22602VIC Diploma of Teacher Education Preparation

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

Accredited for the period: 1 January 2023 to 31 December 2027

Version 1.1

Version history		
Version number	Details	Date approved
Version 1	Initial release approved to commence from 1 January 2023	07/Jul/2022
Version 1.1	• Contact details of the Copyright owner updated • Licensing information updated • Nomenclature for the RTO Standards updated in Sections 6.1 Assessment Strategies, 6.2 Assessor Competencies and 7.2 Resources to reflect revised standards • Minor formatting issues addressed.	
Version 1.2	• Edit contact details	Feb. 2026

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Section A: Applicant and course classification information

1. Person in respect of whom the course is being accredited	Copyright of this material is reserved to the Crown in the right of the State of Victoria on behalf of the Department of Jobs, Skills, Industry and Regions (DJSIR) Victoria. © State of Victoria (DJSIR) 2022
2. Address	**Deputy CEO** Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) GPO Box 4509 MELBOURNE VIC 3001 **Organisational contact** Manager, National Systems Engagement & Reform Unit Engagement & Reform Branch Victorian Skills Authority Department of Jobs, Skills, Industries and Regions (DJSIR) Email: *course.enquiry@djsir.vic.gov.au* **Day-to-day contact:** Digital, Manufacturing, Public and Business Services Specialist Adviser: Vocational Qualification & Skill Reform service cmmservices@chisholm.edu.au
3. Type of submission	This submission is for re accreditation of 22451VIC Diploma of Teacher Education Preparation
4. Copyright acknowledgement	The following units of competency: • CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety • CHCEDS057 Support students with additional needs in the classroom • CHCEDS046 Support student literacy learning • CHCEDS045 Support student mathematics learning • CHCEDS052 Deliver elements of teaching and learning programs • CHCEDS047 Assist in facilitation of student learning • CHCEDS048 Work with students in need of additional learning support • CHCECE030 Support inclusion and diversity • CHCPRP003 Reflect on and improve own professional practice

- CHCDIV001 Work with diverse people
- CHCEDS042 Provide support for e-learning
- CHCEDS059 Contribute to the health, safety and wellbeing of students
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

are from the CHC Community Services Training Package administered by the Commonwealth of Australia.© Commonwealth of Australia

The following unit of competency:

- BSBCMM411 Make presentations

is from the BSB Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia

The following unit of competency:

- VU22074 Use a range of techniques to solve mathematical problems

is from the 22442VIC Certificate IV in Science

The following units of competency:

- VU22414 Engage with a range of complex texts for learning purposes
- VU22419 Create a range of complex texts for learning purposes
- VU22423 Investigate numerical and statistical information
- VU22424 Investigate and use simple mathematical formulae and problem solving techniques

are from the 22473VIC Certificate II in General Education for Adults 2018

The following units of competency:

- VU22400 Work with and interpret numerical information in familiar and routine texts
- VU22398 Work with and interpret statistical information in familiar and routine texts

are from the 22472VIC Certificate I in General Education for Adults

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	Request for other use should be addressed to:
	Manager, National Systems Engagement & Reform Unit
	Engagement & Reform Branch
	Victorian Skills Authority
	Department of Jobs, Skills, Industries and Regions (DJSIR)
	Email: course.enquiry@djsir.vic.gov.au
6. Course accrediting body	Victorian Registration and Qualifications Authority
7. AVETMISS information	**ANZSCO code – 6 digit**
	GEN19 General Education - not occupationally specific
	ASCED Code – 4 digit
	0701 Teacher Education
	National course code
	22602VIC
8. Period of accreditation	1 January 2023 to 31 December 2027

Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	Standard 4.1 AQTF 2021 Standards for Accredited Courses Diploma of Teacher Education
1.2 Nominal duration of the course	Standard 5.8 AQTF 2021 Standards for Accredited Courses 655-730 hours
2. Vocational or educational outcomes of the course	
2.1 Outcome(s) of the course	Standard 5.1 AQTF 2021 Standards for Accredited Courses This course supports students to develop the skills and knowledge to transition into Initial Teacher Education qualifications. It provides opportunities for a diverse range of people to pursue a teaching career through a flexible and alternative pathway. It supports access to teacher training for those from diverse backgrounds and life stages who do not currently meet the requirements of the Victorian Selection Framework for entry into initial teacher education courses. It enables learners to prepare for successful participation in undergraduate initial teacher education by supporting the development of study skills and literacy and numeracy skills and introducing them to: • the education environment through participation in a practice stream • the teaching profession and approaches to learning in the context of early childhood, primary and secondary schooling • legislative and policy contexts for education systems and sectors in Victoria • contemporary issues and challenges in the teaching environment
2.2 Course description	Standard 5.1 AQTF 2021 Standards for Accredited Courses This course supports successful transition into an undergraduate initial teacher education qualification for those from diverse backgrounds and life stages who wish to pursue a career in early childhood/primary or secondary school teaching without compromising the rigour of their preparation as teachers. The course also provides potential pathways into education support courses.

	Completion of this qualification will not result in registration as a teacher.

3. Development of the course

3.1 Industry, education, legislative, enterprise or community needs	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
	The Victorian and Australian Governments acknowledge the importance of quality teacher training to achieving improved outcomes for students across the spectrum of early childhood, primary and secondary education.
	This course supports National and State policy initiatives to improve the quality of teaching in Australian schools and to expand pathways into initial teacher education (ITE) for high-quality candidates from diverse backgrounds. These initiatives include the Victorian Government's Excellence in Teacher Education reforms and the Commonwealth's Quality Initial Teacher Education Review completed in February 2022. The report: Next Steps: Report of the Quality Initial Teacher Education Review, identifies "strong support to explore different pathways through initial teacher education (ITE), so that candidates from different backgrounds and at different stages in life are adequately supported in their study" This is specifically reflected in Recommendation 6: Accelerate high-quality candidates into teaching which includes specifically expanding state and territory alternative pathway programs.
	A key reform area in the Victorian Government's Teacher Education Reforms is Area 2 of the key Reform Actions which focuses on high quality alternative pathways that lead into teacher education programs for capable and committed candidates from diverse backgrounds. This course is a key initiative to address this reform area.
	As part of the above reforms and to support quality pathways into ITE programs, the Victorian Institute of Teaching (VIT) has established an Approval Framework which requires approval from the VIT for programs to be recognised as pathway courses into ITE programs. One of the key objectives of the Framework is to support quality candidates from diverse backgrounds to successfully pathway into an undergraduate ITE program (Objective 2).
	Research conducted by the Australian Institute for Teaching and School Leadership (AITSL): Spotlight: Initial Teacher Education Today states that a "variety of pathways available to teacher education students helps to ensure a diversity of entrants are admitted to ITE programs, helping to create a more diverse and representative teaching workforce" (Spotlight Dec 2020).
	The National Skill Commission's 2020 Employment Projections - for the five years to November 2025 identifies Education and Training as one of four industries projected

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to generate over three-fifths (or 64.4 percent) of total employment growth (Labour market information portal).

