



SELECTIONS FROM VCE SEASON OF EXCELLENCE

VCAA Bulletin Supplement 4

Scored Assessment in VCE VET Equine Industry and Music Industry programs

This supplement contains information on the scored assessment process for the VCE VET Equine Industry and VCE VET Music Industry programs. The supplement also provides the following materials for conducting scored assessment in 2004 in each of these programs.

- Assessment Plan pro forma
- Example Assessment Plans
- VET Coursework Assessment Record sheets
- VCE VET Scoring Criteria



VCE VET Equine Industry

The VCAA will publish an Equine Industry Assessment Guide during Term 1 2004. The Assessment Guide will provide detailed advice on the scored assessment process, including detailed specifications for each of the task types to be used for scoring purposes and task selection guidelines. This generic information can be sourced from any of the published VCE VET Assessment Guides which are available on the VCAA website: www.vcaa.edu.au/vet

Calculating a Study Score

A Study Score is derived from a scored Unit 3–4 sequence.

The Study Score will be calculated using assessments of each student's levels of performance. Judgments about each student's levels of performance are based on evidence from two sources:

- Coursework – a set of three tasks students undertake during their program, assessed by assessors approved by the relevant Registered Training Organisation (RTO).
- Examination – a task taken under examination conditions and assessed by a panel of assessors appointed by the VCAA.

A coursework score will be calculated using the assessments recorded for the three coursework tasks. This score will contribute 66 per cent to the student's final Study Score and will be reported on the student's Statement of Results as a letter grade. The examination score will contribute 34 per cent to the student's final Study Score and will also be reported as a letter grade.

Using these two sources of information, a Study Score will be calculated by procedures similar to those in use for other VCE studies, including the same statistical moderation procedures. The Study Score will be reported as a single number out of 50.

Study Scores on an optional basis

The availability of Study Scores on an optional basis means that although students may choose not to receive a Study Score, access to a Study Score should be available. Schools and their RTO partners are not expected to implement two distinct assessment regimes – one for those students who wish to receive a Study Score and one for those who do not. It is expected that the assessor will plan and implement a single assessment scheme for all students, making assessment of the achievement of competence and a Study Score available to all. The VCAA software system has been designed to reflect this expectation. All students should be encouraged to undertake the assessment tasks so that their achievements may be fully recognised. Where a student does not wish to receive a Study Score or any grade for a VCE VET program, the school will need to ensure that coursework scores are not entered on the Victorian Assessment Software System (VASS) and that the student does not undertake the examination.

ENTER contribution

The Equivalent National Tertiary Entrance Rank (ENTER) is calculated by VTAC for use by tertiary institutions in selecting candidates for entry to courses. The ENTER is based on the student's Study Scores, after VTAC's scaling process has been applied. The Study Scores for VCE VET programs will be scaled by VTAC using the same procedures as apply to all other VCE studies. The score may then be counted directly as one of the student's best four studies for ENTER purposes (the 'primary four'), or will count as a fifth or sixth study increment if it is not one of the student's three highest scores other than for an English study.

A Study Score is the only means by which VCE VET Equine Industry will contribute to the ENTER. Where a student elects not to receive a Study Score, no contribution to the ENTER will be available for this program.

Coursework

The coursework contributes 66 per cent of the overall Study Score and comprises three coursework tasks drawn from the four generic task types:

- Work Performance
- Work Project
- Product
- Portfolio.

Detailed specifications for each of these generic task types are provided in all the published VCE VET Assessment Guides.

Coursework must cover all the compulsory units of competence and ONE elective in the VCE VET Equine Industry Unit 3–4 sequence (shown below).

Examination

The examination contributes 34 per cent of the overall Study Score.

