**VCE VET Scored Task Advice**

**FRAMEWORK FOR TASK TYPES – PORTFOLIO**

Version 2 (for use from 2020)

This framework has been prepared to outline fundamental information required to complete a Portfolio 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 - Portfolio**

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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** | Portfolio  This Portfolio task requires you to complete, collect and compile a collection of your work to demonstrate your competence in the unit/s of competency listed below. | Insert the VASS Data Entry number here – either 07 or 08 |
| **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** |  | A Portfolio allows for a maximum of 25% of the total nominal hours of the unit(s) of competency being assessed in this task. 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 9 of this document for further explanation.  Trainers may prefer to contextualise the scoring criteria for student to clearly indicate what is specifically scored in the task. Where this is undertaken, please ensure that the requirements for each criterion are evenly weighted. |
| **Task overview** | For this portfolio you are required to complete the following activities for assessment:  Activity 1 –  Activity 2 –  Activity 3 –  Activity 4 – if required  Activity 5 – if required | The activities must cover the entirety of the unit(s) of competency being assessed and must:   * be comprised of between **3 to 5 activities** * be selected from at least **2 different** categories * include at least one **performance** activity ***(except when Performance Evidence is not required in the UOC)***   **Categories:**   |  |  | | --- | --- | | Checklist | **performance** e.g. practical activity, demonstration of skills, observation of a work task, role play, documentation of work performance | | Written or oral questions | **questions** e.g. written or oral - short answer test, written responses, verbal responses. | | Product | **product** e.g. something created by the student such as a document, action plan, survey, item, widget, etc. | | Report or presentation | **presentation** e.g. visual display, multimedia, audio recording, video recording or oral presentation | | Research | **research** of a work-based activity e.g. report, work-based logbook | |
| **Portfolio presentation** | You are required to compile and present your Portfolio in the following way: | This is where instructions are provided for the presentation of the Portfolio.  For example:   * in a A4 folder. Each activity needs to be labelled and separated with a tabbed divider and presented in clear plastic sleeves * electronically on a USB drive. Your work should be in a folder labelled with your name, the task number and type e.g.: JohnSmith\_Task1\_Portfolio * in a document box. The box should contain your annotated photo journal and all other evidence as required by this task * etc   An index is not required but a Student Checklist is recommended as part of your instructions to the student. This will help the student ensure they submit all requirements. |
| **Task description** | To do this you are required to complete the following activities. | The Task Description should give students a snapshot of the requirements.  If you are planning to use a scenario to cluster the activities together this is where this information should be included.  For example:  As an employee of ACME you have been asked to create / develop / complete a….. The client has specified…. etc |
| **Portfolio Assessment Activities (1 – 5)** |  | **Comments for trainers/assessors developing this task** |
| **Activity 1** |  | In the following ‘Activity 1 – 5’ sections you are to provide clear instructions to the student about what evidence is to be created for this Portfolio task.  The 3 – 5 activities chosen should fully assess the unit/s of competency grouped together for this task type. The VCAA Planning and Mapping documents may be helpful in assisting you to map the assessment activities to the unit/s of competency.  For each activity you are to choose one of the following activity types. Remember a Portfolio requires at least two different forms of evidence.  **Activities may be chosen from the following list:**  Checklist **performance:**  This activity is the observation of a student demonstrating the skills as required by the unit/s. The evidence of this activity would be a completed observation checklist.  The checklist should be developed covering the requirements of the unit/s and should be made accessible to the students so they clearly understand the requirements of the activity.  For example:  You are required to complete a practical activity/work performance. As part of this assessment you will be required to demonstrate…….  You will be assessed using a checklist, which is included on the next page. Once you have completed this activity and I have marked your checklist, you are to include it as part of this Portfolio.  Written or oral questions **questions:**  Written or oral questions allow the Portfolio to address the underpinning knowledge as required by the unit/s.  A list of standard questions should be developed for all students to ensure equity of assessment. This is particularly important when using questions to interview students. Some flexibility in the questions posed to students is appropriate where it is required to establish a student’s knowledge.  This activity can take several different forms. Questions can be written or oral. They can be individual short answer questions or based around a case study, research area or simulated scenario.  Where a written report is prepared a word limit should be provided. For a Portfolio activity this should be no more than 400 – 600 words as this is only 1 activity required for the Portfolio.  Students may be able to see the questions in advance, but where this is not appropriate, a list of broad topic areas should be provided to allow the students to prepare.  For example:   * You are to write a 400 – 600 word report answering a number of questions. This work must be completed during class time.   **OR**   * I will be conducting a 20 minute interview with you regarding your knowledge of …….. This interview will be recorded and saved to a USB drive. The USB should be included in your Portfolio.   **OR**   * You are to complete the following 10 short answer questions regarding …..   Product **product:**  This activity requires the creation of a tangible product or event which is assessed / inspected / evaluated. The evidence to be included in the portfolio for this activity would be the completed evaluation.  A checklist could be developed covering the requirements of the unit/s and should be made accessible to the students so they clearly understand the requirements of the activity.  For example:  You are required to complete a practical exercise. As part of this assessment you will be required to produce / make / create…….  Your item will be assessed using a checklist, which is included on the next page. Once you have completed this activity and I have marked your checklist, you are to include it as part of this Portfolio.  Report or presentation **presentation**  This activity requires students to produce a presentation such as a visual display, a poster, bulletin board, presentation (PowerPoint or other), multimedia, audio or video recording or an oral presentation. The presentation should demonstrate their required knowledge of a particular area/s of a unit/s. If the presentation is to be presented by the student, the actual presentation should not exceed 5 – 7 minutes.  For example:  You are to create a visual diary/record of your undertaking…... During this process you are to take a series of step-by-step photographs, demonstrating how you have completed the requirements of this process. You will then create a poster/PowerPoint presentation with these photos, annotating the equipment you have used; labelling the components you have created….  Research **research**  A research task allows students to provide evidence of practice, improvement or competency on several occasions. It can take the form of a report, a work-based logbook or journal or a practice diary.  It is important to outline what is required for each logbook/journal entry inline with the requirements of the unit/s.  Common uses of logbooks include:   * Practice journals to demonstrate the requirements for VCE VET Music and VCE VET Dance units of competency. * Logbooks outlining OHS observations. * Journals recording the observation of children’s play for VCE VET Community Services units of competency.   For example:  You are to complete a logbook describing/outlining…….This logbook is to be completed after every class / during your structured work placement / on 10 different occasions.  In your logbook you are to complete the following questions / cover the following information…..  You may include photos in your logbook to demonstrate….. |
| **Activity 2** | As for activity 1. Remember - a minimum of two **different** types of evidence must be included in a Portfolio. |  |
| **Activity 3** | “” “” |  |
| **Activity 4 (if required)** | “” “” |  |
| **Activity 5 (if required)** | “” “” |  |