This is supported by key findings in the Victorian Government's 2018 Teacher Supply and Demand Report which indicate that the supply of new teachers to the Victorian market is not keeping pace with the demand for additional teachers. These skills forecasts for education may have a significant impact on demand for teachers.

As part of the Aboriginal Employment Plan 2020–2026, the Victorian Department of Education and Training is committed to actively supporting Aboriginal people to meet requirements for employment in education. This commitment includes the promotion of the Diploma of Teacher Education Preparation to support pathways into a Bachelor of Education.

Enrolment data below from 2018 to May 2022 indicates a consistent increase in government subsidised enrolments in this course since its initial accreditation in 2018 and this suggests a trend for continuing demand. There is currently no fee for service delivery.

Victorian Enrolments:2018-2021

Govt subsidised*(to May 2022)

2018	2019	2020	2021	2022*
21	171	293	374	318

Source: Department of Education and Training

The target group for this course includes:

- mature age learners and those seeking a career change who do not have an ATAR
- school leavers who have not received the required ATAR to enter directly into the Bachelor of Education

This course:

- does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set
- is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set
- does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification
- does not comprise units that duplicate units of competency of a training package qualification.

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	A Skills and Knowledge Profile was developed to guide the outcomes of the qualification following consultation, feedback and validation from PSC members.
	The course development was guided by a Project Steering Committee comprising:
	Leon Bell (Chair) — Principal, Thornbury Primary School
	Michelle Haeusler — Principal, St Mary MacKillop College, Swan Hill
	Susie Garvis — Department Chair, Education, Swinburne University
	Hannah Galloway — Accreditation Manager, Victorian Institute of Teaching
	Aprille McMahon — Senior Educator – Industry, Victoria University Polytechnic
	Katherine Maher — Teacher Education Reform Unit, Department of Education
	Jannette Kennedy — Manager, Koorie - Participation, Transition and Inclusion Unit, Department of Education
	Allister Rouse — Principal, Kings College, Warrnambool, Vic
3.2 Review for re-accreditation	Standards 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
	A mid cycle review of the Diploma of Teacher Education Preparation conducted in 2020, sought feedback on any issues related to the content or structure of the course that impacted on learner outcomes. All 3 RTOs delivering the course provided feedback that the course was effective in meeting the needs of learners. They indicated that the qualification has prepared students for their future studies, many of the students using it as a pathway to the Bachelor of Education. RTO's also said the workplace component of the qualification prepared students for their professional practice work in the Teaching degree, demonstrating more confidence and familiarity with the school environment. Comments included:
	"The students are well equipped with a broad understanding of the education sector along with valuable placement experience that will definitely enhance their overall capacity towards becoming an educator"(Swinburne).

	"the pathway students are performing very well in their Bachelor of Education" (RMIT)			
	"The Work Integrated part of the DTEP program prepared them very well for their professional practical work in the Teaching degree." (RMIT)			
	Providers indicated that feedback from students has been positive regarding the course content despite the fact that they have experienced delays in course completion due to COVID19 and there have been difficulties with placements.			
	"I was given the opportunity to experience what the teaching profession feels like firsthand. I was given a clear understanding of what to expect when I do finally graduate and go on to start my career, and I was made aware of the realities of the education field".(VU Polytechnic student)			
	There was additional feedback provided at the unit level which indicated that: • the units from the Certificates in General Education for Adults should be updated to address outdated approaches and information • some language/terminology required clarification for example PC3.3 Analyse the relationship between technologies & pedagogies in VU22275 Investigate the digital education environment. • Use of VU22074 Use a range of techniques to solve mathematical problems was raised as a point of discussion in relation to its coverage and level			
	The course 22602VIC Diploma in Teacher Education Preparation supersedes and is equivalent to 22451VIC Diploma of Teacher Education Preparation			

The table below details the relationship between units in the 22602VIC Diploma of Teacher Education Preparation and units in the 22451VIC Diploma of Teacher Education Preparation.

Units from 22602VIC Diploma of Teacher Education Preparation		Units from 22451VIC Diploma of Teacher Education Preparation		Relationship
VU23208	Develop academic skills for the tertiary learning environment	VU22271	Develop academic skills for the tertiary learning environment	Not equivalent Data literacy built into Element 4 New element included to enable the application of academic skills including

Units from 22602VIC Diploma of Teacher Education Preparation		Units from 22451VIC Diploma of Teacher Education Preparation		Relationship
				academic data literacy skills.
VU23209	Investigate the education system	VU22272	Investigate the education system	Equivalent
VU23210	Examine approaches to learning	VU22273	Examine approaches to learning	Equivalent
VU23211	Investigate contemporary issues in teaching	VU22274	Investigate contemporary issues in teaching	Equivalent
VU23212	Investigate the digital education environment	VU22275	Investigate the digital education environment	Not equivalent Addition of new PC to address professional and child digital safety. Addition of new PC to focus on literacy and numeracy as part of digital pedagogies
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	No change
VU22074	Use a range of techniques to solve mathematical problems	VU22074	Use a range of techniques to solve mathematical problems	No change
VU22414	Engage with a range of complex texts for learning purposes	VU21356	Engage with a range of complex texts for learning purposes	Equivalent
VU22419	Create a range of complex texts for learning purposes	VU21360	Create a range of complex texts for learning purposes	Equivalent
CHCEDS057	Support students with additional	CHCEDS016	Support learning for students with	Not equivalent

Units from 22602VIC Diploma of Teacher Education Preparation		Units from 22451VIC Diploma of Teacher Education Preparation		Relationship
	needs in the classroom		disabilities in a classroom environment	
CHCEDS046	Support student literacy learning	CHCEDS020	Support students' literacy learning	Not equivalent
CHCEDS045	Support student mathematics learning	CHCEDS019	Support students' mathematics learning	Equivalent
CHCEDS052	Deliver elements of teaching and learning programs	CHCEDS026	Deliver elements of teaching and learning programs	Not equivalent
CHCEDS047	Assist in facilitation of student learning	CHCEDS021	Assist facilitation of student learning	Not equivalent
CHCEDS048	Work with students in need of additional learning support	CHCEDS022	Work with students in need of additional support	Not equivalent
BSBCMM411	Make presentations	BSBCMM401	Make a presentation	Equivalent
CHCECE030	Support inclusion and diversity	CHCECE001	Develop cultural competence	Not equivalent
CHCEDS050	Support Aboriginal and/or Torres Strait Islander education	CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education	Not equivalent
		CHCEDS027	Support flexible learning in an education environment	Unit deleted
		PSPGEN065	Interpret data and related statistics	Unit deleted from source package
VU22400	Work with and interpret numerical information in	VU21337	Work with and interpret numerical	Equivalent

