



VCE Bulletin Supplement 2

VCE VET Scored assessment

This supplement contains criteria to be used in 2002 for conducting scored assessment in VCE VET programs, along with the VET Coursework Record Sheets to be used in 2002 and a copy of a pro forma for the Assessment Plan for each program.

Arts (Interactive Multimedia) Assessment Plan 2002

Student Number:

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		Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:			01	02	03	04	05	06	07	08
VBB139	Introduction to the Internet 40 (hours)									
VBB127	Multimedia Interface Design 30									
VBB130	Intro to 2D Animation 40									
VBB134	Intro to 3D Modelling & Animation 40									
VBB135	Intro to Multimedia Authoring 2 40									
VBB128	Digital Audio 1 20									
VBB131	Digital Video 1 20									
VBB126	Production Management 1 30									
VBB141	Multimedia in the Performing Arts 40									
VBB142	Multimedia in the Visual Arts 40									
VBB143	Multimedia in the Music Industry 30									
VBB133	Introduction to Delivery Technologies 30									
VBB138	Introduction to Multimedia Business Management 30									
VBB137	Introduction to Multimedia Scripting 40									
	<i>Allocation of nominal hours:</i>									

PLEASE NOTE: As per the March VCE Bulletin, the module codes for this certificate have changed. Please refer to page 6 of the March Bulletin.

This table shows the revised codes.

Example

Student Number:

1	2	3	4	5	6	7	8	9
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Assigned to:		Work Proj. (1st)	Product (1st)	Portfolio (1st)
VASS data entry no:		03	05	07
VBB139	Introduction to the Internet 40 (hours)			✓
VBB127	Multimedia Interface Design 30			✓
VBB130	Intro to 2D Animation 40		✓	
VBB137	Introduction to Multimedia Scripting 40	✓		
VBB143	Multimedia in the Music Industry 30		✓	
VBB131	Digital Video 1 20	✓		
<i>Allocation of nominal hours:</i>		60	70	70

Notes:

1. You need to select three tasks to cover all modules. Reading down the columns, the ticks indicate which task each module has been assigned to. The student above will complete one Work Project, a Product and a Portfolio.
2. You may select two tasks of the same type, but not three. For the above student, the assessor has not selected two tasks of the same type.
3. The assessment of a module cannot be split between two tasks.
4. Decide on task allocation after considering the module learning outcomes and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the learning outcomes.
5. An even spread of nominal hours between the three tasks is not possible in most cases, but tasks should be as close to equally weighted as possible.
6. No task may account for more than 66% of the total nominal hours in the student's Unit 3–4 sequence. For example, the student above is completing a 200-hour sequence, so a task accounting for more than 132 hours would not be acceptable.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted rows for modules not being undertaken, and unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Business (Office Administration) Assessment Plan 2002

Student Number:

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Assigned to:

VASS data entry no:

	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:	01	02	03	04	05	06	07	08
BSATEM201A Participate in allocation and completion of team tasks 25								
BSAORG201A Organise own work schedule to achieve designated team/section goals 20								
BSAFIN201A Prepare and process financial documentation for cash flow and accounting records 50								
BSAINF301A Maintain information records systems to ensure its integrity 5								
BSATEC301A Use the advanced functions of a range of office equipment to complete daily tasks 10								
BSATEC302A Design and develop documents, reports and worksheets 50								
BSATEC303A Maintain computer files 15								
<i>Allocation of nominal hours:</i>								

Example

Student Number:

1	2	3	4	5	6	7	8	9
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Assigned to:		Work Perf. (1st)	Work Proj. (1st)	Work Proj. (2nd)
VASS data entry no:		01	03	04
BSATEM201A	Participate in allocation and completion of team tasks 25	✓		
BSAORG201A	Organise own work schedule to achieve designated team/section goals 20	✓		
BSAFIN201A	Prepare and process financial documentation for cash flow and accounting records 50		✓	
BSAINF301A	Maintain information records systems to ensure its integrity 5	✓		
BSATEC301A	Use the advanced functions of a range of office equipment to complete daily tasks 10		✓	
BSATEC302A	Design and develop documents, reports and worksheets 50			✓
BSATEC303A	Maintain computer files 15			✓
<i>Allocation of nominal hours:</i>		50	60	65

Notes:

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. The student above will complete one Work Performance and two Work Projects.
2. You may select two tasks of the same type, but not three. This is shown, for example, as Work Project (1st), and Work Project (2nd). The student above could not do a third Work Project.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the units of competence.
5. A perfectly even spread of nominal hours between the three tasks is not possible in most cases, but tasks should be as close to equally weighted as possible.
6. No task may account for more than 50% of the total nominal hours in the student's Unit 3–4 sequence. A task accounting for more than 87 hours will not be acceptable.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Community Services Assessment Plan 2002

