VCE VET
SCORED ASSESSMENT GUIDE

Contact us if you need this information in an accessible
format – for example, large print or audio.

Telephone (03) 9032 1635
or email vcaa.media.publications@education.vic.gov.au

VCE VET Scored Assessment Guide

What is the VCE VET Scored Assessment Guide?

The VCE VET Scored Assessment Guide provides an overview of scored assessment, details the process of integrating study scores with competency-based assessment and includes advice on the development and assessment of coursework tasks.

Why should I use this guide?

This guide should be used by teachers who are working with students undertaking a scored Unit 3–4 sequence of a VCE VET program.

It provides teachers delivering VCAA-approved VCE VET programs with the information and tools required to design coursework tasks that:

- meet the VCAA guidelines for scored assessment

- comply with the principles of assessment (fair, flexible, valid, reliable) and the rules of evidence

- align to VCAA scoring criteria

- enhance students' learning experiences.

How should I use this guide?

This guide provides teachers of VCE VET scored programs in Victoria with a set of templates and links to resources and online tools to assist in the development of quality assessment tasks.

Teachers should use this assessment guide in conjunction with program-specific advice for VCE VET scored programs that is published on the VCAA website, in the VCE VET program booklets and periodically in the *VCAA Bulletin*.

> **Hint:** The 'Resources' icon in this guide indicates additional online resources are available. When you see the icon, go to the Resources page in this booklet to find the web address for the resource.

Contents

An overview of VCE VET scored assessment

Background to scored assessment for VCE VET

Major recommendations of the Victorian Certificate of Education (VCE) Review in 1997 concerned the enhancement of the status of Vocational Education and Training (VET) programs within the VCE and exploration of ways in which students could be granted full recognition for their achievements in VET programs within the VCE.

The Victorian Curriculum and Assessment Authority (VCAA) established a project to develop VET programs, place them in the VCE Unit 1–4 structure, identify Unit 3–4 sequences in the programs and introduce scored assessment for selected programs. The aim of the project was to provide a means of granting equal recognition of student achievement in VCE VET programs with recognition of achievement in other VCE studies. As a result the number of scored programs increased but the structure of scored assessment operated unchanged.

In 2017 the VCAA commenced a review of the appropriateness and quality of VET programs delivered to secondary students in Victoria. The multifaceted review included reviewing the VCE VET scored assessment process.

This review of VCE VET scored assessment was the first significant review since the inception of VCE VET study scores.

The review was comprehensive and included:

- seeking VET trainer feedback via a series of VCE VET scored assessment workshops conducted by the VCAA in 2017–2018

- consulting with state reviewers of VCE VET programs

- undertaking a deep analysis of the feedback

- identifying components of the scored assessment process for improvement

- reviewing the impact on scored assessment of changes to ways in which units of competency were being written, specifically through the inclusion of performance evidence in all units

- integrating the improved components into a redesigned VCE VET scored assessment process

- developing a VCE VET Assessment Toolbox to support teachers developing coursework tasks for scored assessment

- endorsement of the redesigned VCE VET scored assessment process and updated rules by the VCAA Senior Secondary Curriculum and Assessment Committee (SSCAC) for a pilot program and subsequently for implementation from January 2020.

VCE VET programs that offer scored assessment

The following VCE VET programs offer a study score at Units 3 and 4:

- Business

- Community Services

- Creative and Digital Media

- Dance

- Engineering

- Equine Studies

- Furnishing

- Health

- Hospitality (Hospitality and Kitchen Operations)

- Information, Digital Media and Technology

- Integrated Technologies

- Laboratory Skills

- Music Industry (Music Performance and Sound Production)

- Sport and Recreation.

For general advice about VCE VET programs, including the structure of the scored Unit 3–4 sequences, see the VCE VET program booklets available on the relevant VCE VET programs webpages on the VCAA website. 🔎

VCE VET programs are drawn from national training packages and accredited Victorian courses and are constantly being developed or revised in line with changes to these. Schools are advised to refer to the *VCAA Bulletin* 🔎 or the VCE VET section of the VCAA website for up-to-date information.

VCE VET programs and the VCE

The VCAA is responsible for the Victorian Certificate of Education (VCE). VCE VET programs provide credit towards the VCE, typically for Units 1–4, although some programs provide credit only at Unit 1 and 2 or Unit 3 and 4 levels.

VCE VET units contribute towards satisfactory completion of the VCE only if no significant duplication exists between a VCE VET program and any VCE studies or other VCE VET programs that a student is enrolled in. If there is significant duplication, students may enrol in the VCE VET program, VCE studies or other VCE VET programs identified, but a reduction in credit towards the VCE will apply.

Additionally, a student may not be enrolled simultaneously in the VCE VET (VE1) and a School-based Apprenticeship or Traineeship (SBAT) version of the same VET qualification.

Schools should refer to individual VCE VET program booklets on the VCAA website for further information on duplication between VCE VET programs and VCE studies or other VCE VET programs.

What is a study score?

A study score is a ranking that shows how well a student performed in a study (subject) at Unit 3 and 4 level compared to everyone else who enrolled in the same study that year. Study scores are calculated by the VCAA and are used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the Australian Tertiary Admission Rank (ATAR). The study score is calculated using assessments of the 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 coursework tasks students undertake during their training program, assessed by teachers of the program

- **examination** – a task taken under examination conditions and assessed by a panel of assessors appointed by the VCAA.

For VCE VET scored programs (except Dance and Music Performance), the coursework tasks will contribute 66% and the examination will contribute 34% to the student's final study score. For VCE VET Dance and VCE VET Music Industry (Music Performance) the three coursework tasks and the examination will each contribute 50% to the student's final study score. The coursework tasks and examination will be reported on the student's statement of results as letter grades.

Levels of performance in graded assessments are reported as A+ to E, UG (ungraded) and NA (not assessed).

Three coursework tasks **Examination**

66% **+** **34%**

*Exceptions – VCE VET Dance and Music Industry (Music Performance) (coursework tasks 50%, examination 50%)

▲ Figure 1: The components of a VCE VET study score

Using these two sources of information, a study score is calculated via procedures like those used for other VCE studies, including the same statistical moderation procedures. The statistically moderated study score is reported as a single number out of the maximum study score of 50.

Each year, and for every study, the mean study score is set at 30. Study scores are scaled up or down by VTAC, according to the performance of students in a study in a particular year.

A study score is subject to satisfactory completion of a Unit 3–4 sequence. A student who is not assessed as competent in all units of competency in the selected program will not be eligible to receive a study score.

Consistent with other VCE studies, a study score for the scored Unit 3–4 sequence is the only means by which VCE VET scored programs will contribute to the ATAR.

Students may choose not to avail themselves of scored assessment for their VCE VET study. Where a student is undertaking a scored Unit 3–4 sequence and elects not to receive a study score, no contribution to the ATAR will be available for that sequence.

In some programs additional training is available that may provide students with an additional Unit 3–4 sequence that is not scored and may contribute to the ATAR. Please refer to individual VCE VET program booklets on the VCAA website for more information.

What is statistical moderation?

Statistical moderation is a process applied to the scores awarded by teachers for School-based Assessments.

