> <li>observation of formation and maintenance of collaborative relationships.</li> </ul> <p>Assessment methods are suggested in each unit.</p> <p>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.</p> <p>Consistent with Standard 1, Element 5 of the AQTF Essential Conditions and Standards for Initial/Continuing Registration: or Clause 1.9 of the Standards for Registered Training Organisations (SRTOs) 2015, RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit.</p>
<p><b>6.2 Assessor competencies</b></p>	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Assessor competencies for this course are consistent with the requirements of the AQTF Essential Conditions and Standards for Initial/Continuing Registration, Standard 1.4 that requires trainers and assessors to:</p> <ul style="list-style-type: none"> <li>have the training and assessment competencies determined by the National Skills Standards Council (NSSC) or its successors,</li> <li>have the relevant vocational competencies at least to the level being delivered or assessed, and;</li> <li>continue to develop their vocational and training and assessment competencies to support continuous improvements in the delivery of RTO services.</li> </ul> <p>or</p> <p>Standard 1: Clauses 1.13, 1.14, 1.15, 1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>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.</p>
<p><b>7. Delivery</b> Standards 11 and 12 AQTF Standards for Accredited Courses</p>	
<p><b>7.1 Delivery modes</b></p>	<p><i>Standard 11 AQTF Standards for Accredited Courses</i></p> <p>The skills of learners in the 22317VIC Certificate IV in Liberal Arts 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.</p>

<p><b>7.2 Resources</b></p>	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Resources include teachers/trainers who meet the AQTF Essential Conditions and Standards for Initial / Continuing Registration Standard 1.4.</p> <p>or</p> <p>Standard 1: Clauses 1.13,1.14,1.15,1.16 and 1.17 of the Standards for Registered Training Organisations (SRTOs) 2015</p> <p>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.</p>
<p><b>8. Pathways and articulation</b>      Standard 8 AQTF Standards for Accredited Courses</p>	
	<p>There are no formal articulation arrangements in place however the course is designed to provide a pathway into tertiary qualifications such as VET qualifications and undergraduate higher education courses by developing the academic skills required to participate effectively in learning within a tertiary environment.</p> <p>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</p>
<p><b>9. Ongoing monitoring and evaluation</b>      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. 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"> <li>• any changes required to meet emerging or developing needs</li> <li>• 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.</li> </ul>



## Section C: Units of Competency



<b>Unit Code</b>	<b>VU21881</b>
<b>Unit Title</b>	<b>Apply essential further study skills</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge required to study and participate effectively in a tertiary learning environment.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who wish to develop their study skills to support effective participation in tertiary study.
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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 required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
1 Analyse the requirements of tertiary learning environments	<p>1.1 Identify the <b><i>expectations of the tertiary learning environment</i></b></p> <p>1.2 Determine the main <b><i>learning contexts</i></b> found in tertiary learning environments</p> <p>1.3 Define the main <b><i>learning strategies</i></b> used in tertiary learning environments</p> <p>1.4 Analyse the features, benefits and disadvantages of different learning strategies as they relate to different learning contexts</p> <p>1.5 Identify the features of the peer review system</p> <p>1.6 Determine <b><i>effective personal strategies</i></b> to maximise learning opportunities</p>
2 Investigate library services	<p>2.1 Identify the main <b><i>services of educational libraries</i></b></p> <p>2.2 Identify <b><i>sources of information</i></b> available in educational libraries</p> <p>2.3 Establish <b><i>broad criteria</i></b> for assessing information</p>
3 Use effective reading strategies to analyse complex texts	<p>3.1 Investigate the features and purpose of different <b><i>academic reading strategies</i></b></p> <p>3.2 Determine the significance of <b><i>context</i></b> for the meaning of a text</p>

- |   |  |   |
|---|--|---|
|   | 3.3  | Use <b>text structure</b> , wording, syntax and technical vocabulary to support the interpretation of meaning |
|   | 3.4  | Synthesise, summarise and note the main arguments of the text   |
|   | 3.5  | Identify the strengths and weaknesses of the text   |
| 4 | Produce complex texts                        |   |
|   | 4.1  | Identify the main features of types of <b>academic texts</b>  |
|   | 4.2  | Analyse the features, purpose and phases of the <b>academic writing process</b>                               |
|   | 4.3  | Identify the significance of context and audience to academic writing   |
|   | 4.4  | Produce a piece of academic writing, including <b>appropriate referencing</b>                                 |
|   | 4.5  | Observe required standards on plagiarism and collusion  |
| 5 | Develop collaborative learning relationships |   |
|   | 5.1  | Identify <b>modes of collaborative learning</b>   |
|   | 5.2  | Identify characteristics of effective collaborative learning relationships                                    |
|   | 5.3  | Form collaborative learning relationships with other learners   |
|   | 5.4  | Negotiate collaborative learning relationship <b>protocols</b> with other students                            |
|   | 5.5  | Agree strategies to deal with uneven contributions to collaborative work                                      |

## Required Knowledge and Skills

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

### Required Knowledge:

- text structure, usage and syntax used to interpret text meaning
- the role of context in the interpretation of text meaning
- academic referencing, including commonly used referencing styles and citations
- academic standards and protocols related to plagiarism and collusion

### Required Skills:

- literacy skills to:
  - negotiate and communicate verbally in collaborative learning relationships
  - communicate complex ideas and relationships in writing
  - read and interpret complex texts

- problem solving skills to:
  - analyse the relevance of information and information sources
  - adapt familiar learning strategies to new contexts
- planning and organising skills to plan, research and organise academic writing pieces
- learning skills to:
  - use a range of research strategies appropriate to an academic context
  - accept new learning challenges

## 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.

***Expectations of the tertiary learning environment*** may include:

- views of the tertiary learner as:
  - independent
  - active
  - collaborative
- time management

***Learning contexts*** may include:

- lectures
- tutorials
- seminars
- field work
- group work
- e-learning
- independent projects

***Learning strategies*** may include

- self monitoring
- note-taking
- revision
- partnerships with other students
- questioning
- tracking
- research

***Effective personal strategies*** may include:

- using a mix of learning strategies to maintain engagement
- seeking assistance
- partnering with students who have different strengths

