

22710VIC Certificate IV in Tertiary Preparation

Version 1:13 March 2026

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

Accredited for the period: 1 July 2026 to 30 June 2031

Version history

Version number	Details	Date approved
Version 1	Initial release approved to commence from 1 July 2026	13 March 2026

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Section A – Copyright and course classification information

1. Copyright owner of the course	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) 2026		
2. Address	Executive Director, Department of Jobs, Skills, Industry and Regions (DJSIR) Adult Community and Further Education Higher Education and Workforce Branch: Skills and Employment GPO Box 4367 Melbourne Vic 3001 Organisational Contact: Mr Brian Donne Department of Jobs, Skills, Industry and Regions (DJSIR) Adult Community and Further Education Higher Education and Workforce Branch: Skills and Employment GPO Box 4367 Melbourne Vic 3001 Email: Brian.Donne@ecodev.vic.gov.au Email: course.enquiry@djsir.vic.gov.au Day-to-day contact: Curriculum Maintenance Manager (CMM) Adult Community and Further Education (ACFE) Victoria University PO Box 14428 Melbourne, VIC 8001 Telephone: (03) 9919 5300 Email: nadia.casarotto@vu.edu.au		
3. Type of submission	☐	Accreditation	
	☒	Reaccreditation	22582VIC Certificate IV in Tertiary Preparation

4. Copyright acknowledgement

The following units of competency:

- BSBCMM411 Make presentations
- BSBTEC401 Design and produce complex text documents
- BSBTEC302 Design and produce spreadsheets

have been imported from the BSB Business Services training package administered by the Commonwealth of Australia.

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The following units of competency:

- MEM16008 Interact with Computer Technology
- MEM30012 Apply mathematical techniques in a manufacturing engineering or related environment
- MEM30032 Produce basic engineering drawings

have been imported from the MEM Manufacturing and Engineering training package administered by the Commonwealth of Australia.

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The following units are imported from the 22607VIC Certificate III in Science

- VU23263 Work with mathematical techniques
- VU23267 Examine body systems

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The following unit is imported from the 22608VIC Certificate IV in Science:

- VU23270 Use a range of techniques to solve mathematical problems

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The following unit is imported from the 22606VIC Certificate III in Mumgu-dhal tyama-tiyt community, connection, and pathways:

- VU23258 Apply further study skills

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The following units are imported from the 22691VIC Certificate II in General Education for Adults:

- VU23825 Create complex texts for learning purposes
- VU23829 Work with statistics and probability in less familiar situations
- VU23830 Work with number and algebra in less familiar situations

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Request for other use should be addressed to:

Executive Director,

Department of Jobs, Skills, Industry and Regions (DJSIR)





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Copies of this publication can be downloaded free of charge from the [Victorian Government website](#)



6. Course accrediting body	Victorian Registration and Qualifications Authority	
7. AVETMISS information	ANZSCO code	GEN19 General Education - not occupationally specific
	ASCED code	1201 General Education
	National course code	22710VIC
8. Period of accreditation	1 st July 2026 - 30 th June 2031	



Section B – Course information

1. Nomenclature	Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses
1.1 Name of the qualification	22710VIC Certificate IV in Tertiary Preparation
1.2 Nominal duration of the course	385-730
2. Vocational or educational outcomes	Standard 5.1 AQTF 2021 Standards for Accredited Courses
2.1 Outcome(s) of the course	The Certificate IV in Tertiary Preparation provides an alternative post-secondary school pathway for underrepresented groups wishing to engage in further study such as higher-level VET courses and/or Higher Education studies. Students will be better prepared to participate in further study and education options. The course is intended to provide participants with the following education outcomes: • preparation to transition to tertiary study • investigation of tertiary study options and pathways • development of: ○ tertiary reading and writing skills ○ collaborative learning and study skills ○ online research skills ○ critical analysis of academic information
2.2 Course description	The Certificate IV in Tertiary Preparation focuses on the development of tertiary study skills including researching study options, tertiary reading and writing features and conventions and participation in collaborative learning in the completion of academic tasks including online learning.
3. Development of the course	Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses
3.1 Industry, education, legislative, enterprise or community needs	Tertiary enabling or preparatory programs such as the Certificate IV in Tertiary Preparation have become an important part of post-secondary schooling options. These programs facilitate increased access for under-represented groups and provide alternative entry pathways to Higher Education and Vocational Education and Training for these groups and other learners. The Certificate IV in Tertiary Preparation supports learners to undertake learning and implement strategies that will assist them to improve their access to further study as well as providing them with the skills and strategies to succeed. Information to support the continuing need for the course was collected through a number of activities:

- analysis of enrolment data from 2021 to July 2025*
- feedback from staff in destination courses
- review of provider websites
- feedback from providers as part of mid-cycle review
- desktop review of literature and government policy
- review of further study skills across similar General Studies and Further Education courses:
 - Certificate III in General Education for Adults
 - Certificate IV in EAL (Further Study)

VET and Government policy

This course supports Government policy focusing on access, equity and inclusion reflected in the Australian Universities Accord and the National Skills agreement to improve access and participation rates in further study for disadvantaged groups.

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

Research

A number of studies have shown that higher tertiary studies continue to be difficult to access for some groups of Australians and disadvantaged students remain under-represented at higher levels of Further Education. This includes people from low-socio-economic or regional/rural/remote locations, First Nations people, people from culturally and linguistically diverse (CALD) backgrounds, and people with disability. Each of these groups is under-represented in participation rates in Australian higher education despite a period of considerable expansion in Australian higher education since 2009 that saw overall student numbers increase by 42%, including a 63% increase in enrolments among students from low socio-economic backgrounds and a 95% increase in enrolments among First Nations Australians. Despite this growth, the enrolment share of these groups

remains low.¹

Research has established the benefits of pathway enabling courses. It shows that students value the development of academic writing skills, time management/organisational skills and generally being prepared to handle academic studies. Students also indicated their pathways made them feel more confident with future study² Research has also confirmed that these courses play an important role in supporting students from underrepresented backgrounds to access higher education, supporting individuals to develop a sense of belonging and establish student identities alongside academic skills.³

Research which compared first-year retention and academic outcomes of students that entered a tertiary course via successful completion of an enabling program, found that a greater proportion of students transitioning were from equity and disadvantaged backgrounds than any other entry pathway. The research also found that students were retained at a rate that was similar or better than students entering via all other admission pathways, despite poorer academic performance. This retention and persistence suggest enhanced resilience amongst this cohort, potentially built during their enabling education experience.⁴

There are currently seven Registered Training Organisations (RTOs) with this course on scope including four Victorian TAFES. The course is also delivered in NSW and WA. The table below shows Victorian commencements in the course between 2021 and July 2025. The data shows most commencements are Government funded and have been increasing steadily during this period. Progressive data for 2025 indicates that this trend will be maintained.

¹ National Centre for Student Equity in Higher Education (NCSEHE), Curtin University, Department of Education: Centring the Voices of Harder to Reach Under-Represented and Disadvantaged Cohorts August 2023

² Pathways to Higher Education: the efficacy of enabling and sub bachelor pathways for disadvantaged students (National Centre for Student Equity in Higher Education 2016)

Suzi Syme, Thomas Roche, Elizabeth Goode & Erin Crandon (2022) Transforming lives: the power of an Australian enabling education, Higher Education Research & Development, 41:7, 2426-2440).

³ Jennifer Stokes Transition as transformation: developing student identities and academic literacies through university enabling pathways in Australia, The University of Adelaide, AU in [Widening Participation and Lifelong Learning](#), Volume 26, Number 2, July 2024, pp. 31-59(29)

⁴ Lisciandro J, G First-year university retention and academic performance of non-traditional students entering via an Australian pre-university enabling program in Australian Journal of Adult Learning Volume 62, Number 2, July 2022

Enrolment data

	2021	2022	2023	2024	2025*
Govt Funded	166	399	551	608	431*
Fee for Service		18	30	54	30*

*Progressive data to July 2025

Source: Department of Jobs, Skills, Industry and Regions (DJSIR)

The course outcomes support the ACFE Board's vision for the sector as reflected in the Adult Community and Further Education Board Strategy 2020-25: Skills for Study, Work and Life. The Board's key vision for the sector is that "The Adult Community and Further Education sector develops the core skills Victorian adults need for study, work, and life.

Learners undertaking the course include:

- school leavers who did not do a scored VCE or did not get the ATAR to get into their preferred Higher Education course
- mature aged learners returning to education or retraining to change careers
- VCE Vocational major learners wishing to choose an academic pathway
- overseas educated learners from Non-English-Speaking Backgrounds wishing to access further study
- students who have completed an English as an Additional Language course but who require additional support as preparation for Higher Education
- students in current VET qualifications who are looking to pathway into Higher Education courses but have limited skills in academic reading and writing
- neurodivergent learners
- younger students under 18 who are early school leavers and not at high school

A Skills and Knowledge Profile was developed to guide the outcomes of the course following consultation, feedback, and validation from Project Steering Committee (PSC) members.