As for all VCE studies with coursework components, VCE VET coursework scores are subject to statistical moderation, using the common external examination as the moderating tool. The purpose of statistical moderation is to ensure comparability between assessments from different assessing groups, while maintaining the students' rank order as determined by the assessing group.

For VCE VET programs, a moderation group is defined as the cohort of students in a specific VCE VET program who are identified in the same assessing group by their home school. Activities to ensure comparability of assessments within the moderation group should include all assessors of students within the group. Where an assessing group is not identified the default used for statistical moderation of VCE VET programs is the RTO.

Full details of the procedures for statistical moderation are published in the annual VCE and VCAL Administrative Handbook. 🔘 See also the statistical moderation brochure on the Statistical Moderation page of the VCAA website. 🔘

What is an assessing group?

An assessing group can be a cohort of students who are enrolled in the same program in:

- a home school – where the VET curriculum and scored assessment is delivered at the school

- a cluster group – where a VET cluster agreement exists between schools whereby students attend another school for the delivery and administration of VET curriculum and scored assessment or where schools have fewer than five enrolments

- an RTO – where students attend a TAFE or an RTO for delivery of VET curriculum and scored assessment.

Schools with fewer than five students in a VCE VET scored program must form a small group partnership with another school for statistical moderation of School-based Assessments. Further information is available on the Small Group Partnerships for School-based Assessment page of the VCAA website. 🔘

How are VET results displayed on the statement of results?

For VCE VET scored programs, the statement of results displays:

- GA1 – the student's coursework score

- GA2 – the student's examination grade.

In order to have a coursework score reported on the statement of results, a student must achieve a minimum score of 5 for any one of the three coursework tasks.

▲ Figure 2: Sample statement of results (see Appendix 9 for a larger version)

How can the VCE VET study score contribute to the ATAR?

The ATAR is a rank designed specifically to assist some tertiary institutions in their selection of applicants for some courses. Students wishing to obtain an ATAR need to have at least four study scores, one of which must be from the English group.

A VCE VET study score may be counted as one of the student's best four studies (the 'primary four') or counted 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.

How is the ATAR calculated?

A student's ATAR is calculated by VTAC based on the student's study scores (after VTAC's scaling process has been applied) and is presented as a ranking between 0.00 and 99.95. For an explanation of how the ATAR is calculated, see 'The ATAR explained' on the VTAC website.

The study scores for VCE VET programs are scaled by VTAC using the same procedures as applied to all other VCE studies.

VCAA VCE VET scored assessment process

The VCAA VCE VET scored assessment process has been developed to guide teachers through the steps involved in designing best practice scored assessment tasks.

The eight steps of the process are clearly outlined throughout this section, including the key aspects of each step and other relevant information for teachers:

VCAA VCE VET scored assessment process

- Develop the assessment plan
- Design the specific assessment tasks
- Commence the assessment
- Complete the assessment
- Provide feedback to students
- Consult with the RTO regarding retention of evidence
- Complete VCAA documentation
- Review and refine the assessment tasks
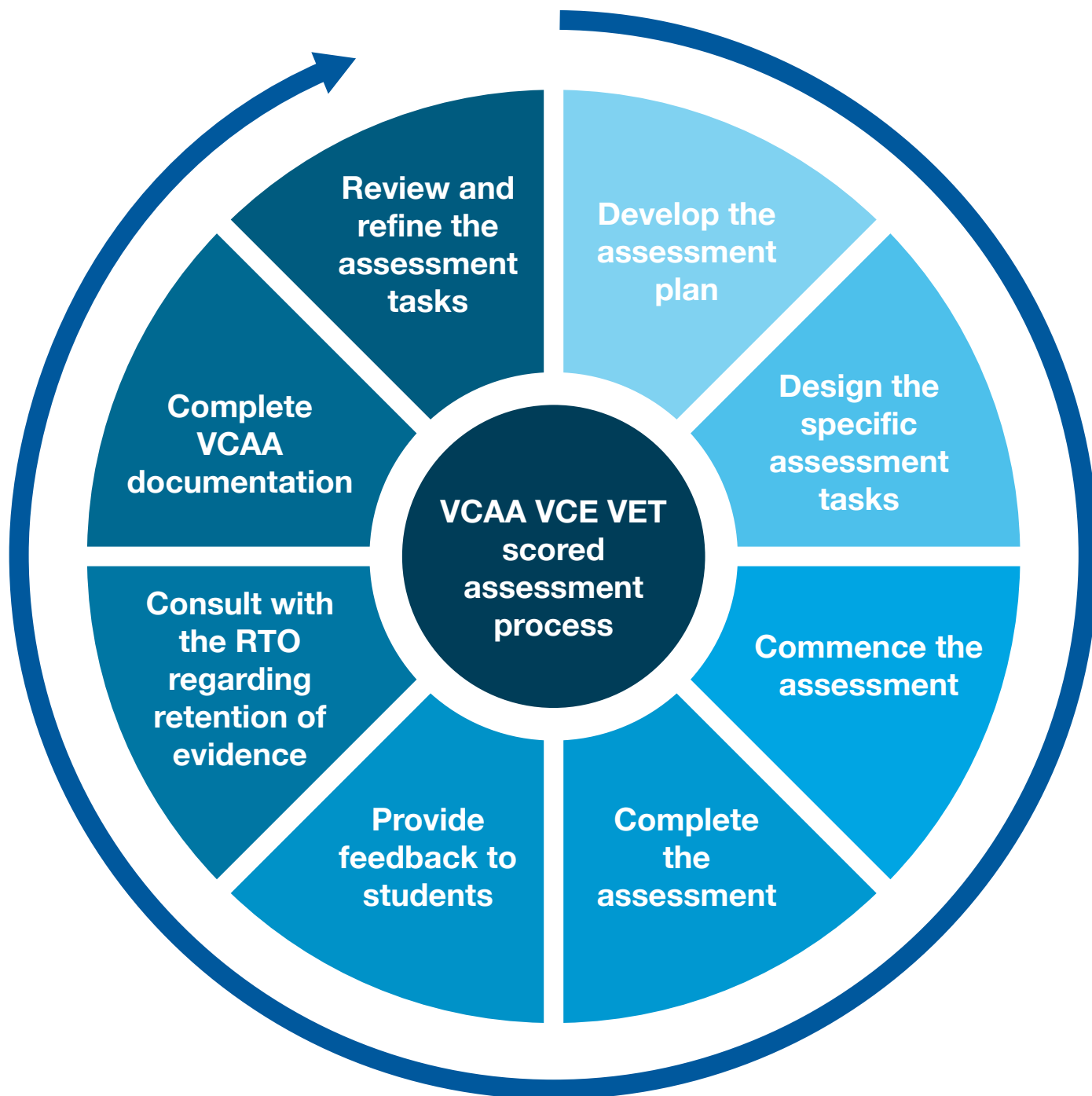
1. Develop the assessment plan

The VCE VET programs pages on the VCAA website provide resources to support teachers in developing an assessment plan, including program booklets, a blank assessment plan template and sample assessment plans, VCE VET scoring criteria sheets and assessment templates and frameworks for each task type. Some of these resources are also supplied in the appendices section of this guide.

> Identify the units of competency

Identify the units of competency for your VCE VET scored Unit 3–4 sequence in the program booklet. The program booklet can be accessed on the relevant VCE VET program page on the VCAA website.

