**No. 1 May 2003**

Victorian Certificate of Education
Victorian Certificate of Applied Learning

SELECTIONS FROM VCE SEASON OF EXCELLENCE

# VCAA Bulletin Supplement 2

## VCE VET Scored Assessment

This supplement contains the following materials for conducting scored assessment in 2003 in the 10 VCE VET programs that provide a scored Unit 3–4 sequence:

- Assessment Plan
- example Assessment Plan
- VET Coursework Assessment Record pro forma
- VCE VET Scoring Criteria.



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VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

# Arts (Interactive Multimedia) Assessment Plan 2003

**Student Number:** | | | | | | | | | |

| Assigned to: | | Nominal hours | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|---|
| VASS data entry no: | | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| VBB139 | Introduction to the Internet 1 | 40 | | | | | | | | |
| 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 Skills 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 | | | | | | | | |
| *Allocation of nominal hours:* | | | | | | | | | | |

## Example

**Student Number:**

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

| Assigned to: | | Nominal hours | Work Proj. (1st) | Product (1st) | Port-folio (1st) |
|---|---|---|---|---|---|
| VASS data entry no: | | | 03 | 05 | 07 |
| VBB139 | Introduction to the Internet 1 | 40 | | | ✓ |
| 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 | ✓ | | |
| | *Allocation of nominal hours:* | | 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 2003

**Student Number:** | | | | | | | | | |

| Assigned to: | Nominal hours | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (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 | | | | | | | | |
| *Allocation of nominal hours:* | | | | | | | | | |

## 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 |
| 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 | | | ✓ |
| *Allocation of nominal hours:* | 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 2003

**Student Number:** | | | | | | | | | |

| | Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|
| | VASS data entry no: | 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 | | | | | | | | |
| | *Allocation of nominal hours:* | | | | | | | | |

## 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 |
| 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 | | | | ✓ |
| | | *Allocation of nominal hours:* | 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 which 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 2003

**Student Number:** | | | | | | | | | |

| | | Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | VASS data entry no: | 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 | | | | | | | | | |
| | | *Allocation of nominal hours:* | | | | | | | | |

## Example

**Student Number:**

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

| 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 | | | ✓ |
| | *Allocation of nominal hours:* | *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 2003

**Student Number:**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

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

## Examples

**Student Number:** 1 2 3 4 5 6 7 8 9

| Assigned to: | Work Perf. (1st) | Work Proj. (1st) | Product (1st) | Port-folio (1st) |
|---|---|---|---|---|
| VASS data entry no: | 01 | 03 | 05 | 07 |
| NE178 DC Power Supplies 40 | ✓ | | | |
| NE179 Digital Electronics I 40 | | ✓ | | |
| VBB221 Analogue Systems 40 | | | | ✓ |
| VBB222 Digital Systems 40 | | | ✓ | |
| VBB229 Maths for Electronics 2 40 | | | | ✓ |
| *Allocation of nominal hours:* | 40 | 40 | 40 | 80 |

| Assigned to: | Work Perf. (1st) | Work Proj. (1st) | Work Proj. (2nd) | Port-folio (1st) |
|---|---|---|---|---|
| VASS data entry no: | 01 | 03 | 04 | 07 |
| NE178 DC Power Supplies 40 | ✓ | | | |
| NE179 Digital Electronics I 40 | ✓ | | | |
| VBB221 Analogue Systems 40 | | | ✓ | |
| VBB222 Digital Systems 40 | | ✓ | | |
| VBB229 Maths for Electronics 2 40 | | | | ✓ |
| *Allocation of nominal hours:* | 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 which 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 2003

**Student Number:** | | | | | | | | | |

| | Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (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 60 | | | | | | | | |
| | *Allocation of nominal hours:* | | | | | | | | |

## Example

**Student Number:**

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

| | | Assigned to: | Work Proj. (1st) | Work Proj. (2nd) | Portfolio (1st) |
|---|---|---|---|---|---|
| | | VASS data entry no: | 03 | 04 | 01 |
| 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 60 | | | ✓ | |
| | | *Allocation of nominal hours:* | ***70*** | ***100*** | ***80*** |