Units from 22602VIC Diploma of Teacher Education Preparation		Units from 22451VIC Diploma of Teacher Education Preparation		Relationship
	familiar and routine texts		information in familiar and routine texts	
VU22398	Work with and interpret statistical information in familiar and routine texts	VU21338	Work with and interpret statistical information in familiar and routine texts	Equivalent
VU22423	Investigate numerical and statistical information	VU21364	Investigate numerical and statistical information in a range of contexts	Equivalent
VU22424	Investigate and use simple mathematical formulae and problem solving techniques	VU21365	Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts	Equivalent
CHCPRP003	Reflect on and improve own professional practice			Newly imported unit
CHCDIV001	Work with diverse people			Newly imported unit
CHCEDS042	Provide support for e-learning			Newly imported unit
CHCEDS059	Contribute to the health, safety and wellbeing of students			Newly imported unit
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			Newly imported unit

4. Course outcomes

4.1 Qualification level	Standards 5.5 AQTF 2021 Standards for Accredited Courses
	The 22602VIC Diploma of Teacher Education Preparation complies with the AQF qualification type learning outcomes descriptors for the Diploma. Learners are required to identify, analyse, synthesise and act on information from a range of sources and develop and apply theoretical concepts and knowledge that support further learning in the specialized field of education.
	Knowledge
	Graduates will develop knowledge of the education environment, inclusive education, the teaching profession and approaches to learning in the context of early childhood, primary and secondary schooling.
	Skills
	Graduates will develop and apply cognitive and communication skills to:
	• identify, analyse, synthesise and use information from a range of sources about the education sector to complete study tasks
	• critically examine approaches to learning and the ways in which contemporary issues in education impact on teaching and teachers
	• collaborate with and lead others by developing collaborative relationships to enable participation in collaborative learning experiences
	• use language, literacy and numeracy at a level required to enter undergraduate level teaching qualifications
	Application of skills and knowledge
	Graduates will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility by:
	• sourcing and critically analysing relevant information with depth in some areas of specialisation in the education field
	• taking responsibility for own learning
	• adapting to different situations in a teaching environment
	• participating in professional collaboration
	The volume of learning for this qualification would typically be 1 year and incorporate structured and unstructured activities such as structured training to develop:
	• language, literacy and numeracy skills that support transition to the academic environment and

	achievement of the requirements to enter further study in initial teacher education programs
	• knowledge of the education environment, the teaching profession and inclusive education principles
	• practical experience in an education environment to develop knowledge of the environment
	unstructured activities such as:
	• self-directed learning to develop and reinforce academic study skills that support successful transition to higher education for example, undertaking personal study, additional reading and research on contemporary education environments
	• interacting with peers on collaborative tasks
	Refer to Australian Qualifications Framework (2nd Edition, 2013) .
4.2 Foundation skills	Standard 5.6 AQTF 2021 Standards for Accredited Courses
	A summary of the foundation skills to be achieved in this course can be found in Appendix A.
	Foundation skills applicable to the course are detailed in each unit of competency as appropriate.
4.3 Recognition given to the course **(if applicable)**	Standard 5.7 AQTF 2021 Standards for Accredited Courses
	Not applicable
4.4 Licensing/regulatory requirements **(if applicable)**	Standard 5.7 AQTF 2021 Standards for Accredited Courses
	Where this qualification is marketed in Victoria as providing a pathway, or entry, into an undergraduate Victorian ITE course, the Diploma of Teacher Education program must be approved by the Victorian Institute of Teaching. For more information see VIT Approval framework: pathway programs into initial teacher education *VIT Approval framework: pathway programs into initial teacher education*
	Students will be required to have a current Working With Children Check (WWCC) prior to undertaking the following units:
	• CHCEDS057 Support students with additional needs in the classroom
	• CHCEDS046 Support student literacy learning
	• CHCEDS045 Support student mathematics learning
	• CHCEDS052 Deliver elements of teaching and learning programs

	• CHCEDS047 Assist in facilitation of student learning
	• CHCEDS048 Work with students in need of additional learning support
	• CHCEDS050 Support Aboriginal and/or Torres Strait Islander education
	• CHCEDS059 Contribute to the health, safety and wellbeing of students
	• CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
	For more information see: *www.workingwithchildren.vic.gov.au*

5. Course rules
Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited courses

5.1 Course structure

To be eligible for the award of 22602VIC Diploma of Teacher Education Preparation, learners must successfully complete a total of 12 units comprising:

- 9 core units
- 1 unit from the education practice stream
- 2 elective units

Elective units may be selected from:

- the listed units not previously completed as part of the education practice stream
- the electives listed below
- any other accredited course or endorsed training package. where the unit is first packaged at AQF level 4 or above in the source training product

The selection of elective units should be relevant to the course outcomes and be guided by the vocational, educational and/or personal development needs of learners.

Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed.

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
Core units				
VU23208	70199	Develop academic skills for the tertiary learning environment	Nil	100
VU23209	70199	Investigate the education system	Nil	50

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
VU23210	70199	Examine approaches to learning	Nil	70
VU23211	70199	Investigate contemporary issues in teaching	Nil	80
VU23212	70199	Investigate the digital education environment	Nil	55
CHCDIV002	090311	Promote Aboriginal and/or Torres Strait Islander cultural safety	Nil	25
VU22074	010101	Use a range of techniques to solve mathematical problems	Nil	110
VU22414	120103	Engage with a range of complex texts for learning purposes	Nil	30
VU22419	120103	Create a range of complex texts for learning purposes	Nil	30
Education Practice Stream				
CHCEDS057	070113	Support students with additional needs in the classroom	Nil	85
CHCEDS046	070199	Support student literacy learning	Nil	65
CHCEDS045	070199	Support student mathematics learning	Nil	45
CHCEDS052	070199	Deliver elements of teaching and learning programs	Nil	45
CHCEDS047	070199	Assist in facilitation of student learning	Nil	50
CHCEDS048	070113	Work with students in need of additional learning support	Nil	70
Electives				