**Services of educational libraries** may include:

- loans:
  - long and short term
  - interlibrary
- on line access:
  - catalogues
  - internet

**Sources of information** may include:

- library staff
- hard copy and electronic:
  - catalogues
  - journals
  - books
  - reserve collections

**Broad criteria** may include:

- relevance to topic
- level of detail
- currency
- authenticity
- credibility of sources
- weight of evidence

**Academic reading strategies** may include:

- scanning
- skimming
- selecting
- detailed reading
- critical reading

**Context** may include:

- implied readers of the text
- historical period of the text
- other texts cited

**Text structure** may include:

- chapter headings
- paragraph and sub headings
- diagrams and illustrations
- tables and charts
- bibliographies and references

**Academic texts** may include:

- narratives

- expository and argumentative essays
- journal articles
- theses
- monographs

**Academic writing process** may include:

- planning
- researching
- drafting
- revising
- editing
- proof reading
- peer review

**Appropriate referencing** may include:

- required referencing style
- citations
- footnotes

**Modes of collaborative learning** may include:

- study groups
- learning partnerships
- group presentations
- tutorials
- workshops

**Protocols** may include:

- behavioural standards
- respectful communication
- communication modes and frequency
- purposes of relationship

## 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:

- analyse the features and requirements of tertiary learning environments
- apply academic reading strategies and writing skills to analyse and produce a piece of academic writing
- develop collaborative learning relationships

**Context of and specific resources for assessment**

Assessment must ensure:

- access to educational library services

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of students forming collaborative learning relationships
- review of report on analysis of an academic text
- submission of a written academic piece
- written or verbal analysis of the features and benefits of different learning strategies

<b>Unit Code</b>	<b>VU21882</b>
<b>Unit Title</b>	<b>Research fields of study and enquiry</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to research a field of study in a tertiary learning environment and present findings.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who wish to develop their capacity to participate in tertiary learning environments.
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Examine a field of study	<p>1.1 Identify <b>fields of study</b> and <b>areas of specialisation</b></p> <p>1.2 Examine the core subject matter and areas of specialisation</p> <p>1.3 Analyse the features, uses, benefits and limitations of <b>research methods</b> appropriate to the identified fields of study</p> <p>1.4 Select a field of study and a specialisation to examine</p> <p>1.5 Identify the primary schools of thought in the specialisation</p>
2 Use academic research resources	<p>2.1 Identify the features of <b>academic information</b></p> <p>2.2 Identify key databases / journals for the area of specialisation</p> <p>2.3 Use academic databases to source journal articles relevant to the selected field of study and specialisation</p> <p>2.4 Access peer reviewed journal articles relevant to the selected field of study and specialisation</p> <p>2.5 Examine the research methods and subject matter of the specialisation</p>
3 Use general research resources	<p>3.1 Use general databases and search engines to source academic information relevant to the selected field of study and specialisation</p> <p>3.2 Identify and analyse <b>relevant online information</b> for</p>

consistency with academic discourse

3.3 Analyse the information accessed for ***reliability and authenticity***

4 Present findings

4.1 Select appropriate ***presentation format***

4.2 Identify audience and ***presentation requirements***

4.3 Prepare presentation using appropriate structure and organisation of material

4.4 Present findings according to presentation requirements

4.5 Respond to questioning as required

## Required Knowledge and Skills

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

Required Knowledge:

- the place and function of theory and research in tertiary study
- commonly used academic presentation formats and any particular relevance to different fields of study to enable selection of a presentation format appropriate to the selected field of study
- the purpose and process of peer review to enable effective analysis of academic information

Required Skills:

- communication skills to present findings and respond to questioning
- technology skills to access and navigate online research resources
- problem solving skills to:
  - extract relevant information
  - analyse academic information for reliability, authenticity and relevance
- planning and organising skills to structure an academic presentation

## 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.

***Field of study*** may include:

- politics
- psychology
- history
- literary studies
- gender studies
- media studies

- Indigenous studies
- Asian studies
- sociology
- economics
- environmental studies

**Areas of specialisation** may include:

- politics:
  - Australian politics
- psychology:
  - childhood development
- history:
  - Australian history
- literary studies:
  - contemporary fiction
- gender studies:
  - fashioning gender
- media studies:
  - media, culture and society
- Indigenous studies:
  - Indigenous health
- Asian studies:
  - modern Southeast Asia
- sociology:
  - crime
- economics
  - Australian economy and its global context
- Environmental
  - climate change

**Research methods** may include:

- text based
- action
- quantitative
- qualitative

**Academic information** may include:

- books
- journal articles
- papers

- posters
- conference presentations
- abstracts

**Relevant online information** may include:

- newspaper articles
- podcasts
- opinion pieces

**Reliability and authenticity** may include:

- peer review process
- cross referencing with alternative sources and / or accepted authorities
- research methods used

**Presentation format** may include:

- oral presentation
- poster presentation
- written report

## 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 analytical skills to research and evaluate academic information related to a field of study
- prepare and present findings

**Context of and specific resources for assessment**

Assessment must ensure:

- Access to online research resources

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- review of a presentation in a format relevant to the selected field of study
- review of a portfolio of information used to inform findings
- oral or written questioning to confirm knowledge of the purpose and process of determining reliability and authenticity of academic and non academic information

<b>Unit Code</b>	<b>VU21883</b>
<b>Unit Title</b>	<b>Examine approaches to citizenship and public life</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to analyse democracy as a major political tradition and examine its role and value in contemporary society.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Examine the different meanings and uses of the terms public and private	<p>1.1 Identify the range of definitions given to the terms public and private</p> <p>1.2 Determine <b>public and private spaces</b> and identify those which overlap</p> <p>1.3 Identify the conventions and structural elements that differentiate the public and private spheres</p> <p>1.4 Reflect on the contested nature of public spaces</p> <p>1.5 Examine the relationship between citizenship and public space</p>
2 Examine the core concepts and values of major political traditions	<p>2.1 Define the terms ideology and political philosophy</p> <p>2.2 Compare a range of ideologies and <b>political traditions</b></p> <p>2.3 Analyse the impact of a political tradition on contemporary society</p> <p>2.4 Examine the <b>historical and philosophical origins</b> of liberalism and liberal democracy</p> <p>2.5 Compare the historical and political origins of liberalism and liberal democracy with another political tradition</p>

