



## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

### **RPL SELF-EVALUATION for Certificate IV in Education (ECCT)**

This self-evaluation check list is designed to assist you to make decision as to whether you may pursue an RPL pathway or a face-to-face training program pathway. This self-evaluation tool is not part of the RPL application process, and will not provide the evidence required for an RPL submission. This self-evaluation checklist does not need to be submitted to your assessor, although if you do, they (RPL assessors) will discuss with you about the options that are available to you and advise you on whether an RPL pathway is appropriate or not. It is therefore important that you are honest in your self-appraisal. Saying you are capable when you may not be able to do so may mean that you enroll in an RPL pathway that ultimately may not be successful.

Rate your knowledge and skills against the following graduate profile and learning outcomes for a **Certificate IV in Education (ECCT)** Please tick  the appropriate column that applies to you and use the questions as a guide.

ECCT- YEAR: 1 SEMESTER: 1				
COURSE NAME	Course Learning Outcomes	YES	No	I have evidence
LALN 111 Language for Academic and professional purpose	I am able to acquire a broad and sound understanding of the English/French grammatical and syntactical structures;			
	I am able to acquire a broad and sound understanding of the English/French grammatical and syntactical structures;			
	I am able to interpret texts of varying degrees of complexities with confidence;			



	I work collaboratively in groups to research and present persuasive oral presentations on chosen topics.			
MICT 111 Computer literacy (ICT)	I am able to demonstrate basic knowledge, skills, and values information and communication technology			
	I use ICT skills to achieve institutional minimum academic and ongoing professional development requirements			
	I am confident in using different ICT tools			
	I share appropriate and adequate information including knowledge, skills, tools for a conducive learning environment			
EDEC 112 Holistic Development in ECCE	I am able to explain the definitions of child growth and development and Piaget's theory of child development:			
	I am able to outline diverse cultures in Vanuatu context which support child development.			
	I am able to explain the general principles of child development.			
	I apply the Erickson psycho-social development theory of child development in understanding the nature of learners.			
	I apply Bronfenbrenner's ecological development theory.			
	I support cognitive and social-emotional development of children from 0-6 years.			
	I support physical and social-emotional development of children from 0-6 years.			
	I observe infants and toddler's language development			
	I am able to develop an inclusive integrated program gather for able and special needs or special ability children based on their strengths, interests and needs.			
EDEC 116	I am able to explain the definition of curriculum and syllabuses.			



Vanuatu Early Childhood curriculum frame work.	I am able to evaluate the sets of syllabuses in the Vanuatu National curriculum and how the content of the syllabuses are organized.			
	I am able to demonstrate how language and communication, mathematics, science and living in our community can be effectively integrated into the curriculum.			
	I can specify how each learning areas are broken down into specific strands and sub-strands.			
	I am able to discuss with the use of relevant examples how learning area outcomes and indicators are link with activities.			
	I am able to elaborate the Importance of planning effective programmes for ECE children.			
	I am able to demonstrate effective delivery of play-based curriculum models and approaches.			
	I am able to discuss with the use of examples how curriculum is linked to observations, learning stories, portfolios and assessment.			
EDEC 124 Learn through play	I am able to explain with the use of relevant examples of how play develops and can be used as learning /teaching Strategy.			
	I am able to identify different types of play and different ways children play.			
	I am able to demonstrate how to set up a pretend play center.			
	I am able to discuss with the use of examples the importance of outdoor in children's learning.			
	I can research on how play, learning and development are linked.			
	I am able to discuss the role of ECE teachers in relation to children's play.			
	I am able to evaluate the importance of play and provide effective programmes for young Children.			



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	I am able to recognition of ways to gather information about how children view play.			
	I am able to develop suitable learning environments that encourage diverse and multiple perspectives on play.			

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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

### RPL SELF-EVALUATION for Bachelor in Education (Primary Teaching)

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **Bachelor in Education (Primary Teaching)** Please tick  the appropriate column that applies to you and use the questions as a guide.

Program: Bachelor in Primary Teaching				
COURSE NAME	Course Learning Outcomes	YES	No	I have evidence
LALN 111 Language for Academic and professional purpose	I am able to acquire a broad and sound understanding of the English/French grammatical and syntactical structures;			
	I am able to acquire a broad and sound understanding of the English/French grammatical and syntactical structures;			
	I am able to interpret texts of varying degrees of complexities with confidence;			
	I work collaboratively in groups to research and present persuasive oral presentations on chosen topics.			