Unit of competency code	Field of Education code (six-digit)	Unit of competency title	Pre-requisite	Nominal hours
BSBCMM411	100707	Make presentations	Nil	30
CHCECE030	090503	Support inclusion and diversity	Nil	63
CHCEDS050	070199	Support Aboriginal and/or Torres Strait Islander education	Nil	55
VU22400	120103	Work with and interpret numerical information in familiar and routine texts	Nil	30
VU22398	120103	Work with and interpret statistical information in familiar and routine texts	Nil	30
VU22423	120103	Investigate numerical and statistical information in a range of contexts	Nil	50
VU22424	120103	Investigate and use simple mathematical formulae and problem solving techniques	Nil	50
CHCPRP003	080317	Reflect on and improve own professional practice	Nil	120
CHCDIV001	120505	Work with diverse people	Nil	40
CHCEDS042	080905	Provide support for e-learning	Nil	30
CHCEDS059	061301	Contribute to the health, safety and wellbeing of students	Nil	30
CHCECE054	090311	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Nil	55
			Total nominal hours	**655-730**

5.2 Entry requirements	Standard 5.11 for Accredited Courses
	There are no entry requirements for the 22602VIC Diploma of Teacher Education Preparation.
	The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF). See the *Department of Education, Skills and Employment* for more details.
	Learners enrolling in the Diploma of Teacher Education Preparation are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 3 of the ACSF.
	Learners with language, literacy and numeracy skills at lower levels than those suggested may require additional support to successfully undertake the qualification.

6. Assessment	Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses
6.1 Assessment strategy	Standards 5.12 for Accredited Courses
	All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:
	• Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,
	or
	• the Outcome Standards for Registered Training Organisations 2025 (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment
	Assessment strategies for the course should:
	• address the skills and knowledge which underpin performance
	• gather sufficient evidence to judge achievement of progress towards determining competence
	• utilise a variety of different processes/sources, such as written, oral and observation to assess knowledge and performance
	• recognise achievement of elements/competencies regardless of where the enabling learning took place

	• be flexible in regard to the range and type of evidence provided by the learner
	• provide opportunity for the learner to challenge assessment provisions and participate in reassessment
	• be equitable and fair to all learners
	• not unnecessarily restrict the progress of a learner through the course
	• comprise a clear statement of both the criteria and assessment process
	• use assessment tools to suit the needs of learners.
	A variety of assessment methods and evidence gathering techniques may be used with the overriding consideration being that the combined assessment must stress demonstrable performance by the student. Assessment tools must take into account the requirements of the unit in terms of skills, knowledge and performance
	Assessment methods and tools may include:
	• observation of the learner's performance
	• observation of oral presentations
	• review of written reports
	• oral or written questioning to assess knowledge which underpins performance
	• third party reports from school based supervisors detailing specific performance of the learner
	Assessment of units of competency from accredited courses and nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.
6.2 Assessor competencies	Standard 5.14 for Accredited Courses
	Assessment must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,
	or
	• Outcome Standards for Registered Training Organisations 2025 (SRTOs),
	or
	• the relevant standards and Guidelines for RTOs at the time of assessment.

	Units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.
7.Delivery	
7.1 Delivery modes	Standards 5.12 and 5.13 for Accredited Courses
	Delivery of units that require students to be placed in an education environment will require:
	• access to an environment where skills can be developed and applied with appropriate guidance, support and supervision by a nominated teacher or other education professional
	• sufficient time to develop and apply the relevant skills and knowledge.
	Delivery modes may also include:
	• online (asynchronous and/or synchronous)
	• independent self-paced learning (time spent by student involved in specified learning activities without direct teacher/trainer supervision while undertaking those activities)
	Teaching and learning strategies must be selected to reflect the varying learning needs and educational backgrounds of the individual learner and the specific requirements of each unit. Some areas of content may be common to more than one unit and therefore integration may be appropriate.
	Entrants to the Diploma of Teacher Education Preparation can have diverse backgrounds and be at different stages of life. Delivery strategies should be selected to enable learners to develop the skills and knowledge contained in the units. Wherever possible delivery options should take advantage of any diversity of the cohort to encourage cross-cultural learning.
7.2 Resources	Standard 5.14 for Accredited Courses
	Training must be undertaken by a person or persons in accordance with:
	• Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,
	or
	• Outcome Standards for Registered Training Organisations 2025 (SRTOs),
	or

	• the relevant standards and Guidelines for RTOs at the time of assessment.
	The following units imported from the CHC Community Services Training Package Training will require the provision of an environment where skills can be developed and applied with appropriate guidance, support and supervision by a nominated teacher or other education professional:
	• CHCEDS057 Support students with additional needs in the classroom
	• CHCEDS046 Support student literacy learning
	• CHCEDS045 Support student mathematics learning
	• CHCEDS052 Deliver elements of teaching and learning programs
	• CHCEDS047 Assist in facilitation of student learning
	• CHCEDS048 Work with students in need of additional learning support
	• CHCEDS050 Support Aboriginal and/or Torres Strait Islander education
	Units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course.
8. Pathways and articulation	
	Standard 5.10 for Accredited Courses
	There are no formalised articulation arrangements for this course.
	Graduates of this course may pathway into Higher Education undergraduate initial teacher education courses.
	Imported units of competency from the CHC Community Services Training Package provide a pathway into a range of education support qualifications from that training package.
	This course contains nationally endorsed units of competency from the BSB Service industries Training package. Participants who successfully complete any of these units will be able to gain credit into other qualifications containing these units in any future studies
	Refer to the *AQF 2nd Edition, 2013 Pathways Policy*
9. Ongoing monitoring and evaluation	

	Standard 5.15 for Accredited Courses
	The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the qualification.
	A formal review will take place once during the period of accreditation and will be informed by feedback from users of the course and will consider at a minimum:
	• any changes required to meet emerging or developing needs
	• changes to any units of competency from nationally endorsed training packages or accredited curricula.
	The Victorian Registration and Qualifications Authority (VRQA) will be notified of any significant changes to the course/s resulting from course monitoring and evaluation processes.

Appendix A: Foundation Skills Qualification Summary

22602VIC Diploma of Teacher Education Preparation

The following table contains a summary of the foundation skills for this course. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The foundation skills facets described here are broad industry requirements that may vary depending on qualification packaging.