Units of competency can be downloaded from Training.gov.au or from the state-accredited curriculum document.

> Group the units of competency

Make an initial grouping of units of competency based on how compatible they are in terms of delivery and capacity to be assessed by a similar assessment method or where skills and knowledge overlap or complement each other. For example, if there are two units of competency that could be assessed by making a product, these might be initially grouped together.

The aim is to divide the units of competency into three groups with a reasonable balance of nominal hours across the groups.

Check the weighting rules for the maximum nominal hours for a single task in a student's VCE VET Units 3 and 4 program.

> Decide on the task types

Refer to the VCE VET Scored Assessment Task Type Overview (Appendix 1) and look at the descriptions of each task type and the evidence for submission. From the four available task types (Work Performance, Product, Industry Project and Portfolio), choose the one that best fits each of the three groups of units of competency you have identified.

The chosen task type must allow for collection of evidence as per the assessment requirements in order for students to demonstrate competence.

Follow the task selection rules and task weighting rules.

Task selection rules

- Three assessment tasks must be selected for the Unit 3–4 sequence.

- At least two different task types must be selected.

- The coursework tasks must cover all the units of competency in the Unit 3–4 sequence.

- A coursework task may cover more than one unit of competency, as long as the maximum combined total hours for a task is not exceeded.

- Each unit of competency must be assigned to one of the three tasks.

- A unit of competency cannot be assigned to more than one coursework task and the assessment of the unit of competency may not be split between tasks.

- A coursework task must cover all assessment requirements in the unit of competency.

- Coursework tasks require separate evidence. The same assessment activity may not be used for more than one coursework task.

Task weighting rules

The maximum weighting for any task is 55% of the total of the nominal hours of the scored Unit 3–4 sequence.

Units of competency should be spread as evenly as possible between the three tasks. The VCAA has determined the maximum combined total hours for a single assessment task. Typically, the maximum hours for a single assessment task would not be larger than 50% of the total hours of the scored Unit 3–4 sequence.

For weightings of tasks in individual VCE VET scored Unit 3–4 sequences, refer to the notes section in the VCE VET assessment plan template on the relevant VCE VET program page on the VCAA website.

> Consider the scoring criteria

Considering the VCAA scoring criteria for the task type selected will enable you to develop a task that covers the assessment of the unit(s) of competency and make a judgment on the level of performance against the scoring criteria.

Consider how the evidence required by the unit(s) of competency links to the VCAA scoring criteria and performance descriptors for that task type.

If you cannot imagine a student achieving a rating of 5 on any of the criteria, it may not be the appropriate task type. Try to identify the task type that will allow for high achievement, even though not all students are expected to attain this level.

Table 1: VCAA scoring criteria for the four task types

Work Performance	Product	Industry Project	Portfolio
Application of underpinning knowledge	Application of underpinning knowledge	Application of underpinning knowledge	Application of underpinning knowledge
Communication, language and interpersonal skills	Planning, organisation and implementation	Expressing ideas and information	Planning and organisation
Techniques and processes	Problem solving	Planning, organisation and implementation	Expressing ideas and information
Work organisation	Evaluation of product against plan or intended outcome	Collecting and analysing ideas and information	Content
Supervision and performance of work tasks	Techniques and processes	Coherence and coverage	Independence

> Complete the assessment plan

An assessment plan for every student undertaking scored assessment has to be entered on VASS by the home school. A single plan may be used for a group of students.

The assessment plan can be created by the teacher or may be provided by the RTO.

Assessment plan templates and sample assessment plans for the current year are available on each VCE VET program page on the VCAA website. ⊙

In your assessment plans, use ticks to indicate the task to which each unit of competency has been assigned. See the example below.

If you are not able to develop an assessment plan, assistance is available from the VCAA and the state reviewer for the relevant VCE VET program.

State reviewer contact details can be found on the relevant VCE VET program page on the VCAA website. ⊙ For assistance from the VCAA, contact the VET unit: vet.vcaa@education.vic.gov.au ⊙

		Student number:	1	2	3	4	5	6	7	8	9

	Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Industry Project (1st)	Industry Project (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
	VASS data entry number:	01	02	03	04	05	06	07	08
Unit code	**Unit name**	**Hours**							
MSL933006	Contribute to the achievement of quality objectives	30						✔	
MSL973016	Perform aseptic techniques	40		✔					
MSL973014	Prepare working solutions	50	✔						
MSL973019	Perform microscopic examination	40		✔					
MSL973015	Prepare culture media	30						✔	
	Allocation of nominal hours:		50	80					70	

▲ Figure 3: Example assessment plan (see Appendix 2 for a blank template)

Assessment plan quick summary

Identify the units of competency
- Identify the units of competency in the relevant **VCE VET program booklet** (VCAA website).

Group the units of competency
- Group the units of competency into three tasks based on:
  - skills and knowledge that overlap or complement each other or where similar assessment evidence is used
  - how compatible they are in terms of delivery and assessment
  - capacity to use similar assessment methods.
- Keep the nominal hours of units of competency as even as possible across the three tasks.

Decide on the task types
- Refer to the **VCE VET Scored Assessment Task Type Overview** (Appendix 1).
- Choose the task type that best fits the three groups of units of competency (more than one task may be suitable).
- Choose at least two different task types and follow the other task selection rules.
- Consider the task weighting and maximum hours.
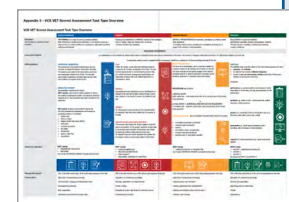
Consider the scoring criteria
- Refer to the VCAA **scoring criteria sheets for each task type** (Appendix 4) when developing each of the tasks. Will the tasks allow your students to show their achievements when you assess them using these criteria?
- How does the evidence required by the unit(s) of competency link to the VCAA scoring criteria and performance descriptors for that task type?
- Ensure the assessment activities allow for the application of the scoring criteria.
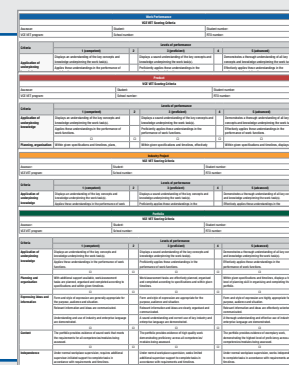
Complete the assessment plan
- Complete an **assessment plan** (Appendix 2) and indicate the task to which each unit of competency has been assigned.
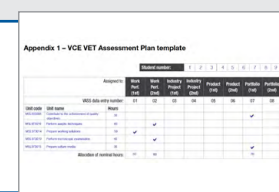
Check:
- each unit of competency in the Unit 3–4 sequence is assigned to a task
- the plan relates to all units of competency undertaken as part of the VCE VET Units 3 and 4 scored sequence
- the plan contains three tasks with hours spread as evenly as possible
- you have referred to the relevant assessment plan templates and sample assessment plans (VCAA website).

2. Design the specific assessment tasks

> Unpack each unit of competency

When designing assessment activities for your coursework tasks, make sure you analyse and 'unpack' all aspects of the unit of competency including:

- elements and performance criteria
- foundation skills
- performance evidence and knowledge evidence
- assessment conditions.

Could be incorporated into an observation checklist.