MICT 111 Computer literacy (ICT)	I am able to demonstrate basic knowledge, skills, and values information and communication technology			
	I use ICT skills to achieve institutional minimum academic and ongoing professional development requirements			
	I am confident in using different ICT tools			
	I share appropriate and adequate information including knowledge, skills, tools for a conducive learning environment			
EDPS 111	I am able to explain the major concepts of child and adolescent psychological development;			
	I am able to analyze the factors that influence child and adolescent learning in a school environment;			
	I display personal effectiveness, integrity, understanding and respecting others, resilience and adaptability;			
	I work collaboratively with others in research and critical discussion			
EDPS 112 Educational Psychology	I am able to explain the classic and contemporary teaching and learning theories, principles and approaches;			
	I am able to apply effective teaching and learning strategies;			
	I can display personal effectiveness in using various teaching and learning approaches			
	I work collaboratively with others in research and critical discussion			
<b>YEAR: 1 SEMESTER: 2</b>				
LALT121 Literacy Teaching and Learning	I am able to demonstrate a broad understanding of major concepts in literacy development processes;			
	I am able to apply appropriate strategies in teaching literacy using multi-media;			
	I am able to display a passion towards teaching listening, speaking; reading, writing and grammar;			
	I am able to work collaboratively with others in group activities, discussion and research.			



MIGS121  Mathematics for ECCE and Lower Primary	I am able to demonstrate knowledge on content and processes developed from ECCE curriculum to primary curriculum mathematics;			
	I am able to assess gaps between kindergarten and first grade in mathematics;			
	I am able display a conducive attitude towards early learners in mathematics;			
	I work collaboratively with others to promote inclusivity in teaching and learning.			
SCGS121  General Science for Primary School Teachers	I am able to demonstrate an understanding of the fundamental concepts in science;			
	I am able to apply research and scientific processes and skills to conduct science investigations;			
	I am able to adhere to science laboratory rules and safety measures;			
	I am able to work collaboratively with others in science practical activities.			
SSSY121  Sociology for Primary School Teachers	I am able to explain sociology as a window to the wider world, its usefulness to everyday life;			
	I am able to analyze information on issues in societies using sociological methods of research;			
	I am able to relate understanding of the different sociological perspectives to human society and social behavior using basic research tools;			
	I am able to apply teaching and learning strategies that promote cooperative learning.			
ASGS121  Visual Arts, Music and Physical Education I	I am able to explain elements o drawing and painting including methods and techniques;			
	I am able to develop special skills and techniques in drawing and painting activities;			
	I am able to display confidence in producing different art forms using drawing and painting;			
	I am able to work collaboratively with others in drawing and painting in the schools and communities.			



EDPD121  Primary Teaching Methods 1	I am able to demonstrate an in-depth understanding of student-centred teaching and learning theories and approaches;			
	I am able to apply the systematic process of student-centred lesson for Primary Years 1-3;			
	I am able to display confidence in applying basic teaching skills in microteaching;			
	I work collaboratively with others to prepare and deliver microteaching.			

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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Maths & Physics)**

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Maths & Physics)** Please tick ✓ the appropriate column that applies to you and use the questions as a guide.

<b>Program: Mathematics/Physics</b>				
<b>COURSE NAME</b>	<b>Questions</b>	<b>YES</b>	<b>No</b>	<b>I have evidence</b>
<b>SCPH121</b>	I am able to demonstrate an in-depth knowledge of motion as fundamental ideas in science;			
	I can apply analytical mechanics as a systematic tool for problem solving;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			



	I work collaboratively with others in science practical activities.			
<b>MIAG121</b>	I am able to analyze different components of algebra and geometry;			
	I can solve system of linear equation with two or more variables;			
	I can communicate resolution of system of linear equation containing two or more variables;			
	I work collaboratively with other to solve mathematical problems.			
<b>MIGS 121</b>	I am able to demonstrate knowledge on content and processes developed from ECCE curriculum to primary curriculum mathematics;			
	I am able to assess gaps between kindergarten and first grade in mathematics;			
	I am able to display a conducive attitude towards early learners in mathematics;			
	I work collaboratively with others to promote inclusivity in teaching and learning.			
<b>SCPD121</b>	I am able to demonstrate an in-depth understanding of student-centered teaching and learning theories and approaches;			
	I am able to apply systematic process of planning and preparation of teaching a micro lesson in class;			
	I am able to apply effective basic teaching skills in microteaching;			
	I am able to work collaboratively with others to plan and micro-teach science lessons.			
<b>MIPD121</b>	I am able to demonstrate knowledge using relevant and current teaching and learning strategies in mathematics;			
	I am able to apply constructivist principles of teaching and learning;			
	I am able to adhere to teaching and learning ethical principles;			