- |   |  |     |   |
|---|--|-----|---|
| 3 | Analyse varying forms of democracy and citizenship | 3.1 | Identify core principles and institutional forms of <b>modern democracy</b> |
|   |  | 3.2 | Compare <b>critiques</b> from advocates and critics of modern democracy     |
|   |  | 3.3 | Compare different concepts of citizenship and global citizenship            |
|   |  | 3.4 | Identify groups included and excluded from participation as citizens        |
|   |  | 3.5 | Examine <b>factors</b> that influence participation in public life          |
| 4 | Analyse a current public debate                    | 4.1 | Identify a range of public issues in a current debate                       |
|   |  | 4.2 | Examine opposing premises and arguments in the debate                       |
|   |  | 4.3 | Identify the actors in the debate   |
|   |  | 4.4 | Examine the <b>values</b> underlying opposing stances                       |
|   |  | 4.5 | Analyse the role of the media in reporting the debate                       |

### Required Knowledge and Skills

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

Required Knowledge:

- the conventions of argument in public debate
- a sufficient range of ideologies and political traditions to enable comparisons to be made
- a sufficient range of critiques from advocates and critics of modern democracy to enable comparisons to be made

Required Skills:

- literacy skills to read and synthesise information from a range of sources
- critical thinking skills to analyse differing ideologies and political traditions and their impact on modern society

### 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.

**Public and private spaces** may include:

- homes
- schools/universities
- shopping centres
- theatres/cinemas

- workplaces
- hospitals
- television/internet

**Political traditions** may include:

- liberalism
- conservatism
- socialism
- feminism

**Historical and philosophical origins** may include:

- historical:
  - Protestant Reformation
  - English Revolution
  - Enlightenment
  - French Revolution
- philosophical:
  - Classical such as Plato, Aristotle
  - English Liberalism such as Hobbs, Locke, Bentham, Hill
  - Enlightenment such as Rousseau

**Modern democracy** may include:

- direct
- participatory
- representative

**Critiques** may include:

- classical philosophies
- English liberalism
- Enlightenment
- Feminist
- Modern:
  - Marxist / socialist
  - Social democratic
  - Conservative
  - Anarchist
  - Post modern

**Factors** may include:

- class
- religion
- gender
- sexuality
- ethnicity

- race
- cultural differences

**Values** may include:

- freedom
- equality
- racial identity
- kinship obligations
- religious views
- sexual identity
- gender equality
- individuality
- respect for authority
- democratic ideals
- collectivism
- tradition
- human rights
- citizen responsibility

## 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 skills to select, analyse and synthesise relevant information on political traditions and ideologies and their impact on modern society
- Apply the conventions of argument to respond to a current public debate

### **Context of and specific resources for assessment**

Assessment must ensure:

- Access to relevant sources of information

### **Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the candidate participating in a debate
- portfolio of reflective writing
- contribution to threaded discussions / bulletin boards

<b>Unit Code</b>	<b>VU21884</b>
<b>Unit Title</b>	<b>Analyse stories / narratives within cultures</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to explore and analyse the significance of stories or narratives told within and across cultures and their impact on cultural and cross cultural identities.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Examine stories in relation to personal and cultural identity	<p>1.1 Compare different definitions of culture</p> <p>1.2 Distinguish between the concepts of personal and cultural identities</p> <p>1.3 Identify a <b>variety of stories</b></p> <p>1.4 Identify the <b>forms</b> and structures through which stories are transmitted</p> <p>1.5 Examine theories addressing narrative and narrative structure</p>
2 Analyse the relationship between stories and their cultural context	<p>2.1 Analyse the ways in which the formation and development of cultural identity is reflected and / or mediated through a chosen story</p> <p>2.2 Relate the values and norms expressed by a story to the culture in which it is produced</p> <p>2.3 Identify the role of a story in in shaping self identity and the identity of others</p> <p>2.4 Examine the role of the story in challenging or affirming power relationships</p> <p>2.5 Analyse the relationship of a story to cultural meaning</p>
3 Analyse different	3.1 Select <b>different versions</b> of the same story

- versions of a story
- 3.2 Compare different versions to identify key differences
  - 3.3 Determine the role of cultural values in the creation of the different versions
  - 3.4 Examine the significance of different versions in maintaining or bridging cultural difference
  - 3.5 Analyse the significance of different versions in challenging or affirming power relationships

## Required Knowledge and Skills

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

Required Knowledge:

- theories related to narrative and narrative structure
- the nature of culture and acculturation
- primary stories told in major cultures

Required Skills:

- literacy skills to:
  - read and interpret textual information
  - synthesise and summarise information
- problem solving skills to:
  - analyse relationships between stories and their cultural context
  - analyse different versions of a story

## 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.

- Variety of stories*** may include:
- religious / spiritual stories
  - European / Asian myths
  - fairy tales
  - heroic legends

- Forms*** may include:
- written texts:
    - novels / song lyrics / sermons / poetry
  - soap operas:
    - television / radio
  - oral traditions:
    - folk tales / ballads / yarns / urban myths

- comics / magazines / newspapers
- animation
- films / theatre / dance
- social media

**Different versions** may include:

- Greek and Roman myths
- mythic archetypes
- the Flood – Biblical / the Epic of Gilgamesh
- animated versions of fairy tales

## 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:

- determine the underlying similarities and differences between versions of the same story and the impact of culture in creating the different versions
- identify the values and assumptions underlying stories
- analyse a story's relationship to culture and identity

### **Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information

### **Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of reflective writing
- oral presentation
- contribution to threaded discussions / bulletin boards