**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 Projects and one Portfolio.
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 125 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 2003

**Student Number:**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

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

## Examples

**Student Number:** 1 2 3 4 5 6 7 8 9

| Assigned to: | Work Perf. (1st) | Work Proj. (1st) | Product (1st) | Product (2nd) |
|---|---|---|---|---|
| VASS data entry no: | 01 | 03 | 05 | 06 |
| ABC548 Quality Principles 10 | | ✓ | | |
| ABC601 Frame Construction 80 | ✓ | | | |
| ABC603 Modular Construction 40 | | ✓ | | |
| ABC605 Drawer Construction 40 | | | ✓ | |
| ABC609 Door Construction 48 | | | | ✓ |
| *Allocation of nominal hours:* | 80 | 50 | 40 | 48 |

| 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 | | ✓ | | |
| ABC601 Frame Construction 80 | | | ✓ | |
| ABC603 Modular Construction 40 | ✓ | | | |
| ABC605 Drawer Construction 40 | | ✓ | | |
| ABC609 Door Construction 48 | | | | ✓ |
| *Allocation of nominal hours:* | 40 | 50 | 80 | 48 |

**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, Door Construction and Quality Principles 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 2003

**Student Number:** | | | | | | | | | |

| | Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|
| | VASS data entry no: | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| THHBFB03B | Provide food and beverage service 110 | | | | | | | | |
| THHBFB10B | Prepare and serve non-alcoholic beverages 15 | | | | | | | | |
| THHBFB02B | Provide a link between kitchen and service areas 10 | | | | | | | | |
| THHBFB11B | Develop and update food and beverage knowledge 50 | | | | | | | | |
| THHBFB12A | Prepare and serve espresso coffee 30 | | | | | | | | |
| THHBCC02B | Prepare appetisers and salads 25 | | | | | | | | |
| THHBCC03B | Prepare stocks, sauces and soups 35 | | | | | | | | |
| THHBCC04B | Prepare vegetables, eggs and farinaceous dishes 45 | | | | | | | | |
| THHBKA03B | Receive and store kitchen supplies 10 | | | | | | | | |
| THHGHS02B | Clean premises and equipment 12 | | | | | | | | |
| THHBCAT01B | Prepare foods according to dietary and cultural needs 70 | | | | | | | | |
| | *Allocation of nominal hours:* | | | | | | | | |

## Example

**Student Number:**

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

| Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Port-folio (1st) |
|---|---|---|---|
| VASS data entry no: | 01 | 02 | 07 |
| THHBCC02B Prepare appetisers and salads 25 | ✓ | | |
| THHBCC03B Prepare stocks, sauces and soups 35 | ✓ | | |
| THHBCC04B Prepare vegetables, eggs and farinaceous dishes 45 | | ✓ | |
| THHBCAT01B Prepare foods according to dietary and cultural needs 70 | | | ✓ |
| THHBKA03B Receive and store kitchen supplies 10 | | ✓ | |
| *Allocation of nominal hours:* | 60 | 55 | 70 |

**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 62% of the total nominal hours in the student's Unit 3–4 sequence. For example, the student above is completing a 185 hour sequence, so a task accounting for more than 114 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 2003

**Student Number:** | | | | | | | | | |

### Software Applications

| Assigned to: | | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|
| VASS data entry no: | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| ICAITU018C | Develop macros and templates 60 hours | | | | | | | | |
| ICAITD128A | Create user and technical documentation 20 | | | | | | | | |
| ICAITU126B | Use advanced features of computer applications 40 | | | | | | | | |
| ICAITU019C | Migrate to new technology 20 | | | | | | | | |
| ICAITS031B | Provide advice to clients 40 | | | | | | | | |
| ICAITS020C | Install and optimise system software 20 | | | | | | | | |
| *Allocation of nominal hours:* | | | | | | | | | |