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	I work collaboratively with others.			
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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

Name:

Surname:

Program:

### RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Biology & Chemistry)

This self-evaluation check list is designed to assist you to make decision as to whether you may pursue an RPL pathway or a face-to-face training program pathway. This self-evaluation tool is not part of the RPL application process, and will not provide the evidence required for an RPL submission. This self-evaluation checklist does not need to be submitted to your assessor, although if you do, they (RPL assessors) will discuss with you about the options that are available to you and advise you on whether an RPL pathway is appropriate or not. It is therefore important that you are honest in your self-appraisal. Saying you are capable when you may not be able to do so may mean that you enroll in an RPL pathway that ultimately may not be successful.

Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Biology & Chemistry)** Please tick  the appropriate column that applies to you and use the questions as a guide.

Program: Biology/Chemistry				
COURSE NAME	Questions	YES	No	I have evidence
SCBI121	I am able to demonstrate an in-depth understanding on different levels of organization and the complex ecological relationship within the study of Ecology;			
	I am able to apply research and scientific processes and skills to conduct science investigations;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			



	I work collaboratively with others in science practical and research activities.			
SCCH121	I am able to demonstrate an in-depth understanding of the properties of inorganic substance;			
	I am able to apply research and scientific skills to conduct science investigation;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in doing science practical activities.			
SCPD121	I am able to demonstrate an in-depth understanding of student-centered teaching and learning theories and approaches;			
	I am able to apply systematic process of planning and preparation of teaching a micro lesson in class;			
	I am able to use effective basic teaching skills in microteaching;			
	I am able to work collaboratively with others to plan and micro-teach science lessons.			
SCGS122	I am able to explain the foundational concepts in the four main branches of science;			
	I am able to solve simple scientific problems using scientific skills;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in scientific practical activities.			

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# CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

## RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Biology & Earth Science)

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Biology & Earth Science)** Please tick  the appropriate column that applies to you and use the questions as a guide.

Program: Biology/Earth Science				
COURSE NAME	Questions	YES	No	I have evidence
SCBI121	I am able to demonstrate an in-depth understanding on different levels of organization and the complex ecological relationship within the study of Ecology;			
	I am able to apply research and scientific processes and skills to conduct science investigations;			



	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in science practical and research activities.			
SCES121	I am able to demonstrate an understanding of key concepts and theories of earth geological structures & systems;			
	I am able to apply scientific processes and skills to conduct scientific investigations;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I am an advocate for geological hazard safety practices;			
SCPD121	I am able to demonstrate an in-depth understanding of student-centered teaching and learning theories and approaches;			
	I am able to apply systematic process of planning and preparation of teaching a micro lesson in class;			
	I use effective basic teaching skills in microteaching;			
	I always work collaboratively with others to plan and micro-teach science lessons.			
SCGS122	I am able to explain the foundational concepts in the four main branches of science;			
	I am able to solve simple scientific problems using scientific skills;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in scientific practical activities.			

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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

Name:

Surname:

Program:

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Language & History)**

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Language & History)** Please tick  the appropriate column that applies to you and use the questions as a guide.

Program: Language & History				
COURSE NAME	Questions	YES	No	I have evidence
SSSY122 Sociology for Secondary School Teachers	<b>I am able to design teaching plans and learning activities;</b>			
	<b>I am able to reflect on teaching and learning performance;</b>			
	<b>I am able to apply constructivist principles of teaching and learning in teaching;</b>			





