**VCE VET Scored Task Advice**

**FRAMEWORK FOR TASK TYPES – INDUSTRY PROJECT**

Version 2 (for use from 2020)

This framework has been prepared to outline fundamental information required to complete an Industry Project coursework task for a scored VCE VET program.

This document provides a ‘best practice’ example for this task type. Other options may be available for inclusion, but should be considered in conjunction with the advice provided in the VCE VET Assessment Guide

**VCE VET Scored Coursework Task– Industry Project**

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|  |  | **Comments for trainers/assessors developing this task**  *This column should be removed once the task has been completed. The page layout can then be reformatted to Portrait.* |
| **Program name** | VCE VET | Name of program |
| **Task type** | Industry Project  This Industry Project task involves completing a verbal, written or visual report to demonstrate your competence in the unit/s of competency listed below. | Insert the VASS Data Entry number here – either 03 or 04 |
| **Task number** |  | Is this the first, second or third task? |
| **Units of competency covered in this task:** |  | Insert unit code and title of the units covered in this task |
| **Due date** |  |  |
| **Class time allowed for completion** |  | The time allowed for an Industry Project task is 25% of the total nominal hours of the unit(s) of competency being assessed in this task.  The Industry Project must be completed during class time.  Please specify the time required for students to complete this task. |
| **Assessment overview** | This task will be marked against 5 criteria.  Each criterion is worth 5 marks. The total marks available from this assessment is 25 (5 marks for each of the five criteria).  The lowest mark you can receive is a total of 5 (a mark of 1 for each criteria).  Further details regarding the Scoring Criteria are at the end of this document. | Please include the task specific scoring criteria in this task.  It is important for student to see each criterion title and at least one descriptor. If only using one descriptor the highest one is suggested, so students can see how they are required to perform to receive full marks. Please see the ‘Requirements for high scoring students’ table on page 6 of this document for further explanation.  Trainers may prefer to contextualise the scoring criteria to clearly indicate what specifically is scored in the task. Where this is undertaken, please ensure that the requirements for each criterion are evenly weighted. |

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|  |  | **Comments for trainers/assessors developing this task** |
| **Task overview** | For this Industry Project you are required to research the problem of ….. and then make a 15-minute presentation to class on your findings.  OR  For this Industry Project you are required to research the problem of ….. and then write a 2000 word report detailing possible solutions to the problem. | An Industry Project requires students to investigate and then report on or present research about an Industry work operations problem.  **REPORT / PRESENTATION**  This must be an investigation, report, proposal, or solution to a problem relevant to the industry and as outlined in the unit of competency. This would typically involve; people engaged in the industry; workplace specific or industry practices / processes; and/or resources / equipment / materials used by the industry.  Make sure the activity chosen will allow scoring against the Industry Project scoring criteria (see page 6). |
| **Task description / Industry Project details** | ACME is a large company working in the ……… industry etc……ACME have recently identified a work procedure / planning need / solution / information requirement for their company.  As an employee of ACME you have been asked to write a report/ prepare and delivery a presentation/ make a video. Your Project will need to cover the following key points:   * Your knowledge of… * Sources of industry information available for… * Your analysis of… * Your consultation with other employees * The results of the survey you conducted * The results of the trial you conducted   Your report/video/presentation should include the following supplementary evidence…e.g.   * Before and after photos * Statistics showing increased sales * Employee survey data   You will work in a group of three to carry out the research however each student must produce their own report. | This section provides students with an introduction to what they need to do.  It is important to design a task that meets the following task design rules.  **The Presentation** can be *either*:  Report or presentation   1. a **WRITTEN REPORT**   (2000 words max – total words must relate to the nominal hours of the UoC(s) being assessed  **Or**   1. an **ORAL REPORT / AUDIO VISUAL / VIDEO / INTERACTIVE PRESENTATION**   (15 minutes max - total time must relate to the nominal hours of the UoC(s) being assessed)  **SUPPORTING EVIDENCE** may be included **if required** by the unit(s) of competency. For example:   |  |  | | --- | --- | | C:\Users\09786954\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Multimedia.png | * a workplace document or procedure * a business plan or proposal * surveys * screenshots / photos / multimedia * an item or document produced * practical tasks / observation checklist |   Detailed instructions should be provided to students based on the requirements of the unit/s of competency. The requirements should be clearly detailed as dot points for the students. If you are planning to use a scenario to contextualise this assessment this is where this information should be included.  For example:  ACME is a large company working in the ……… industry etc……ACME have recently identified a work procedure / planning need / solution / information requirement for their company.  As an employee of ACME you have been asked to write a report/ prepare and delivery a presentation/ make a video. Your Project will need to cover the following key points:   * Your knowledge of….. * Source of industry information available for…. * Your analysis of   Where a group/team activity is planned, care needs to be taken to ensure distinct separate evidence is obtained for each student. Typically group activities require students to undertake different roles within the group or complete certain sections of a project. This is not suitable for scored assessment as the student only produces evidence that covers part of the unit/s of competency.  For an Industry Project group or team activity the research or investigation may be undertaken as a group however the final report or presentation on the whole activity needs to be an individual report or presentation from each student. |