<b>Unit Code</b>	<b>VU21885</b>
<b>Unit Title</b>	<b>Analyse human transformations of nature</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to analyse the way in which nature is viewed and represented within different cultures and how these views impact on responses to contemporary environmental issues.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Examine different views of nature	<p>1.1 Identify a <b><i>range of perspectives</i></b> on nature</p> <p>1.2 Identify different <b><i>representations of nature</i></b></p> <p>1.3 Clarify the <b><i>issues</i></b> associated with delineating a view of nature</p> <p>1.4 Determine the cultural factors that can affect different <b><i>views</i></b> of nature</p> <p>1.5 Analyse the impact of <b><i>scientific views</i></b> of nature on western and other cultures</p>
2 Analyse meaning and practice in relation to views on nature	<p>2.1 Identify the <b><i>meaning of nature</i></b> as it relates to different cultures and groups</p> <p>2.2 Compare the representations of these meanings to identify similarities and differences</p> <p>2.3 Analyse the impact of attitudes and practices to nature on environmental practice</p> <p>2.4 Analyse the socio-economic significance of environmental practices</p> <p>2.5 Determine possible conflicts or issues arising from environmental practices</p>

- |   |   |     |  |
|---|---|-----|--|
| 3 | Analyse a range of contemporary views on environmental issues | 3.1 | Identify a range of <b>contemporary environmental issues</b>                   |
|   |   | 3.2 | Analyse a range of contemporary viewpoints on a specific environmental issue   |
|   |   | 3.3 | Arrange disparate points of view on the issue into specific schools of thought |
|   |   | 3.4 | Assess the academic rigour underpinning each point of view                     |
|   |   | 3.5 | Present a reasoned viewpoint on the specific environmental issue               |

## Required Knowledge and Skills

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

Required Knowledge:

- scientific views of nature to enable their cultural impact to be determined
- attitudes and practices to nature to enable their impact on environmental practice to be analysed
- socio-economic significance of environmental practices to support analysis of meaning and practice in relation to views on nature

Required Skills:

- literacy skills to:
  - read and interpret textual information
  - synthesise and summarise the main ideas in information
- problem solving skills to analyse different viewpoints on nature
- planning and organising skills to:
  - arrange disparate points of view on the issue into specific schools of thought
  - present a reasoned viewpoint on a contemporary environmental issue

## 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.

- Range of perspectives*** may include:
- cultural:
    - European
    - Indigenous
    - South-East Asian
  - ecological
  - socialist
  - religious
  - romanticism

**Representations of nature**

may include:

- visual
- literary
- architectural
- public debate

**Issues** may include:

- generalisations
- ethnocentrism
- historical context
- political ideologies

**Views** may include:

- nature as:
  - a resource
  - an ecosystem
  - sacred
  - totem
  - wild
  - romantic

**Scientific views** may include:

- industrialisation
- population
- pragmatism
- concepts of social duty
- scientific discovery
- biological advancements such as genetic modification

**Meaning of nature** may include:

- land as a resource or a spiritual source
- food as nutrition or a symbol of wealth or power
- animals as pets or economic producers
- human body as machine or house of soul or anima

**Contemporary environmental issues** may include:

- climate change
- sustainability
- nuclear power
- deforestation
- land degradation
- urban growth

## 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:

- Identify and analyse differing meanings and view of nature and their impact on a current environmental issue
- Analyse a specific contemporary environmental issue and present a reasoned personal viewpoint

### **Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information

### **Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- written or oral presentation of own viewpoint of a contemporary environmental issue
- written report analysing different views, meanings and practices of nature

<b>Unit Code</b>	<b>VU21886</b>
<b>Unit Title</b>	<b>Analyse approaches to economy and society</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to analyse modern economic issues and their impact on contemporary local, national and global concerns.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
<p>1 Identify the relationship between the economy and contemporary society</p>	<p>1.1 Identify the features of economics as a field of study</p> <p>1.2 Identify key <b><i>economic terms</i></b> and their meanings</p> <p>1.3 Determine the relevance of economics to other social sciences</p> <p>1.4 Identify the relevance of economics to the study of contemporary society</p> <p>1.5 Identify significant <b><i>economic issues</i></b> impacting on Australia</p>
<p>2 Examine major economic traditions</p>	<p>2.1 Identify key concerns of different <b><i>economic traditions</i></b></p> <p>2.2 Analyse competing <b><i>theories</i></b> on the historical emergence of capitalism</p> <p>2.3 Identify the major issues facing contemporary capitalism</p> <p>2.4 Examine alternative solutions to economic issues</p> <p>2.5 Examine the role of culture in the development of an economic tradition</p>
<p>3 Analyse the impact of economic globalisation on contemporary society</p>	<p>3.1 Define the meaning of the terms globalisation and economic globalisation</p> <p>3.2 Compare a range of views on the consequences of economic</p>

globalisation

- 3.3 Analyse responses to economic globalisation
- 3.4 Examine the views of advocates and critics of economic globalisation
- 3.5 Analyse the **impact** of economic globalisation on politics, society and the environment

## Required Knowledge and Skills

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

Required Knowledge:

- economic traditions to enable their key concerns to be identified
- theories on the historical emergence of capitalism to enable their analysis
- a range of views on the consequences of economic globalisation to enable their comparison
- responses to economic globalisation to enable their analysis

Required Skills:

- literacy skills to:
  - read and interpret textual information
  - synthesise and summarise information
- problem solving skills to compare and analyse a range of information related to the economy and society

## 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.

- Economic terms*** may include:
- GDP
  - interest rates
  - fiscal policy
  - monetary policy
  - budgetary policy
  - balance of trade
  - supply and demand
  - means of production

- Economic issues*** may include:
- measures of economic prosperity and limitations of GDP
  - nature and effects of economic growth
  - unemployment and its relation to production and to

economic growth

- inflation, demand-pull and cost-push
- foreign debt
- industrial relations changes
- microeconomic reform
- competition policy

**Economic traditions** may include:

- classical economics
- Marxist economics
- Keynesian economics
- capitalist economics

**Theories** may include:

- commercial theory
- historical materialisms
- world systems analysis

**Impact** may include:

- sovereignty
- democracy
- gender equality
- everyday life
- inequality

## 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:

- use key economic terms to describe the relationship between the economy and contemporary society
- analyse at least two major economic traditions and the impact of economic globalisation on contemporary society

### **Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information

### **Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- written or oral report on the impact of economic globalisation on contemporary society