	<b>I am able to utilize teaching and learning strategies that promotes cooperative learning.</b>			
SSPD121 Social Science Teaching Methods 1	<b>I am able to design teaching plans and learning activities;</b>			
	<b>I am able to reflect on teaching and learning activities;</b>			
	<b>I am able to apply constructivist principles of teaching and learning in teaching;</b>			
	<b>I am able to utilize teaching and learning strategies that promotes cooperative learning.</b>			
LALN121 English/French Beginner	<b>I am able to demonstrate comprehension of every day conversations and media programs and articles;</b>			
	<b>I am able to participate in conversations on familiar topics that concern everyday life and french cultural aspects;</b>			
	<b>I am able to produce different types of writing;</b>			
	<b>I am able to show appreciation of the French language and culture and work collaboratively with others through tasks given.</b>			
LAPD122 Foreign Language Teaching Methods 1	<b>I am able</b> demonstrate comprehension of foreign language acquisition and teaching methodology;			
	<b>I am able</b> apply systematic process of planning, preparation in order to deliver a microteaching in class through a communicative approach and effective language strategies;			
	<b>I am able</b> to display confidence in teaching and learning engineering;			
	<b>I am able</b> to work collaboratively with others.			

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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Language Second & History)**

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Language Second & History)** Please tick  the appropriate column that applies to you and use the questions as a guide.

<b>Program: Language Second &amp; History</b>				
<b>COURSE NAME</b>	<b>Questions</b>	<b>YES</b>	<b>No</b>	<b>I have evidence</b>
SSSY122 Sociology for Secondary	I am able to design teaching plans and learning activities;			
	I am able to reflect on teaching and learning performance;			
	I am able to apply constructivist principles of teaching and learning in teaching;			



School Teachers	I am able to utilize teaching and learning strategies that promotes cooperative learning.			
SSPD121 Social Science Teaching Methods 1	I am able to design teaching plans and learning activities;			
	I am able to reflect on teaching and learning activities;			
	I am able to apply constructivist principles of teaching and learning in teaching;			
	I am able to utilize teaching and learning strategies that promotes cooperative learning.			
LALT122 Introduction to Literature	I am able to demonstrate a broad understanding of major concepts in literacy development processes;			
	I am able to apply appropriate strategies in teaching literacy using multi-media;			
	I am able to display a passion towards teaching listening, speaking, reading, writing and grammar;			
	I am able to work collaboratively with others in group activities, discission and research.			
LAPD121 Language Second Teaching Methods 1	I am able to explain the principles of second language teaching and learning;			
	I am able to develop relevant units of work and lesson plans;			
	I am able to display confidence in using effective basic teaching skills in microteaching;			
	I am able to work collaboratively in groups to research and teach aspects of a language strand of their choice.			

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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Language Foreign & History)**

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Language Foreign & History)** Please tick  the appropriate column that applies to you and use the questions as a guide.

<b>Program: Language Foreign &amp; History</b>				
<b>COURSE NAME</b>	<b>Questions</b>	<b>YES</b>	<b>No</b>	<b>I have evidence</b>
SSSY122 Sociology for Secondary School Teachers	I am able to design teaching plans and learning activities;			
	I am able to reflect on teaching and learning performance;			
	I am able to apply constructivist principles of teaching and learning in teaching;			



	I am able to utilize teaching and learning strategies that promotes cooperative learning.			
SSPD121 Social Science Teaching Methods 1	I am able to design teaching plans and learning activities;			
	I am able to reflect on teaching and learning activities;			
	I am able to apply constructivist principles of teaching and learning in teaching;			
	I am able to utilize teaching and learning strategies that promotes cooperative learning.			
LALN121 English/French Beginner	I am able to demonstrate comprehension of every day conversations and media programs and articles;			
	I am able to participate in conversations on familiar topics that concern everyday life and french cultural aspects;			
	I am able to produce different types of writing;			
	I am able to show appreciation of the French language and culture and work collaboratively with others through tasks given.			
LAPD122 Foreign Language Teaching Methods 1	I am able demonstrate comprehension of foreign language acquisition and teaching methodology;			
	I am able apply systematic process of planning, preparation in order to deliver a microteaching in class through a communicative approach and effective language strategies;			
	I am able to display confidence in teaching and learning engineering;			
	I am able to work collaboratively with others.			

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Name:

Surname:

Program:

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Language Foreign & Language Second)**

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Language Foreign & Language Second)** Please tick  the appropriate column that applies to you and use the questions as a guide.

