**VCE VET Scored Task Advice**

**FRAMEWORK FOR TASK TYPES – PRODUCT**

Version 2 (for use from 2020)

This framework has been prepared to outline fundamental information required to complete a Product 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 – Product**

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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** | Work Product  This Product task requires you to design and make an event or item/s to demonstrate your competence in the unit/s of competency listed below. | Insert the VASS Data Entry number here – either 05 or 06 |
| **Task number** |  | Is this the first, second or third task? |
| **Units of competency covered in this task:** |  | Insert unit code and title of the unit(s) covered in this task |
| **Due date** |  |  |
| **Class time allowed for completion** |  | A Product task allows for a maximum of 50% 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 7 of this document for further explanation.  Trainers may prefer to contextualise the scoring criteria to clearly indicate to students 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 Product task you are required to design and make ……. The Product you make will allow you to demonstrate a range of skills as required by the unit/s of competency.  On completion of your Product you will be required to answer a range of questions regarding the production, planning and problem-solving you undertook to create your product. This will allow you to demonstrate the knowledge you have as required by the unit/s of competency. | A Product task requires students to design, make & evaluate a product relevant to the workplace. For example, this could be:   * an object. * an event (e.g. event management for an occasion). * a video or audio recording or * a visual representation or display of an object or event using photos or video.   The work must include:   * plan documentation * a documented process * the final product and * an evaluation or response to questions.   Make sure the plan, creation of the Product and the questions you are planning for your students will allow scoring against the Product scoring criteria. |
| **Task description** | To do this you are required to complete the following activities. | This section provides students with an introduction of what they will need to do. The details of each specific aspects will follow in the next section, but this will give students a snapshot of the requirements.  If you are planning to use a scenario to contextualise this assessment this is where this information should be included.  For example:  As an employee of ACME you have been asked to make / create a….. The client has specified…. etc |
| **Plan** | You are required to complete a plan outlining……  This plan is to be completed in class and must be submitted before commencing production of ……  In this plan you will need to provide details on:   * the equipment you require (e.g. IDMT – appropriate software) * the techniques you will use (e.g. Furnishing – the types of joints) * the timelines for completion   etc…… | C:\Users\09786954\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Plan.png**PLAN**  Outline the design, components and materials/resources required for the Product as required in the unit(s) of competency. The plan must be approved prior to commencing the product. For example, it may include some or all the following:   * text documents, * drawings and specifications, * job sequencing schedule(s), * a statement of safe work methods, * storyboards or mood-boards, * flow diagrams or * Gantt charts etc.   The size or amount of material to be included should be specified by the trainer e.g. word lengths  Directions for completing the plan need to clearly outline the information the student is to provide. The plan must address the unit/s of competency. |
| **Process documentation** | As you create your product, you are required to document the process using notes, photos, video etc. as you work from initial ideas, prototypes, problem solving and testing etc. through to the final product. | Process**PROCESS**  Documentation of the production process, modifications or changes to the plan and problem solving through a visual diary, log book or job sheets as identified in the plan. |
| **Product** | The production of the ….. requires you to……  While making your ……. remember to review the evaluation requirements to ensure your…… will demonstrate all the requirements of this task. | Product**PRODUCT**  The final product must be produced by the student within the maximum total timeframe outlined by the assessor in the task.  Clear instructions for the production of the event or item/s need to be provided. These can be presented as simple instructions but could also be provided to students along with an evaluation checklist to demonstrate how the event or item/s will be assessed.  The evaluation information should outline to students the skills that need to be demonstrated in order to make sure the product is of an industry standard, as outlined in the unit of competency.  Detailed evaluation instructions are also very useful when scoring students. Well-designed evaluations will also incorporate aspects of the assessment criteria as well as address the requirement of the unit/s of competency grouped for this task.  For example:  Does the Product (event or item/s):   * Meet the intended design/requirements as outlined in the Plan * Fulfil the required function and purpose as specified * Show the following indicators   + Furniture is finished to suitable state for surface preparation * Reflect mastery of technical skills/ procedures to the standard required e.g.   + Joining processes have been undertaken according to workplace procedures * Reflect the correct and safe use of equipment and resources   + Tools, machines and equipment are used in accordance with safety requirements and manufacturers' specifications * Etc…   If you wish to include a checklist, the template provided in this document could easily be adapted to list the skills and evaluations requirements students will need to demonstrate for the unit/s of competency. |
| **Evaluation and Knowledge Questions** |  | Written or oral questions**EVALUATION + KNOWLEDGE QUESTIONS**  Must include inspection of the Product against a checklist and/or questions for the student. The questions should relate to the planning and production of the product and include the planning, problem-solving and processes used.  Questions to address the knowledge evidence requirements outlined in the UoC(s) may also be included.  The questions are used to assess the production, planning and problem solving undertaken by the student to create the event or item/s. These allow the student to demonstrate the underpinning knowledge required by the unit/s of competency.  The questions may be asked during the production of the event/ item/s or can be given to the student after the completion of the product.  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.  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.  Where students have not come across problems when producing their event or item/s, it may be necessary to demonstrate the student’s ability to problem solve by including some scenario or ‘what if’ questions.  The questions developed should map to the requirements of the unit/s of competency. |

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| **Product** | | | | | | | |
| **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, organisation & implementation** | Within given specifications and timelines, plans, organises and develops the product. | |  | Within given specifications and timelines effectively plans, organises and develops the product. | |  | Within given specifications and timelines displays a high level of planning and organisational skill in developing the product. |
| Outlines the planning and development of the product. | |  | Explains the key processes in planning and developing the product. | |  | 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. | |  | The product reflects the selected design/plan (or recorded modification) in most respects. | |  | The final product reflects the selected design/plan (or recorded modification) in all respects. |
| The product meets the required function and purpose. Specific quality indicators for the final product have mostly been met. | |  | The product meets the required function and purpose. Specific quality indicators for the final product have been met. | |  | 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. |
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| **Requirements for high scoring students** | | |
| **Scoring Criteria - Product** | | |
| 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. |
| **Planning, organisation & implementation** | Within given specifications and timelines displays a high level of planning and organisational skill in developing the product. |  |
| Explains and evaluates the key processes in planning and developing the product. |
| **Problem solving** | 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 final product reflects the selected design/plan (or recorded modification) in all respects. |  |
| The product effectively meets the required function and purpose. Specific quality indicators for the final product have been fully met. |  |
| **Techniques and processes** | 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. |  |

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.