4. Conduct the program.	4.1 Communicate instructions and relevant information to participants in a suitable manner.
	4.2 Observe and assess participant progress against program aims and modify program as required.
	4.3 Monitor program participation and safety and implement appropriate strategies.
	4.4 Seek feedback from participants regarding progress during program and modify as required.

▲ Figure 4: Example 'unpacking' of elements and performance criteria

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.	
SKILLS	**DESCRIPTION**
Reading skills to:	interpret sometimes complex budget information.

▲ Figure 5: Example 'unpacking' of foundation skills

Could include an activity where students are required to read and interpret budget information.

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
- plan, conduct and adjust at least 10 sport, fitness or recreation programs incorporating:

▲ Figure 6: Example 'unpacking' of performance evidence

Needs to include assessment instructions that allow for the task to be performed at least 10 times.

Assessment templates are available on the VCE VET program webpages and on the VCE VET Programs Scored Assessment webpage.

> Address the foundation skills

When assessing a unit of competency, you are required to assess the whole unit. This includes any foundation skills that are either listed specifically or are explicit in the performance criteria.

Foundation skills **do not** have to be assessed separately but they should be mapped to your assessment tasks in order to ensure they are all being assessed.

Units of competency can include the five core skills in the Australian Core Skills Framework (ACSF), plus 'employability skills' or skills from the Core Skills for Work Developmental Framework, such as:

- reading skills

- writing skills

- oral communication skills

- numeracy skills

- learning skills

- problem-solving skills

- initiative and enterprise skills (such as 'Navigate the world of work')

- teamwork skills (such as 'Interact with others')

- planning and organising skills

- self-management skills (such as 'Get the work done')

- technology skills.

The Australian Skills Quality Authority (ASQA) provides detailed foundation skills information in the standards for training packages. ⊙

ASQA has also produced a list of 'trigger words' to ⊙ help identify foundation skills in units and assessment requirements.

> Map the assessment activities to the unit of competency

Mapping assessment activities to the unit(s) of competency is vital as it ensures that assessments:

- comply with the assessment requirements of the relevant training package or state-accredited course

- are conducted in accordance with the principles of assessment (fair, flexible, valid, reliable)

- do not over-assess or assess skills not required by the unit.

▲ Figure 7: Assessment mapping template (see Appendix 6)

> Include real-life work contexts for activities

When developing assessment activities, it is good practice and more engaging for students if you provide a real-life work context for the activity that they are going to complete.

Important things to remember when contextualising are:

- do not add or take away any parts of the unit(s) of competency or the assessment requirements

- you can add specific industry terminology as long as it does not alter the competency outcomes

- you can rephrase parts of the unit to reflect how the unit would be put into practice; for example, a performance criterion that says '… following relevant organisational policies and procedures' could be contextualised as '… following the XYZ Corporation's Privacy Policy and SOP …'

- if the unit of competency mentions 'location' you can use the exact location, for example 'ABC Restaurant'.

See Table 2, Examples of real-life work contexts in assessment activity instructions, on the following page.

Table 2: Examples of real-life work contexts in assessment activity instructions

VCE VET program	Example
Hospitality	As an employee of Phil's Restaurant, you are required to produce non-alcoholic drinks and espresso coffees from the restaurant's drinks menu. The menu contains 10 espresso coffees, hot chocolate and Vienna coffee, a variety of teas (both loose leaf and tea bags), four mocktails and a variety of soft drinks and juices. It is your responsibility to prepare and serve drinks in Phil's Restaurant. The restaurant holds small private functions that require a coffee and tea station for groups of 10–15 pax, which will need to be set up from a buffet table …
Furnishing	You have been employed at The Furniture Emporium to produce custom furniture for clients. A client has requested a custom, handcrafted hall table with a drawer. The customer's specifications include: • hardwood – using timber joints • drawer with a handle • minimum size – 900 mm high × 300 mm × 720 mm. The client has supplied pictures as examples of the type of cabinet they would like. Your boss has asked you to complete a plan and submit for his approval prior to commencing the manufacture of the hall table
Creative and Digital Media	As an employee of a youth travel company, Gotta Go Global, you have been asked to produce a five-page website and the associated written content. The client will supply the visual design components, such as images, but expects you to design and construct a user-friendly website that meets the needs of their clients. Some written content will be supplied for you to repurpose, but other written content will need to be produced by you, following the principles of writing and communication. The written content needs to be presented/laid out in a way that maximises readability for target users.

> Write clear, student-friendly instructions

Assessment activities in coursework tasks should include clear, easy-to-understand instructions that provide information on the following:

- assessment method
  - includes whether it is an observation, a knowledge test, a practical task, written questions, a visual display, a role-play, a presentation, a product, a logbook, etc.; for example, 'Observation – students will be observed by the assessor when applying knowledge and skills relating to using tools, chemicals and equipment for the safe and efficient cleaning and maintenance of work areas'

- assessment task description
  - provides a brief explanation of the different assessment activities that make up the assessment task

- assessment time frame
  - for example, 'Students will have 60 minutes to answer all questions' or 'Students will be observed for 15 minutes throughout the service period'

- assessment conditions
  - for example, 'Assessment will take place in the restaurant/workshop …' or 'Students require access to the required equipment/technology/materials/specifications/briefs/physical conditions'

- presentation of assessment
  - for example, 'Students are required to present the journal using subheadings, upload all tasks onto X Drive, submit a USB, list resources and acknowledge information sources …'

- word length or presentation time
  - for example, 'Written report (2000 words max.)' or 'Oral report/audiovisual or video presentation (15 minutes max.)'

- general instructions for answering questions
  - for example, 'Answer the question in the space provided on the paper, in 50–100 words'

For further information on developing quality assessments see ASQA's 'Guide to developing assessment tools'. ⬤

> Integrate scored assessment with competency-based assessment

Teachers are responsible for both the assessment of competence and the judgments of levels of performance for the purposes of developing a coursework score.

The assessment activities included in the coursework tasks for a Units 3 and 4 sequence should be designed to allow both:

- an assessment of the achievement of competence
- a judgment of the student's level of performance.

Competency-based assessment is the process of reviewing performance, and then forming a judgment about a person's competence and their ability to consistently perform work activities as expected in the workplace. A student is either competent or not yet competent.

The assessment of the student's level of performance on the coursework tasks completed during the Unit 3–4 sequence does not replace this competency-based assessment – it should be integrated with the usual assessment process through the coursework tasks.

> Contextualise the scoring criteria

It is good practice to provide students with clear information about how to achieve a '5' for each of the scoring criteria by completing the 'Requirements for high-scoring students' table for the task type that you are using. This table can be found in the relevant assessment template.

The information you add should specifically relate to your assessment activities and the levels of performance that are required to achieve a '5' for each criterion.

This contextualised scoring criteria should not replace the VCAA generic performance descriptors but should allow teachers to judge levels of performance within a specific context. Contextualised criteria should be considered when you are planning so that the VCAA performance descriptors are clearly evident in the assessment tasks that you design.

Table 3: Requirements for high-scoring students

Scoring criteria – Portfolio		
Criteria	**5 (advanced)**	**What students have to 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.	

3. Commence the assessment

> Explain the assessments to students

Explain the assessments to students and provide information and instructions about completing the tasks.