Student Number:

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Assigned to:

VASS data entry no:

		Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Port-olio (1st)	Port-olio (2nd)
		01	02	03	04	05	06	07	08
CHCCD14A	Implement a community development strategy 70								
CHCCW11A	Operate under a casework framework 20								
CHCORG3A	Participate in the work environment 20								
CHCP&R1A	Participate in policy development 20								
CHCAD1A	Advocate for clients 20								
CHCGROUP2A	Support group activities 20								
CHCDIS1A	Orientation to disability work 50								
CHCAC3A	Orientation to aged care work 50								
CHCFC1A	Support the development of children in the service 30								
<i>Allocation of nominal hours:</i>									

Example

Student
Number:

1	2	3	4	5	6	7	8	9
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Assigned to:

VASS data entry no:

		Work Perf. (1st)	Work Proj. (1st)	Work Proj. (2nd)
VASS data entry no:		01	03	04
CHCCD14A	Implement a community development strategy 70		✓	
CHCCW11A	Operate under a casework framework 20	✓		
CHCORG3A	Participate in the work environment 20		✓	
CHCP&R1A	Participate in policy development 20	✓		
CHCAD1A	Advocate for clients 20	✓		
CHCAC3A	Orientation to aged care work 50			✓
<i>Allocation of nominal hours:</i>		60	90	50

Notes:

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. The student above will complete one Work Performance and two Work Projects.
2. You may select two tasks of the same type, but not three. This is shown, for example, as Work Project (1st) and Work Project (2nd). The student above would not be able to do a third Work Project.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement.
5. An even spread of nominal hours between the three tasks is not always practicable, but tasks that assess too little should be avoided, as they restrict student achievement.
6. No task may account for more than 90 of the total nominal hours in the student's Unit 3–4 sequence. For example, the student above is completing a Work Project with the maximum nominal hours, so no other unit of competence could be assessed through this task.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted rows for units of competence that are not being undertaken, and columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Dance Assessment Plan 2002

Student Number:

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Assigned to:

VASS data entry no:

		Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
		01	02	03	04	05	06	07	08
VBJ676	Dance Career Planning and Skills Assessment 10								
VBJ677	Dance Technique – Elevation 40								
VBJ678	Dance Technique – Turning 40								
VBJ679	Dance Technique – Falling 20								
VBJ680	Dance Technique – Locomotion 40								
VBJ682	Dance Repertoire – Solo 35								
VBJ683	Dance Music and Sounds 25								
VBJ686	Dance Repertoire – Group/Ensemble 45								
	<i>Allocation of nominal hours:</i>								

Example

Student
Number:

1	2	3	4	5	6	7	8	9
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Assigned to:

		Work Perf. (1st)	Work Proj. (1st)	Product (1st)
VASS data entry no:		01	03	05
VBJ676	Dance Career Planning and Skills Assessment 10		✓	
VBJ677	Dance Technique – Elevation 40	✓		
VBJ678	Dance Technique – Turning 40	✓		
VBJ679	Dance Technique – Falling 20	✓		
VBJ680	Dance Technique – Locomotion 40	✓		
VBJ682	Dance Repertoire – Solo 35		✓	
VBJ683	Dance Music and Sounds 25		✓	
VBJ686	Dance Repertoire – Group/Ensemble 45			✓
<i>Allocation of nominal hours:</i>		140	70	45

Notes:

1. You need to select three tasks to cover all modules. Reading down the columns, the ticks indicate which task each module has been assigned to. The student above will complete one Work Performance, one Work Project and a Product.
2. You may select two tasks of the same type, but not three. For the above student, the assessor has not selected two tasks of the same type.
3. The assessment of a module cannot be split between two tasks.
4. Decide on task allocation after considering the module learning outcomes and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the learning outcomes.
5. An even spread of nominal hours between the three tasks may not be practicable, but avoid tasks which will assess too little, restricting students' achievement on the task.
6. No task may account for more than 140 nominal hours in the student's Unit 3–4 sequence. For example, the student above is completing a Work Performance accounting for the maximum hours, so no other modules could be assessed through this task.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Electronics Assessment Plan 2002

Student Number:

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		Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
Assigned to:									
VASS data entry no:		01	02	03	04	05	06	07	08
NE178 DC Power Supplies 40 (hours)									
NE179 Digital Electronics I 40									
VBB221 Analogue Systems 40									
VBB222 Digital Systems 40									
VBB229 Maths for Electronics 2 40									
<i>Allocation of nominal hours:</i>									

Examples

Student Number:

1	2	3	4	5	6	7	8	9
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		Assigned to:			
		Work Perf. (1st)	Work Proj. (1st)	Product (1st)	Portfolio (1st)
VASS data entry no:		01	03	05	07
NE178	DC Power Supplies 40 (hours)	✓			
NE179	Digital Electronics I 40		✓		
VBB221	Analogue Systems 40				✓
VBB222	Digital Systems 40			✓	
VBB229	Maths for Electronics 2 40				✓
<i>Allocation of nominal hours:</i>		40	40	40	80

		Assigned to:			
		Work Perf. (1st)	Work Proj. (1st)	Work Proj. (2nd)	Portfolio (1st)
VASS data entry no:		01	03	04	07
NE178	DC Power Supplies 40 (hours)	✓			
NE179	Digital Electronics I 40	✓			
VBB221	Analogue Systems 40			✓	
VBB222	Digital Systems 40		✓		
VBB229	Maths for Electronics 2 40				✓
<i>Allocation of nominal hours:</i>		80	40	40	40

Notes:

1. You need to select four tasks to cover all modules. Reading down the columns, the ticks indicate which task each module has been assigned to. The first student above will complete one of each task type. The second student will complete two Work Projects.
2. You may select two tasks of the same type, but not three. The second student above will complete two Work Projects, but would not be able to complete a third Work Project.
3. The assessment of a module cannot be split between two tasks.
4. Decide on task allocation after considering the module learning outcomes and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the learning outcomes.
5. In Electronics it is not possible to spread the nominal hours evenly across tasks, but no task will account for more than 80 of the 200 total nominal hours in the student's Unit 3–4 sequence.
6. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
7. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted columns for tasks that have not been selected.
8. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Financial Services Assessment Plan 2002

Student Number:

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	Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:		01	02	03	04	05	06	07	08
BSAFIN201A Prepare and process financial documentation for cash flow and accounting records 50									
BSAFIN302A Monitor cash control for accounting purposes 20									
BSAFIN304A Process payroll 40									
BSAFIN305A Maintain financial records for reporting purposes 30									
BSAFIN301A Maintain daily financial records for accounting purposes 50									
FNBFIN68A Prepare reports for management 20									
<i>Allocation of nominal hours:</i>									

Example

Student Number:

1	2	3	4	5	6	7	8	9
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		Assigned to:		
		Port folio (1st)	Work Proj. (1st)	Work Proj. (2nd)
VASS data entry no:		01	03	04
BSAFIN201A	Prepare and process financial documentation for cash flow and accounting records 50		✓	
BSAFIN302A	Monitor cash control for accounting purposes 20		✓	
BSAFIN304A	Process payroll 40			✓
BSAFIN305A	Maintain financial records for reporting purposes 30	✓		
BSAFIN301A	Maintain daily financial records for accounting purposes 50	✓		
FNBFIN68A	Prepare reports for management 20			✓
<i>Allocation of nominal hours:</i>		<i>80</i>	<i>70</i>	<i>60</i>

Notes:

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. The student above will complete one Portfolio and two Work Projects.
2. You may select two tasks of the same type, but not three. This is shown, for example, as Work Project (1st), and Work Project (2nd). The student above could not do a third Work Project.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the units of competence.
5. A perfectly even spread of nominal hours between the three tasks is not possible in most cases, but tasks should be as close to equally weighted as possible.
6. No task may account for more than 50% of the total nominal hours in the student's unit 3–4 sequence. A task accounting for more than 100 hours will not be acceptable.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Furnishing Assessment Plan 2002

Student Number:

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		Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Port-olio (1st)	Port-olio (2nd)
Assigned to:									
VASS data entry no:		01	02	03	04	05	06	07	08
ABC548 Quality Principles 10 (hours)									
ABC601 Frame Construction 80									
ABC603 Modular Construction 40									
ABC605 Drawer Construction 40									
ABC609 Door Construction 48									
<i>Allocation of nominal hours:</i>									

Examples

Student Number:

1	2	3	4	5	6	7	8	9
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Assigned to:		Work Perf. (1st)	Work Proj. (1st)	Product (1st)	Product (2nd)
VASS data entry no:		01	03	05	06
ABC548	Quality Principles 10 (hours)		✓		
ABC601	Frame Construction 80	✓			
ABC603	Modular Construction 40		✓		
ABC605	Drawer Construction 40			✓	
ABC609	Door Construction 48				✓
<i>Allocation of nominal hours:</i>		<i>80</i>	<i>50</i>	<i>40</i>	<i>48</i>

Assigned to:		Work Perf. (1st)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)
VASS data entry no:		01	03	04	05
ABC548	Quality Principles 10 (hours)		✓		
ABC601	Frame Construction 80			✓	
ABC603	Modular Construction 40	✓			
ABC605	Drawer Construction 40		✓		
ABC609	Door Construction 48				✓
<i>Allocation of nominal hours:</i>		<i>40</i>	<i>50</i>	<i>80</i>	<i>48</i>