<b>Program: (Language Foreign &amp; Language Second)</b>				
<b>COURSE NAME</b>	<b>Questions</b>	<b>YES</b>	<b>No</b>	<b>I have evidence</b>
SSSY122 Sociology for Secondary	I am able to design teaching plans and learning activities;			
	I am able to reflect on teaching and learning performance;			
	I am able to apply constructivist principles of teaching and learning in teaching;			



School Teachers	I am able to utilize teaching and learning strategies that promotes cooperative learning.			
SSPD121 Social Science Teaching Methods 1	I am able to design teaching plans and learning activities;			
	I am able to apply constructivist principles of teaching and learning in teaching;			
	I am able to reflect on teaching and learning activities;			
	I am able to utilize teaching and learning strategies that promotes cooperative learning.			
LALT122 Introduction to Literature	I am able to demonstrate a broad understanding of major concepts in literacy development processes;			
	I am able to apply appropriate strategies in teaching literacy using multi-media;			
	I am able to display a passion towards teaching listening, speaking, reading, writing and grammar;			
	I am able to work collaboratively with others in group activities, discission and research.			
LAPD121 Language Second Teaching Methods 1	I am able to explain the principles of second language teaching and learning;			
	I am able to develop relevant units of work and lesson plans;			
	I am able to display confidence in using effective basic teaching skills in microteaching;			
	I am able to work collaboratively in groups to research and teach aspects of a language strand of their choice.			

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Name:

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Program:

## RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Maths & Physics)

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Rate your knowledge and skills against the following graduate profile and learning outcomes for a (Maths & Physics Please tick  the appropriate column that applies to you and use the questions as a guide.

Program: <i>Mathematics/Physics</i>				
COURSE NAME	Questions	YES	No	I have evidence
SCPH121	I am able to demonstrate an in-depth knowledge of motion as fundamental ideas in science;			
	I can apply analytical mechanics as a systematic tool for problem solving;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in science practical activities.			
MIAG121	I am able to analyze different components of algebra and geometry;			
	I can solve system of linear equation with two or more variables;			





	I can communicate resolution of system of linear equation containing two or more variables;			
	I work collaboratively with other to solve mathematical problems.			
<b>MIGS 121</b>	I am able to demonstrate knowledge on content and processes developed from ECCE curriculum to primary curriculum mathematics;			
	I am able to assess gaps between kindergarten and first grade in mathematics;			
	I am able to display a conducive attitude towards early learners in mathematics;			
	I work collaboratively with others to promote inclusivity in teaching and learning.			
SCPD121	I am able to demonstrate an in-depth understanding of student-centered teaching and learning theories and approaches;			
	I am able to apply systematic process of planning and preparation of teaching a micro lesson in class;			
	I am able to apply effective basic teaching skills in microteaching;			
	I am able to work collaboratively with others to plan and micro-teach science lessons.			
MIPD121	I am able to demonstrate knowledge using relevant and current teaching and learning strategies in mathematics;			
	I am able to apply constructivist principles of teaching and learning;			
	I am able to adhere to teaching and learning ethical principles;			
	I work collaboratively with others.			

*After completing the self-evaluation assessment, you can now decide whether to apply for an RPL or not!*

Contact SOE secretary on 33520 or email for an RPL application form if you think you are eligible to RPL. If not, fill out the normal application form for enrollment into the program



## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

Name:

Surname:

Program:

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Biology & Chemistry)**

This self-evaluation check list is designed to assist you to make decision as to whether you may pursue an RPL pathway or a face-to-face training program pathway. This self-evaluation tool is not part of the RPL application process, and will not provide the evidence required for an RPL submission. This self-evaluation checklist does not need to be submitted to your assessor, although if you do, they (RPL assessors) will discuss with you about the options that are available to you and advise you on whether an RPL pathway is appropriate or not. It is therefore important that you are honest in your self-appraisal. Saying you are capable when you may not be able to do so may mean that you enroll in an RPL pathway that ultimately may not be successful.

Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Biology & Chemistry)** Please tick  the appropriate column that applies to you and use the questions as a guide.

Program: Biology/Chemistry				
COURSE NAME	Questions	YES	No	I have evidence
SCBI121	I am able to demonstrate an in-depth understanding on different levels of organization and the complex ecological relationship within the study of Ecology;			
	I am able to apply research and scientific processes and skills to conduct science investigations;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in science practical and research activities.			



SCCH121	I am able to demonstrate an in-depth understanding of the properties of inorganic substance;			
	I am able to apply research and scientific skills to conduct science investigation;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in doing science practical activities.			
SCPD121	I am able to demonstrate an in-depth understanding of student-centered teaching and learning theories and approaches;			
	I am able to apply systematic process of planning and preparation of teaching a micro lesson in class;			
	I am able to use effective basic teaching skills in microteaching;			
	I am able to work collaboratively with others to plan and micro-teach science lessons.			
SCGS122	I am able to explain the foundational concepts in the four main branches of science;			
	I am able to solve simple scientific problems using scientific skills;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in scientific practical activities.			