> Ensure students understand that their work must be authenticated

All work submitted for assessment must be the student's own work. The following rules apply to all VCE students, including those enrolled in VCE VET programs, when preparing work for scored assessment:

1. Students must ensure that all unacknowledged work submitted for coursework is genuinely their own.

2. Students must acknowledge all resources used. This will include text and source material, the name and status of the person who provided assistance and the type of assistance provided in the preparation and submission of work.

3. Students must not receive undue assistance from any person.

   Acceptable levels of assistance include:

   • the incorporation of ideas or material derived from other sources (for example by reading, viewing or note taking) but which has been transformed by the student and used in a new context prompting general advice from another person or source, and which leads to refinements and/or self-correction.

   Unacceptable forms of assistance include:

   • use of, or copying of, another person's work or other resources without acknowledgment

   • actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for scored assessment of more than one task.

5. Students who knowingly assist another student in a breach of rules may be penalised.

6. Students must sign a Declaration of Authenticity when submitting the completed task. The declaration states that all unacknowledged work is the student's own.

An assessment coversheet with the declaration of authenticity signed by the student should be attached to each coursework when it is submitted. Schools and RTOs may have their own version of an assessment coversheet.

A sample assessment coversheet is included in Appendix 8.

> Organise the time and resources required

Organise the time and resources required for the assessment. Consider task deadlines, possible late submission or re-submission, possible Special Provision and extensions required, and possible lost, stolen or damaged work.

Task deadlines

The assessor is responsible for setting assessment task completion dates. In doing so the assessor should take into account the way these dates will affect the workload of students and teachers/assessors. Deadlines should be set in such a way as to maximise student opportunities for assessment readiness and achievement. In setting deadlines, allowance should be made for the time needed to:

• assess student work

• meet any requirements to do with structured workplace learning or workplace arrangements

• forward the results to the VCAA.

Late submission

A list of approximate completion dates for each assessment task should be provided to students early in the program and deadlines for final submission of tasks should be advised as early as possible. If an assessment task is not submitted by the deadline, the assessor may record 'NA' for that task, and the task will make no contribution to the student's coursework score.

Resubmission

Flexibility in conducting assessments is an important feature of the process. Students who have been assessed 'not yet competent' for a unit or units of competency may be allowed to resubmit a task in an additional assessment event.

A student who did not submit an assessment task for scored assessment satisfying at least one of the five criteria study score purposes and who later successfully resubmits the task to demonstrate competence can only be awarded the minimum coursework score (5) recorded for that task.

Resubmitted work cannot result in an altered score. Students who have submitted a satisfactory task for study score purposes are not allowed to resubmit work in order to achieve a higher score.

Special Provision and extensions

Assessors are authorised to apply Special Provision in circumstances where students have legitimate grounds through illness or other special circumstances for not submitting work required for assessments at the appropriate time. For example, a student may be given an extension of time.

The assessor can grant extensions of time for the completion of coursework assessment tasks. The conditions under which an extension of time may be granted should be common to all students undertaking the program with the assessing group and be given in writing to all students.

The procedures should include information about the:

- formal process for applying for an extension of time
- rules of eligibility
- maximum period for an extension
- conditions under which the extension will be allowed.

An extension of time must not exceed the deadlines for the reporting of results to the VCAA.

For further information, refer to the VCE and VCAL Administrative Handbook for the current year. 🔾

Lost, stolen or damaged work

The assessor or student who has lost work, or who has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. RTOs and schools must keep a record of the loss or damage but should not report it to the VCAA. Based on the available evidence, the assessor will determine the score for the task.
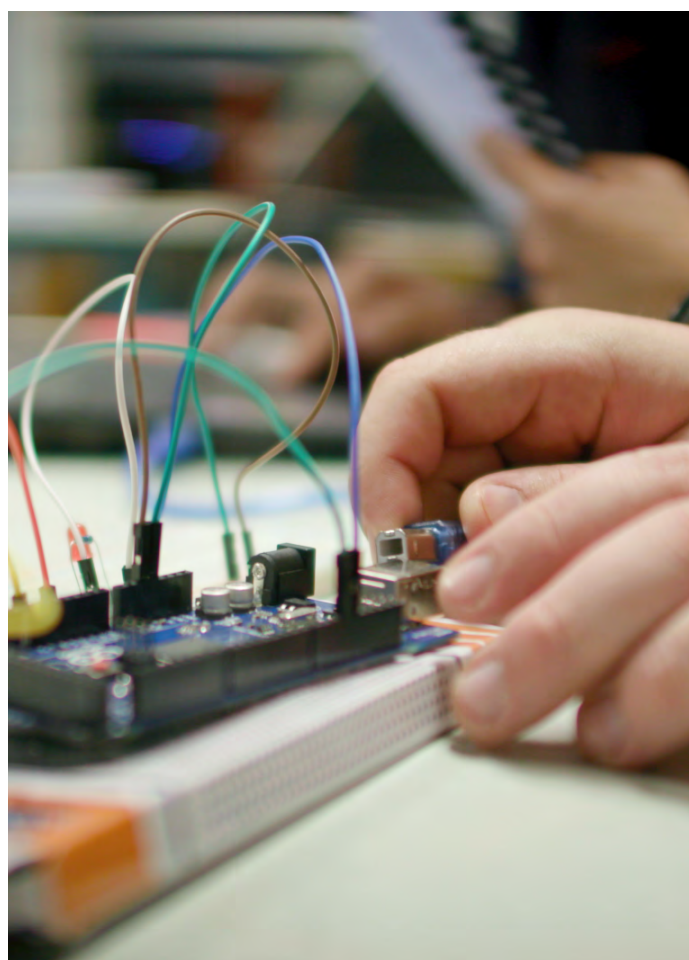
4. Complete the assessment

After conducting the assessments and collecting evidence for each of the three assessment tasks:

- make a judgment as to whether the student has achieved a satisfactory result for the required unit(s) of competency. Students need to be assessed as competent in all the units of competency covered by the coursework task before being eligible to receive a score for the task
- record the **initial judgment** of level of performance.

Assessment of the student's level of performance on each coursework task is based on the scoring criteria for the task type. Each criterion has a set of descriptors and a numerical rating scale of 1–5.

Table 4: Scoring criteria scale

Levels of performance				
1 (competent)	2	3 (proficient)	4	5 (advanced)

On this scale, 1 represents 'competent' performance, 3 is a 'proficient' level of performance, and 5 is an 'advanced' level of performance. The midpoints 2 and 4 are available for levels of achievement that lie in between these descriptors.

A score must be provided for each criterion.

The minimum coursework score is 5, with a minimum of 1 for each of the five scoring criteria.

The maximum possible score for a task is 25.

Scoring criteria sheets for each of the task types are provided in Appendix 4. They are also included in the assessment templates for task types on the relevant VCE VET program webpages and on the VCE VET Programs Scored assessment webpage. 🔾

5. Provide feedback to students

Feedback to students on their performance on each task should include information about whether they have been assessed as being competent in the units of competency specified. Feedback may include comments in terms of the criteria used to judge the level of performance.

Teachers should use discretion regarding providing students with their coursework task scores as these scores are subject to adjustment for task weighting and statistical moderation. If these scores are released, students should be advised that it is not possible to predict the final coursework score or study score from the coursework task scores.