Notes:

1. You need to select four tasks to cover all modules. Reading down the columns, the ticks indicate which task each module has been assigned to.
2. You may select two tasks of the same type, but not three. The first student above will complete two Products but would not be able to do a third Product. The second student will complete two Work Projects but would not be able to do a third Work Project.
3. The assessment of a module cannot be split between two tasks.
4. Decide on task allocation after considering the module learning outcomes and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the learning outcomes.
5. An even spread of nominal hours between the four tasks is not possible in Furnishing, but tasks should be as close to equally weighted as possible.
6. No task may account for more than 120 of the total nominal hours in the student's Unit 3–4 sequence. For example, it will not be possible to assess Frame Construction and Door Construction through a single task.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Hospitality (Operations) Assessment Plan 2001

Student Number:

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	Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:		01	02	03	04	05	06	07	08
THHBFB02/3A	Provide food and beverage service 110								
THHBFB10A	Prepare and serve non-alcoholic beverages 15								
THHBFB11A	Develop and update food and beverage knowledge 40								
THHBFB02/3aA20	Provide a link between kitchen and service areas 10								
THHGHS03A	Provide first aid 24								
THHBCC02A	Prepare appetisers and salads 25								
THHBCC03A	Prepare stocks and sauces 28								
THHBCC04A	Prepare vegetables, eggs and farinaceous dishes 40								
THHBCC12A	Prepare diet based and preserved foods 50								
THHBKA03A	Receive and store stock 10								
THHBFO01A	Receive and process reservations 20								
THHBH02A	Clean premises and equipment 12								
THHGCS02A	Promote products and services to customers 45								
<i>Allocation of nominal hours:</i>									

Example

Student Number:

1	2	3	4	5	6	7	8	9
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Assigned to:		Work Perf. (1st)	Work Perf. (2nd)	Portfolio (1st)
VASS data entry no:		01	02	07
THHGHS03A	Provide first aid 24		✓	
THHBCC02A	Prepare appetisers and salads 25	✓		
THHBCC03A	Prepare stocks and sauces 28	✓		
THHBCC04A	Prepare vegetables, eggs and farinaceous dishes 40		✓	
THHBCC12A	Prepare diet based and preserved foods 50			✓
THHBKA03A	Receive and store stock 10			✓
<i>Allocation of nominal hours:</i>		<i>53</i>	<i>64</i>	<i>60</i>

Notes:

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. The student above will complete two Work Performances and a Portfolio.
2. You may select two tasks of the same type, but not three. This is shown, for example, as Work Performance (1st), and Work Performance (2nd). The student above could not do a third Work Performance.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the units of competence.
5. A perfectly even spread of nominal hours between the three tasks is not possible in most cases, but tasks should be as close to equally weighted as possible.
6. No task may account for more than 66% of the total nominal hours in the student's Unit 3–4 sequence. For example, the student above is completing a 177-hour sequence, so a task accounting for more than 118 hours would not be acceptable.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted rows for units of competence which the student is not undertaking, and unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Information Technology Assessment Plan 2002

Student Number:

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Software Applications

	Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
VASS data entry no:		01	02	03	04	05	06	07	08
ICAITU018B	Develop macros and templates 60 hours								
ICAITD128A	Create user and technical documentation 20								
ICAITU126A	Use advanced features of computer applications 40								
ICAITU019B	Migrate to new technology 20								
ICAITS031B	Provide advice to clients 40								
ICAITS020B	Install and optimise system software 20								
<i>Allocation of nominal hours:</i>									

Information Technology Assessment Plan 2002

Student Number:

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General

	Assigned to:	Work Perf. (1 st)	Work Perf. (2 nd)	Work Proj. (1 st)	Work Proj. (2 nd)	Product (1 st)	Product (2 nd)	Port- folio (1 st)	Port- folio (2 nd)
VASS data entry no:		01	02	03	04	05	06	07	08
ICAITU018B	Develop macros and templates 60 hours								
ICAITD128A	Create user and technical documentation 20								
ICAITU126A	Use advanced features of computer applications 40								
ICAITS032B	Provide network systems administration 20								
ICAITU019B	Migrate to new technology 20								
ICAITS031B	Provide advice to clients 40								
ICAITS020B	Install and optimise system software 20								
<i>Allocation of nominal hours:</i>									

Information Technology Assessment Plan 2002

Student Number:

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Network Administration

	Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Port-olio (1st)	Port-olio (2nd)
VASS data entry no:		01	02	03	04	05	06	07	08
ICAITD128A	Create user and technical documentation 20								
ICAITU126A	Use advanced features of computer applications 40								
ICAITS032B	Provide network systems administration 20								
ICAITU019B	Migrate to new technology 20								
ICAITS031B	Provide advice to clients 40								
ICAITS034B	Determine and action network problem 30								
ICAITS020B	Install and optimise system software 20								
<i>Allocation of nominal hours:</i>									