*After completing the self-evaluation assessment, you can now decide whether to apply for an RPL or not!*

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## CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

### **RPL SELF-EVALUATION for Bachelor in Secondary Teaching (Biology & Earth Science)**

This self-evaluation check list is designed to assist you to make decision as to whether you may pursue an RPL pathway or a face-to-face training program pathway. This self-evaluation tool is not part of the RPL application process, and will not provide the evidence required for an RPL submission. This self-evaluation checklist does not need to be submitted to your assessor, although if you do, they (RPL assessors) will discuss with you about the options that are available to you and advise you on whether an RPL pathway is appropriate or not. It is therefore important that you are honest in your self-appraisal. Saying you are capable when you may not be able to do so may mean that you enroll in an RPL pathway that ultimately may not be successful.

Rate your knowledge and skills against the following graduate profile and learning outcomes for a **(Biology & Earth Science)** Please tick  the appropriate column that applies to you and use the questions as a guide.

<b>Program: Biology/Earth Science</b>				
<b>COURSE NAME</b>	<b>Questions</b>	<b>YES</b>	<b>No</b>	<b>I have evidence</b>
<b>SCBI121</b>	I am able to demonstrate an in-depth understanding on different levels of organization and the complex ecological relationship within the study of Ecology;			
	I am able to apply research and scientific processes and skills to conduct science investigations;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			



	I work collaboratively with others in science practical and research activities.			
SCES121	I am able to demonstrate an understanding of key concepts and theories of earth geological structures & systems;			
	I am able to apply scientific processes and skills to conduct scientific investigations;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I am an advocate for geological hazard safety practices;			
SCPD121	I am able to demonstrate an in-depth understanding of student-centered teaching and learning theories and approaches;			
	I am able to apply systematic process of planning and preparation of teaching a micro lesson in class;			
	I use effective basic teaching skills in microteaching;			
	I always work collaboratively with others to plan and micro-teach science lessons.			
SCGS122	I am able to explain the foundational concepts in the four main branches of science;			
	I am able to solve simple scientific problems using scientific skills;			
	I am able to adhere to science laboratory rules and maintain safety standards in laboratory;			
	I work collaboratively with others in scientific practical activities.			

*After completing the self-evaluation assessment, you can now decide whether to apply for an RPL or not!*

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# CANDIDATE RECOGNITION OF PRIOR LEARNING (RPL) SELF-EVALUATION FORMS

**Name:**

**Surname:**

**Program:**

## Candidate's Self-Evaluation Form- VET program

### Completion instructions

The purpose of completing the Self-Evaluation Form is to enable candidates who believe that they already possess the competencies, to assess their skills and knowledge against the qualification.

Complete the following pages and identify your capacity to perform the tasks described. Be honest in your appraisal. By completing this self-evaluation, you will be identifying the areas where you may be able to apply for recognition.

**NB: If this self-evaluation is being used as evidence**, your supervisor must evaluate your ability to perform the work tasks. Your supervisor is also asked to comment on your ability to perform these work tasks and verify this by signing each section.

If this self-evaluation is being used only so that you and your Assessor can decide if you should proceed, then it doesn't have to be verified.

Identify your level of experience in performing each competency/task by using the following:

not well – I do the task but not well.

well – I do the task well.



very well – I do the task really well.

See example below.

Competency/Task	I have performed these tasks			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
Using a computer to enter or change work information or data.	<input type="checkbox"/>		Not Well	Not Well		
Using personal protective equipment as appropriate to conduct my work safely and in accordance with site and legal requirements.	Well		<input type="checkbox"/>	Well	1	<i>Copy of Company Personal Protective Equipment Requirements for my job role.</i>