- contribution to threaded discussions on:
  - the relationship between economics and society
  - significant economic issues impacting on Australia
  - issues facing contemporary capitalism and the value of alternative solutions

<b>Unit Code</b>	<b>VU21887</b>
<b>Unit Title</b>	<b>Analyse texts in their cultural context</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to analyse the meaning in a range of texts and to relate texts to their cultural context.  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
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 the representation of an event in a range of texts	<p>1.1 Compare the representations of <b><i>an event</i></b> in a range of <b><i>texts</i></b></p> <p>1.2 Analyse the cultural values that underlie different representations of an event</p> <p>1.3 Identify the assumed audience for each representation</p> <p>1.4 Analyse the social relations that are affirmed or contested by each representation</p>
2 Analyse the construction of character in a range of texts	<p>2.1 Identify a range of texts representing character</p> <p>2.2 Identify <b><i>attributes of character</i></b> in the texts</p> <p>2.3 Compare representations of character in the range of texts</p> <p>2.4 Analyse the relationship between character attributes and the cultural values in place when the texts were written</p> <p>2.5 Analyse the text features used to construct attributes and values</p> <p>2.6 Determine the role that character depictions play in the culture in which they are produced or reproduced</p>
3 Analyse the representations of place in a range of texts	<p>3.1 Identify a range of texts representing <b><i>places</i></b></p> <p>3.2 Compare the qualities attributed to the places in the identified texts</p>

- 3.3 Relate the qualities attributed to these places to the values of the culture in which the text was produced
- 3.4 Examine features of the text which reflect or challenge these values
- 3.5 Analyse the culture the text describes and the significance of the text to the culture

## Required Knowledge and Skills

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

Required Knowledge:

- cultural values that can underlie different representations of the same event
- terminology of textual and cultural criticism such as:
  - traditional literary terms
  - postmodern analysis
  - semiotic terms
  - psychoanalytic terms
  - system relationships

Required Skills:

- literacy skills to:
  - identify appropriate texts
  - read and interpret texts
- problem solving skills to identify, compare and analyse relevant information

## 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.

**An event** may include:

- scientific discoveries
- achievements in the arts
- achievements in sport
- natural disaster
- crime
- cultural celebration

**Texts** may include:

- novels / poetry / postcards
- reference texts
- newspapers / magazine articles
- police / court reports

- films / music / video clips / documentaries / current affairs programs
- cartoons / animations
- public art / exhibitions

**Attributes of character** may include:

- language:
  - accent
  - vocabulary
  - dialogue

**Places** may include:

- exotic locales
- wilderness
- homes
- virtual reality
- film or television set / theatre stage

## 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:

- Analyse the relationship between culture and the representations of events, character and places in a range of texts.

**Context of and specific resources for assessment**

Assessment must ensure:

- Access to a range of appropriate texts

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- oral or written presentation on the role of culture in the representations of events, character and places in a range of texts
- oral or written analysis of the significance of the texts for the culture in which they were produced.

<b>Unit Code</b>	<b>VU21888</b>
<b>Unit Title</b>	<b>Analyse tradition and modernity</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to analyse the development of contemporary culture and society and the concepts of tradition, modernity and postmodernity which underpin much contemporary debate.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Analyse concepts of tradition, modernity and postmodernity	<p>1.1 Analyse the meaning of the terms tradition, modernity and postmodernity</p> <p>1.2 Analyse the uses of the terms in different texts and contexts</p> <p>1.3 Identify a range of <b>traditions</b> and their socio-cultural and personal significations</p> <p>1.4 Analyse contemporary society to identify values associated with modernity</p> <p>1.5 Analyse different viewpoints about the significance of modernity and postmodernity</p>
2 Investigate cultural identities and institutions within a traditional society	<p>2.1 Identify major institutions of a culture</p> <p>2.2 Examine the common representations of <b>authority</b> within the culture</p> <p>2.3 Identify the common systems of transmitting and validating knowledge within the culture</p> <p>2.4 Identify <b>traditional roles or identities</b> within the culture</p> <p>2.5 Analyse the relationship between institutions and representations of authority</p> <p>2.6 Analyse the role of groups excluded from power in the</p>

## traditional society

- |   |   |
|---|---|
| 3 Analyse the spread of modernity through different cultures                                | <p>3.1 Define the key characteristics and values of modernity</p> <p>3.2 Analyse challenges to the ways in which knowledge is disseminated and validated</p> <p>3.3 Identify modern forms of <b>cultural identity</b> and <b>cultural representation</b></p> <p>3.4 Identify the ways in which different groups react to modernity</p> <p>3.5 Identify challenges to traditional political authority</p> <p>3.6 Analyse modern forms of political authority</p> |
| 4 Analyse different social and historical approaches to the development of the modern world | <p>4.1 Compare <b>major socio/historical approaches</b> to the rise of modern and post modern culture</p> <p>4.2 Identify political systems and institutions associated with these approaches</p> <p>4.3 Analyse the effect of the approaches on contemporary culture</p>   |
| 5 Analyse a significant break with tradition in western society                             | <p>5.1 Identify the key characteristics of the term 'western culture'</p> <p>5.2 Examine a significant <b>break with tradition in western culture</b></p> <p>5.3 Compare different interpretations of this break or change</p> <p>5.4 Examine the role that this break or change may play in contemporary culture</p>   |
| 6 Analyse a significant break with tradition in non-western cultures                        | <p>6.1 Identify definitions of the term 'non-western culture'</p> <p>6.2 Examine a significant <b>break with tradition in a non-western culture</b></p> <p>6.3 Compare different responses to this break or change</p> <p>6.4 Examine the role that different interpretations of this break or change may play in contemporary culture</p>  |

### Required Knowledge and Skills

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

#### Required Knowledge:

- different viewpoints about the significance of modernity and postmodernity
- major socio/historical approaches to the rise of modern and post modern culture

- major modern forms of political authority

Required Skills:

- literacy skills to read and interpret relevant information
- problem solving skills to:
  - analyse and compare information
  - distinguish key features and criticisms within an academic discipline
- planning and organising skills to plan and evidence a position