The course development was guided by a Project Steering Committee comprising:

Christine Tully (Chair)	Victorian Adult Literacy and Basic Education Council (VALBEC)
Jane Collins	Co-ordinator, Tertiary Preparation, RMIT
Paul Ashton	Victoria University First Year College
Piper Rodd	Adult Learning Australia (ALA)
Yolanda Looby	Education Manager Social Inclusion, Holmesglen Institute
Christine McIntyre	Education and Preparation Programs College of Health, Early Childhood and Community Services Victoria University
Suria Naidoo	Academic Adviser (Holmesglen)
Amita Iyer	Program Manager Engineering RMIT

This course:

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

3.2 Review for re-accreditation

A mid cycle review of the 22582VIC Certificate IV in Tertiary Preparation was conducted in late 2023 by the Curriculum Maintenance Manager General Studies and Further Education on behalf of the copyright owner, the Adult Community and Further Education Board. Providers were asked to provide feedback in relation to the following:

- whether the course is meeting learner needs
- if the course is producing the outcomes for which it was designed

- any issues, concerns, or feedback about the course

All providers indicated that there is a continuing need for the course and that they had received positive feedback from students through course surveys and from staff in destination courses regarding the students' subsequent readiness for further study and their on-going success. Other discussions with providers of pathway courses have indicated that there is a need for a general tertiary preparation qualification which focuses on academic reading and writing in addition to pathway research planning and preparation.

The consistent feedback from providers was how well the course structure worked and the flexibility of the course rules to enable the capacity to import units from other training packages and accredited courses. This flexibility provides an advantage to learners and enables them to develop general tertiary learning skills while at the same time also providing the opportunity to develop specific skills to support further learning in a chosen vocation or discipline. Feedback indicated that the choice of electives is sufficient and allows for different providers to tailor the course to specific pathways and needs. There were no major issues identified with the structure of the course.

The following issues were raised in relation to explicit unit content:

Unit	Feedback
VU23098 Conduct online research for further study	Suggest including the use of Artificial Intelligence (AI) as a research tool option
VU23095 Prepare for tertiary reading and writing	Suggest including the use of Artificial Intelligence (AI) as a research tool option

The above issues were discussed and addressed during this reaccreditation by:

- agreeing that explicit reference to the use of AI and how it should be used should not be mandated in the course. It was agreed that reference could be made to digital tools
- strengthening reference to digital literacy in the foundation skills field of the above units

The 22710VIC Certificate IV in Tertiary Preparation replaces and is not equivalent to the 22582VIC Certificate IV in Tertiary Preparation.

There can be no new enrolments in the 22582VIC Certificate IV in Tertiary Preparation after 30 June 2026.

The following table identifies the relationship between units from the 22582VIC Certificate IV in Tertiary Preparation and units from 22710VIC Certificate IV in Tertiary Preparation.

Current Code and Title	Superseded Code and Title	Relationship
VU24071 Research study options and plan education pathway	VU23094 Research study options and plan education pathway	Equivalent
VU24072 Prepare for tertiary reading and writing	VU23095 Prepare for tertiary reading and writing	Equivalent
VU24073 Communicate verbally in a further study context	VU23096 Communicate verbally in a further study context	Equivalent
VU24074 Participate in collaborative learning	VU23097 Participate in collaborative learning	Equivalent
VU24075 Conduct online research for further study	VU23098 Conduct online research for further study	Equivalent
VU24076 Participate in online collaborative learning	VU23100 Participate in online collaborative learning	Equivalent
VU24077 Research fields of study		New unit
VU24078 Examine political traditions in contemporary society		New unit
VU24079 Analyse the relationship of stories to cultural identity		New unit
VU24080 Analyse cultural representations of nature		New unit
VU24081 Examine approaches to globalisation and society		New unit
VU24082 Analyse text in Social and Cultural Contexts		New unit
VU24083 Apply sociological thinking to human relationships		New unit
VU24084 Interpret urban		New unit

environments and urban cultural expression		
VU24085 Interpret theories of personality and self		New unit
BSBCMM411 Make presentations	BSBCMM411 Make presentations	Equivalent
BSBTEC401 Design and produce complex text documents	BSBTEC401 Design and produce complex text documents	Equivalent
BSBTEC302 Design and produce spreadsheets	BSBTEC302 Design and produce spreadsheets	Equivalent
MEM30012 Apply mathematical techniques in a manufacturing engineering or related environment	MEM30012A Apply mathematical techniques in a manufacturing, engineering, or related environment	Equivalent
MEM30032 Produce basic engineering drawings	MEM30032A Produce basic engineering drawings	Equivalent
MEM16008 Interact with Computer Technology		Newly imported unit
VU23270 Use a range of techniques to solve mathematical problems	VU22074 Use a range of techniques to solve mathematical problems	Equivalent
VU23258 Apply further study skills		Newly imported unit
VU23825 Create complex texts for learning purposes		Newly imported unit
VU23829 Work with statistics and probability in less familiar situations		Newly imported unit
VU23830 Work with number and algebra in less familiar situations		Newly imported unit
VU23263 Work with mathematical techniques		Newly imported unit
VU23267 Examine body systems		Newly imported unit

	VU21881 Apply essential further study skills	Deleted
	VU21882 Research fields of study and enquiry	Deleted
	VU21883 Examine approaches to citizenship and public life	Deleted
	VU21884 Analyse stories / narratives within cultures	Deleted
	VU21885 Analyse human transformations of nature	Deleted
	VU21886 Examine approaches to economy and society	Deleted
	VU21887 Analyse texts in their cultural context	Deleted
	VU21890 Analyse sociological understandings of human relationships	Deleted
	VU21891 Analyse urban form and culture	Deleted
	VU21892 Analyse theories of the self	Deleted
	VU23099 Prepare a portfolio and application	Deleted
	VU22440 Create a range of highly complex texts for learning purposes	Deleted
	VU22442 Analyse and evaluate numerical and statistical information	Deleted
	VU22444 Use formal mathematical concepts and techniques to analyse and solve problems	Deleted
	VU23275 Apply mathematical techniques to scientific contexts	Deleted

	MEM23004A Apply technical mathematics tasks	Deleted
	MEM23007A Apply calculus to engineering	Deleted

4. Course outcomes	Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses
4.1 Qualification level	The outcomes of the 22710VIC Certificate IV in Tertiary Preparation are consistent with Australian Qualifications Framework (AQF) Level 4 by developing theoretical and practical knowledge and skills as a pathway for further learning. This includes: Developing knowledge of: • types of academic texts and discourse patterns • features and structures of academic writing • academic conventions such as referencing • protocols for participating in collaborative study tasks • protocols for academic presentations such as language, style, and structure of academic presentations • the tertiary education sector including available study options and associated requirements Developing skills to: • critically analyse, synthesise, and utilise information from a range of academic sources to complete a range of study tasks • access and critically assess the suitability of online research material from a variety of sources to develop critical thinking and referencing skills to complete academic reading and writing tasks • investigate study options to meet own study goals and develop a study pathway plan • apply verbal communication techniques to complete academic study tasks • apply collaborative strategies to plan and complete study tasks • seek feedback from peers and participate in and respond to peer evaluation Application of knowledge and skills to demonstrate autonomy, judgement, and limited responsibility in known or changing contexts and within established parameters by: • investigating own study options in relation to further study pathways • researching and analysing information in complex academic texts



	• collaborating with others to complete an academic task • writing complex academic texts. The volume of learning for this qualification is typically between 0.5 and 2 years and incorporates structured and unstructured learning activities and opportunities for practice and reinforcement of skills such as: • structured activities to develop academic reading and writing, knowledge and skills to critically analyse and present information to complete academic tasks • unstructured activities to research and evaluate study options to independently develop a plan for further study
4.2 Foundation skills	See Appendix 1.
4.3 Recognition given to the course (if applicable)	Not applicable
4.4 Licensing/regulatory requirements (if applicable)	Not applicable

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 22710VIC Certificate IV in Tertiary Preparation, learners must successfully complete a total of 10 units comprising:

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

Units imported from endorsed training packages or other accredited curricula must:

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

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

Unit of competency code	Unit of competency title	Field of Education code (six-digit)	Pre-requisite	Nominal hours
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Core units

VU24071	Research study options and plan education pathway	120199	Nil	50
VU24072	Prepare for tertiary reading and writing	120199	Nil	80
VU24073	Communicate verbally in a further study context	120199	Nil	40
VU24074	Participate in collaborative learning	120199	Nil	30
VU24075	Conduct online research for further study	120199	Nil	40

Elective units

VU24076	Participate in online collaborative learning	120199	Nil	30
VU24077	Research fields of study	120105	Nil	40
VU24078	Examine political traditions in contemporary society	120199	Nil	90
VU24079	Analyse the relationship of stories to cultural identity	120199	Nil	90
VU24080	Analyse cultural representations of nature	120199	Nil	90
VU24081	Examine approaches to globalisation and society	120199	Nil	90
VU24082	Analyse text in Social and Cultural Contexts	120199	Nil	90
VU24083	Apply sociological thinking to human relationships	120199	Nil	90
VU24084	Interpret urban environments and urban cultural expression	120199	Nil	90
VU24085	Interpret theories of personality and self	120199	Nil	90
VU23270	Use a range of techniques to solve mathematical problems	120183	Nil	110
VU23825	Create complex texts for learning purposes	120103	Nil	30
VU23829	Work with statistics and probability in less familiar situations	120103	Nil	50
VU23830	Work with number and algebra in less familiar situations	120103	Nil	50

VU23258	Apply further study skills	120105	Nil	90
VU23263	Work with mathematical techniques	10101	Nil	100
VU23267	Examine body systems	10101	Nil	50
BSBCMM411	Make presentations	100707	Nil	30
BSBTEC401	Design and produce complex text documents	80905	Nil	100
BSBTEC302	Design and produce spreadsheets	80905	Nil	35
MEM30012	Apply mathematical techniques in a manufacturing engineering or related environment	10101	Nil	40
MEM30032	Produce basic engineering drawings	10101	Nil	80
MEM16008	Interact with Computer Technology	080905	Nil	20
Total nominal hours			385 - 730	

Standard 5.11 AQTF 2021 Standards for Accredited Courses

5.2 Entry requirements

There are no entry requirements for the 22710VIC Certificate IV in Tertiary Preparation.