The examination will be a pen and paper test of 90 minutes duration undertaken in the end-of-year examination period. The examination paper will cover all the compulsory units of competence in the Unit 3–4 sequence. **Electives will not be examined.**

Unit 3–4 sequence

Compulsory units		
VBM659	Monitor horse health	30
VBM662	Care for horses in the equine industry	50
RTE2104A	Carry out regular horse observation	40
RGRH311A	Apply principles of basic anatomy and physiology to horses	40
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds	30
Electives: select ONE of the following		
VBM663	Horse riding or driving skills II – specific equine discipline	40
VBM664	Assist in the conduct of an event in the equine industry	40
VBM665	Care for mares and foals in the equine industry	40
VBM666	Provide advice on equine products and the selection and fitting of equine equipment, gear and clothing	20
VBM739	Identify horse breeding principles and assist in practices	40
Nominal hours		210–230

Equine Industry Assessment Plan

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
VBM659	Monitor horse health 30								
VBM662	Care for horses in the equine industry 50								
RGRH311A	Apply principles of basic anatomy and physiology to horses 40								
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds 30								
RTE2104A	Carry out regular horse observation 40								
<i>VBM663</i>	<i>Horse riding skills II – specific equine discipline 40</i>								
<i>VBM664</i>	<i>Assist in the conduct of an event in the equine industry 40</i>								
<i>VBM665</i>	<i>Care for mares and foals in the equine industry 40</i>								
<i>VBM666</i>	<i>Provide advice on equine products and the selection and fitting of equine equipment, gear and clothing 20</i>								
<i>VBM739</i>	<i>Identify horse breeding principles and assist in practices 40</i>								
<i>Allocation of nominal hours:</i>									

The italicised units of competence are electives. Only one may selected for the Assessment Plan.

Equine Industry Assessment Plan 2004

Example 1

Student Number:

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

Portfolio (1st)	Work Project (1st)	Product (1st)
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VASS data entry no:

07	03	05
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VBM659	Monitor horse health 30	✓	
VBM662	Care for horses in the equine industry 50		✓
RGRH311A	Apply principles of basic anatomy and physiology to horses 40		✓
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds 30		✓
RTE2104A	Carry out regular horse observation 40	✓	
	<i>One Elective - 20 or 40 hours</i>		✓
<i>Allocation of nominal hours:</i>		<i>70</i>	<i>70</i>
			<i>70-90</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, one Work Project and one Product.
2. You may select two tasks of the same type, but not three. For example, a student could complete two Work Projects but could not do a third Work Project.
3. The assessment of a unit of competence cannot be split between two or more 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 120 total nominal hours in the student's Unit 3-4 sequence. A task accounting for more than 120 hours will not be acceptable on VASS.
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.

Equine Industry Assessment Plan 2004

Example 2

Student Number:

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

		Assigned to:		
		Work Project (1st)	Work Project (2nd)	Portfolio (1st)
VASS data entry no:		01	02	07
VBM659	Monitor horse health 30			✓
VBM662	Care for horses in the equine industry 50	✓		
RGRH311A	Apply principles of basic anatomy and physiology to horses 40		✓	
RGRH318A	Determine nutritional requirements for standardbreds or thoroughbreds 30	✓		
RTE2104A	Carry out regular horse observation 40			✓
	<i>One Elective - 20 or 40 hours</i>		✓	
Allocation of nominal hours:		<i>80</i>	<i>60-80</i>	<i>70</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 Projects and one Portfolio.
2. You may select two tasks of the same type, but not three. For example, a student could complete two Work Projects but could not do a third Work Project.
3. The assessment of a unit of competence cannot be split between two or more 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 120 total nominal hours in the student's Unit 3-4 sequence. A task accounting for more than 120 hours will not be acceptable on VASS.
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.

VCE VET Music Industry

The VCAA will publish a Music Industry Assessment Guide during Term 1 2004. The Assessment Guide will provide detailed advice on the scored assessment process, including detailed specifications for each of the task types to be used for scoring purposes and task selection guidelines. This generic information can be sourced from any of the published VCE VET Assessment Guides which are available on the VCAA website: www.vcaa.edu.au/vet

Calculating a Study Score

A Study Score is derived from a scored Unit 3–4 sequence.

The Study Score will be calculated using assessments of each student's levels of performance. Judgments about each student's levels of performance are based on evidence from two sources:

- Coursework – a set of three tasks students undertake during their program, assessed by assessors approved by the relevant RTO.
- Examination – a task taken under examination conditions and assessed by a panel of assessors appointed by the VCAA.