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
Reading skills to:	• identify, interpret and evaluate information from academic texts/sources • source, interpret and analyse information about the school education sector, education policies and frameworks and key issues impacting education • source, interpret and analyse information about learning theories and their application
Writing skills to:	• use academic discourse to produce a range of academic writing tasks related to the education sector and the contemporary education environment
Oral communication skills to:	• participate in group discussions with peers • participate in oral presentations • organise and participate in collaborative learning tasks
Numeracy skills to:	• analyse data in an academic context • analyse and interpret data about issues in the education environment • apply mathematical concepts to solve problems • interpret and analyse statistical information and trends
Learning skills to:	• determine effective personal learning strategies • reflect on own learning experiences and how they may influence own teaching practice
Problem-solving skills to:	• use a range of specialist techniques and concepts to solve mathematical problems • establish and analyse the relationship between education frameworks, teaching practice and student learning • analyse the reliability of information sources • critically examine changing views of teaching and teachers

Foundation Skill	Industry/education/legislative/enterprise/Community requirements for this qualification include the following facets:
	• examine common issues encountered in digital learning and the impact on teaching practice and student learning
Teamwork skills to:	• contribute to and participate in a collaborative learning experience
Planning and organising skills to:	• plan, manage and evaluate activities in relation to own level of involvement and responsibility in collaborative learning experiences • collect, organise and use information to investigate issues in the education system • collect, analyse and organise information to examine learning theories and their application • source and evaluate information on the use of technology in educational environments
Self-management skills to:	• identify own needs in relation to transition for academic success • develop strategies for dealing with situations likely to be encountered in the school environment • reflect on and identify opportunities to improve own level of digital learning knowledge and skill
Technology skills to:	• access electronic sources of information about tertiary study • present academic tasks according to requirements • evaluate and manage online information • access and navigate key education documents • investigate the features, uses, benefits and limitations of educational technology

Section C–Units of competency

Units of competency imported from training packages

The following units of competency can be accessed from the National Register of VET (See the *National Register of VET* for more information

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCEDS057 Support students with additional needs in the classroom

CHCEDS046 Support student literacy learning

CHCEDS045 Support student mathematics learning

CHCEDS052 Deliver elements of teaching and learning programs

CHCEDS047 Assist in facilitation of student learning

CHCEDS048 Work with students in need of additional learning support

BSBCMM411 Make presentations

CHCECE030 Support inclusion and diversity

CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

CHCPRP003 Reflect on and improve own professional practice

CHCDIV001 Work with diverse people

CHCEDS042 Provide support for e-learning

CHCEDS059 Contribute to the health, safety and wellbeing of students

CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

The following imported units are from accredited courses. (See the *DET website* to access the full course documents)

VU22074 Use a range of techniques to solve mathematical problems

VU22414 Engage with a range of complex texts for learning purposes

VU22419 Create a range of complex texts for learning purposes

VU22400 Work with and interpret numerical information in familiar and routine texts

VU22398 Work with and interpret statistical information in familiar and routine texts

VU22423 Investigate numerical and statistical information in a range of contexts

VU22424 Investigate and use simple mathematical formulae and problem solving techniques

The following units of competency developed for this course are contained in Section C:

VU23208 Develop academic skills for the tertiary learning environment

VU23209 Investigate the education system

VU23210 Examine approaches to learning

VU23211 Investigate contemporary issues in teaching

VU23212 Investigate the digital education environment

UNIT CODE	**VU23208**
UNIT TITLE	**Develop academic skills for the tertiary learning environment**
APPLICATION	This unit describes the skills and knowledge to support the transition to tertiary study by developing knowledge of the tertiary learning environment, collaborative learning techniques and the application of academic and data literacy skills.
	This unit applies to learners who need to develop their study and academic literacy and numeracy skills to support entry into and participation in an undergraduate teacher education course.
	No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
ELEMENTS	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

1	Develop strategies to support transition to tertiary education	1.1	Examine academic expectations of tertiary study
		1.2	Investigate sources of information that can support transition to tertiary study
		1.3	Identify available support services and their functions
		1.4	Investigate factors which can impact on successful transition to tertiary education
		1.5	Develop strategies to address the factors investigated
2.	Analyse learning strategies	2.1	Identify the learning contexts commonly experienced in the tertiary education sector
		2.2	Define the learning strategies commonly applied in the tertiary education sector
		2.3	Analyse the features, benefits and disadvantages of different learning strategies as they relate to different learning contexts
		2.4	Examine own needs in relation to transition for academic success
3.	Participate in a collaborative	3.1	Identify the ways in which collaborative learning groups can be formed

	learning experience	3.2	Form a group and agree on group protocols
		3.3	Identify and agree to a learning goal to be achieved by the group
		3.4	Agree and document a plan to achieve the learning goal
		3.5	Implement the plan
		3.6	Review and document the collaborative process learnings
		3.7	Present the learnings in an oral group presentation or discussion
4.	Examine tertiary academic requirements	4.1	Identify the academic writing process
		4.2	Identify commonly used referencing systems and their features
		4.3	Examine the elements of academic discourse
		4.4	Examine the features of data literacy in the academic context
5.	Apply tertiary academic skills	5.1	Produce a piece of academic writing using the elements of academic discourse and including a minimum of two references
		5.2	Analyse data and draw conclusions as part of an academic task
		5.3	Seek feedback on tasks and review own learning

RANGE OF CONDITIONS

Learning contexts for the development of academic skills may include but are not limited to: lectures, tutorials, seminars, e-learning, practical placement and independent learning.

Group protocols to support collaborative learning may include but are not limited to: communication protocols, conflict resolution process, equal contribution to the group, respectful interactions, commitment to completing agreed/assigned tasks.

Elements of academic discourse in a tertiary environment may include but are not limited to: structure and organisation, register/formality, audience, technical or academic language and may include communication through presentations, essays, research papers, thesis, reference books, journals.

Data literacy in the academic context may include but is not limited to: sources of data, data appropriate for different purposes, critical analysis of data, how data is represented and/or misrepresented, how data is used.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	• collect, organise and evaluate information about tertiary study and academic expectations • identify, interpret and evaluate information from academic texts/sources
Writing skills to:	• document learnings from collaborative learning experience • apply the features of academic discourse to produce a piece of academic writing
Oral communication skills to:	• negotiate and agree communication protocols for a collaborative group • apply collaborative group protocols • participate in an oral group presentation
Numeracy skills to:	• analyse data in an academic context
Learning skills to:	• determine effective personal learning strategies
Problem-solving skills to:	• analyse the features, benefits and disadvantages of different learning strategies as they relate to different learning contexts
Teamwork skills to:	• contribute to a collaborative learning experience • support others in a collaborative learning experience • contribute to an oral group presentation
Planning and organising skills to:	• plan, manage and evaluate activities in relation to own level of involvement and responsibility in a collaborative learning experience • contribute to the preparation of an oral group presentation
Self-management skills to:	• develop strategies to address factors impacting on transition to tertiary study • identify own needs in relation to transition for academic success
Technology skills to:	• access electronic sources of information about tertiary study • present academic tasks according to requirements

	• format a reference list		
UNIT MAPPING INFORMATION	.		

