**VCE VET Scored Task Advice**

**FRAMEWORK FOR TASK TYPES – WORK PERFORMANCE**

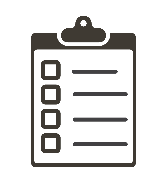
Version 2 (for use from 2020)

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

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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 Performance  This Work Performance task is an observation of you conducting a range of work or practical activities to demonstrate your competence in the unit/s of competency listed below. | Insert the VASS Data Entry number here – either 01 or 02 for a Work Performance |
| **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 of competency covered in this task |
| **Due date** |  |  |
| **Class time allowed for completion** |  | A Work Performance task 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 students 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 8 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. |
|  |  | **Comments for trainers/assessors developing this task** |
| **Task overview** | For this Work Performance you are required to undertake 2 structured observations, where you will be observed undertaking a range of skills as required by the unit/s of competency.  You will be required to answer a range of questions to demonstrate your knowledge required by the unit/s of competency. | A Work Performance task involves direct observation of the student conducting a range of work or practical activities in a workplace or appropriate simulated workplace environment.  The student’s performance and evidence of their knowledge must be recorded using a ***Work Performance Observation Checklist*** and a set of oral or written questions.  The frequency and context of the observations must meet the requirements outlined in the unit(s) of competency. The Checklist must include completion of practical tasks and any other documentation as required by the UoC(s).  Make sure the observations and questions you are planning for your students will allow scoring against the Work Performance scoring criteria. A Work Performance task **can include supporting evidence** if required by the UoC(s) or the Assessment Requirements. For example, this could consist of:   * a Session Plan * a Menu / Recipe * a Material Safety Data Sheet **(MSDS)** * **an Action Plan** * **a Business Document** * **a Job Sheet** * **Manuscripts** * **Audio / Video Files** * **Screen Shots** |
| **Task description** | To do this you are required to complete the following activities. | This section provides students with an introduction to what they will need to do. The details of each specific observation 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 create / develop / complete a….. The client has specified…. etc |
| **Work Performance Observation 1** |  | C:\Users\09786954\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Checklist.pngIn the following ‘Observation 1 – 2 +’ sections you are to provide clear instructions to the student about what evidence is to be created for these structured observations.  The observations, together with the questions, 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 in mapping these assessments to the unit/s of competency.  This observation activity requires the student to demonstrate the skills as required by the unit/s. The evidence of this observation is the completion of the observation checklist by the trainer.  It is important that the checklist is developed to cover the requirements of the unit/s and should be made accessible to the students, so they clearly understand the requirements of the observation. Please see the example included in this document on page 6. This may be modified to suit your specific assessment needs.  Depending on the context of the observations, it may be necessary to have different checklists, as each observation may cover different aspects of the unit/s of competency.  The observation checklist/s should allow students the opportunity to demonstrate a high level of performance and skill in line with the requirements of the unit/s of competency.  It may be necessary to video a performance occasion to allow for detailed assessment or for the assessment of a different context (e.g. VCE VET Music students performing at a regional festival over the weekend). This should be done with appropriate permission of the student and others involved.  While filming a performance may be necessary for one-off occasions, the scored Work Performance task cannot be made up of only filmed evidence.  Wording for instructions to students could be like the following:  You are required to complete three practical performances where you will be observed. As part of this assessment you will be required to demonstrate…….  On each occasion you will be assessed using a checklist/s, which is/are included on the next page. Once you have completed this activity you will be required to answer a range of questions to demonstrate your knowledge of the unit/s. |
| **Observation 2** | As for Observation 1. |  |
| **Observation 3 + (if required)** | “” “” |  |
| **Questions 1** |  | Written or oral questionsThe questions are used to assess the student’s knowledge of the unit/s. The questions may be written or oral. Depending on the arrangements of the assessments, the questions can be asked during the observation, as an interview at the conclusion of the observation, or provided to students as written questions or a test.  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.  If more than one observation is required, it may be necessary for the questions to differ from one Observation to the next, although the questions should still be the same for each student. A range of questions need to be included to ensure the unit/s are covered. Some units of competency in the VCE VET programs also require students to demonstrate the gaining and implementation of feedback. The questioning opportunities allow for students to detail the feedback they have been given and the subsequent action they have implemented in response to the feedback.  The questions should allow students to demonstrate a broad understanding of the knowledge requirements of the unit/s of competency. |
| **Questions 2 (if required)** |  |  |