6. Consult with the RTO about retention of evidence

The VCAA does not require retention of student assessments; however, you should consult with the RTO regarding their requirements for retention of evidence.

See also ASQA's Retention Requirements for Completed Student Assessment Items webpage. 🖱

7. Complete VCAA documentation

A student's overall coursework score will be calculated from the scores entered for each of the three coursework tasks. These scores are reported to the VCAA as three separate scores in the available range 5–25.

Schools are required to enter the three task scores for each student by mid-November each year. Schools and RTOs should consult the Important Administrative Dates on the VCAA website. 🖱

Schools will need to ensure that assessing groups and RTO partners are aware of the final deadline and may set an earlier date to allow time for VASS data entry.

> **Steps in completing the VCAA documentation**

1. Complete a scoring criteria sheet (Appendix 4) with the teacher's final judgment of the level of performance for each of the three coursework tasks.

   Note, if the student has not achieved the required unit(s) of competency they will not be eligible to receive a score for the task.

2. Transfer the student scores to the VET Task Score input sheet on VASS or the appropriate VET coursework assessment record (VCAR; see Appendix 5 or the VCE VET Programs Scored Assessment webpage). 🖱

   Note, if a student does not intend to sit the external examination but has an assessment plan, then NA must be entered on VASS.

3. Provide the completed input sheet or VCARs to the school for entry of scores via VASS.

4. Retain a copy for your own records.

8. Review and refine assessment tasks

Assessment tasks should be reviewed on a regular basis to ensure that the assessment activities:

- cover the unit(s) of competency as identified by the VCAA (refer to the relevant VCE VET program booklet) as units are updated from time to time

- reflect current industry practice and expectations

- are continually improved and reflect feedback gathered through trial and assessment validation.

To stay up to date teachers should subscribe to relevant industry newsletters and regularly check the relevant Skills Service Organisations websites and Training.gov.au. 🖱 Training.gov.au has an automated feature that allows you to choose to receive notifications when a training package, qualification or unit is updated on the website

The Quality Assurance Checklist for VCE VET Scored Assessment Tasks (Appendix 7) assists in the design of quality assessment tasks that meet the VCAA's scored assessment guidelines. Use the checklist to review your assessment tasks.
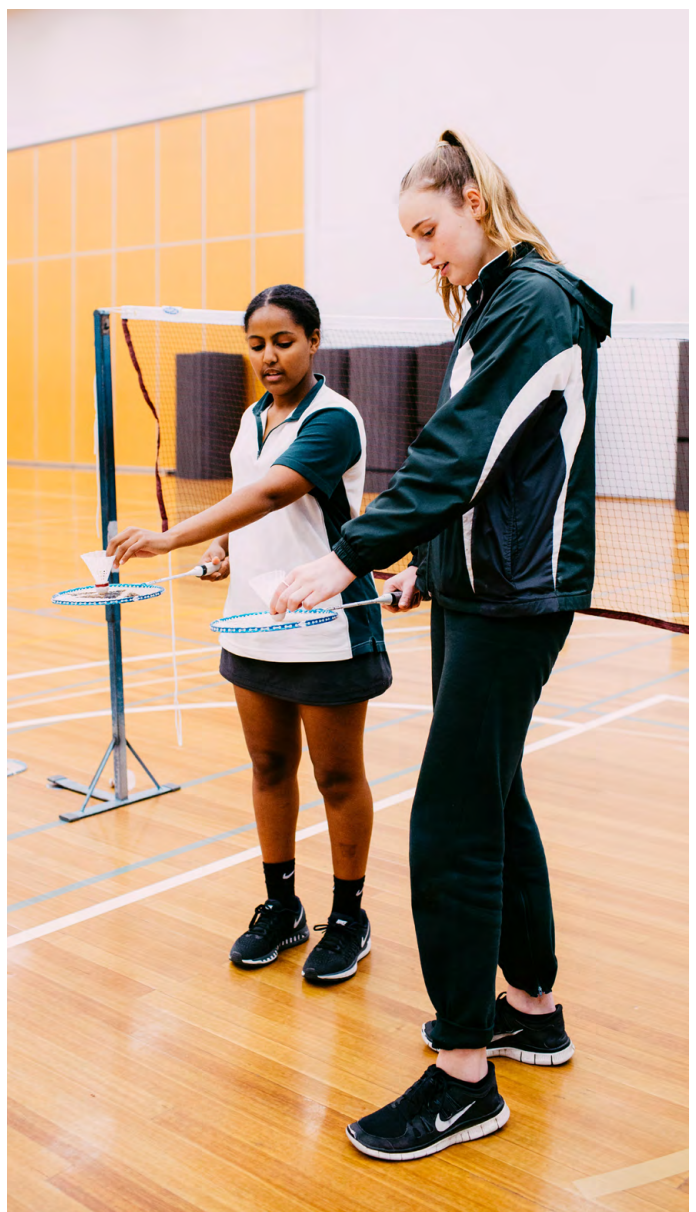
Quality assurance

Audit of coursework

The VCAA will audit scored coursework assessments in a number of schools/assessing groups each year. The audit will include sampling of the coursework tasks to determine whether the VCAA requirements, outlined in this assessment guide, have been followed.

State reviewers

The VCAA appoints a state reviewer for each VCE VET scored program. The state reviewer's role is to:

- provide feedback and advice to assessors on task design and conduct of assessments
- conduct professional development activities for teachers/assessors, as organised by the VCAA
- conduct auditing of assessments as directed by the VCAA.

Current state reviewer contact details are available on the relevant VCE VET program webpages.

Scored assessment workshops

The VCAA runs a series of scored assessment workshops in March each year. These workshops provide professional development for teachers of scored VCE VET programs and include a session with the VCE VET program state reviewer and access to sample coursework tasks.

Scored assessment workshop details and registration information are available on the VET Professional Learning webpage.

Examination

Students will undertake an externally set and assessed examination during the end-of-year examination period. The examination is based on the compulsory units of competency in their VCE VET scored Unit 3–4 sequence.

The examination focuses on the underpinning knowledge and understanding of the skills identified in the relevant competency standards. The level of information contained in this component of the competency standards can vary significantly. Where the information is limited, advice is obtained from subject/technical and industry experts on appropriate underpinning knowledge and skills.

For VCE VET scored programs, except Dance and Music Industry (Music Performance), the score for the examination will contribute 34% to the final study score. For VCE VET Dance and Music Industry (Music Performance), the score for the examination will contribute 50% to the final study score.

A study score will only be calculated when a student receives a score for the examination. The result for the examination will be reported as a letter grade.

Examination specifications

Specific details on the examination specifications for each of the scored VCE VET programs can be found in program-specific information published on the individual VCE VET program webpages. 🖰

Examination dates

The examination dates for each year are published annually in the VCE Examinations Navigator, which is available on the VCAA Exams Navigator webpage of the VCAA website. 🖰

Special Examination Arrangements

The VCAA considers each application for Special Examination Arrangements on the basis of independent professional and/or educational and academic assessments, any school-based evidence and recommendations provided with the application, and the VCAA's assessment.

Disability and/or illness does not automatically entitle a student to Special Examination Arrangements. The prime consideration is the impact of a disability and/or illness on the student's capacity to undertake their VCE external assessments and, if necessary, what reasonable adjustments can be made to enable the student to complete VCE external assessments on the same basis as students without a disability and/or illness.