## 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.

***Traditions*** may include:

- religious practices
- marriage and courtship rituals
- foods
- styles of work
- songs and stories
- customs

***Authority*** may include:

- legal systems
- policing systems
- punishment systems
- political systems
- regalia
- religious, educational and legal hierarchies
- architecture
- symbols of authority

***Traditional roles or identities*** may include:

- teachers
- scholars
- parents
- healers
- priests
- leaders

***Cultural identity*** may include:

- professional class
- consumers

- paid worker
- entrepreneurs
- celebrities
- teenagers

**Cultural representation** may include:

- novels
- scientific papers
- media / newspapers
- visual art
- films / theatre

**Major socio/historical approaches** may include:

- theories of social evolution:
  - Weber
  - Durkheim
  - Parsons
  - Habermas
- historical theory:
  - Marx
  - Engels
  - Mao

**Break with tradition in western culture** may include:

- political:
  - French, American or Russian revolution
  - Nazism
  - Communism
  - Fascism
- artistic or literary movements:
  - Impressionism
  - Neo-Realism
  - Modernist
  - Bloomsbury
  - Social Realism

**Break with tradition in a non-western culture** may include:

- colonisation
- political revolution
- globalisation
- invasion

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements,

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Section C: Units of Competency

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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:

- analyse the development of contemporary society from a range of perspectives
- make meaningful comparisons of past and present events

**Context of and specific resources for assessment**

Assessment must ensure:

- access to relevant information

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- an academic essay on the influences contributing to the development of contemporary society
- a piece of reflective writing comparing different interpretations of a significant break in western culture
- a piece of reflective writing comparing different interpretations of a significant break in non-western culture

<b>Unit Code</b>	<b>VU21889</b>
<b>Unit Title</b>	<b>Examine academic research</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to examine academic research processes within a topic.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of the research process.
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Examine the research approaches taken	<p>1.1 Select a research topic from a <b><i>provided range</i></b></p> <p>1.2 Identify commonly used <b><i>research approaches</i></b></p> <p>1.3 Identify the purposes of each approach</p> <p>1.4 Compare the strengths and limitations of each approach</p> <p>1.5 Identify the <b><i>resources</i></b> used</p>
2 Identify the elements of the research process	<p>2.1 Identify the research question</p> <p>2.2 Identify the methodology used</p> <p>2.3 Identify the purpose and form of a literature review</p> <p>2.4 Determine the way in which <b><i>data</i></b> was gathered</p> <p>2.5 Determine the way in which data was analysed</p>
3 Evaluate the research process	<p>3.1 Determine the strengths and limitations of the research process</p> <p>3.2 Analyse the position of the research within the relevant literature</p> <p>3.3 Present a <b><i>considered position</i></b> on the outcomes of the research</p>

3.4 Include any **supporting evidence** in the appropriate form**Required Knowledge and Skills**

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

Required Knowledge:

- major research methodologies
- the ways in which academic research is typically presented and published
- the features of valid evidence

Required Skills:

- literacy skills to read and interpret information
- problem solving skills to analyse information and determine valid evidence
- critical thinking skills to analyse the research process

**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.

- Provided range** may include:
- aspects of Australian history
  - current social issues
  - aspects of the built or natural environment

- Research approaches** may include:
- literature search
  - theoretical analysis
  - interviews
  - case studies
  - action research
  - statistical analysis
  - historical analysis
  - longitudinal studies
  - data sampling
  - surveys

- Resources** may include:
- primary and secondary resources
  - interviews
  - data

- Data** may include:
- qualitative

- quantitative
- validity of the evidence
- relevance of the methodology
- strengths and limitations of the research process

**Considered position** may include:

**Supporting evidence** may include:

- graphs
- tables
- data

## 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:

- analyse a piece of research to identify the components of the research process and the way in which they were applied
- analyse the strengths and limitations of the research process as they relate to the research outcomes

### Context of and specific resources for assessment

Assessment must ensure:

- access to a provided range of research projects

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- a written analysis of the research process examined
- an oral or written presentation analysing the effectiveness of the research process in addressing the research question

<b>Unit Code</b>	<b>VU21890</b>
<b>Unit Title</b>	<b>Analyse sociological understandings of human relationships</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to examine and apply basic sociological concepts to the study of family relationships, personal or intimate relationships and relations across different cultures and across history.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
1 Examine different forms and representations of human relationships	<p>1.1 Identify different <b><i>forms of human relationship</i></b> within a variety of cultures at different periods of history</p> <p>1.2 Identify a range of sociological <b><i>concepts</i></b> used to examine human relationships</p> <p>1.3 Analyse <b><i>representations</i></b> of human relationships within a variety of cultures at different periods of history</p> <p>1.4 Analyse problems with transferring sociological concepts across cultures</p> <p>1.5 Analyse the processes by which a relationship may acquire <b><i>legitimacy</i></b></p>
2 Examine changes in human relationships in different cultures	<p>2.1 Identify <b><i>changes</i></b> in the nature and forms of human relationship in different times and places</p> <p>2.2 Compare different <b><i>interpretations</i></b> of these changes</p> <p>2.3 Analyse <b><i>issues</i></b> involved in historical interpretations of relationship</p>
3 Evaluate alternative theories about the	<p>3.1 Identify a range of <b><i>theories used to analyse human relationships</i></b></p>

nature of human relationships

- 3.2 Examine key propositions of major theories
- 3.3 Establish and apply ***criteria*** for assessing the applicability of a theory
- 3.4 Evaluate the theory as it applies to a specific context

## Required Knowledge and Skills

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

Required Knowledge:

- basic sociological concepts
- basic sociological theory
- basic sociological terminology
- historical changes in social and family forms in western and non-western cultures
- the impact of colonisation

Required Skills:

- literacy skills to read and interpret information
- problem solving skills to:
  - distinguish key features and criticisms of major theories
  - analyse relevant information

## 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.

***Forms of human relationship*** may include:

- formal structures:
  - extended families
  - nuclear families
  - single parent families
  - same sex parent families
  - tribal organisations
  - work structures
  - clubs and societies
  - interest groups
  - political parties
- informal structures
  - friendships
  - heterosexual and homosexual relationships
  - sports crowds
  - networks