**Student Number:** | | | | | | | | | |

### General

| Assigned to: | | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|
| VASS data entry no: | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| ICAITU018C | Develop macros and templates 60 hours | | | | | | | | |
| ICAITD128A | Create user and technical documentation 20 | | | | | | | | |
| ICAITU126B | Use advanced features of computer applications 40 | | | | | | | | |
| ICAITS032B | Provide network systems administration 20 | | | | | | | | |
| ICAITU019C | Migrate to new technology 20 | | | | | | | | |
| ICAITS031B | Provide advice to clients 40 | | | | | | | | |
| ICAITS020C | Install and optimise system software 20 | | | | | | | | |
| *Allocation of nominal hours:* | | | | | | | | | |

# Information Technology Assessment Plan 2003

**Student Number:** | | | | | | | | | |

## Network Administration

| Assigned to: | | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|
| VASS data entry no: | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 |
| ICAITD128A | Create user and technical documentation 20 | | | | | | | | |
| ICAITU126B | Use advanced features of computer applications 40 | | | | | | | | |
| ICAITS032B | Provide network systems administration 20 | | | | | | | | |
| ICAITU019C | Migrate to new technology 20 | | | | | | | | |
| ICAITS031B | Provide advice to clients 40 | | | | | | | | |
| ICAITS034B | Determine and action network problem 30 | | | | | | | | |
| ICAITS020C | Install and optimise system software 20 | | | | | | | | |
| *Allocation of nominal hours:* | | | | | | | | | |

## Examples

**Student Number:**

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

### Software Applications

| Assigned to: | | Work Perf. (1st) | Work Proj. (1st) | Work Proj. (2nd) |
|---|---|---|---|---|
| VASS data entry no: | | 01 | 03 | 04 |
| ICAITU018C | Develop macros and templates 60 hours | ✓ | | |
| ICAITD128A | Create user and technical documentation 20 | | | ✓ |
| ICAITU126B | Use advanced features of computer applications 40 | | ✓ | |
| ICAITU019C | Migrate to new technology 20 | | ✓ | |
| ICAITS031B | Provide advice to clients 40 | | | ✓ |
| ICAITS020C | Install and optimise system software 20 | | | ✓ |
| *Allocation of nominal hours:* | | 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 |
| ICAITU018C | Develop macros and templates 60 hours | | | ✓ |
| ICAITD128A | Create user and technical documentation 20 | | | ✓ |
| ICAITU126B | Use advanced features of computer applications 40 | | ✓ | |
| ICAITS032B | Provide network systems administration 20 | ✓ | | |
| ICAITU019C | Migrate to new technology 20 | | ✓ | |
| ICAITS031B | Provide advice to clients 40 | ✓ | | |
| ICAITS020C | Install and optimise system software 20 | | ✓ | |
| *Allocation of nominal hours:* | | 60 | 80 | 80 |

## Information Technology Assessment Plan 2003

**Student Number:** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

# Network Administration

| | | Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Port-folio (1st) |
|---|---|---|---|---|---|
| | | VASS data entry no: | 01 | 02 | 07 |
| ICAITD128A | Create user and technical documentation 20 | | | | ✓ |
| ICAITU126B | Use advanced features of computer applications 40 | | ✓ | | |
| ICAITS032B | Provide network systems administration 20 | | | ✓ | |
| ICAITU019C | Migrate to new technology 20 | | | ✓ | |
| ICAITS031B | Provide advice to clients 40 | | | | ✓ |
| ICAITS034B | Determine and action network problem 30 | | ✓ | | |
| ICAITS020C | Install and optimise system software 20 | | | ✓ | |
| | | *Allocation of nominal hours:* | 70 | 60 | 60 |

**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 which 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 2003

**Student Number:** | | | | | | | | | |

| | Assigned to: | Work Perf. (1st) | Work Perf. (2nd) | Work Proj. (1st) | Work Proj. (2nd) | Product (1st) | Product (2nd) | Port-folio (1st) | Port-folio (2nd) |
|---|---|---|---|---|---|---|---|---|---|
| | VASS data entry no: | 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 | | | | | | | | |
| | *Allocation of nominal hours:* | | | | | | | | |