The following is a general guide to entry in relation to the language, literacy and numeracy skills of learners aligned to the Australian Core Skills Framework (ACSF), details of which can be accessed [here](#)

Learners enrolling in the 22710VIC Certificate IV in Tertiary Preparation are best equipped to successfully undertake the qualification if they have minimum language, literacy and numeracy skills that align to Level 3 of the ACSF.

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

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 2025 Standards for Registered Training Organisations (SRTOs)
- or
- the relevant standards and Guidelines for RTOs at the time of assessment.

Wherever possible an integrated approach to assessment should be used to:

- maximise opportunities for holistic skill development
- reduce atomisation and duplication of evidence collection
- support authentic assessment by reflecting activities that are personally relevant to the learner.

Assessment strategies for the course should:

- incorporate feedback of individual progress toward, and achievement of competencies
- address the skills and knowledge which underpin performance
- gather sufficient evidence to judge achievement of progress towards determining competence
- utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance
- foster a collaborative and co-operative relationship between the learner and assessor
- be flexible in regard to the range and type of evidence provided by the learner
- provide opportunity for the learner to challenge assessment provisions and participate in reassessment
- be equitable and fair to all learners
- 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 should 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 units in terms of skills, knowledge, and performance. Assessment methods and tools may include: • observation of performance • records of discussion with the learner • oral and / or written questioning to confirm knowledge • oral and / or written evidence completed by the learner such as portfolios or presentations. Units of competency imported from accredited courses or endorsed training packages must reflect the assessment requirements specified in that accredited course or training package.
6.2 Assessor competencies	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 • the 2025 Standards for Registered Training Organisations (SRTOs) or • the relevant standards and Guidelines for RTOs at the time of assessment. Requirements to assess the 22710VIC Certificate IV in Tertiary Preparation In meeting the AQTF Essential Conditions and Standards for Initial/Continuing Registration or the 2025 SRTOs, relevant vocational competency refers to demonstrable knowledge of the academic learning environment and skills in academic reading, writing and research. Units of competency imported from accredited courses or endorsed training packages must reflect any assessor requirements specified in that accredited course or training package.

7. Delivery	Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses
7.1 Delivery modes	The backgrounds and skills and knowledge of learners in the 22710VIC Certificate IV in Tertiary Preparation may be diverse and delivery strategies and context of delivery should be selected to enable learners to develop competence in the skills and knowledge contained in the units. Wherever appropriate, integrated delivery of units is recommended. Delivery options, including grouping of learners for collaborative tasks such as group discussion and projects, should recognise the varying learning needs, educational backgrounds, and constraints of each individual learner. This course may be delivered in a variety of modes, including: • face to face • blended • online
7.2 Resources	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 Guidelines 3 of the VRQA Guidelines for VET Providers, or • the 2025 Standards for Registered Training Organisations (SRTOs)' or • the relevant standards and Guidelines for RTOs at the time of assessment. Requirements to deliver the 22710VIC Certificate IV in Tertiary Preparation In meeting the AQTF: Essential Conditions and Standards for Initial/Continuing Registration or the 2025 SRTOs, relevant vocational competency refers to demonstrable knowledge of the academic learning environment and skills in academic reading, writing and research. Specific resources are listed in the relevant units of competency 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 AQTF 2021 Standards for Accredited Courses
	There are no formal articulation arrangements in place however individual institutions may offer their own guaranteed internal pathways. A range of potential pathways are possible when Training Package units or units of competency from accredited courses are utilised as electives. Successful completion of these units within this Certificate will provide credit into other endorsed or accredited qualifications. RTOs may design courses which contain a number of elective units from a particular Training Package or accredited course qualification to provide a specific pathway to that qualification on completion. Possible further study outcomes from the Certificate IV in Tertiary Preparation are the Diploma of nursing, engineering, business, and science, Bachelor of Arts, and other bachelors such as Community Service, Social Work, Psychological Studies, Criminology, Cybersecurity, other emerging fields, and entry into non-ATAR bachelor's degrees. <u>Refer to the AQF 2nd Edition, 2013 Pathways Policy here</u>
9. Ongoing monitoring and evaluation	Standard 5.15 AQTF 2021 Standards for Accredited Courses
	The Curriculum Maintenance Manager, Adult Community and Further Education, has responsibility for the ongoing monitoring and maintenance of this qualification. A formal review will take place once during the period of accreditation and will be informed by feedback from users of the curriculum and will consider at a minimum: • any changes required to meet emerging or developing needs • changes to any units of competency from nationally endorsed training packages or accredited curricula. Any minor changes to the course resulting from course monitoring and evaluation will be notified to the VRQA.

Foundation skills

Qualification summary

The following table contains a summary of the foundation skills as identified by the industry for this qualification. The foundation skill facets described here are broad industry requirements that may vary depending on qualification packaging. The following table contains a summary of the foundation skills as identified by the industry for this qualification.

Qualification code:	22710VIC
Qualification title:	Certificate IV in Tertiary Preparation

Foundation skill	Industry/education/legislative/enterprise/community requirements for this qualification include the following facets:
Reading Skills to:	- interpret course guides, institutional websites, tertiary platforms, and online texts - understand task instructions, templates, checklists, and peer feedback
Writing skills to:	- summarise or paraphrase information from academic sources including online - complete planning documents, reflective notes, and record decisions clearly - synthesise information from a variety of sources to produce notes
Numeracy skills to:	analyse numerical data represented in academic texts
Oral communication skills to:	- discuss goals, barriers, and ideas with educators and peers - ask for clarification, participate in academic conversations, and respond to feedback
Learning skills to:	- identify reliable sources and apply study strategies - reflect on learning processes, apply feedback, and understand group roles

Problem solving skills to:	• identify suitable study options and resolve barriers • interpret complex texts and address referencing or comprehension issues • analyse and meet requirements of academic tasks
Teamwork skills to:	• contribute ideas and information in group discussions • complete an assigned role in a group task and record decisions
Planning and organising skills to:	• sequence tasks and timelines for study goals • collect and organise information for study tasks • coordinate applications, access support services, and manage time effectively
Self-management skills to:	• apply strategies to organise time, manage workloads and meet deadlines, • prepare and improve performance through reflection • self-direct own learning as part of a group and manage learning tasks
Technology skills to:	• navigate search engines, browsers, and file management systems • use digital tools for research, planning, and presentations
Digital literacy skills to:	• navigate online platforms and academic databases • evaluate content for relevance and reliability; manage digital documents effectively
Numeracy skills to:	• analyse numerical data represented in academic texts

Section C – Units of competency

Units of competency developed for this course	
Code	Title
VU24071	Research study options and plan education pathway
VU24072	Prepare for tertiary reading and writing
VU24073	Communicate verbally in a further study context
VU24074	Participate in collaborative learning
VU24075	Conduct online research for further study
VU24076	Participate in online collaborative learning
VU24077	Research fields of study
VU24078	Examine political traditions in contemporary society
VU24079	Analyse the relationship of stories to cultural identity
VU24080	Analyse cultural representations of nature
VU24081	Examine approaches to globalisation and society
VU24082	Analyse text in Social and Cultural Contexts
VU24083	Apply sociological thinking to human relationships
VU24084	Interpret urban environments and urban cultural expression
VU24085	Interpret theories of personality and self

Units of competency imported from Accredited Courses are available from the Victorian Government website here :	
VU23270	Use a range of techniques to solve mathematical problems
VU23258	Apply further study skills
VU23825	Create complex texts for learning purposes

VU23829	Work with statistics and probability in less familiar situations
VU23830	Work with number and algebra in less familiar situations
VU23263	Work with mathematical techniques
VU23267	Examine body systems

Units of competency imported from training packages are available from the [*National Register of VET*](#):

BSBCMM411	Make presentations
BSBTEC401	Design and produce complex text documents
BSBTEC302	Design and produce spreadsheets
MEM30012	Apply mathematical techniques in a manufacturing engineering or related environment
MEM30032	Produce basic engineering drawings
MEM16008	Interact with Computer Technology