Examples

Student Number:

1	2	3	4	5	6	7	8	9
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Software Applications

Assigned to:		Work Perf. (1st)	Work Proj. (1st)	Work Proj. (2nd)
VASS data entry no:		01	03	04
ICAITU018B	Develop macros and templates 60 hours	✓		
ICAITD128A	Create user and technical documentation 20			✓
ICAITU126A	Use advanced features of computer applications 40		✓	
ICAITU019B	Migrate to new technology 20		✓	
ICAITS031B	Provide advice to clients 40			✓
ICAITS020B	Install and optimise system software 20			✓
<i>Allocation of nominal hours:</i>		60	60	80

Student Number:

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

General

Assigned to:		Work Perf. (1st)	Work Proj. (1st)	Product (1st)
VASS data entry no:		01	03	05
ICAITU018B	Develop macros and templates 60 hours			✓
ICAITD128A	Create user and technical documentation 20			✓
ICAITU126A	Use advanced features of computer applications 40		✓	
ICAITS032B	Provide network systems administration 20	✓		
ICAITU019B	Migrate to new technology 20		✓	
ICAITS031B	Provide advice to clients 40	✓		
ICAITS020B	Install and optimise system software 20		✓	
<i>Allocation of nominal hours:</i>		60	80	80

Student Number:

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Network Administration

Assigned to:		Work Perf. (1st)	Work Perf. (2nd)	Portfolio (1st)
VASS data entry no:		01	02	07
ICAITD128A	Create user and technical documentation 20			✓
ICAITU126A	Use advanced features of computer applications 40	✓		
ICAITS032B	Provide network systems administration 20		✓	
ICAITU019B	Migrate to new technology 20		✓	
ICAITS031B	Provide advice to clients 40			✓
ICAITS034B	Determine and action network problem 30	✓		
ICAITS020B	Install and optimise system software 20		✓	
<i>Allocation of nominal hours:</i>		<i>70</i>	<i>60</i>	<i>60</i>

Notes (all programs):

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. In the examples, the Software Applications student will complete one Work Performance and two Work Projects; the General student will complete one Work Performance, one Work Project and one Product; the Network Administration student will complete two Work Performances and one Portfolio.
2. You may select two tasks of the same type, but not three. This is shown in the plan as Work Project (1st), and Work Project (2nd), for example. The first student in the example would not be able to do a third Work Project, and the third would not be able to do a third Work Performance.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement.
5. An even spread of nominal hours between the three tasks is not possible in most cases, but tasks should be as close to equally weighted as practicable. Tasks that assess too little should be avoided, as they restrict student achievements.
6. No task may account for more than 50% of the total nominal hours in the student's Unit 3-4 sequence. This means that for Software Applications a task accounting for more than 100 hours will not be acceptable, for the General program, a task accounting for more than 110 hours will not be acceptable, and for Network Administration a task accounting for more than 95 hours will not be acceptable.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Laboratory Skills Assessment Plan 2002

Student Number:

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Assigned to:

VASS data entry no:

	Work Perf. (1st)	Work Perf. (2nd)	Work Proj. (1st)	Work Proj. (2nd)	Product (1st)	Product (2nd)	Port- folio (1st)	Port- folio (2nd)
01	02	03	04	05	06	07	08	
PMLQUAL300A Contribute to the achievement of quality objectives 30								
PMLTEAM300A Work efficiently as part of a team 20								
PMLTEST302A Calibrate test equipment and assist with its maintenance 50								
PMLTEST300A Perform basic tests 60								
PMLTEST301A Perform biological laboratory procedures 80								
PMLTEST303A Prepare working solutions 50								
<i>Allocation of nominal hours:</i>								

Example

Student Number:

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

		Assigned to:		
		Work Perf. (1st)	Work Proj. (1st)	Work Proj. (2nd)
VASS data entry no:		01	03	04
PMLQUAL300A	Contribute to the achievement of quality objectives 30	✓		
PMLTEAM300A	Work efficiently as part of a team 20	✓		
PMLTEST302A	Calibrate test equipment and assist with its maintenance 50	✓		
PMLTEST300A	Perform basic tests 60		✓	
PMLTEST301A	Perform biological laboratory procedures 80			✓
<i>Allocation of nominal hours:</i>		<i>100</i>	<i>60</i>	<i>80</i>