Candidate's Self-Evaluation

**TAAS0117 – Plan assessment activities and processes**

<b>Candidate's name</b>			<b>Date completed</b>			
Units of competency (List units contained in the relevant cluster or skill set) <Insert unit code and title> <insert unit code and title>			Units of competency (List units contained in the relevant cluster or skill set) <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
1. using different assessment plans (RPL, contextualised assessment plans, etc)						
completing assessment plans for different units of competency						
contextualising units to make them relevant to my students/learners						
incorporating reasonable adjustment strategies into my assessment plans						
developing suitable assessment instruments for each assessment plan following organisation procedures						
<b>Supervisor's comments</b> (Please provide a comment on the candidate's ability to perform the above work task/s.)						
<b>Supervisor's name</b>			<b>Position</b>			
<b>Supervisor's signature</b>			<b>Date</b>			





## Candidate's Self-Evaluation

### TAAS0217 – Assess Competence

<b>Candidate's name</b>					<b>Date completed</b>		
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>				<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			
Unit of Competency Task	I have performed these tasks			Supervisor's Evaluation	Evidence to support claim		
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)	
1. Assessing at least five students against one or more units of competency							
2. Conducting one or more RPL assessments							
3. Making reasonable adjustment for one or more students							
4. Using different assessment methods and instruments on a range of activities and events							
Using two way communication and feedback with the candidate							
Exercising fair judgement in making assessment decisions							
Recording and reporting assessment outcomes in accordance to ethical and legal requirements							



<b>Candidate's name</b>				<b>Date completed</b>		
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>			<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			
<b>Unit of Competency Task</b>	<b>I have performed these tasks</b>			<b>Supervisor's Evaluation</b>	<b>Evidence to support claim</b>	
	Frequently	Never	Sometimes		Doc No.	<b>Documentation provided</b> (Number and name the document you are providing for easy reference.)
Reviewing the assessment process and making improvements						
<insert rows as required>						
<b>Supervisor's comments</b> <i>(Please provide a comment on the candidate's ability to perform the above work task/s.)</i>						
<b>Supervisor's name</b>				<b>Position</b>		
<b>Supervisor's signature</b>				<b>Date</b>		



Candidate's Self-Evaluation

**TALD0417 – Design and develop assessment tools**

<b>Candidate's name</b>				<b>Date completed</b>		
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
1. Developing assessment tools with three different assessment methods that address at least three different units of competency at different VQF levels						
2. Validating the assessment tools to make sure they meet the principles of assessment and rules of evidence for a unit of competency						
3. developing assessment tools that include instruments for collecting evidence						
4. developing assessment tools that reflect the principles of assessment and rules of evidence						
5. developing assessment tools that include related instructions to assessors and candidates						



<b>Candidate's name</b>					<b>Date completed</b>			
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>				<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>				
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim			
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)		
6. Developing assessment tools that show how the contextual needs of the environments are addressed								
7. trialling, reviewing and amending the assessment tools								
8. reporting on the trial and review of the assessment tools, including proposed changes								
<b>Supervisor's comments</b> <i>(Please provide a comment on the candidate's ability to perform the above work task/s.)</i>								
<b>Supervisor's name</b>						<b>Position</b>		
<b>Supervisor's signature</b>						<b>Date</b>		



Candidate's Self-Evaluation

**TADF0117 – Provide work skills instructions**

<b>Candidate's name</b>			<b>Date completed</b>			
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
1. Carrying out more than three training sessions						
2. Demonstrating and instructing particular skills for a small group of learners using a range of delivery techniques						
3. Demonstrating and instructing particular skills for a small group of learners using effective and appropriate communication skills to an audience						
4. I have demonstrated and instructed particular skills for a small group of learners or individuals on different learning objectives						



<b>Candidate's name</b>			<b>Date completed</b>			
Units of competency (List units contained in the relevant cluster or skill set) <Insert unit code and title> <insert unit code and title>			Units of competency (List units contained in the relevant cluster or skill set) <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
5.						
6.						
<b>Supervisor's comments</b> (Please provide a comment on the candidate's ability to perform the above work task/s.)						
<b>Supervisor's name</b>			<b>Position</b>			
<b>Supervisor's signature</b>			<b>Date</b>			



Candidate's Self-Evaluation

**TADF0217 – Plan, organise and deliver group-based learning**

<b>Candidate's name</b>					<b>Date completed</b>				
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>				<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>					
Unit of competency Task		I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim			
		Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)		
1. Organising and facilitating a group based learning to a learner group of at least eight individuals									
2. organising and facilitating a group-based learning to a learner group ensuring the characteristics and needs of this group were addressed									
3. delivering a training session to 8 or more learners where I have identified and responded to individual needs									
4. accessing and using resources and support personnel to guide my inclusive practices									
<b>Supervisor's comments</b> (Please provide a comment on the candidate's ability to perform the above work task/s.)									
<b>Supervisor's name</b>							<b>Position</b>		