Unit code	VU24071
Unit title	Research study options and plan education pathway
Application	This unit describes the skills and knowledge to research study options related to own study goals and plan and review a study pathway for tertiary study. This unit applies to persons who are seeking to enter tertiary study through alternative pathways and who need to familiarise themselves with the range of options and requirements to further study in order to make informed study choices. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Prepare for transition to tertiary study	1.1	Identify and investigate sources of information to support transition to tertiary study
		1.2	Identify opportunities to participate in activities to support transition to further study
		1.3	Research available student support services and their role
		1.4	Investigate factors which may impact on transition to tertiary education and strategies to address these
2.	Investigate and apply responsibilities expected	2.1	Research academic expectations for tertiary study
		2.2	Investigate and apply strategies for time and task management

	of a tertiary education student	2.3	Investigate and apply strategies to develop independent learning
3.	Research study options	3.1	Identify own study goals
		3.2	Identify and access appropriate resources and select relevant information about available study options according to study goals
		3.3	Analyse information about study options
		3.4	Compare and rank study options according to study goals
4.	Examine course requirements for field of study	4.1	Select field of study and associated courses from range of options
		4.2	Examine entry requirements from a range of institutions
		4.3	Record your personal background, education, and skills to check if they met entry requirements
		4.4	Analyse entry requirements for the chosen courses and identify suitable courses, institutions and assess entry requirements for direct application
5.	Design a study pathway plan	5.1	Confirm selected study option/s according to own study goals
		5.2	Follow steps to plan a study pathway for selected study option
		5.3	Establish a timeline of priorities and activities according to required deadlines
		5.4	Gather and record required documentation for study pathway and investigate additional requirements where necessary
		5.5	Review study pathway with others and make necessary adjustments

Range of Conditions

In this context, goals should focus on study options and can relate to Higher Education, Vocational Education, or alternative pathways. Study options can cover diverse fields of study with different course entry requirements. Documentation for pathway plan may be recorded in digital or hard copy form and at least two digital tools must be used to support research.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	interpret course guides, institutional websites, and tertiary information platforms
Oral communication skills to:	discuss goals and barriers with educators and peers
Problem-solving skills to:	- identify suitable study options based on personal circumstances - resolve barriers to study through strategic planning
Planning and organising skills to:	- sequence tasks and timelines for study goals - coordinate application steps and support service access
Technology skills to:	use digital tools to research, plan, and organise study pathways
Digital literacy skills to:	navigate online platforms (e.g., VTAC, SEAS, course websites) and making meaning from online information

Unit Mapping Information

Current Version	Previous Version	Comments
VU24071 Research study options and plan education pathway	VU23094 Research study options and plan education pathway	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU24071 Research study options and plan education pathway
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: Research at least 2 study options that align with own study goals including: • Accessing and interpreting information about: ○ entry requirements ○ course application process ○ transition support services. • Develop and document a study pathway plan for preferred option including: ○ personal study goals ○ identified study options ○ strategies to address barriers ○ timelines and priorities. • Review and refine study pathway plan based on feedback and reflection.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • Requirements for study option/s: ○ entry requirements such as ATAR, prerequisites, interview, portfolio) ○ general course application procedures such as VTAC, direct entry). • Sources of information to support transition: ○ tertiary support services such as Academic, financial, wellbeing) ○ online platforms and institutional websites. • Benefits of participating in transition activities: ○ role of personal, academic, and career goals in guiding study choices. • Features of Study Plans: ○ timelines, goals, course options, and support strategies.

	• Course admission options: ○ Victorian Tertiary Admissions Centre (VTAC) ○ Special Entry Access Schemes (SEAS) ○ alternative pathways. • Links between Vocational Pathways and Higher Education: ○ links between study options and future employment or further education. • Independent Learning strategies.
Assessment Conditions	Assessment must ensure access to: • Up to date and reliable information on tertiary and vocational educational pathways, including interactive course finders, institutional websites, digital prospectuses, and virtual open day content • Digital platforms and apps for researching, organising, and tracking study and career planning. • Career development resources such as digital career pathway maps, transition program information, and interactive study planning tools • Access to mentors, peer networks, or academic advisors through online forums, virtual mentoring platforms, or in- person support • Sufficient time and structured opportunities to explore, reflect on, and refine study goals and pathway plans using guided self-assessment tools and feedback loops. Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24072
Unit title	Prepare for tertiary reading and writing
Application	This unit describes the skills and knowledge to develop reading and writing skills such as analysis, critical thinking, research, and academic writing essential for tertiary study. The unit applies to persons seeking to enter tertiary study through alternative pathways who will need to acquire academic reading and writing skills in order to successfully complete their tertiary studies. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Apply analytical and critical thinking skills to respond to academic study tasks	1.1	Determine the purpose and audience for the task
		1.2	Identify key terms and concepts
		1.3	Determine and select types of input needed to complete the task
		1.4	Analyse concepts, and evaluate assumptions, or arguments in academic texts
2.	Analyse and synthesise information from academic sources	2.1	Determine information needs
		2.2	Access information from a variety of academic sources
		2.3	Evaluate and sort sources according to reliability and relevance
		2.4	Apply reading strategies to analyse information in academic sources

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

Range of Conditions

In this context, tertiary reading and writing skills relate to academic texts sourced from academic sources. Texts must include digital texts and can also include hard copy texts. Analysis of academic texts must include the application of a range of reading strategies and critical thinking skills. Writing must reflect academic writing style and features. At least two academic digital tools must be used to support academic reading and writing. This may include google scholar, academic data bases, online academic catalogues

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Oral communication skills to:	discuss ideas, ask for clarification, and participate in academic conversations

Learning skills to:	identify reliable sources, synthesising information, and applying study strategies
Problem-solving skills to:	interpret complex texts, resolve referencing issues, and overcome comprehension barriers
Self-management skills to:	organise time, meet deadlines, and maintain academic focus
Digital literacy skills to:	navigate online academic databases, use academic tools and platforms, and manage digital documents

Unit Mapping Information

Current Version	Previous Version	Comments
VU24072 Prepare for tertiary reading and writing	VU23095 Prepare for tertiary reading and writing	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU24072 Prepare for tertiary reading and writing
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, analyse, synthesise, and integrate information from at least three different academic sources, including at least one digital source, using correct referencing conventions • apply critical thinking and analytical skills to respond to a minimum of two distinct academic tasks, demonstrating interpretation, evaluation, and logical reasoning • produce at least two written academic responses that reflect academic structure, conventions, and features appropriate to the tasks, using consistent and accurate referencing. The evidence must be collected over time and demonstrate the integration of reading, writing, and research skills in response to academic questions.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • strategies for time and task management to manage academic tasks • techniques for locating, evaluating, and selecting credible academic resources • techniques for analysis of academic questions • discourse patterns for relevant discipline/s • features of academic writing • planning, drafting, editing, and proof-reading processes for academic writing • commonly used referencing systems and their application to a range of academic sources • what constitutes plagiarism and the consequences of submitting plagiarised work.
Assessment Conditions	Assessment must ensure access to: • a diverse range of academic and professional resources, including digital libraries, open-access journals, multimedia content, and interactive learning platforms

- current referencing tools and citation management software, as well as access to online style guides
- digital productivity and collaboration tools for writing, research, and formatting
- language support tools such as digital dictionaries, grammar and style checkers and academic thesauruses
- authentic and relevant academic tasks aligned with current tertiary education standards and digital literacy expectations
- adequate time, scaffolding, and feedback opportunities to support the full writing process, planning, drafting, peer review, editing and final submission.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information

Unit code	VU24073
Unit title	Communicate verbally in a further study context
Application	This unit describes the performance outcomes, skills and knowledge required to develop the verbal communication skills required to participate in a tertiary study context. The unit applies to persons seeking to enter tertiary study through alternative pathways and who need to apply verbal communication skills to academic study tasks. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Apply verbal communication skills in group discussions	1.1	Determine the participation requirements of the group discussion
		1.2	Negotiate academic discussion topic/s with others as required
		1.3	Complete required preparation for group discussion
		1.4	Apply group discussion techniques to discuss selected topic/s
		1.5	Apply critical thinking in response to discussion
		1.6	Ask questions of others to further explore topic/s
2.	Apply verbal communication skills to academic projects	2.1	Discuss and confirm the outcome of the project with others
		2.2	Identify and negotiate tasks with others as required

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

Range of Conditions

In this context verbal communication refers to spoken interactions that support engagement with complex texts and discussions in further study and include inclusive and respectful language. They are based on academic tasks and must include at least two spoken interaction forms such as:

- structured academic presentations and seminar contributions with visual and verbal support
- group discussions and debates or peer-led study circles
- peer review and feedback sessions
- oral reflections or verbal summaries of academic content
- question and answer sessions following presentations
- summarising text content
- negotiation of academic tasks and activities
- interviewing or surveying selected subjects
- locating and requesting information
- sourcing information from experts

- short talks
- practical demonstrations
- video presentations.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Self-management skills to:	• to prepare, reflect, and improve verbal performance
Digital skills to:	• to use digital tools where appropriate for planning, recording, and delivering presentations

Unit Mapping Information

Current Version	Previous Version	Comments
VU24073 Communicate verbally in a further study context	VU23096 Communicate verbally in a further study context	Equivalent

Assessment Requirements	
Title	Assessment Requirements for VU24073 Communicate verbally in a further study context
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: Participate in two academic verbal group interactions including: - one group discussion on a selected topic including: - using appropriate language, tone, and etiquette - expressing and justifying a point of view clearly and respectfully - one collaborative task based on an academic project using interactive strategies to plan and complete the project. - Plan and deliver a structured verbal presentation using academic conventions. Evidence must be gathered over time.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - protocols and etiquette for participation in academic discussions such as turn-talk, respectful disagreement, and collaborative contribution - features of academic spoken language and structure, including tone, register appropriate to audience - techniques for planning and delivery of verbal presentations - style and structure of academic presentations such as logical sequencing, and appropriate use of discipline-specific terminology - use of digital tools to support verbal communication - principles of active listening and respectful collaboration - methods of reflection on and improvement to verbal performance.
Assessment Conditions	Assessment must ensure access to: - opportunities to participate in academic discussions and presentations - digital tools for planning and delivery of verbal tasks - support materials such as speaking guides, feedback templates, and presentation rubrics - a learning environment that reflects tertiary study expectations.