		Assigned to:		
		Work Perf. (1st)	Product (1st)	Work Proj. (2nd)
VASS data entry no:		01	05	03
PMLQUAL300A	Contribute to the achievement of quality objectives 30	✓		
PMLTEAM300A	Work efficiently as part of a team 20		✓	
PMLTEST302A	Calibrate test equipment and assist with its maintenance 50	✓		
PMLTEST300A	Perform basic tests 60		✓	
PMLTEST303A	Prepare working solutions 50			✓
<i>Allocation of nominal hours:</i>		<i>80</i>	<i>80</i>	<i>50</i>

Notes

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. The first student above will complete one Work Performance and two Work Projects.
2. You may select two tasks of the same type, but not three. This is shown in the first plan as Work Project (1st), and Work Project (2nd), for example. The student in the first example above would not be able to do a third Work Project.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence and the scoring criteria for each task. This will help you to choose the task type that gives students most scope for demonstrating their achievement of the units of competence.
5. An even spread of nominal hours between the three tasks may not be practicable, but tasks should be as close to equally weighted as possible. Tasks that assess too little should be avoided, as they restrict student achievements.
6. No task may account for more than 55% of the total nominal hours in the student's unit 3–4 sequence. For a student Unit 3–4 sequence totalling 210 hours, a task may account for no more than 115 hours. For a student Unit 3–4 sequence totaling 240 hours, a task may account for no more than 130 hours.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted columns for tasks that have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

WORK PERFORMANCE 2002

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

- Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
- If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
- If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name.....

Student no.

School name.....

School no.

RTO no.

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| Arts | <input type="checkbox"/> | Business | <input type="checkbox"/> |
| Community Services | <input type="checkbox"/> | Dance | <input type="checkbox"/> |
| Electronics | <input type="checkbox"/> | Furnishing | <input type="checkbox"/> |
| Financial Services | <input type="checkbox"/> | Information Technology | <input type="checkbox"/> |
| Hospitality | <input type="checkbox"/> | Laboratory Skills | <input type="checkbox"/> |

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement <i>(please circle)</i>	
Unit or Module code	Unit of competence or Module title	N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
DO NOT COMPLETE BELOW THE LINE UNTIL THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE		S = Competent/Module successfully completed N = Not yet competent/Module not completed	

CHART 2: LEVEL OF PERFORMANCE OF THE TASK *(please circle)*

Criteria	(base) 1	2	3	4	5 (high)
Application of underpinning knowledge	1	2	3	4	5
Communication, language & interpersonal skills	1	2	3	4	5
Techniques and processes	1	2	3	4	5
Work organisation	1	2	3	4	5
Supervision and performance of work tasks	1	2	3	4	5
Total					

Assessor name

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Signature

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WORK PROJECT 2002

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

14. Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
15. If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
16. If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name.....

Student no.

School name.....

School no.

RTO no.

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| Arts | <input type="checkbox"/> | Business | <input type="checkbox"/> |
| Community Services | <input type="checkbox"/> | Dance | <input type="checkbox"/> |
| Electronics | <input type="checkbox"/> | Furnishing | <input type="checkbox"/> |
| Financial Services | <input type="checkbox"/> | Information Technology | <input type="checkbox"/> |
| Hospitality | <input type="checkbox"/> | Laboratory Skills | <input type="checkbox"/> |

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement <i>(please circle)</i>	
Unit or Module code	Unit of competence or Module title	N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNTIL THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE

S = Competent/Module successfully completed
N = Not yet competent/Module not completed

CHART 2: LEVEL OF PERFORMANCE OF THE TASK (please circle)

Criteria	(base) 1	2	3	4	5 (high)
Application of underpinning knowledge	1	2	3	4	5
Expressing ideas and information	1	2	3	4	5
Planning, organising and implementation	1	2	3	4	5
Collecting and analysing ideas and information	1	2	3	4	5
Coherence and coverage	1	2	3	4	5
Total					

Assessor name
.....

Signature
.....

PORTFOLIO 2002

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

- Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
- If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1-5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
- If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name.....

Student no.

School name.....

School no.

RTO no.

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| Arts | <input type="checkbox"/> | Business | <input type="checkbox"/> |
| Community Services | <input type="checkbox"/> | Dance | <input type="checkbox"/> |
| Electronics | <input type="checkbox"/> | Furnishing | <input type="checkbox"/> |
| Financial Services | <input type="checkbox"/> | Information Technology | <input type="checkbox"/> |
| Hospitality | <input type="checkbox"/> | Laboratory Skills | <input type="checkbox"/> |

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3-4		Achievement <i>(please circle)</i>	
Unit or Module code	Unit of competence or Module title	N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
DO NOT COMPLETE BELOW THE LINE UNTIL THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE		S = Competent/Module successfully completed N = Not yet competent/Module not completed	

CHART 2: LEVEL OF PERFORMANCE OF THE TASK *(please circle)*

Criteria	(base) 1	2	3	4	5 (high)
Application of underpinning knowledge	1	2	3	4	5
Planning and organisation	1	2	3	4	5
Expressing ideas and information	1	2	3	4	5
Content	1	2	3	4	5
Independence	1	2	3	4	5
Total					

Assessor name

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Signature

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PRODUCT 2002

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

10. Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
11. If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
12. If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name.....