**Observation Checklist – VCE VET……**

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| **Candidate name:** | |  | | | | | | | | |
| **Occasion 1 / 2 / 3 (circle)** | | **Date** | | | | | | | **Venue/Location** | |
| **Did the candidate…** | | | | **Yes** | | **No** | **N/A** | | **Comments** | |
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|  | | | | ❑ | | ❑ | ❑ | |  | |
| The candidate’s performance was: | | | Not Satisfactory ❑ | | | | | Satisfactory ❑ | | |
| **Other Comments:** | | | | | | | | | | |
| **Candidate signature:** |  | | | | **Assessor signature:** | | | | |  |

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| **WORK PERFORMANCE** | | | | | | | | | | |
| **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. | |
| ❑ | | | ❑ | ❑ | | ❑ | ❑ | |
| **Communication, language and interpersonal skills** | | Uses communication and interpersonal skills appropriate to the audience and situation. | | |  | Uses a range of communication and interpersonal skills appropriate to the audience and situation. | |  | Effectively selects and uses a range of communication and interpersonal skills appropriate to the audience and situation. | |
| Displays an understanding and appropriate use of key industry and enterprise language in performance of the work task/s. | | |  | Displays a sound understanding and correct use of key industry and enterprise language in performance of the work task/s. | |  | Demonstrates a thorough understanding and correct use of industry and enterprise language in performance of the work task/s. | |
| ❑ | | | ❑ | ❑ | | ❑ | ❑ | |
| **Techniques and processes** | | Performs key technical skills/procedures to the standard required in the workplace, including correct use of any equipment. | | |  | Performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment. | |  | Effectively performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment. | |
| ❑ | | | ❑ | ❑ | | ❑ | ❑ | |
| **Work organisation** | | Demonstrates an awareness of the benefits of effective work organisation. | | |  | Demonstrates a sound understanding of the benefits of effective work organisation. | |  | Demonstrates a thorough understanding of the benefits of effective work organisation | |
| Describes the key stages in planning and organising a work function. | | |  | Describes accurately the stages in planning and organising a work function. | |  | Clearly and accurately explains the stages in planning and organising a work function | |
| Applies planning and organisational skills in the performance of work functions. | | |  | Applies sound planning and organisational skills in the performance of work functions. | |  | Independently applies planning and organisational skills in the performance of work functions. | |
| ❑ | | | ❑ | ❑ | | ❑ | ❑ | |
| **Supervision and performance of work tasks** | | Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks safely in accordance with workplace requirements. | | |  | Under normal workplace supervision, seeks limited additional supervisor support to complete tasks safely in accordance with workplace requirements. | |  | Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements. | |
| Demonstrates competence in all units/achievement of all learning outcomes. | | |  | Demonstrates competence in all units/achievement of all learning outcomes. | |  | Demonstrates competence in all units/achievement of all learning outcomes. | |
| Work performance complies with most enterprise work standards. | | |  | Work performance complies with all key enterprise work standards. | |  | Work performance complies with all enterprise work standards. | |
| ❑ | | | ❑ | ❑ | | ❑ | ❑ | |
| **Requirements for high scoring students** | | | | | | | | |
| **Scoring Criteria – Work Performance** | | | | | | | | |
| **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. | |
| **Communication, language and interpersonal skills** | | Effectively selects and uses a range of communication and interpersonal skills appropriate to the audience and situation. | |  | | | | |
| Demonstrates a thorough understanding and correct use of industry and enterprise language in performance of the work task/s. | |  | | | | |
| **Techniques and processes** | | Effectively performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment. | |  | | | | |
| **Work organisation** | | Demonstrates a thorough understanding of the benefits of effective work organisation | |  | | | | |
| Clearly and accurately explains the stages in planning and organising a work function | |  | | | | |
| Independently applies planning and organisational skills in the performance of work functions. | |  | | | | |
| **Supervision and performance of work tasks** | | Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements. | |  | | | | |
| Demonstrates competence in all units/achievement of all learning outcomes. | |  | | | | |
| Work performance complies with all enterprise work standards. | |  | | | | |

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.