Assessment evidence should be gathered over time.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information

Unit code	VU24074
Unit title	Participate in collaborative learning
Application	This unit describes the performance outcomes, skills and knowledge required to participate in collaborative learning environments as part of tertiary study. It addresses the skills to participate collaboratively in group activities and peer evaluation. The unit applies to persons seeking to enter tertiary study through alternative pathways and who need to participate effectively in collaborative learning. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Plan group work to complete an academic task	1.1	Establish group work protocols to complete the task
		1.2	Apply collaborative techniques to analyse task requirements
		1.3	Produce a plan for stages of completion
		1.4	Allocate roles and responsibilities for the task
2.	Participate in and evaluate academic task	2.1	Carry out allocated individual tasks according to agreed plan
		2.2	Apply group work protocols to complete collaborative tasks

3.	Conduct and respond to peer evaluation	2.3	Determine agreed criteria to evaluate group task outcomes
		2.4	Evaluate group task outcomes using agreed criteria
		3.1	Determine the purpose of conducting peer evaluation
		3.2	Determine criteria for conducting peer evaluation
		3.3	Agree to protocols for feedback
		3.4	Provide feedback to other group members
		3.5	Provide response to own evaluation conducted by a peer

Range of Conditions

Collaborative learning must be demonstrated in a further study context under conditions that reflect academic environment/s. Learners engage in group-based tasks that require planning, negotiation, and peer evaluation, using agreed protocols to support effective teamwork and reflective practices.

Collaborative learning groups must include two or more participants and may include online platforms to manage group communication.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	- interpret task/s instructions and group protocols - read, plan templates and checklists - understand peer feedback or evaluation criteria.
Writing skills to:	- contribute to shared written tasks - complete planning documents or reflective notes - record group decisions or action plans.
Oral communication skills to:	respond to feedback in a constructive manner.
Learning skills to:	- reflect on group processes and outcome - apply feedback to improve future participation - develop awareness of group roles and responsibilities.

**Unit Mapping
Information**

Current Version	Previous Version	Comments
VU24074 Participate in collaborative learning	VU3097 Participate in collaborative learning	Equivalent

Assessment Requirements	
Title	Assessment Requirements for VU24074 Participate in collaborative 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: Participate in two collaborative academic tasks and for each task: • establish and apply group work protocols • analyse task requirements collaboratively • develop a plan with stages and role allocation • complete individual and collaborative tasks • determine and apply evaluation criteria • conduct peer evaluation.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • principals of effective group work • collaborative techniques for task analysis • planning methods for academic tasks • role allocation strategies • evaluation criteria for group outcomes • purpose and protocols for peer evaluation • time management strategies • conflict resolution strategies • techniques for giving and receiving feedback • digital tools for collaboration.
Assessment Conditions	Assessment must ensure access to: • a simulated or real academic environment • digital tools for collaboration (e.g., shared documents, messaging platforms) • a group setting with at least two (2) participants • access to planning and evaluation tool/s • opportunities for peer feedback and response.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24075
Unit title	Conduct online research for further study
Application	This unit describes the performance outcomes, skills and knowledge required to gather, critically analyse, organise, and manage information from online research as part of further study tasks. The unit applies to learners who need to carry out online research and analysis to complete tasks in a tertiary study context. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Prepare for online research	1.1	Access online web search tutorials to gather effective search techniques
		1.2	Identify search engines and databases relevant to research needs in consultation with expert personnel
		1.3	Determine method and process for collecting and recording information gathered with others if required
		1.4	Identify and apply basic digital tools to organise research materials
2.	Research information	2.1	Determine purpose and scope of the research according to task requirements and clarify with others if required
		2.2	Identify key words and phrases for the search according to appropriate techniques
		2.3	Access a range of websites and databases using relevant search engines

3.	Analyse information	3.1	Identify references from texts to follow up in further search
		3.2	Critically examine material for relevance and suitability
		3.3	Gather, organise, and manage information in a format suitable for further analysis and interpretation

Range of Conditions

Learners must demonstrate the ability to conduct online research in a further study context by using search engines and databases to locate relevant information, critically analysing, and managing the data accessed, and seeking expert advice to support academic research tasks. Research activities must reflect use of digital literacy tools, critical thinking, and self-management skills appropriate to tertiary preparation. At least two academic digital tools must be used to support research. This may include google scholar, academic data bases, online academic catalogues

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	interpret online texts, articles, and instructions.
Writing skills to:	- summarise or paraphrase information found online - record, information clearly and appropriately.
Planning and organising skills to:	structuring research tasks and managing time.
Technology skills to:	navigate digital environments, search engines, browsers, and file management.
Digital literacy skills to:	- evaluate content, and navigate resources effectively for a given topic - discard irrelevant or unreliable content.

Unit Mapping Information

Current Version	Previous Version	Comments
VU24075 Conduct online research for further study	VU23098 Conduct online research for further study	Equivalent

Assessment Requirements	
Title	Assessment Requirements for VU24075 Conduct online research for further study
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: • Use at least two academic search engines to plan and participate in two academic research tasks including: ○ using effective online search techniques ○ collecting, critically analysing, and recording information, independently or with others ○ clarifying the purpose and scope of each research task ○ identifying references from texts for further investigation.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • academic search engines • organisational protocols for computer use • Boolean operators, filters, and advanced search options • methods of collecting, recording, and organising information such as use of digital tools • basic principles of referencing online sources • copyright, plagiarism, and ethical use of online content. • Media literacy, source triangulation, confirmation bias • Digital collaboration, cloud-based tools, and version control
Assessment Conditions	Assessment must ensure access to: • computers or devices with internet access • a range of search engines, databases, and online research tools • support materials such as tutorials, guides, or help desks • opportunity to consult with relevant personnel (e.g., trainers, librarians) • independent and/ or collaborative work tasks • time for planning, conducting, and reviewing research. Tasks should be completed over a period of time to allow for planning, execution, and review.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24076
Unit title	Participate in online collaborative learning
Application	This unit describes the performance outcomes, skills and knowledge required to participate effectively in an online collaborative learning environment for tertiary study such as online group activities and discussions. The unit applies to learners seeking to enter tertiary study through alternative pathways who will need to participate effectively in collaborative learning in online study environments. No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite unit(s)	Nil
Competency field	Not applicable
Unit sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Prepare for online collaborative learning environment	1.1	Determine purpose, criteria, and topic of online activity
		1.3	Access and establish group communication tools to be used in academic digital collaboration
		1.3	Determine potential issues which could impact progress
		1.4	Establish group protocols to complete the online activity
2.	Conduct collaborative online activity	2.1	Engage in online activity according to group protocols
		2.2	Prepare and document considered responses to online activity

		2.3	Use appropriate online etiquette and apply safe ethical practices to protect personal and group information when posting responses on digital platforms
		2.4	Examine and analyse group posts and construct responses that reflect critical analysis and synthesis of ideas
		2.5	Acknowledge contributions of others using effective techniques
		2.6	Resolve emerging issues with group members as required
3.	Evaluate effectiveness of online participation	3.1	Use reflective processes to determine strengths and weaknesses of online contributions
		3.2	Access support of others in evaluation of online contributions and activities
		3.3	Use evaluation outcomes to improve contributions to online activities

Range of Conditions

In this context, collaborative online activity must be related to the completion of a learning task/s and should have clear group protocols to conduct the activity. Online activities should be conducted safely according to established online etiquette. Online communication tools may include designated platforms and may include but not be limited to emails, blogs, online discussion groups or forums, message boards, asynchronous discussion boards or synchronous chats.

Foundation skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Reading skills to:	Interpret task instructions, group protocols, and peer contributions.
Oral communication skills to:	Engage in group discussions, clarifying issues, and acknowledge others.
Learning skills to:	Reflect on contributions and evaluate group activity outcomes to improve future contributions.

Problem-solving skills to:	Identify and resolve group issues during online collaboration.
Teamwork skills to:	Collaborate respectfully and acknowledge peer input.
Planning and organising skills to:	- Establish protocols, timelines, and communication tools - sequence contributions when planning.
Self-management skills to:	- Manage own contributions and meet group expectations - Manage timelines.
Digital literacy skills to:	Navigate online environments, post responses, and engage in digital collaboration.