## Example

**Laboratory Skills Assessment Plan 2003**

**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 | | | | ✓ |
| | | *Allocation of nominal hours:* | 100 | 60 | 80 |

| | | 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 | | | | ✓ |
| | | *Allocation of nominal hours:* | 80 | 80 | 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 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 totalling 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 2003

***VCE VET Scoring Criteria***

| CRITERIA | LEVELS OF PERFORMANCE | | | | |
|---|---|---|---|---|---|
| | **1 (base)** | **2** | **3 (medium)** | **4** | **5 (high)** |
| Application of underpinning knowledge | • Displays an understanding of the key concepts and knowledge underpinning the work task(s).<br>• Applies these understandings in the performance of work functions.<br>❑ | ❑ | • Displays a sound understanding of the key concepts and knowledge underpinning the work task(s).<br>• Proficiently applies these understandings in the performance of work functions.<br>❑ | ❑ | • Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task(s).<br>• Effectively applies these understandings in the performance of work functions.<br>❑ |
| Communication, language and interpersonal skills | • Uses communication and interpersonal skills appropriate to the audience and situation.<br>• Displays an understanding and appropriate use of key industry and enterprise language in performance of the work task(s).<br>❑ | ❑ | • Uses a range of communication and interpersonal skills appropriate to the audience and situation.<br>• Displays a sound understanding and correct use of key industry and enterprise language in performance of the work task(s).<br>❑ | ❑ | • Effectively selects and uses a range of communication and interpersonal skills appropriate to the audience and situation.<br>• Demonstrates a thorough understanding and correct use of industry and enterprise language in performance of the work task(s).<br>❑ |
| Techniques and processes | Performs key technical skills/procedures to the standard required in the workplace, including correct use of any equipment.<br>❑ | ❑ | Performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment.<br>❑ | ❑ | Effectively performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment.<br>❑ |
| Work organisation | • Demonstrates an awareness of the benefits of effective work organisation.<br>• Describes the key stages in planning and organising a work function.<br>• Applies planning and organisational skills in the performance of work functions.<br>❑ | ❑ | • Demonstrates a sound understanding of the benefits of effective work organisation.<br>• Describes accurately the stages in planning and organising a work function.<br>• Applies sound planning and organisational skills in the performance of work functions.<br>❑ | ❑ | • Demonstrates a thorough understanding of the benefits of effective work organisation.<br>• Clearly and accurately explains the stages in planning and organising a work function.<br>• Independently applies planning and organisational skills in the performance of work functions.<br>❑ |
| Supervision and performance of work tasks | • Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks safely in accordance with workplace requirements.<br>• Demonstrates competence in all units/achievement of all learning outcomes.<br>• Work performance complies with most enterprise work standards.<br>❑ | ❑ | • Under normal workplace supervision, seeks limited additional supervisor support to complete tasks safely in accordance with workplace requirements.<br>• Demonstrates competence in all units/achievement of all learning outcomes.<br>• Work performance complies with all key enterprise work standards.<br>❑ | ❑ | • Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements.<br>• Demonstrates competence in all units/achievement of all learning outcomes.<br>• Work performance complies with all enterprise work standards.<br>❑ |

*Assessor*.....*Student* .....