<b>Candidate's name</b>					<b>Date completed</b>				
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>				<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>					
<b>Unit of competency</b> <b>Task</b>		<b>I have performed these tasks</b> <i>(not well, well, very well)</i>			<b>Supervisor's Evaluation</b>	<b>Evidence to support claim</b>			
		Frequently	Never	Sometimes					<b>Doc No.</b>
<b>Supervisor's signature</b>						<b>Date</b>			

Candidate's Self-Evaluation

### TADF0317 – Plan, organise and facilitate learning in the workplace

<b>Candidate's name</b>					<b>Date completed</b>			
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>				<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>				
<b>Unit of competency</b> <b>Task</b>		<b>I have performed these tasks</b> <i>(not well, well, very well)</i>			<b>Supervisor's Evaluation</b>	<b>Evidence to support claim</b>		
		Frequently	Never	Sometimes				
1. preparing and facilitating work-based learning								
2. developing work-based learning pathways (two examples)								
3. identifying the need for learning in the work-based learning pathway								





<b>Candidate's name</b>			<b>Date completed</b>			
Units of competency (List units contained in the relevant cluster or skill set) <Insert unit code and title> <insert unit code and title>			Units of competency (List units contained in the relevant cluster or skill set) <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
4. analysing the work environment and work activities in the work based learning pathway						
5. organising and allocating work that reflects learning needs of learners in the work-based learning pathway						
6. providing effective learning opportunities through work processes in the work-based learning pathway						
7. conducted a learning facilitation relationship sessions with two individuals						
8. conducting a learning facilitation relationship that demonstrates one or more of the processes or techniques identified						
9. conducting a learning facilitation relationship that demonstrates communication skills and flexibility						
<b>Supervisor's comments</b> (Please provide a comment on the candidate's ability to perform the above work task/s.)						



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<b>Candidate's name</b>					<b>Date completed</b>			
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>				<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>				
<b>Unit of competency</b> <b>Task</b>		<b>I have performed these tasks</b> <i>(not well, well, very well)</i>			<b>Supervisor's Evaluation</b>	<b>Evidence to support claim</b>		
		Frequently	Never	Sometimes		<b>Doc No.</b>	<b>Documentation provided</b> (Number and name the document you are providing for easy reference.)	
<b>Supervisor's name</b>					<b>Position</b>			
<b>Supervisor's signature</b>					<b>Date</b>			



Candidate's Self-Evaluation

TALD0117 – Design and develop learning programs

<b>Candidate's name</b>			<b>Date completed</b>			
<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <Insert unit code and title> <insert unit code and title>			<b>Units of competency (List units contained in the relevant cluster or skill set)</b> <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
1. designing, developing and reviewing learning programs within the TVET context						
2. preparing and developing two learning programs						
3. developing a learning program containing different learning program designs to reflect particular needs, context and time lines						
4. developing a learning program based on an entire accredited unit of competency						
5.						
<b>Supervisor's comments</b> <i>(Please provide a comment on the candidate's ability to perform the above work task/s.)</i>						
<b>Supervisor's name</b>			<b>Position</b>			
<b>Supervisor's signature</b>			<b>Date</b>			



Candidate's Self-Evaluation

TALD0117 – Design and develop learning programs

<b>Candidate's name</b>			<b>Date completed</b>			
Units of competency (List units contained in the relevant cluster or skill set) <Insert unit code and title> <insert unit code and title>			Units of competency (List units contained in the relevant cluster or skill set) <insert unit code and title> <insert unit code and title>			
Unit of competency Task	I have performed these tasks (not well, well, very well)			Supervisor's Evaluation	Evidence to support claim	
	Frequently	Never	Sometimes		Doc No.	Documentation provided (Number and name the document you are providing for easy reference.)
1. analysing an accredited course and examining its component parts						
2. identifying relevant qualifications and units of competency to meet specific client needs						
3. contextualizing units of competency to meet a client needs						
4. analysing training specifications of two accredited courses that meets client needs						
5.						
<b>Supervisor's comments</b> (Please provide a comment on the candidate's ability to perform the above work task/s.)						
<b>Supervisor's name</b>			<b>Position</b>			
<b>Supervisor's signature</b>			<b>Date</b>			



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