The professional, educational and academic assessments, along with school-based evidence, will be considered by the VCAA on a case-by-case basis. The VCAA will make a decision based on all evidence received with an application.

GAT

All students enrolled in a VCE VET Units 3 and 4 scored program must sit the General Achievement Test (GAT).

Indicative grades

Assessors will be asked to provide indicative grades for all students undertaking the examination. Indicative grades are used to identify examination scripts that may require further marking.

An indicative grade is the assessor's best prediction of the level of performance of the student in the examination. Indicative grades should be based on the information assessors already have about each student's performance. The indicative grade is a confidential assessor judgment. Where there is more than one class in the program, assessors should consult on the provision of indicative grades.

Indicative grades are a letter grade, from A+ to E, UG (ungraded) or NA (not assessed). Note, plus (+) can be used but minus (–) is not available for input.

Table 5: Scale of indicative grades

Indicative grades											
A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA

Indicative grades for all students must be entered on VASS prior to the date indicated in the Important Administrative Dates on the VCAA website. 🖰

Appendix 1 – VCE VET Scored Assessment Task Type Overview

VCE VET Scored Assessment Task Type Overview

	WORK PERFORMANCE	PRODUCT	INDUSTRY PROJECT	PORTFOLIO
Description How the evidence is gathered and/or presented	PERFORMANCE of a range of work or practical activities Work Performance involves direct observation of the student conducting a range of work or practical activities in a workplace or appropriate simulated workplace environment.	Planning and production of a PRODUCT relevant to the workplace This is a 'design, make and evaluate task' to produce a Product relevant to the workplace.	REPORT or PRESENTATION that researches, investigates or problem solves work operations An Industry Project involves completing an investigation and report on an aspect of the industry or work operations.	COLLECTION (3–5 pieces) of evidence: performance, questions, product, presentations, research This task involves completing, collecting and compiling a range of evidence.
	ASSESSMENT REQUIREMENTS			
Assessment conditions	The assessment is to be conducted as outlined in the unit(s) of competency (UoCs) and cover all requirements of the unit(s). The volume or frequency requirements outlined in the Performance Evidence must be met. The workplace context must be consistent with the Assessment Conditions as outlined in the Assessment Requirements in the UoC.			
Activity guidelines	**STRUCTURED OBSERVATION** The observation of the student's performance must be recorded on a Work Performance Observation Checklist. The frequency and context of the observations must meet the requirements outlined in the UoC(s). The checklist must include completion of practical tasks and any other documentation as required by the UoC(s). **KNOWLEDGE EVIDENCE** Documentation required by the UoC(s): **MUST include** a set of oral or written questions to assess the student's knowledge and skills. Oral questions should be prepared prior to the assessment and notes recorded on the responses. **MAY include** workplace document(s) if required by the UoC(s) Assessment Requirements and included as supporting evidence. For example: • session plan • menu or recipe • Material Safety Data Sheet (MSDS) • action plan • business documents • job sheets • manuscripts • audio or video files • screenshots	**PLAN** Outline the design, components and materials/resources required for the Product, as required in the UoC(s). The plan must be approved prior to commencing the product. May be a written document, drawings and specifications, job sequencing schedule, safe work method statement or a combination of these. **PROCESS** Documentation of the production process, modifications or changes to the plan, and problem solving through a visual diary, logbook or job sheets is required, as identified in the plan. **PRODUCT** The final product must be produced by the student within the maximum total time frame outlined by the assessor in the task. **EVALUATION AND KNOWLEDGE QUESTIONS** The assessor must inspect the Product against a checklist and/or via questions for the student. Questions should relate to the planning and production of the product and include the planning, problem solving and processes used. The assessor may also include questions that address the knowledge evidence requirements outlined in the UoC(s).	**REPORT/PRESENTATION** This must be an investigation, report, proposal or solution to a problem relevant to the industry and as outlined in the UoC. This would typically involve people engaged in the industry; workplace-specific or industry practices or processes; and/or resources, equipment or materials used by the industry. **PRESENTATION** can be either: a WRITTEN REPORT (2000 words max. – total words must relate to the nominal hours of the UoC(s) being assessed) or an ORAL REPORT or AUDIOVISUAL/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 UoC(s). For example: • a workplace document or procedure • a business plan or proposal • surveys • screenshots, photos or multimedia • an item or document produced • practical tasks or observation checklist	**PORTFOLIO** The activities must cover the entirety of the UoC(s) being assessed and must: • comprise 3–5 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: **performance** e.g. practical activity, demonstration of skills, observation of a work task, role-play, documentation of work performance **questions** e.g. written or oral – short answer test, written responses, verbal responses. **product** e.g. something created by the student, such as a document, action plan, survey, item, widget **presentation** e.g. visual display, multimedia, audio recording, video recording or oral presentation **research** of a work-based activity e.g. report, work-based logbook
Evidence for submission	**MUST include:** • OBSERVATION CHECKLIST(S) • QUESTIONS Can include SUPPORTING EVIDENCE if required by the UoC(s)	**MUST include:** • PLAN DOCUMENTATION • PROCESS DOCUMENTATION • FINAL PRODUCT • EVALUATION / RESPONSE TO QUESTIONS	**MUST include:** • COMPLETED REPORT or PRESENTATION Can include SUPPORTING EVIDENCE as required by the UoC(s)	**MUST include:** • ACTIVITY 1 (OBSERVATION CHECKLIST) • ACTIVITY 2 • ACTIVITY 3 Can include ACTIVITY 4 and ACTIVITY 5
Maximum time allowed	25% of the total nominal hours of the UoC(s) being assessed in this task	50% of the total nominal hours of the UoC(s) being assessed in this task	25% of the total nominal hours of the UoC(s) being assessed in this task	25% of the total nominal hours of the UoC(s) being assessed in this task
Scoring criteria	Application of underpinning knowledge	Application of underpinning knowledge	Application of underpinning knowledge	Application of underpinning knowledge
	Communication, language and interpersonal skills	Planning, organisation and implementation	Expressing ideas and information	Planning and organisation
	Techniques and processes	Problem solving	Planning, organisation and implementation	Expressing ideas and information
	Work organisation	Evaluation of product against plan or intended outcome	Collecting and analysing ideas and information	Content
	Supervision and performance of work tasks	Techniques and processes	Coherence and coverage	Independence

VASS

The Victorian Assessment Software System (VASS) is a web-based application that allows student details; enrolments for VCE, VET and VCAL; and results to be entered and stored on the central VCAA database.

In relation to VCE VET scored assessment, schools enter data on VASS to:

- enrol a student into the appropriate units of competency for the VCE VET Units 3 and 4 scored program

- record the RTO

- record the assessing group (the moderation group used for statistical moderation)

- record the assessment plan for the VCE VET scored program

- record the student's indicative grade

- record the student's results for each unit of competency

- record the student's score for each coursework task in the VCE VET scored program.

For more information, see the VET Quick Guide for VASS Administrators and the VASS New Users' Manual on the VCAA website.

For system support, contact VASS Operations on 1800 623 681.