*Student no:* ☐☐☐☐☐☐☐☐ *School no:* ☐☐☐☐☐ *RTO no:* ☐☐☐☐☐

# WORK PROJECT 2003

## *VCE VET Scoring Criteria*

| CRITERIA | LEVELS OF PERFORMANCE | | | | |
|---|---|---|---|---|---|
| | **1 (base)** | **2** | **3 (medium)** | **4** | **5 (high)** |
| Application of underpinning knowledge | • Displays an understanding of the key concepts and knowledge underpinning the work project.<br>• Applies this understanding in the completion of the work project. ❑ | ❑ | • Displays a sound understanding of the key concepts and knowledge underpinning the work project.<br>• Proficiently applies these understandings in the completion of the work project. ❑ | ❑ | • Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work project.<br>• Effectively applies these understandings in the completion of the work project. ❑ |
| Expressing ideas and information | • Form and style of expression are generally appropriate for the purpose, audience and situation.<br>• Relevant information and ideas are organised and communicated.<br>• Displays an understanding and appropriate use of industry and enterprise language. ❑ | ❑ | • Form and style of expression are appropriately selected for the purpose, audience and situation.<br>• Relevant information and ideas are clearly organised and communicated.<br>• Displays a sound understanding and correct use of key industry and enterprise language. ❑ | ❑ | • Form and style of expression are varied appropriately for the purpose, audience and situation.<br>• Relevant information and ideas are highly organised and effectively communicated.<br>• Displays a thorough understanding and correct use of industry and enterprise language. ❑ |
| Planning, organisation and implementation | Within given specifications and timelines, plans, organises and completes the work project. ❑ | ❑ | Within given specifications and timelines, effectively plans, organises and completes the work project. ❑ | ❑ | Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the work project. ❑ |
| Collecting and analysing ideas and information | • Accesses and gathers workplace evidence from a limited range of sources.<br>• The information is interpreted and used to complete the project. ❑ | ❑ | • Accesses and gathers relevant workplace evidence from a range of sources.<br>• The information is interpreted accurately and used effectively in completion of the project. ❑ | ❑ | • Accesses and gathers highly relevant workplace evidence selected from a wide range of sources.<br>• The information is analysed and interpreted accurately and used effectively in completion of the project. ❑ |
| Coherence and coverage | Report/presentation provides information on key aspects of the project. ❑ | ❑ | Report/presentation provides comprehensive coverage of all aspects of the project. ❑ | ❑ | Report/presentation is coherently presented and provides comprehensive coverage of all aspects of the project and its outcomes. ❑ |

## PRODUCT 2003

### *VCE VET Scoring Criteria*

| CRITERIA | LEVELS OF PERFORMANCE | | | | |
|---|---|---|---|---|---|
| | **1 (base)** | **2** | **3 (medium)** | **4** | **5 (high)** |
| Application of underpinning knowledge | • Displays an understanding of the key concepts and knowledge underpinning the product.<br>• 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. ❑ | ❑ | • Displays a sound understanding of the key concepts and knowledge underpinning the product.<br>• Proficiently applies these understandings in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. ❑ | ❑ | • Demonstrates a thorough understanding of all key concepts and knowledge underpinning the product.<br>• Effectively applies these understandings in the completion of the product. particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. ❑ |
| Planning, organisation & implementation | • Within given specifications and timelines, plans, organises and develops the product.<br>• Outlines the planning and development of the product. ❑ | ❑ | • Within given specifications and timelines effectively plans, organises and develops the product.<br>• Explains the key processes in planning and developing the product. ❑ | ❑ | • Within given specifications and timelines displays a high level of planning and organisational skill in developing the product.<br>• Explains and evaluates the key processes in planning and developing the product. ❑ |
| Problem solving | Recognises problems, identifies strategies for investigating these problems, implements appropriate procedures to resolve them and makes decisions on the basis of the outcomes. ❑ | ❑ | Recognises problems, identifies strategies for investigating these problems, implements effective procedures to resolve them and makes decisions on the basis of the outcomes. ❑ | ❑ | 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. ❑ |
| Evaluation of product against plan or intended outcome | • The product reflects the selected design/plan (or recorded modification) in the critical respects.<br>• The product meets the required function and purpose. Specific quality indicators for the final product have mostly been met. ❑ | ❑ | • The product reflects the selected design/plan (or recorded modification) in most respects.<br>• The product meets the required function and purpose. Specific quality indicators for the final product have been met. ❑ | ❑ | • The final product reflects the selected design/plan (or recorded modification) in all respects.<br>• The product effectively meets the required function and purpose. Specific quality indicators for the final product have been fully met. ❑ |
| Techniques and processes | 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. ❑ | ❑ | 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. ❑ | ❑ | 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. ❑ |