**Concepts** may include:

- cultures
- identities / roles
- value systems
- norms / mores
- ethos
- socialization
- conditioning
- hierarchy
- gender
- class

**Representations** may include:

- literature
- film / theatre
- news reporting
- jokes and urban myths
- television
- education
- religious beliefs

**Legitimacy** may include:

- monogamy
- polygamy
- polyandry
- extra marital
- de facto

**Changes** may include:

- family structures
- number of children
- households
- work roles
- kinship obligations
- social organisation
- political forms
- colonisation

**Interpretations** may include:

- neoliberalism
- household-economics approach

VU21890 Analyse sociological understandings of human relationships

- demographic approach
- feminism
- de-colonisation
- religious fundamentalism

**Issues** may include:

- identifying valid sources and witnesses
- subjective interference and the problem of objectivity
- language differences
- acknowledgement of the characteristics of a variety of sources or literary treatments
- historical context

**Theories used to analyse human relationships** may include:

- feminist theories
- psychological theories
- socio-economic theories
- post colonial theories
- queer theory

**Criteria** may include:

- relevance
- adequacy of evidence
- currency
- political skew
- adequacy of description
- anomalies accounted for

## 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:

- analyse and compare representations of human relationships in different cultures
- analyse and evaluate at least two theories about the nature of human relationships

**Context of and specific resources for assessment**

Assessment must ensure:

- access to relevant information

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- written or oral presentation describing different forms and representations of human relationships
- academic essay comparing changes in human relationships in different cultures
- research project evaluating theories of the nature of human relationships as they apply to specific contexts

**Unit Code** VU21891

**Unit Title** Analyse urban form and culture

**Unit Descriptor** This unit describes the skills and knowledge to analyse urbanisation, urban forms and culture and their impact on society.  
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Employability Skills** This unit contains employability skills.

**Application of the Unit** This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines.

### Element

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

### Performance Criteria

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 | Examine urbanisation in a range of contexts                        | 1.1 | Define <b>essential terms</b> of urban study   |
|   |  | 1.2 | Identify factors influencing location of urban centres   |
|   |  | 1.3 | Examine key features of an urban centre  |
|   |  | 1.4 | Analyse the historical development of a number of urban centres to the present day                       |
|   |  | 1.5 | Examine the growth and nature of the <b>megalopolis</b>  |
|   |  | 1.6 | Compare <b>alternative theories</b> concerning the development of urban centres                          |
| 2 | Evaluate the factors which influence the development of urban form | 2.1 | Define the term <b>urban form</b>  |
|   |  | 2.2 | Compare a range of explanations of urban form and development  |
|   |  | 2.3 | Analyse the major factors which contribute to the development of urban form                              |
|   |  | 2.4 | Analyse the various factors which contribute to the development of urban form for comparative importance |
| 3 | Examine a range of aspects of urban culture                        | 3.1 | Examine the principal <b>characteristics</b> of urban culture  |
|   |  | 3.2 | Examine the <b>explanations</b> of urban form and development  |

- 3.3 Compare the expression of urban culture across two or more cities
- 3.4 Examine reasons for differing forms of expression
- 4 Analyse the impact of urban form and culture on urban dwellers
  - 4.1 Analyse the **impact** that urban forms may have on urban dwellers
  - 4.2 Analyse the impact of major cultural forms on urban dwellers
  - 4.3 Identify a range of theories concerning the relationship between urban form and culture
  - 4.4 Determine a range of futures for urban form and culture

### Required Knowledge and Skills

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

Required Knowledge:

- theories concerning the development of urban centres
- expressions of urban culture in major cities to enable comparison of at least two cities
- theories concerning the relationship between urban form and culture

Required Skills:

- literacy skills to read and interpret relevant information
- problem solving skills to:
  - distinguish key features of different theories
  - compare and analyse information and draw conclusions

### 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.

**Essential terms** may include:

- settlement
- village
- city-state
- metropolis
- conurbation
- suburb

**Megalopolis** may include:

- the American urban complex stretching from Boston to Washington (Jean Gottmann)
- huge urban regions formed by chains of metropolitan areas

**Alternative theories** may include:

- Chicago school theorists
- Weberian theorists
- Lewis Mumford
- Marxist theorists – David Harvey, Manuel Castells
- Feminist theorists – Leslie Weisman, Jane Jacobs

**Urban form** may include:

- traditional city
- satellite town
- garden city
- suburban development
- urban village
- urban renewal form
- megalopolis

**Characteristics** may include:

- architecture
- public art
- graffiti
- street life
- suburbia
- shopping malls
- transport systems
- leisure activities

**Explanations** may include:

- sociological theorists - Durkheim, Weber, Marx,
- Chicago school
- Georg Simmel
- Louis Wirth
- new urban sociologists - eg David Harvey, Warde and Savage, Manuel Castells
- post-modern urban theorists - eg Dolores Hayden, Sharon Zukin, Edward Soja

**Impact** may include:

- community
- identity
- power
- consumption

- gender and class

## 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:

- analyse urbanisation and the factors that influence the development of the urban form
- analyse and evaluate a range of urban culture and the impact of urban form and culture on urban dwellers

### Context of and specific resources for assessment

Assessment must ensure:

- access to relevant information

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- written or oral presentation describing urbanisation in a range of contexts
- academic essay comparing the different factors contributing to the development of the urban form and their comparative importance
- research project analysing the impact of urban form and culture on urban dwellers.