A coursework score will be calculated using the assessments recorded for the three coursework tasks. This score will contribute 66 per cent to the student's final Study Score and will be reported on the student's Statement of Results as a letter grade. The examination score will contribute 34 per cent to the student's final Study Score and will also be reported as a letter grade.

Using these two sources of information, a Study Score will be calculated by procedures similar to those in use for other VCE studies, including the same statistical moderation procedures. The Study Score will be reported as a single number out of 50.

Study Scores on an optional basis

The availability of Study Scores on an optional basis means that although students may choose not to receive a Study Score, access to a Study Score should be available. Schools and their RTO partners are not expected to implement two distinct assessment regimes – one for those students who wish to receive a Study Score and one for those who do not. It is expected that the assessor will plan and implement a single assessment scheme for all students, making assessment of the achievement of competence and a Study Score available to all. The VCAA software system has been designed to reflect this expectation. All students should be encouraged to undertake the assessment tasks so that their achievements may be fully recognised. Where a student does not wish to receive a Study Score or any grade for a VCE VET program, the school will need to ensure that coursework scores are not entered on the Victorian Assessment Software System (VASS) and that the student does not undertake the examination.

ENTER contribution

The Equivalent National Tertiary Entrance Rank (ENTER) is calculated by VTAC for use by tertiary institutions in selecting candidates for entry to courses. The ENTER is based on the student's Study Scores, after VTAC's scaling process has been applied. The Study Scores for VCE VET programs will be scaled by VTAC using the same procedures as apply to all other VCE studies. The score may then be counted directly as one of the student's best four studies for ENTER purposes (the 'primary four'), or will count as a fifth or sixth study increment if it is not one of the student's three highest scores other than for an English study.

A Study Score is the only means by which VCE VET Music Industry will contribute to the ENTER. Where a student elects not to receive a Study Score, no contribution to the ENTER will be available for this program.

Coursework

The coursework contributes 66 per cent of the overall Study Score and comprises three coursework tasks drawn from the four generic task types:

- Work Performance
- Work Project
- Product
- Portfolio.

Detailed specifications for each of these generic task types are provided in all the published VCE VET Assessment Guides.

Coursework must cover all the units of competence in the VCE VET Music or VCE VET Music Industry (Technical Production) Unit 3–4 sequence (shown below).

Examination

The examination contributes 34 per cent of the overall Study Score.

Music

The examination for the Unit 3–4 sequence in Certificate III in Music will be a performance examination covering four of the five units of competence in the Unit 3–4 sequence:

- Prepare self for performance
- Maintain self or group in music
- Maintain and expand music knowledge and critical listening skills
- Extend technical skills in performance

Note: *Develop and practice improvisation* will not be covered by the examination

Music (Technical production)

The examination for the Unit 3–4 sequence in Certificate III in Music (Technical production) will be a pen and paper test of 90 minutes duration undertaken in the end-of-year examination period, covering all the units of competence in the Unit 3–4 sequence.

Detailed advice on:

- Performance examination assessment criteria
- Sample examination questions for Music (Technical production)
- examination procedures for both Music qualifications

will be provided in Term 1 2004.

Unit 3–4 sequences

CUS30101 Certificate III in Music

Code	Unit of competence	Nominal hours
CUSMPF04A	Prepare self for performance	35
CUSMPF10A	Develop and practise improvisation	35
CUSMGE01A	Maintain self or group in music	70
CUSMGE12A	Maintain and expand music knowledge and critical listening skills	85
CUSMPF06A	Extend technical skills in performance	20
		245

CUS30201 Certificate III in Music Industry (Technical production)

Code	Unit of competence	Nominal hours
CUSSOU12A	Edit sound using digital systems	85
CUSSOU11A	Operate sound mixing console	70
CUSSOU08A	Operate sound reinforcement system	40
CUSSOU09A	Mix sound sources	35
		230

Music Industry Assessment Plan

Student Number:

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Music

Assigned to:		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
VASS data entry no:		01	02	03	04	05	06	07	08
CUSMPF04A	Prepare self for performance 35								
CUSMPF10A	Develop and practise improvisation 35								
CUSMGE01A	Maintain self or group in music 70								
CUSMGE12A	Maintain and expand music knowledge and critical listening skills 85								
CUSMPF06A	Extend technical skills in performance 20								
<i>Allocation of nominal hours:</i>									

Music (Tech Production)

Assigned to:		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
VASS data entry no:		01	02	03	04	05	06	07	08
CUSSOU12A	Edit sound using digital systems 85								
CUSSOU11A	Operate sound mixing console 70								
CUSSOU08A	Operate sound reinforcement system 40								
CUSSOU09A	Mix sound sources 35								
<i>Allocation of nominal hours:</i>									

Music Industry Assessment Plan 2004

Example

Student Number:

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Music

Assigned to:		Work Perf. (1st)	Work Proj. (1st)	Port- folio (1st)
VASS data entry no:		01	03	07
CUSMPF04A	Prepare self for performance 35			✓
CUSMPF10A	Develop and practise improvisation 35	✓		
CUSMGE01A	Maintain self or group in music 70			✓
CUSMGE12A	Maintain and expand music knowledge and critical listening skills 85		✓	
CUSMPF06A	Extend technical skills in performance 20	✓		
<i>Allocation of nominal hours:</i>		55	85	105

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 a Work Performance, Work Project and Portfolio.
2. You may select two tasks of the same type, but not three. For example, a student could undertake two Portfolios but could not do a third Portfolio.
3. The assessment of a unit of competence cannot be split between two or more 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 120 nominal hours in the student's Unit 3–4 sequence. A task accounting for more than 120 hours will not be acceptable on VASS.
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.

Music Industry Assessment Plan 2004

Example

Student Number:

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Music (Tech Production)

Assigned to:		Work Perf. (1st)	Prod- uct (1st)	Port- folio (1st)
VASS data entry no:		01	05	07
CUSSOU12A	Edit sound using digital systems 85		✓	
CUSSOU11A	Operate sound mixing console 70	✓		
CUSSOU08A	Operate sound reinforcement system 40			✓
CUSSOU09A	Mix sound sources 35	✓		
<i>Allocation of nominal hours:</i>		105	85	40

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 a Work Performance, Product and Portfolio.
2. You may select two tasks of the same type, but not three. For example, a student could undertake two Portfolios but could not do a third Portfolio.
3. The assessment of a unit of competence cannot be split between two or more 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 120 nominal hours in the student's Unit 3–4 sequence. A task accounting for more than 120 hours will not be acceptable on VASS.
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.

Generic documentation

The following documents are common to Scored Assessment for all programs. They are:

1. Scoring Criteria sheets
2. VET Coursework Assessment Record sheets

WORK PERFORMANCE 2004

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:

- | | | | |
|-------------|-----|--------------------|-----|
| Business | () | Community Services | () |
| Dance | () | Electronics | () |
| Equine | () | Financial Services | () |
| Furnishing | () | Info Technology | () |
| Hospitality | () | Laboratory Skills | () |
| Multimedia | () | Music | () |

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
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE IN THIS TASK

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 2004

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:.....

- | | | | |
|-------------|-----|--------------------|-----|
| Business | () | Community Services | () |
| Dance | () | Electronics | () |
| Equine | () | Financial Services | () |
| Furnishing | () | Info Technology | () |
| Hospitality | () | Laboratory Skills | () |
| Multimedia | () | Music | () |

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
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED “S” FOR ALL MODULES OR UNITS OF COMPETENCE IN THIS TASK

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 2004

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:.....

Business	()	Community Services	()
Dance	()	Electronics	()
Equine	()	Financial Services	()
Furnishing	()	Info Technology	()
Hospitality	()	Laboratory Skills	()
Multimedia	()	Music	()

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
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE IN THIS TASK

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 2004

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:.....

Business	()	Community Services	()
Dance	()	Electronics	()
Equine	()	Financial Services	()
Furnishing	()	Info Technology	()
Hospitality	()	Laboratory Skills	()
Multimedia	()	Music	()

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
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE IN THIS TASK

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:

.....



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