***Assessor*****……*****Student*** **……**

***Student no:*** ☐☐☐☐☐☐☐☐ ***School no:*** ☐☐☐☐☐ ***RTO no:*** ☐☐☐☐☐

**PORTFOLIO 2003**

## *VCE VET Scoring Criteria*

| CRITERIA | LEVELS OF PERFORMANCE | | | | |
|---|---|---|---|---|---|
| | **1 (base)** | **2** | **3 (medium)** | **4** | **5 (high)** |
| Application of underpinning knowledge | • Displays an understanding of key concepts and knowledge underpinning the work/assessment task(s).<br>• Applies this understanding in the completion of the work/assessment task(s).<br>❑ | ❑ | • Displays a sound understanding of key concepts and knowledge underpinning the work/assessment task(s).<br>• Proficiently applies these understandings in the completion of the work/assessment task(s).<br>❑ | ❑ | • Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work/assessment task(s).<br>• Effectively applies these understandings in the completion of the work/assessment task(s).<br>❑ |
| Planning and organisation | With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines.<br>❑ | ❑ | Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines.<br>❑ | ❑ | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio.<br>❑ |
| Expressing ideas and information | • Form and style of expression are generally appropriate for the purpose, audience and situation.<br>• Relevant information and ideas are communicated.<br>• Understanding and use of industry and enterprise language are demonstrated.<br>❑ | ❑ | • Form and style of expression are appropriate for the purpose, audience and situation.<br>• Relevant information and ideas are clearly organised and communicated.<br>• A sound understanding and correct use of key industry and enterprise language are demonstrated.<br>❑ | ❑ | • Form and style of expression are highly appropriate for the purpose, audience and situation.<br>• Relevant information and ideas are effectively selected and communicated.<br>• A thorough understanding and effective use of industry and enterprise language are demonstrated.<br>❑ |
| Content | The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed.<br>❑ | ❑ | The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed.<br>❑ | ❑ | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed.<br>❑ |
| Independence | Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines.<br>❑ | ❑ | Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines.<br>❑ | ❑ | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines.<br>❑ |

# WORK PERFORMANCE 2003

## VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

1. 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.
2. 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.
3. 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 | ( ) | Info Technology | ( ) |
| Hospitality | ( ) | Laboratory Skills | ( ) |

### CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

| VCE VET Units 3–4 | | Achievement (please circle) | |
|---|---|---|---|
| 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 |

**DO NOT COMPLETE BELOW THE LINE UNLESS 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 ON 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:

……

Signature:

……

# WORK PROJECT 2003

**VET COURSEWORK ASSESSMENT RECORD**

RECORDING ASSESSMENTS

1. 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.
2. 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.
3. 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 | ( ) | Info Technology | ( ) |
| Hospitality | ( ) | Laboratory Skills | ( ) |

**CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES**

| VCE VET Units 3–4 | | Achievement (please circle) | |
|---|---|---|---|
| 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 |

**DO NOT COMPLETE BELOW THE LINE UNLESS 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 ON 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, organisation 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 2003

**VET COURSEWORK ASSESSMENT RECORD**

RECORDING ASSESSMENTS

1. 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.
2. 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.
3. 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 | ( ) | Info Technology | ( ) |
| Hospitality | ( ) | Laboratory Skills | ( ) |

**CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES**

| VCE VET Units 3–4 | | Achievement (please circle) | |
|---|---|---|---|
| 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 |

**DO NOT COMPLETE BELOW THE LINE UNLESS 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 ON 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:

……

Signature:

……

# PRODUCT 2003

**VET COURSEWORK ASSESSMENT RECORD**

RECORDING ASSESSMENTS

1. 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.
2. 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.
3. 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 | ( ) | Info Technology | ( ) |
| Hospitality | ( ) | Laboratory Skills | ( ) |

**CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES**

| VCE VET Units 3–4 | | Achievement (please circle) | |
|---|---|---|---|
| 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 |

**DO NOT COMPLETE BELOW THE LINE UNLESS 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 ON TASK (please circle)**

| Criteria | (base) 1 | 2 | 3 | 4 | 5 (high) |
|---|---|---|---|---|---|
| Application of underpinning knowledge | 1 | 2 | 3 | 4 | 5 |
| Planning, organisation 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:

……

Signature:

……


**Published by**

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