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| **VCE VET SCORING CRITERIA – INDUSTRY PROJECT** | | | | | | | |
| Assessor: | | Student: | | | Student no: | | |
| VCE VET program: | | School no: | | | RTO no: | | |
| **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. | |  | Displays a sound understanding of the key concepts and knowledge underpinning the work task/s. | |  | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. |
| Applies these understandings in the performance of work functions. | |  | Proficiently applies these understandings in the performance of work functions. | |  | Effectively applies these understandings in the performance of work functions. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Expressing ideas and information** | Form and style of expression are generally appropriate for the purpose, audience and situation. | |  | Form and style of expression are appropriately selected for the purpose, audience and situation. | |  | Form and style of expression are varied appropriately for the purpose, audience and situation. |
| Relevant information and ideas are organised and communicated. | |  | Relevant information and ideas are clearly organised and communicated. | |  | Relevant information and ideas are highly organised and effectively communicated. |
| Displays an understanding and appropriate use of industry and enterprise language. | |  | Displays a sound understanding and correct use of key industry and enterprise language. | |  | 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 Industry Project. | |  | Within given specifications and timelines, effectively plans, organises and completes the Industry Project. | |  | Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the Industry Project. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Collecting and analysing ideas and information** | Accesses and gathers workplace evidence from a limited range of sources. | |  | Accesses and gathers relevant workplace evidence from a range of sources. | |  | Accesses and gathers highly relevant workplace evidence selected from a wide range of sources. |
| The information is interpreted and used to complete the project. | |  | The information is interpreted accurately and used effectively in completion of the project. | |  | 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. |
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| **Requirements for high scoring students** | | |
| **Scoring Criteria – Industry Project** | | |
| **Criterion** | **5 (high)** | **What students must do to gain a 5 for this criterion** |
| **Application of underpinning knowledge** | Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work task/s. |  |
| Effectively applies these understandings in the performance of work functions. |
| **Expressing ideas and information** | Form and style of expression are varied appropriately for the purpose, audience and situation. |  |
| Relevant information and ideas are highly organised and effectively communicated. |  |
| Displays a thorough understanding and correct use of industry and enterprise language. |  |
| **Planning, organisation and implementation** | Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the Industry Project. |  |
| **Collecting and analysing ideas and information** | Accesses and gathers highly relevant workplace evidence selected from a wide range of sources. |  |
| The information is analysed and interpreted accurately and used effectively in completion of the project. |  |
| **Coherence and coverage** | Report/presentation is coherently presented and provides comprehensive coverage of all aspects of the project and its outcomes. |  |

VCAA Planning and Mapping or other mapping documents can be included after the criteria to demonstrate how the assessment task has been mapped to the unit/s of competency.

Mapping documents or matrices are not mandated by the VCAA for the Scored Assessment Tasks however they are a useful tool to demonstrate how the completed unit/s of competency has/have been addressed within the task.

Planning and Mapping documents for each scored VCE VET program area are available from the VCE VET Program specific web pages.