Student no.

School name.....

School no.

RTO no.

Arts Business

Community Services Dance

Electronics Furnishing

Financial Services Information Technology

Hospitality Laboratory Skills

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement <i>(please circle)</i>	
Unit or Module code	Unit of competence or Module title		
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
DO NOT COMPLETE BELOW THE LINE UNTIL THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE		S = Competent/Module successfully completed N = Not yet competent/Module not completed	

CHART 2: LEVEL OF PERFORMANCE OF THE TASK *(please circle)*

Criteria	(base) 1	2	3	4	5 (high)
Application of underpinning knowledge	1	2	3	4	5
Planning, organising and implementation	1	2	3	4	5
Problem solving	1	2	3	4	5
Evaluation of product against plan or intended outcome	1	2	3	4	5
Techniques and processes	1	2	3	4	5
Total					

Assessor name

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Signature

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Student Student no. School no. RTO no.

Assessor.....

WORK PERFORMANCE 2002

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of the key concepts and knowledge underpinning the work task(s). Applies these understandings in the performance of work functions. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Displays a sound understanding of the key concepts and knowledge underpinning the work task(s). Proficiently applies these understandings in the performance of work functions. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task(s). Effectively applies these understandings in the performance of work functions. <p style="text-align: center;"><input type="checkbox"/></p>
Communication, language and interpersonal skills	<ul style="list-style-type: none"> Uses communication and interpersonal skills appropriate to the audience and situation. Displays an understanding and appropriate use of key industry and enterprise language in performance of the work task(s). <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Uses a range of communication and interpersonal skills appropriate to the audience and situation. Displays a sound understanding and correct use of key industry and enterprise language in performance of the work task(s). <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Effectively selects and uses a range of communication and interpersonal skills appropriate to the audience and situation. Demonstrates a thorough understanding and correct use of industry and enterprise language in performance of the work task(s). <p style="text-align: center;"><input type="checkbox"/></p>
Techniques and processes	Performs key technical skills/procedures to the standard required in the workplace, including correct use of any equipment. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	Performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	Effectively performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment. <p style="text-align: center;"><input type="checkbox"/></p>
Work organisation	<ul style="list-style-type: none"> Demonstrates an awareness of the benefits of effective work organisation. Describes the key stages in planning and organising a work function. Applies planning and organisational skills in the performance of work functions. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a sound understanding of the benefits of effective work organisation. Describes accurately the stages in planning and organising a work function. Applies sound planning and organisational skills in the performance of work functions. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of the benefits of effective work organisation. Clearly and accurately explains the stages in planning and organising a work function. Independently applies planning and organisational skills in the performance of work functions. <p style="text-align: center;"><input type="checkbox"/></p>
Supervision and performance of work tasks	<ul style="list-style-type: none"> Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks safely in accordance with workplace requirements. Demonstrates competence in all units/achievement of all learning outcomes. Work performance complies with most enterprise work standards. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Under normal workplace supervision, seeks limited additional supervisor support to complete tasks safely in accordance with workplace requirements. Demonstrates competence in all units/achievement of all learning outcomes. Work performance complies with all key enterprise work standards. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements. Demonstrates competence in all units/achievement of all learning outcomes. Work performance complies with all enterprise work standards. <p style="text-align: center;"><input type="checkbox"/></p>

Transfer these ratings to Chart 2 on the student's VET Coursework Assessment Record

Student Student no. School no. RTO no.

Assessor.....

WORK PROJECT 2002

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of the key concepts and knowledge underpinning the work project. Applies this understanding in the completion of the work project. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Displays a sound understanding of the key concepts and knowledge underpinning the work project. Proficiently applies these understandings in the completion of the work project. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work project. Effectively applies these understandings in the completion of the work project. <p style="text-align: center;"><input type="checkbox"/></p>
Expressing ideas and information	<ul style="list-style-type: none"> Form and style of expression are generally appropriate for the purpose, audience and situation. Relevant information and ideas are organised and communicated. Displays an understanding and appropriate use of industry and enterprise language. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Form and style of expression are appropriately selected for the purpose, audience and situation. Relevant information and ideas are clearly organised and communicated. Displays a sound understanding and correct use of key industry and enterprise language. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Form and style of expression are varied appropriately for the purpose, audience and situation. Relevant information and ideas are highly organised and effectively communicated. Displays a thorough understanding and correct use of industry and enterprise language. <p style="text-align: center;"><input type="checkbox"/></p>
Planning, organisation and implementation	<p>Within given specifications and timelines, plans, organises and completes the work project.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Within given specifications and timelines, effectively plans, organises and completes the work project.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the work project.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Collecting and analysing ideas and information	<ul style="list-style-type: none"> Accesses and gathers workplace evidence from a limited range of sources. The information is interpreted and used to complete the project. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Accesses and gathers relevant workplace evidence from a range of sources. The information is interpreted accurately and used effectively in completion of the project. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Accesses and gathers highly relevant workplace evidence selected from a wide range of sources. The information is analysed and interpreted accurately and used effectively in completion of the project. <p style="text-align: center;"><input type="checkbox"/></p>
Coherence and coverage	<p>Report/presentation provides information on key aspects of the project.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Report/presentation provides comprehensive coverage of all aspects of the project.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Report/presentation is coherently presented and provides comprehensive coverage of all aspects of the project and its outcomes.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Student Student no. School no. RTO no.