Unit Mapping Information

Current Version	Previous Version	Comments
VU24076 Participate in online collaborative learning	VU23100 Participate in online collaborative learning	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU24076 Participate in online collaborative 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: • plan and participate in two different collaborative online learning activities according to group protocols and online etiquette • review effectiveness of own online participation for each activity and suggest one improvement for each activity.
Knowledge evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • online discussion protocols and etiquette • common online communication tools used in tertiary study (e.g., email, discussion groups/forums, message boards, asynchronous discussion boards, synchronous chat, instant messaging (SMS)) • privacy and security principles when engaging in online learning • common online communication tools and platforms • techniques to deal with difficult group members • reflective processes for evaluating own online learning • barriers to effective online collaboration (e.g., miscommunication, technical issues) • feedback mechanisms • technical support options available for resolving online learning issues.
Assessment conditions	Assessment must ensure access to: • relevant online platforms and tools • access to peer participants • collaborative group tasks. Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information

Unit code	VU24077
Unit title	Research fields of study
Application	This unit describes the performance outcomes, skills and knowledge required to research a selected field of study in a tertiary learning environment. It requires the ability to use academic research resources to investigate a selected field of study and present findings. The unit applies to learners who wish to develop their capacity to participate in tertiary learning environments. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Examine a field of study	1.1	Identify major fields of study and areas of specialisation within them
		1.2	Select a field of study and a specialisation area to examine
		1.3	Examine the core subject matter and area of specialisation
		1.4	Analyse the features, uses, benefits and limitations of research methods appropriate to the identified field of study
		1.5	Identify the primary schools of thought in the specialisation

2.	Source and evaluate academic and discipline-specific information	2.1	Identify the features of academic and discipline-specific information relevant to the field of study
		2.2	Locate and access relevant information using academic databases, general search engines, and other credible digital resources
		2.3	Identify and access peer-review journal articles and other academic texts/sources
		2.4	Evaluate the reliability, authenticity, and academic relevance of sourced information
		2.5	Analyse research methods and subject matter within the selected field of study
3.	Present findings	3.1	Select presentation format to reflect purpose
		3.2	Identify audience and presentation requirements
		3.3	Prepare presentation using appropriate structure and organisation of material
		3.4	Present findings according to presentation requirements
		3.5	Respond to questioning from audience

Range of Conditions

In this context, fields of study and specializations within them may relate to vocational or higher education. Presentation findings must be presented to an audience and may be presented face to face or online.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Learning skills to:	apply research skills to investigate a field of study
Problem-solving skills to:	analyse and evaluate academic information for reliability, authenticity, and relevance
Technology skills to:	access academic digital platforms and data bases

Digital literacy skills to:

- analyse and interpret information in a digital format

Unit Mapping Information

Current Version	Previous Version	Comments
VU24077 Research fields of study		New unit

Assessment Requirements

Title	Assessment Requirements for VU24077 Research fields of study
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, research and evaluate academic information related to one field of study which includes: - researching one specialisation within the field of study - using at least two academic data bases - prepare and present findings of the research on the selected specialisation
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - the place and function of theory and research in academic study - academic research methods for selected field of study - principles of academic integrity related to research - commonly used academic presentation formats - presentation formats specific to particular disciplines - responsible use of Artificial Intelligence (AI) tools to support research - the purpose and process of peer review to enable effective analysis of academic information.
Assessment Conditions	Assessment must ensure access to: - credible online academic research resources - relevant and current academic databases - an appropriate audience for presentations (e.g., peers, tutors, mentors, academic). Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24078
Unit title	Examine political traditions in contemporary society
Application	This unit describes the performance outcomes, skills and knowledge required to examine major political traditions including democracy and its role and value in contemporary society and public debate. The unit applies to those who wish to broaden their knowledge and understanding of arts and humanities related disciplines. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Examine the core concepts and values of major political traditions	1.1	Define the terms ideology and political philosophy
		1.2	Compare a range of ideologies and political traditions
		1.3	Analyse the impact of a political tradition on contemporary society
		1.4	Examine the historical and philosophical origins of liberalism and liberal democracy
		1.5	Compare the historical and political origins of liberalism and liberal democracy with another political tradition
2.	Analyse varying forms of democracy and citizenship	2.1	Identify core principles and institutional forms of modern democracy
		2.2	Compare critiques from advocates and critics of modern democracy

3.	Analyse a current public debate	2.3	Compare different concepts of citizenship and global citizenship
		2.4	Identify groups included and excluded from participation as citizens
		2.5	Examine factors that influence participation in public life
		3.1	Identify public issues in a current debate
		3.2	Examine opposing premises and arguments in the debate
		3.3	Identify the actors in the debate
		3.4	Examine the values underlying opposing stances
		3.5	Analyse the role of the media in reporting the debate

Range of Conditions

In this context, political traditions refer to different types of democracies including modern democracies with different historical and philosophical origins and values.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	interpret and synthesise information from a range of sources
Learning skills to:	compare different perspectives and views
Problem-solving skills to:	use critical thinking skills to analyse differing ideologies and political traditions and their impact on modern society
Technology skills to:	access and use platforms to obtain information
Digital literacy skills to:	use and interpret digital texts to gather and compare information

Unit Mapping Information	Code and Title Current Version	Code and Title Previous Version	Comments
	VU24078 Examine political traditions in contemporary society		New

Assessment Requirements

Title	Assessment Requirements for VU24078 Examine political traditions in contemporary society
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: • apply critical thinking skills to select, analyse and synthesise relevant information on two major political traditions and ideologies and their impact on modern society • apply the conventions of argument to analyse a current public debate about one public issue.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • the conventions of argument in public debate • sources of information related to democratic traditions and forms • techniques used to critique information • reasons groups are included and excluded from participation as citizens.
Assessment Conditions	Assessment must ensure access to: • a broad range of ideologies and political traditions to enable meaningful comparisons through academic texts, peer-review journals, and historical documents • diverse critiques for both advocates and critics of modern democracy to support a balanced analysis. Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24079
Unit title	Analyse the relationship of stories to cultural identity
Application	This unit describes the performance outcomes, skills and knowledge required to explore and analyse the significance of stories or narratives told within and across cultures and their impact on cultural and cross-cultural identities. It requires the ability to examine different stories and identify their relationship with self-identity and cultural context. The unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Examine stories in relation to personal and cultural identity	1.1	Compare different definitions of culture
		1.2	Distinguish between the concepts of personal and cultural identities
		1.3	Identify f stories which reflect personal and cultural contexts
		1.4	Identify the forms and structures through which stories are transmitted
		1.5	Examine theories addressing narrative and narrative structure
2.	Analyse the relationship between stories and their cultural context	2.1	Analyse the ways in which the formation and development of cultural identity is reflected and / or mediated through a chosen story

		2.2	Analyse how the values and norms reflected in the story relate to the cultural context in which it was created
		2.3	Determine the role of the story in in shaping self-identity and the identity of others
		2.4	Examine the role of the story in challenging or affirming power relationships
		2.5	Analyse the relationship of the story to cultural meaning
3.	Analyse different versions of a story	3.1	Select different versions of the same 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

Range of Conditions

In this context, stories must include at least two genres and must include both written texts and oral traditions. Genres may include but are not limited to:

- religious / spiritual stories
- myths
- fairy tales
- heroic legends

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	• read and interpret textual information • compare different stories
Writing skills to:	• synthesise and summarise information
Oral communication skills to:	• discuss stories and their various aspects

Learning skills to:	examine how cultural context and values influence stories
Problem-solving skills to:	analyse relationships between stories and their cultural context
Technology skills to:	use digital platforms to access stories
Digital literacy skills to:	navigate and make meaning from digital texts

Unit Mapping Information

Current Version	Previous Version	Comments
VU24079 Analyse the relationship of stories to cultural identity		New

Assessment Requirements

Title	Assessment Requirements for VU24079 Analyse the relationship of stories to cultural identity
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: - select two different stories, one written and one oral, and for each story: - 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 the story - analyse the story's relationship to culture and identity.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - theories related to narrative and narrative structure - the nature of culture and acculturation - primary stories told in major cultures - differences between oral and written traditions - structures and forms of stories.
Assessment Conditions	Assessment must ensure access to: - a diverse range of stories or narratives for analysis - authoritative sources of information related to story forms and structures. Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24080
Unit title	Analyse cultural representations of nature
Application	This unit describes the performance outcomes, skills and knowledge required 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. It requires the ability to examine the different views of nature and how they impact contemporary views of environmental issues. The unit applies to those who wish to broaden their knowledge and understanding of arts or humanities related disciplines No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Examine different views of nature	1.1	Identify a range of perspectives on nature
		1.2	Identify different representations of nature
		1.3	Determine the issues associated with delineating a view of nature
		1.4	Determine the cultural factors that can affect different views of nature
		1.5	Analyse the impact of scientific views of nature on western and other cultures
2.		2.1	Identify the meaning of nature across different cultures and groups

	Analyse meaning and practice in relation to views on nature	2.2	Compare the representations of these meanings to identify similarities and differences
		2.3	Analyse the impact of attitudes and practices to nature on environmental practice
		2.4	Analyse the impact of attitudes and practices to nature on the socio-economic significance of environmental practices
		2.5	Determine possible conflicts or issues arising from environmental practices
3.	Analyse a range of contemporary views on environmental issues	3.1	Identify a range of contemporary environmental issues
		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 rigor underpinning each point of view
		3.5	Present a reasoned viewpoint on the specific environmental issue

Range of Conditions

In this context, analysis must include a range of perspectives and representations of nature and the meanings associated with them.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	read and interpret textual information about views and meanings of nature
Writing skills to:	synthesise and summarise the main ideas in information
Problem-solving skills to:	analyse and compare different viewpoints on nature
Planning and organising skills to:	source and organise information to reflect a viewpoint
Technology skills to:	use digital platforms to access information

Digital literacy skills to:

- navigate and make meaning from digital texts

Unit Mapping Information

Current Version	Previous Version	Comments
VU24080 Analyse cultural representations of nature		New