Code and Title Current Version	Code and Title Previous Version	Comments
VU23208 Develop academic skills for the tertiary learning environment	VU22271 Develop academic skills for the tertiary learning environment	Not equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23208 Develop academic skills for the tertiary learning environment
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: Examine and apply a range of academic skills related to tertiary study to support own transition to tertiary education including: • forming collaborative learning relationships and participating in a collaborative learning experience • examining effective learning strategies and applying academic analysis and writing skills to produce a piece of academic writing of a minimum of 1200 words
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • sources of information that can support transition to tertiary study • learning strategies related to academic learning contexts • features of respectful communication and behaviour to support positive group interactions • features of effective oral presentations such as using body language, clarity of expression, speaking clearly and audibly • types of academic discourse • elements of academic discourse to support the production of a piece of academic writing • commonly used referencing systems and their application to a range of academic sources • numeracy concepts that support data literacy to access, interpret and communicate data in an academic context • different types of data in the academic context
ASSESSMENT CONDITIONS	Assessment of academic skills must be based on realistic academic tasks that enable the application of academic and data literacy skills and discourse. Sufficient time must be provided to plan, implement and review a collaborative learning experience. Assessment must ensure access to: • sources of information about tertiary study • access to a group of peers for collaborative learning Assessor requirements

| | No specialist vocational competency requirements for assessors apply to this unit. |

UNIT CODE	**VU23209**
UNIT TITLE	**Investigate the education system**
APPLICATION	This unit describes the skills and knowledge to investigate the education system. It includes examining the links between key national and state government policies and the requirements to work as a teacher.
	This unit applies to learners who need to develop their knowledge of the Victorian education system to support entry into and participation in an undergraduate teacher education course.
	No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

ELEMENTS		PERFORMANCE CRITERIA	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine the Victorian education system	1.1	Identify the sectors of the Victorian school education system
		1.2	Investigate the structure and features of each sector
		1.3	Identify the roles and responsibilities of key authorities relevant to the Victorian education system
		1.4	Examine the relationship between national and state responsibilities for education
		1.5	Identify the link between key national and state education policies
2.	Examine the education frameworks used in Victoria	2.1	Identify the education frameworks used in Victorian education settings
		2.2	Investigate the learning areas and capabilities contained in the frameworks
		2.3	Source and examine resources to support the implementation of education frameworks
		2.4	Analyse the ways in which the education frameworks facilitate the development of student learning and achievement
		2.5	Analyse the ways in which the education frameworks address the diversity of learners

		2.6	Examine key priority areas and how they are being addressed in Victorian schools
3	Investigate requirements to work as a teacher in Victoria	3.1	Identify education requirements to work as a teacher in different education sectors
		3.2	Investigate further study options to obtain teaching qualifications
		3.3	Identify the registration requirements for teachers
		3.4	Investigate the roles and responsibilities of key education regulatory bodies
		3.5	Identify the professional responsibilities of a teacher
		3.6	Examine the demand for teachers in different education sectors
		3.7	Investigate current and projected opportunities to work as a teacher
4.	Investigate an education sector	4.1	Select an education sector
		4.2	Access and analyse key data and trends for the sector and develop a profile
		4.3	Examine and compare areas of specialisation for study within the sector
		4.4	Identify current issues within the sector

RANGE OF CONDITIONS

Sectors of the Victorian education system may include but are not limited to: early childhood, primary, secondary, special education and Vocational Education and Training (VET) across the government, catholic and independent sectors.

Key authorities relevant to the Victorian education system may include but are not limited to: the Victorian Department of Education and Training, the Victorian Institute of Teaching (VIT), the Victorian Registrations and Qualifications Authority (VRQA), the Victorian Curriculum and Assessment Authority (VCAA).

Education policies may include but are not limited to:

• Literacy and Numeracy test for initial teacher education (LANTITE)

• increasing literacy and numeracy levels of students

• increasing uptake of science, technology, engineering and maths skills (STEM)

• improving the quality of teaching

• addressing the needs of disadvantaged students

• inclusion and respectful relationships

- National Aboriginal and Torres Strait Islander Education Strategy
- Closing the Gap
- Cultural Diversity in schools
- Special Needs
- Student health and well being(Child Safe Standards).

Victorian Education Frameworks may include but are not limited to:

- Victorian Curriculum F-10
- Victorian Certificate of Education
- Victorian Certificate of Applied Learning
- Victorian Early Years Learning and Development Framework
- Marrung Aboriginal Education Plan 2016-2026
- Framework for Improving Student Outcomes
- Cultural Diversity Plan.

Professional responsibilities include but are not limited to:

- duty of care
    - treating students equitably
    - meet the individual learning needs of students
    - child safe standards
    - student health and wellbeing.
- undertaking appropriate ongoing professional development
- complying with codes of conduct and professional ethics
- implementing education priorities and policies
- meeting the Australian Professional Standards for Teachers at the Graduate level

FOUNDATION SKILLS

Skill	Description
Reading skills to:	• source, interpret and analyse information about the school education sector and education policies and frameworks • summarise ideas and information • collect, organise and evaluate information
Writing skills to:	• use information to develop a profile of an education sector
Numeracy skills to:	• analyse and interpret data about the education system
Problem-solving skills to:	• establish and analyse the relationship between education frameworks and student learning
Planning and organising skills to:	• collect and use information to investigate the education system
Technology skills to:	• access and interpret online information about the education sector • evaluate and manage online information • access and navigate key education documents

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23209 Investigate the education system	VU22272 Investigate the education system	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23209 Investigate the education system

PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.
	
	Assessment must confirm the ability to:
	
	• access and analyse information about the Victorian school education system including:
	
	   – the relationship between key Victorian and National education policies and frameworks
	   – sectors within the school education system
	   – education frameworks and their links to learning
	   – study options to obtain teaching qualifications
	   – teacher responsibilities and requirements
	
	• analyse, interpret and use information to investigate a specific education sector

KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • sources of information about different aspects of the education system including policies and frameworks • registration requirements and processes for teachers • Codes of conduct such as the Victorian Teaching Profession's Code of Conduct and Ethics / legislative obligations • education regulatory bodies for teacher registration • factors affecting teacher demand • trends in current and future demands for teachers
ASSESSMENT CONDITIONS	Assessment must ensure access to: • digital technology and online resources • sources of information and data on the education system • key education frameworks and policies Assessor requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		**VU23210**	
UNIT TITLE		**Examine approaches to learning**	
APPLICATION		This unit describes the skills and knowledge to examine a range of learning theories, their relationship to learning approaches and implications for teaching. It also includes examination of and reflection on approaches that enhanced own learning experiences.	
		This unit applies to those who need to develop their knowledge of the theories of learning to support entry into and participation in an undergraduate teacher education course.	
		No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		**PERFORMANCE CRITERIA**	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Examine key theories of learning	1.1	Identify the key theories of learning
		1.2	Examine the relationship between key learning theories and how learning occurs
		1.3	Examine the implications of the key learning theories for teaching
		1.4	Analyse the suitability of key learning theories for specific learning areas and learners.
		1.5	Examine the relationship between key theories of learning and online learning
2.	Examine a learning theory and its application	2.1	Select a learning theory
		2.2	Examine how the theory views the development of knowledge and learning
		2.3	Examine how the theory is applied in specific subject areas and/or to specific groups of learners
		2.4	Identify key approaches to teaching and learning and how they are linked to the learning theory
		2.5	Identify learning activities which reflect the learning theory

3.	Examine the impact of key learning theories on own educational experiences	3.1	Identify own significant learning experiences
		3.2	Identify approaches which enhanced own learning experiences
		3.3	Analyse factors which influenced the outcomes of the learning experiences
		3.4	Examine ways in which the approaches used in own learning experiences could have been improved
		3.5	Evaluate how own learning experiences can inform own future teaching approaches

RANGE OF CONDITIONS

Key theories of learning may include but are not limited to behaviourism, cognitivism, social learning theory, social constructivism, connectivism.

Key approaches to teaching and learning may include but are not limited to:

- a teacher focused approach with the intention of transmitting information to students

- a student focused approach aimed at students developing and/or changing their perceptions

- scaffolding

- collaborative learning and group work

- modelling

- experiential learning

- self reflection

- online learning.

Significant learning experiences may include but are not limited to: positive and negative experiences that have assisted or impeded understanding, resulted in personal transformation and/or transferred to other contexts.

Factors which influence the outcomes of learning experiences may include but are not limited to: teaching or instructional approaches, socio-economic factors, cultural views of the value of education, psychological factors, ill-health, teacher quality and training, attendance.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	- source, interpret and analyse information about learning theories and their application - summarise ideas and information - compare different views of learning

Learning skills to:	• reflect on own learning experiences and assess potential influence on own teaching practice
Problem-solving skills to:	• identify and analyse the link between learning theories and teaching approaches
Planning and organising skills to:	• collect, analyse and organise information to examine a learning theory and its application
Technology skills to:	• access and evaluate information about learning theories

UNIT MAPPING INFORMATION			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23210 Examine approaches to learning	VU22273 Examine approaches to learning	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23210 Examine approaches to learning
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.
	Assessment must confirm the ability to:
	• examine a minimum of two key learning theories to establish how they inform teaching practice
	• examine at least one key learning theory and how it is applied in different learning areas and with different learners
	• examine the link between learning theories, own learning experiences and potential impact on own future teaching practice
KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:
	• relationship between a minimum of two learning theories and practice
	• purpose and principles that inform a minimum of two learning theories
	• factors that impact on learning such as teaching approaches, socio-economic, psychological and physical factors
	• different views of how learning occurs based on at least two learning theories
ASSESSMENT CONDITIONS	Assessment must be based on analysis of at least 2 learning theories and related approaches to learning which could be applied to different study areas and with different learner groups
	Assessment must ensure access to:
	• sources of information about learning theories
	• digital technology to source information about learning theories and approaches to learning
	Assessor requirements
	No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		**VU23211**
UNIT TITLE		**Investigate contemporary issues in teaching**
APPLICATION		This unit describes the skills and knowledge to investigate the teaching environment and contemporary issues that impact on teaching and teachers. This unit applies to learners who need to develop their knowledge of the education environment in preparation for entry into and participation in an undergraduate teacher education course.
		No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
ELEMENTS		**PERFORMANCE CRITERIA**
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.
1	Examine external views of teaching and teachers	1.1 Examine own experiences of teachers and their teaching
		1.2 Examine prevailing community views of teaching and teachers
		1.3 Examine community expectations of teaching and teachers
		1.4 Examine media representations of teaching and teachers
		1.5 Determine the ways in which changing views of teaching and teachers impact on the profession
2	Investigate internal expectations of teaching and teachers	2.1 Examine the role of the educational leader in managing the education environment
		2.2 Examine the roles of others in the education environment
		2.3 Analyse the ways in which those in the education environment work together to support common goals
		2.4 Examine the ethical expectations of teachers
		2.5 Examine potential challenges in the education environment
		2.6 Identify existing teacher supports

		2.7	Develop strategies to address internal expectations and potential challenges in the education environment
3	Examine student centred educational policy and practice	3.1	Identify major student centred educational policies
		3.2	Identify key legislation, policies and frameworks that impact on inclusive education
		3.3	Examine the cultural influences that can impact on teaching practice
		3.4	Examine the potential impact of own views on teaching practice
4.	Investigate the major social issues impacting education	4.1	Examine the impact of changing family demographics on teaching and teachers
		4.2	Examine the impact of parenting expectations on teaching and teachers
		4.3	Investigate the key effects of educational disadvantage
		4.4	Identify the impacts of socio economic disadvantage on educational attainment
		4.5	Examine the impact of workforce trends on student transitions
		4.6	Examine the impact of student well-being on teaching and learning

RANGE OF CONDITIONS

Ethical expectations may include but are not limited to: creating a safe and inclusive learning environment, teachers as moral / social / ethical educators and role models, treating all students with courtesy and respect, maintaining professionalism in relationships with learners inside and outside the school environment and with colleagues and parents/carers.

Potential challenges in the education environment may include but are not limited to: responding to socio cultural change as a result of external events, managing workloads, managing expectations, dealing with difficult / disruptive classroom behaviours, supporting parents with concerns, dealing with difficult staff room behaviours, lack of support / induction / mentoring.

The education environment may include early childhood, primary or secondary sectors.

Strategies to address potential challenges may include but are not limited to:

- seeking support from professional or personal networks

- seeking appropriate professional development opportunities

- reflecting on own performance / needs

- developing positive relationships

- promoting positive behaviour support in classrooms

- techniques to respond to behaviours associated with a range of disabilities.

Student centred educational policies may include but are not limited to:

- student participation and inclusion incorporating cultural and socio-economic diversity and disability

- student safety and well-being including the Child Safe Standards

- Disability Standards for Education.

Key legislation, policies and frameworks related to inclusive education may include but are not limited to:

- Victorian Education Training Reform Act 2006

- Occupational / Work Health and Safety

- Charter of Human Rights

- Equal Opportunity Act

- Racial Discrimination Act

- Disability Discrimination Act

- Victorian Teaching Profession's Code of Conduct and Ethics / legislative obligations.