<b>Unit Code</b>	<b>VU21892</b>
<b>Unit Title</b>	<b>Analyse theories of the self</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to analyse theories of human personality and their application in a range of contexts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines.
<b>Element</b>	<b>Performance Criteria</b>
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 the major theories of human personality	1.1 Identify a range of <b>theories</b> used to explain human personality 1.2 Compare key features of the theories 1.3 Determine methodologies or forms of inquiry associated with different theories 1.4 Analyse the relationship between a theory and related <b>views and values</b> in its surrounding culture
2 Analyse the application of theories in a range of contexts	2.1 Identify situations where theories of human personality are applied 2.2 Identify the ways in which theories are applied 2.3 Analyse the relation between a specific <b>application</b> and its contextual cultural values 2.4 Analyse the limits and ethical constraints associated with applications
3 Evaluate the application of different theories	3.1 Identify the element(s) of different cases relevant to analysis 3.2 Identify the issues in different cases using a range of theories 3.3 Determine the alternative courses of actions that might be prescribed by different theorists 3.4 Formulate criteria for assessing the application of different

theories

3.5 Assess the application of specific theories using the criteria.

4 Examine critiques of major theories of human personality

4.1 Identify a number of **critiques** of major theories

4.2 Analyse deficiencies within a theory identified by the critiques

4.3 Analyse the problems associated with the application of specific theories

4.4 Analyse the role of major theories within contemporary culture using critiques as a guide

## Required Knowledge and Skills

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

Required Knowledge:

- a minimum of two theories of human personality to enable a comparison of key features and determination of methodologies or forms of inquiry associated with different theories
- critiques of the selected theories
- limits and ethical constraints of the situations where particular theories are applied

Required Skills:

- literacy skills to:
  - read and interpret academic texts
  - use terminology of an academic discipline
- problem solving skills to distinguish key features and criticisms of major theories within an academic discipline
- planning and organising skills to source and cite evidence using the conventions of the academic discipline

## 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.

**Theories** may include:

- traditional theories within western and eastern religions; classical Greek philosophy
- psychoanalytic theories:
  - Freud
  - Jung
  - Erikson
  - Horney
  - Klein
- behaviourist/learning theories:

- Skinner
- Bandura
- humanist theories:
  - Rogers
  - Maslow
  - Gilligan
- cognitive theories:
  - Ellis
  - Beck
- sociological view
- socio-biological view
- trait theory

- Views and values** may include:
- rationalism, democracy
  - scientific thought
  - industrialisation
  - gender roles
  - ethics
  - evolution
  - Marxism
  - technological revolution
  - post-modern discourse
  - traditions and methods of inquiry
  - religious values

- Application** may include:
- child rearing
  - socialisation
  - education through teaching practices, discipline, course content
  - work through work practices, organisation, management
  - media through advertising, film, literature, art, music, popular music
  - therapy:
    - behaviour modification
    - psychotherapy
    - cognitive emotive therapy
  - rehabilitation programs
  - counselling:

- marriage
- family
- vocational
- bereavement

**Critiques** may include:

- modernist critiques of traditional and religious views of human personality
- feminist critiques
- critiques from within psychology
- critiques from other disciplines:
  - sociology
  - philosophy
  - religion
- postmodern critiques
- humanist critiques

## 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:

- compare key characteristics of human personality and identify practical applications of a theory
- identify and analyse critiques of major theories to determine deficiencies and problems associated with the application of the theories

### Context of and specific resources for assessment

Assessment must ensure:

- access to source of information

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- participation in an electronic or face to face debate evaluating the application of two different theories in a range of contexts
- written or oral presentation detailing the criteria formulated to assess the application of different theories
- a research report comparing the key features, applications and potential problems associated with a range of theories of human personality

<b>Unit Code</b>	<b>VU21893</b>
<b>Unit Title</b>	<b>Analyse literary texts and genres</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use critical tools to analyse texts from a range of genres.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines.
<b>Element</b>	<b>Performance Criteria</b>
<p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>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.</p>
<p>1 Examine the relationship between a range of texts and the contexts in which they are produced and read</p>	<p>1.1 Identify basic methods of textual analysis</p> <p>1.2 Analyse conventions and features that establish <b>textual authority</b> across a range of <b>texts</b> and <b>genres</b></p> <p>1.3 Analyse the ideological basis of textual authority across a range of texts and genres</p> <p>1.4 Identify the challenges and reinterpretations of the conventions and authority of texts</p> <p>1.5 Analyse the relationship between texts and readers from a range of perspectives</p>
<p>2 Analyse the relationship between genres and their cultural context</p>	<p>2.1 Examine texts from a range of genres and analyse key features of different genres</p> <p>2.2 Analyse genre conventions including class, gender and ethnicity</p> <p>2.3 Analyse the relationship between genres and cultural values</p> <p>2.4 Examine ways in which texts subvert readers' expectations and challenge values</p>
<p>3 Analyse differing interpretations of texts from a range of</p>	<p>3.1 Identify the meaning of the terms discourse and discourse analysis</p> <p>3.2 Compare a range of <b>discourses</b> and their underpinning</p>

theoretical perspectives

values

- 3.3 Compare differing interpretations of a text
- 3.4 Analyse the relationship between different interpretations and cultural values in texts
- 3.5 Analyse the relationship between different interpretations and the discourses in which the text operates
- 3.6 Analyse the relationships between textual interpretations and culture

## Required Knowledge and Skills

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

Required Knowledge:

- basic knowledge of genres
- use of the term 'text' in literary and cultural studies
- basic theoretical approaches and methods of textual criticism
- terminology of literary and cultural studies

Required Skills:

- literacy skills to:
  - read and interpret academic texts
  - use terminology of an academic discipline
- problem solving skills to source and analyse relevant information

## 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.

- Textual authority*** may include:
- language/accents, clothes dress
  - religion
  - gender
  - ethnicity
  - authority figures

- Texts*** may include:
- film
  - oral narrative
  - theatre
  - dance
  - paintings

- writing
- computer games
- television programs
- literary works

**Genres** may include:

- westerns
- chick lit
- crime
- horror
- gothic
- war
- epic
- science fiction
- adventure
- fantasy
- historical

**Discourses** may include:

- Marxist
- structuralist
- feminist
- postmodern
- colonialist
- post colonialist
- Leavisite

## 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:

- analyse the relationship between a range of texts and the contexts in which they are produced and read
- analyse the relationship between genres and their cultural context
- interpret a range of texts from different theoretical perspectives

### **Context of and specific**

Assessment must ensure:

**resources for assessment**

- access to relevant information

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- a portfolio of reflective writing analysing interpreting a range of texts from different theoretical perspectives
- a written or oral report on the relationship between genres and their cultural context
- a written analysis of which examines the relationship between a range of texts and the context in which they were produced and read