Assessment Requirements

Title	Assessment Requirements for VU24080 Analyse cultural representations of nature
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 analyse at least three differing views and meanings of nature including: - their similarities and differences - their influence on current environmental practice/s - Analyse different points of view and influences on a specific contemporary environmental issue and present a reasoned personal viewpoint.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - 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 - schools of thought informing viewpoints on environmental issues.
Assessment Conditions	Assessment must ensure access to: - credible sources of information about different views of nature. (e.g., academic texts on environmental philosophy, cultural perspectives, historical writing) - authoritative sources of information about contemporary environmental issues (e.g., peer-reviewed journals, government reports, environmental organisations, current research articles). Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24081
Unit title	Examine approaches to globalisation and society
Application	This unit describes the performance outcomes, skills and knowledge required to analyse modern economic issues and their impact on contemporary local, national, and global concerns. It requires the ability to examine economic issues in the context of globalization. The unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Examine the relationship between the economy and contemporary society	1.1	Identify the features of economics as a field of study
		1.2	Determine the relevance of economics to other social sciences
		1.3	Analyse the relevance of economics to the study of contemporary society
		1.4	Examine significant economic issues impacting on Australia
2.	Examine major economic traditions	2.1	Identify key concerns and features of different economic traditions
		2.2	Analyse competing theories of the historical emergence of capitalism
		2.3	Identify the major issues facing contemporary capitalism

3.	Analyse the impact of economic globalisation on contemporary society	2.4	Examine alternative solutions to economic issues
		2.5	Examine the role of culture in the development of an economic tradition
		3.1	Define the meaning of the term's globalisation and economic globalisation
		3.2	Compare a range of views on the consequences of economic 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

Range of Conditions

Modern economic issues relate to a globalization context and may include

- skills shortages
- unemployment and its relation to production and to economic growth
- inflation, demand-pull and cost-push
- foreign debt
- competition policy
- gig economy.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	• source relevant information related to different aspects of the economy • read, interpret, and critically analyse textual information
Writing skills to:	• synthesise and summarise information for analysis
Problem-solving skills to:	• compare and analyse a range of perspectives related to the economy and society

Technology skills to:	• use digital platforms to source information
Digital literacy skills to:	• interpret and analyse information in digital form

Unit Mapping Information

Current Version	Previous Version	Comments
VU24081 Examine approaches to globalisation and society		New

Assessment Requirements

Title	Assessment Requirements for VU24081 Examine approaches to globalisation and society
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: - analyse at least two major economic issues facing Australia including their impact on contemporary society - analyse and compare at least two views on economic globalisation.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - economic traditions to enable 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 - impact of AI on the global economy - key economic terms to describe the relationship between the economy and contemporary society.
Assessment Conditions	Assessment must ensure access to: - credible sources of information about economic systems and issues, including - scholarly texts and peer-reviewed journals on capitalism, socialism, mixed economies, and global economic models - international economic reports and data - contemporary analyses of economic issues such as trade, inequality, and global financial trends. Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24082
Unit title	Analyse text in social and cultural contexts
Application	This unit describes the performance outcomes, skills and knowledge required to analyse the meaning in a range of texts and to relate texts to their cultural context. The unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Analyse the representation of an event in texts	1.1	Compare the representations of an event in a range of texts
		1.2	Analyse the cultural values that underlie different representations of an event
		1.3	Identify the assumed audience for each representation
		1.4	Identify between authorial intent and audience interpretation in representations of events
		1.5	Identify bias, ideological framing, or dominant perspectives in representations of events across texts
		1.6	Identify intertextual references and examine how they shape meaning across texts
2.	Analyse the construction of character in texts	2.1	Identify a range of texts representing character
		2.2	Identify character attributes in a range of texts

		2.3	Compare representations of character in the range of texts
		2.4	Analyse how their attributes reflect the cultural values in place when the texts were written
		2.5	Examine the text features used to construct character attributes and associated cultural values
		2.6	Evaluate the influence of character depictions on culturally identify, norms, or discourse within the context in which the texts were produced or reproduced
3.	Analyse the representations of place in texts	3.1	Identify a range of texts representing places
		3.2	Compare the qualities attributed to the places in the identified texts
		3.3	Investigate how the qualities attributed to places reflect the culture values represented in the text
		3.4	Analyse the specific text features used to construct or challenge those cultural values
		3.5	Evaluate the broader cultural significance of the place representations within the context of the text
		3.6	Analyse how multimodal or visual elements contribute to the representation of place and cultural meaning
4.	Consolidate textual analysis through genre, intertextuality, and media literacy	4.1	Identify genre conventions and their influence on representation
		4.2	Examine intertextual references and their contribution to meaning
		4.3	Analyse the impact of media format and platform on representation
		4.4	Support analysis with textual evidence and examples

Range of Conditions

This unit in this context is to engage in critical analysis of how cultural contexts shape and are reflected in texts, examining diverse forms, genres, and cultural perspectives to explore the construction of events, characters, and places through values and ideologies.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	- interpret complex texts across genres and formats - identify cultural references, values, and ideological framing - compare representations across multiple texts. - Interpret genre conventions and intertextual references - Recognise implicit meaning, satire, irony, and symbolic language - Navigate multimodal texts (e.g., visual, digital, hybrid formats)
Writing skills to:	- structure analytical responses - synthesise ideas and support interpretations with evidence - use appropriate academic language and conventions. - Construct comparative and evaluative responses across genres - Integrate textual evidence (quotes, examples) to support analysis - Use academic conventions for citation and justification
Learning skills to:	- apply prior knowledge of cultural context, genre, and textual conventions - reflect on how meaning is constructed and received - transfer analytical frameworks across different text types. Apply genre knowledge and media literacy to unfamiliar texts - Transfer analytical frameworks across text types and formats - Reflect on how meaning shifts across cultural and textual contexts
Problem-solving skills to:	- identify contradictions or tensions in representations - evaluate bias, authorial intent, and audience interpretation - navigate ambiguity in cultural or ideological framing. - Identify contradictions between authorial intent and audience interpretation - Evaluate bias, ideological framing and media influence

	• Synthesis meaning across interrelated text
Teamwork skills to:	• share insights and build on peer contributions • respect diversity interpretations and cultural viewpoints.
Planning and organising skills to:	• sequence analysis logically across elements (event, character, place) • manage time and resources to complete comparative tasks.
Self-management skills to:	• maintain focus during extended analysis • apply feedback to refine interpretations • demonstrate academic integrity and independence. • Manage complex analytical tasks across diverse text types • Apply feedback to refine interpretations and evidence use • Demonstrate academic integrity in sourcing and citation
Technology skills to:	• access and navigate online texts or databases (if digital text used) • use digital texts to annotate, compare, or present analysis. • Access and analyse digital texts and media platforms • Navigate multimodal environments and digital archives

Unit Mapping Information

Current Version	Previous Version	Comments
VU24082 Analyse text in social and cultural Contexts.		New Unit

Assessment Requirements

Title	Assessment Requirements for VU24082 Analyse text in social and cultural Contexts
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: - analysis across at least three different text types, which may include print, visual, media, or multimodal texts, incorporating genre conventions, intertextual references, and media format - support analysis with textual evidence and examples from each text type - at least one example each of event, character, and place representation - at least two culturally distinct contexts, such as different time periods, geographical regions, or ideological frameworks - at least three multiple instances of comparative analysis, supported by textual evidence (e.g., quotations, examples).
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - the concept of representation and how meaning is constructed in texts - cultural values and ideologies reflected in representations of events, character, and place - the influence of historical, political, and social context on textual meaning - genre conventions and how they shape representations - intertextuality and how texts reference or respond to other texts - language and stylistic devices used to construct meaning - the role of authorial intent and audience interpretation in shaping meaning - bias, ideological framing, and dominant perspectives in texts - features of multimodal and media texts, including digital formats - techniques for comparing and analysing representation across texts - methods of supporting analysis with textual evidence - ethical considerations when interpreting culturally sensitive material - principles of media literacy and critical engagement with multimodal texts - methods for identifying and analysing genre and intertextual references.

**Assessment
Conditions**

Assessment must ensure access to:

- Task completion should be undertaken over a period that allows for planning, interpretation, and revision.
- Texts that illustrate genre conventions and intertextual references
- Media texts across multiple platforms (e.g., print, digital, broadcast)
- Analytical tools or frameworks for examining genre, intertextuality, and media influence
- Support materials for developing media literacy and genre awareness
- Opportunities for discussion, clarification, and feedback
- Resources for building analytical and critical literacy skills.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24083
Unit title	Apply sociological thinking to human relationships
Application	This unit describes the performance outcomes, skills and knowledge required 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. The unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Examine sociological perspectives on human relationships	1.1	Identify diverse forms of human relationships in varied cultural and historical contexts.
		1.2	Explore a range of sociological concepts used to interpret human relationships
		1.3	Evaluate challenges in applying sociological concepts across cultural contexts
2.	Analyse change in relationship structures across time and place	2.1	Identify key changes in relationship structures across time and place
		2.2	Compare sociological interpretations of these changes

		2.3	Evaluate historical and cultural factors influencing interpretations of relationships.
3.	Evaluate sociological theories of human relationships	3.1	Identify major sociological theories relevant to human relationships.
		3.2	Analyse core propositions of selected theories.
		3.3	Apply criteria to assess relevance and applicability of theories
		3.4	Evaluate theories in relation to contemporary or historical case studies

Range of Conditions

In this context, sociological analysis must be applied to the completion of learning tasks that explore human relationships across diverse social, cultural, and theoretical frameworks. Activities should be conducted with academic integrity and respectful engagement, acknowledging diverse perspectives, and lived experiences. Communication and collaboration should reflect inclusive practices and critical thinking.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Reading skills to:	interpret sociological texts, representations, and theoretical materials.
Oral communication skills to:	convey sociological insights and engage in academic discussion.
Problem-solving skills to:	evaluate theories and resolve conceptual challenges.
Planning and organising skills to:	manage research tasks and organise analytical outputs.
Technology skills to:	use software tools to access, analyse, and present sociological information.
Digital literacy skills to:	navigate online platforms and databases for research and source validation.