Cultural influences may include but are not limited to: beliefs on the value of educational achievement, use of culturally sensitive language, cultural stereotypes, value placed on different ways of thinking, value placed on feedback and how it influences learning.

Workforce trends may include but are not limited to: the changing nature of the workforce, globalisation, automation and technology, mobility.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	access, read and interpret a range of information about the role of teachers in the education environment and key social issues impacting education
Numeracy skills to:	examine and analyse data on workforce trends and social issues such as changing family demographics
Learning skills to:	reflect on the way in which own views may influence teaching practice
Problem-solving skills to:	- analyse the reliability of information sources - critically examine changing views of teaching and teachers - analyse the internal expectations of teachers

	• analyse the impact of key legislation and policy on inclusive education	
Self-management skills to:	• develop strategies for dealing with situations likely to be encountered in the school environment	
Technology skills to:	• access digital information about contemporary issues in teaching • evaluate the reliability of digital information sources	

UNIT MAPPING INFORMATION			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23211 Investigate contemporary issues in teaching	VU22274 Investigate contemporary issues in teaching	Equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23211 Investigate contemporary issues in teaching
PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to: • examine internal and external expectations of teaching and teachers and the ways in which these can impact on a contemporary education environment • develop strategies to meet internal expectations and manage own response to likely challenges in an education environment • examine the impact of policy, legislative and social influences on teaching and teachers

KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of:
	
	• reliable sources of information on:
	
	  − key social issues impacting contemporary education
	
	  − suitability for teacher registration to meet ethical expectations
	
	• relevant legislation and educational policy shaping responses in education
	
	• changing family demographics
	
	• common cultural stereotypes
	
	• factors that contribute to socio economic disadvantage
	
	• key effects of educational disadvantage
	
	• workforce trends in relation to student transition

ASSESSMENT CONDITIONS	Assessment must include a range of relevant, contemporary issues in teaching and reference to current education policies and/or frameworks Assessment must ensure access to: • relevant sources of information • digital devices to access information Assessor requirements No specialist vocational competency requirements for assessors apply to this unit.

UNIT CODE		**VU23212**	
UNIT TITLE		**Investigate the digital education environment**	
APPLICATION		This unit describes the skills and knowledge to investigate how digital learning can support educational outcomes.	
		This unit applies to learners who need to develop their knowledge of the education environment in preparation for entry into and participation in an undergraduate teacher education course.	
		No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.	
ELEMENTS		**PERFORMANCE CRITERIA**	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.	
1	Investigate the digital education environment	1.1	Identify policies and programs designed to support technology rich learning environments
		1.2	Investigate the definitions of digital learning and digital technologies
		1.3	Investigate the use of technology in educational environments to support teachers
		1.4	Review own level of digital learning knowledge and skill
		1.5	Identify opportunities to improve own level of digital learning knowledge and skill
		1.6	Examine the positive and negative impacts of digital learning
2	Investigate the technological environment	2.1	Identify technology currently used in education
		2.2	Examine the strengths and weaknesses of a range of educational technologies
		2.3	Investigate the features, uses, benefits and limitations of one piece of educational technology
		2.4	Investigate how the use of technology can impact professional and child digital safety
3		3.1	Examine the place of digital pedagogy in education

	Investigate the pedagogical implications of digital learning	3.2	Investigate the relationship between teacher and student in a digital education environment
		3.3	Analyse the relationship between technologies and pedagogies
		3.4	Investigate how the use of technology can be used to support development of digital literacy and numeracy
		3.5	Investigate the benefits and limitations of online assessment and feedback

RANGE OF CONDITIONS

Examples of educational policies and programs may include but are not limited to: the responsible and ethical use of digital technologies, cyber safety (for teacher and learner), the Digital Education Revolution, teacher capability building, infrastructure /resource development.

Learning contexts for the development of digital learning skills may include but are not limited to: accessing and using digital content through blended, virtual learning, games-based learning, and on-line student collaborations.

Use of technology in educational environments may include but is not limited to: assessments and feedback, professional development for teachers, timetabling, reporting to parents.

Programs and technologies used in education may include but are not limited to: Learning management systems (LMS), video conferencing, software and applications to support the development of digital capabilities, and the use of a range of hardware such as personal computer, laptop, tablet and / or mobile phone.

Relationship between technologies and pedagogies may include but is not limited to: integration of learner centred approaches, methods of instruction, learning objectives, feedback and evaluation.

FOUNDATION SKILLS

Skill	Description
Reading skills to:	• read, review, collect, organise and evaluate information about digital technologies and their uses in education
Writing skills to:	• complete written analysis of the relationship between the digital learning environment, digital technologies and digital pedagogies
Problem-solving skills to:	• examine the strengths and weaknesses of a range of educational technologies

	• examine positive and negative issues encountered in digital learning
	• analyse the risks to student outcomes of using inappropriate pedagogy / technology combinations
Self-management skills to:	• reflect on own level of digital learning knowledge and skill
	• identify opportunities to improve own digital learning knowledge and skill
Technology skills to:	• Investigate the features, uses, benefits and limitations of educational technology
	• navigate and interpret information about the uses of technology

UNIT MAPPING INFORMATION			
	Code and Title Current Version	Code and Title Previous Version	Comments
	VU23212 Investigate the digital education environment	VU22275 Investigate the digital education environment	Not equivalent

Assessment Requirements

TITLE	Assessment Requirements for VU23212 Investigate the digital education environment

PERFORMANCE EVIDENCE	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit.
	
	Assessment must confirm the ability to:
	
	• access and analyse information about the technologies used in the education environment to support teaching and student learning including examining:
	
	   – the relationship between the technologies and pedagogies
	   – the impact of the technologies on teaching and learning
	   – implications for digital safety
	   – opportunities to improve own digital learning knowledge and skill
	
	• examine a piece of technology currently being used in education

KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • Sources of information about different aspects of digital learning and digital technologies including policies and programs designed to support digital learning environments • Definitions of common terms used in digital learning and digital technologies • Methods to support cyber security including professional and learner safety • Positive and negative impacts of digital learning. • Strengths and weaknesses of commonly used educational technologies. • Benefits and limitations of online assessment and feedback
ASSESSMENT CONDITIONS	Assessment of digital skills must be based on realistic tasks and use of common and easily accessible hardware and software that enable the application of digital skills. Assessment must ensure access to: • digital technology and online resources • sources of information and data on the education system • key education framework and policies related to digital education Assessor requirements No specialist vocational competency requirements for assessors apply to this unit