Assessor.....

PRODUCT 2002

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of the key concepts and knowledge underpinning the product. Applies an understanding of this knowledge in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Displays a sound understanding of the key concepts and knowledge underpinning the product. Proficiently applies these understandings in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of all key concepts and knowledge underpinning the product. Effectively applies these understandings in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. <p style="text-align: center;"><input type="checkbox"/></p>
Planning, organisation & implementation	<ul style="list-style-type: none"> Within given specifications and timelines, plans, organises and develops the product. Outlines the planning and development of the product. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Within given specifications and timelines effectively plans, organises and develops the product. Explains the key processes in planning and developing the product. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Within given specifications and timelines displays a high level of planning and organisational skill in developing the product. Explains and evaluates the key processes in planning and developing the product. <p style="text-align: center;"><input type="checkbox"/></p>
Problem solving	<p>Recognises problems, identifies strategies for investigating these problems, implements appropriate procedures to resolve them and makes decisions on the basis of the outcomes.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Recognises problems, identifies strategies for investigating these problems, implements effective procedures to resolve them and makes decisions on the basis of the outcomes.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Accurately predicts and explains problems, identifies strategies for investigating these problems, implements effective procedures to resolve them and makes decisions on the basis of the outcomes.</p> <p style="text-align: center;"><input type="checkbox"/></p>
Evaluation of product against plan or intended outcome	<ul style="list-style-type: none"> The product reflects the selected design/plan (or recorded modification) in the critical respects. The product meets the required function and purpose. Specific quality indicators for the final product have mostly been met. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> The product reflects the selected design/plan (or recorded modification) in most respects. The product meets the required function and purpose. Specific quality indicators for the final product have been met. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> The final product reflects the selected design/plan (or recorded modification) in all respects. The product effectively meets the required function and purpose. Specific quality indicators for the final product have been fully met. <p style="text-align: center;"><input type="checkbox"/></p>
Techniques and processes	<p>The product reflects the use of key technical skills/procedures to the standard required in the workplace, including correct and safe use of equipment and resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>The product reflects mastery of key technical skills/procedures to the standard required in the workplace, including correct and safe use of equipment and resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>The product reflects mastery of all technical skills/procedures to the standard required in the workplace, including correct and safe use of equipment and resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Student Student no. School no. RTO no.

Assessor.....

PORTFOLIO 2002

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of key concepts and knowledge underpinning the work/assessment task(s). Applies this understanding in the completion of the work/assessment task(s). <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Displays a sound understanding of key concepts and knowledge underpinning the work/assessment task(s). Proficiently applies these understandings in the completion of the work/assessment task(s). <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work/assessment task(s). Effectively applies these understandings in the completion of the work/assessment task(s). <p style="text-align: center;"><input type="checkbox"/></p>
Planning and organisation	With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. <p style="text-align: center;"><input type="checkbox"/></p>
Expressing ideas and information	<ul style="list-style-type: none"> Form and style of expression are generally appropriate for the purpose, audience and situation. Relevant information and ideas are communicated. Understanding and use of industry and enterprise language are demonstrated. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Form and style of expression are appropriate for the purpose, audience and situation. Relevant information and ideas are clearly organised and communicated. A sound understanding and correct use of key industry and enterprise language are demonstrated. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	<ul style="list-style-type: none"> Form and style of expression are highly appropriate for the purpose, audience and situation. Relevant information and ideas are effectively selected and communicated. A thorough understanding and effective use of industry and enterprise language are demonstrated. <p style="text-align: center;"><input type="checkbox"/></p>
Content	The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. <p style="text-align: center;"><input type="checkbox"/></p>
Independence	Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines. <p style="text-align: center;"><input type="checkbox"/></p>	<input type="checkbox"/>	Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. <p style="text-align: center;"><input type="checkbox"/></p>