**Unit Mapping
Information**

Current Version	Previous Version	Comments
VU24083 Apply sociological thinking to human relationships		New Unit

Assessment Requirements

Title	Assessment Requirements for VU24083 Apply sociological thinking to human relationships
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: - analyse and compare at least two representations of human relationships across cultures - evaluate at least two sociological theories in context - apply sociological concepts to at least one contemporary or historical case study - support analysis with evidence from texts, media, or theoretical sources.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - sociological concepts, terminology, and theoretical frameworks - cultural and historical variations in relationships - impact of colonisation on relationship structures - genre and media representations of relationships - analytical frameworks including intersectionality, critical race theory, and digital sociology - criteria for evaluating sociological theories and interpretations - ethical considerations in sociological analysis.
Assessment Conditions	Assessment must ensure access to: - sociological texts, media, and resources in a variety of formats - opportunities for written, oral, or research-based presentations - digital platforms for accessing, annotating, and organizing texts - background materials on cultural, historical, and theoretical contexts - opportunities for discussion, clarification, and feedback - resources for developing analytical and critical literacy skills.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24084
Unit title	Interpret urban environments and urban cultural expression
Application	This unit describes the performance outcomes, skills and knowledge required to analyse urbanisation, urban forms and culture and their impact on society. The unit applies to those who wish to broaden their knowledge and understanding of arts related disciplines. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Investigate urbanization and urban form	1.1	Define contemporary and historical terms related to urbanisation and urban form.
		1.2	Identify geographic, economic, and social factors influencing the location and growth of urban centers
		1.3	Analyse historical and contemporary development of urban centers, including emerging megalopolises and global cities Examine key features of an urban center
		1.4	Compare major theories explaining urban development and form, including spatial, ecological, and socio-political models
2.	Examine urban culture and its expression	2.1	Identify key characteristics of urban culture across different cities and regions
		2.2	Identify key characteristics of urban culture across different cities and regions

		2.3	Compare cultural expressions and explain reasons for variation, including migration, policy, and planning
		2.4	Explore the relationship between urban form, culture, and identity, with reference to lived experience and representation
3.	Examine a range of aspects of urban culture	3.1	Analyse how urban form influences lived experience, including access, mobility, and wellbeing
		3.2	Evaluate the impact of cultural forms on urban dwellers, including inclusion, exclusion, and belonging
		3.3	Investigate theories linking urban form, culture, and social outcomes such as equity, cohesion, and resilience
		3.4	Examine future scenarios for urban form and culture based on current trends, including sustainability, digitalisation, and demographic change
4.	Apply sociological thinking to urban contexts	4.1	Use sociological frameworks to interpret urban development and cultural expression, including structural, symbolic, and interactionist perspectives
		4.2	Analyse personal and societal experiences in urban environments, acknowledging diverse perspectives and ethical engagement

Range of Conditions

In this context, learners explore the development and expression of urban environments through sociological perspectives. This includes examining urbanisation, urban form, and cultural dynamics; evaluating the impact of urban contexts on individuals and communities; and applying sociological thinking to interpret patterns of urban development and cultural expression. Engagement is inclusive and critical, incorporating diverse viewpoints and lived experiences.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Technology skills to:	- use digital tools for research, mapping, and presentation - access online databases and sociological resources - navigate virtual collaboration platforms.

Digital literacy skills to:	- critically evaluate online resources and sociological content - engage with digital representations of urban environments - apply digital tools to interpret and present sociological findings.
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Unit Mapping Information

Current Version	Previous Version	Comments
VU24084 Interpret urban environments and urban cultural expression		New Unit

Assessment Requirements

Title	Assessment Requirements for VU24084 Interpret urban environments and urban cultural expression
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: - analyse at least two factors influencing urbanization and the development of urban form, using contemporary and historical examples - analyse and evaluate at least two aspects of urban culture and their impact on individuals and communities within urban environments - apply at least one sociological framework to interpret the relationship between urban form, culture, and lived experience - reflect on personal and societal experiences in urban contexts, demonstrating inclusive and ethical engagement with diverse perspectives - propose at least one future scenario for urban form and culture based on current trends such as sustainability, digitalisation, or demographic change.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: - key theories of urban development - factors influencing urban form - expression of urban culture across diverse contexts - theories and frameworks linking urban form and culture - the impact of urban environments on identity, wellbeing, and social inclusion - contemporary trends shaping urban features - ethical and inclusive approaches to analysing urban form and culture.
Assessment Conditions	Assessment must ensure access to: - a range of urban studies texts, media, and resources - materials that represent diverse urban contexts and perspectives - tools and prompts to support reflection on lived experiences, identity, and inclusion in urban environments - scenario-based learning materials for applied analysis

- templates and guidance for applying sociological thinking and ethical reasoning to urban form and culture
- opportunities to engage with multimodal resources to accommodate diverse learning styles.

Assessor requirements

In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.

Unit code	VU24085
Unit title	Interpret theories of personality and self
Application	This unit describes the performance outcomes, skills and knowledge required to interpret and evaluate major theories of human personality and self, and apply them across diverse cultural, social, and professional contexts. It requires the ability to explore historical and contemporary perspectives, assess applications and ethical considerations, and engage with critiques to understand the relevance of personality theories in today's world. The unit applies to those who seeking to deepen their understanding of human behaviour, identity, and personality through theoretical and cultural analysis. No licensing, legislative or certification requirements apply to this unit at the time of publication.
Pre-requisite Unit(s)	Nil
Competency Field	Not applicable
Unit Sector	Not applicable

Element		Performance Criteria	
Elements describe the essential outcomes of a unit of competency.		Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1.	Interpret major theories of personality and self	1.1	Identify a range of theories used to explain personality and self
		1.2	Compare key features, assumptions, and methodologies of selected theories
		1.3	Describe how theories reflect the cultural or historical context in which they were developed
		1.4	Explain how views and values influence the development and interpretation of personality theories
2.	Apply theories in diverse contexts	2.1	Identify situations where personality theories are applied in real-world settings

		2.2	Analyse how theories are used in education, media, therapy, and socialisation
		2.3	Evaluate the influence of cultural values on the application of personality theories
		2.4	Analyse ethical considerations and limitations in applying personality theories
3.	Evaluate theoretical applications and outcomes	3.1	Identify relevant elements and issues in case studies or scenarios
		3.2	Apply multiple theories to interpret and compare outcomes
		3.3	Determine alternative interpretations or actions based on different theoretical perspectives
		3.4	Develop criteria for assessing the relevance and effectiveness of theory applications
		3.5	Assess the application of selected theories using established criteria
4.	Examine critiques of major theories of human personality	4.1	Identify critiques from psychological, sociological, philosophical, and cultural perspectives
		4.2	Analyse deficiencies within a theory identified by the selected theories
		4.3	Discuss the role of personality theories in contemporary society using critiques as a guide

Range of Conditions

In this context, learning involves interpreting theories of personality and self through historical, cultural, and sociological perspectives. It includes applying theoretical frameworks to real-world contexts, evaluating their relevance, limitations, and ethical implications, and engaging with critiques to develop a nuanced understanding of how personality theories shape and reflect contemporary views of identity and behaviour.

Foundation Skills

Foundation skills essential to performance and not explicit in the performance criteria must be assessed.

Skill	Description
Technology skills to:	Use digital tools for research and/or presentations.

Digital literacy skills to:

- Evaluate online sources and engage with multimedia critiques.

Unit Mapping Information

Current Version	Previous Version	Comments
VU24085 Interpret theories of personality and self		New Unit

Assessment Requirements	
Title	Assessment Requirements for VU24085 Interpret theories of personality and self
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: • interpret and compare at least two major theories of personality and self • analyse the relevance and limitations of theories in a least two distinct contexts • evaluate the relevance and limitations of theories using case-based criteria • engage with at least two critiques to assess the cultural and ethical implications of theory application.
Knowledge Evidence	The candidate must be able to apply knowledge required to effectively perform the tasks outlined in elements and performance criteria of this unit. This includes knowledge of: • major theories of personality and self, including their key features and methodologies • cultural, historical, and philosophical contexts influencing theory development • applications of personality theories in education, media, therapy, and socialisation • ethical considerations and limitations in theory application • critiques from psychological, sociological, philosophical, and cultural perspectives.
Assessment Conditions	Assessment must ensure access to: • a range of academic texts, media, and scholarly critiques relevant to personality theory • case studies and scenarios that illustrate diverse cultural and contextual applications of personality theory • tools and frameworks to support reflective practice and ethical analysis • digital platforms and resources for conducting research and preparing presentations. Assessor requirements In addition to the ASQA 2025 RTO standards, trainers must demonstrate knowledge of the academic learning environment and skills in academic reading, writing and research. Refer to Section B 6.2 for further information.