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| **PORTFOLIO** | | | | | | | |
| **VCE VET SCORING CRITERIA** | | | | | | | |
| 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. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Planning and organisation** | With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines. | |  | Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines. | |  | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. |
|  |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Expressing ideas and information** | Form and style of expression are generally appropriate for the purpose, audience and situation. | |  | Form and style of expression are appropriate for the purpose, audience and situation. | |  | Form and style of expression are highly appropriate for the purpose, audience and situation. |
| Relevant information and ideas are communicated. | |  | Relevant information and ideas are clearly organised and communicated. | |  | Relevant information and ideas are effectively selected and communicated. |
| Understanding and use of industry and enterprise language are demonstrated. | |  | A sound understanding and correct use of key industry and enterprise language are demonstrated. | |  | A thorough understanding and effective use of industry and enterprise language are demonstrated. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Content** | The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed. | |  | The portfolio provides evidence of high-quality work demonstrating proficiency across all competencies/modules being assessed. | |  | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |
| **Independence** | Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines. | |  | Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines. | |  | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. |
| ❑ | | ❑ | ❑ | | ❑ | ❑ |

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| **Requirements for high scoring students** | | |
| **Scoring criteria - Portfolio** | | |
| Criteria | **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. |
| **Planning and organisation** | Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio. |  |
| **Expressing ideas and information** | Form and style of expression are highly appropriate for the purpose, audience and situation. |  |
| Relevant information and ideas are effectively selected and communicated. |
| A thorough understanding and effective use of industry and enterprise language are demonstrated. |
| **Content** | The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed. |  |
| **Independence** | Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines. |  |

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.