For support using VASS, contact vass.support@education.vic.gov.au

For support with VCE, VET and VCAL enrolments and results, contact student.records@education.vic.gov.au

Entering the assessment plan on VASS
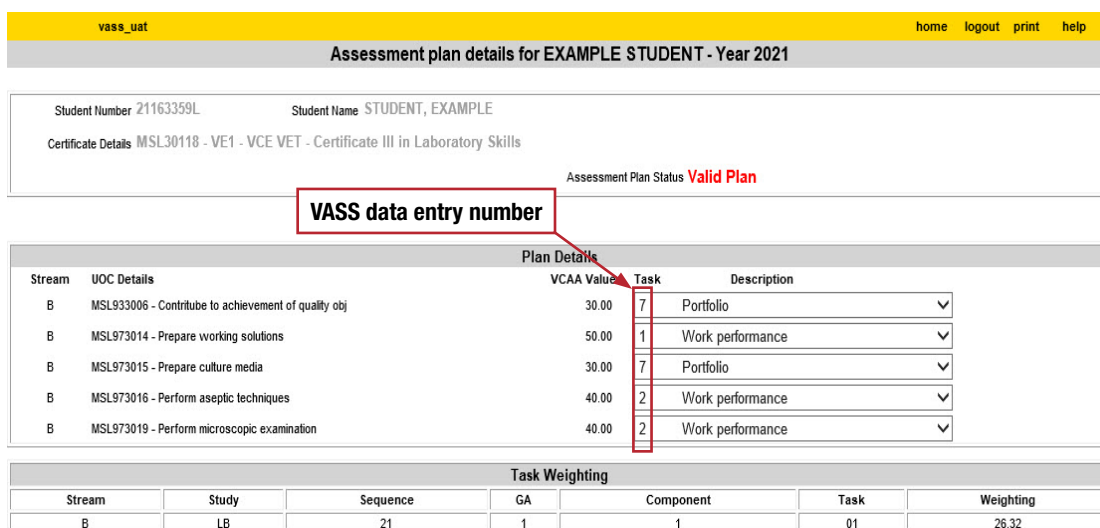
The final date for assessment plans to be entered on VASS is in mid-August. Schools, assessing groups and RTOs should consult the Important Administrative Dates for the final date. After this date, alterations to assessment plans for VCE VET programs offering scored assessment cannot be entered by the school. Schools must contact the VCAA Student Records and Results Unit on student.records@education.vic.gov.au to lodge an alteration.

Where a student does not wish to receive a study score or any grade for a scored VCE VET program, the school will need to enter an 'NA' on VASS.

Entering the three task scores for each student

Schools need to ensure that assessing groups and RTO partners are aware of the final deadline and may set an earlier date to allow time for VASS data entry.

Schools/RTOs should consult the Important Administrative Dates on the VCAA website.

▲ Figure 8: Example assessment plan on VASS

▲ Figure 9: Example task scores entered on VASS

Resources

Victorian Curriculum and Assessment Authority (VCAA) webpages and resources:

Get VET, www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx

Small Group Partnerships for School-based Assessment, www.vcaa.vic.edu.au/assessment/vce-assessment/how-vce-assess/how-pages/Pages/SmallGroupPartnerships.aspx

'Understanding statistical moderation in the VCE' (PDF download on the Statistical Moderation webpage), www.vcaa.vic.edu.au/assessment/vce-assessment/how-vce-assess/how-pages/Pages/StatisticalModeration.aspx

VASS New Users' Manual (PDF download on the Using the Victorian Assessment Software System (VASS) webpage), www.vcaa.vic.edu.au/administration/schooladministration/vass/Pages/Index.aspx?Redirect=1
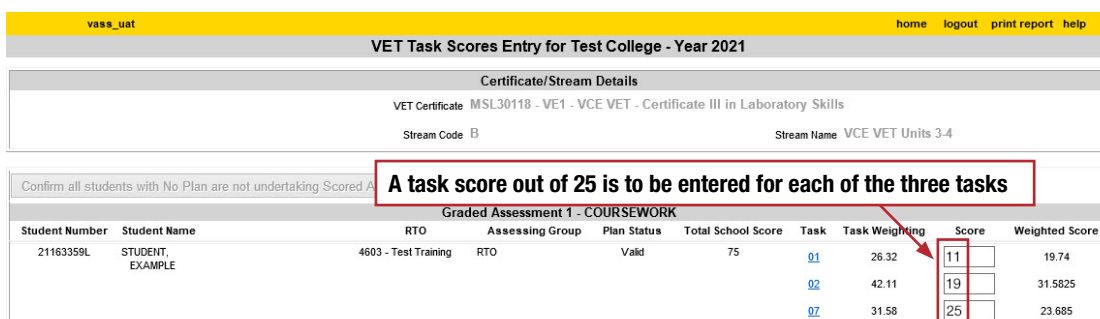
VCAA Bulletin, www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx

VCAA important administrative dates, www.vcaa.vic.edu.au/administration/Key-dates/Pages/Admin-dates.aspx

VCE and VCAL Administrative Handbook, www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/DownloadbySections.aspx

VCE Exams Navigator, www.vcaa.vic.edu.au/studentguides/ExamsNavigator/Pages/index.aspx

VCE VET Programs Scored Assessment, www.vcaa.vic.edu.au/assessment/vet-assessment/Pages/VCEVETProgramsScoredAssessment.aspx

VCE VET Programs, www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx

VET Professional Learning, www.vcaa.vic.edu.au/news-and-events/professional-learning/vet/Pages/Index.aspx

VET Quick Guide for VASS Administrators (PDF download on the Using the Victorian Assessment Software System (VASS) webpage), www.vcaa.vic.edu.au/administration/schooladministration/vass/Pages/Index.aspx?Redirect=1

What is a Study Score?, www.vcaa.vic.edu.au/assessment/results/Pages/StudyScoreVideos.aspx

Australian Skills Quality Authority (ASQA) webpages and resources:

Foundation Skills Information in the standards for training packages, https://www.asqa.gov.au/standards-vac/7.4

'Foundation Skills –"trigger words"' (PDF download), www.asqa.gov.au/sites/default/files/Foundation_skills_trigger_words.pdf

'Guide to developing assessment tools' (PDF download), www.asqa.gov.au/sites/default/files/Guide_to_developing_assessment_tools.pdf

Principles of assessment (table), https://www.asqa.gov.au/standards/training-assessment/clauses-1.8-to-1.12

'Providing quality training and assessment services to students with disabilities' (fact sheet, PDF download), www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf?v=1508135481

Retention Requirements for Completed Student Assessment Items, www.asqa.gov.au/resources/general-directions/retention-requirements-completed-student-assessment-items

Other webpages and resources:

Training.gov.au (TGA), https://training.gov.au/home/TGA

Victorian Tertiary Admissions Centre (VTAC), The ATAR Explained, www.vtac.edu.au/results-offers/atar-explained.html

Appendix 2 – VCE VET Assessment Plan template

	Student number:								

	Assigned to:	Work Perf. (1st)	Work Perf. (2nd)	Industry Project (1st)	Industry Project (2nd)	Product (1st)	Product (2nd)	Portfolio (1st)	Portfolio (2nd)
	VASS data entry number:	01	02	03	04	05	06	07	08
Unit code	Unit name	Hours							
	Allocation of nominal hours:								

Notes:

- You need to select three tasks to cover all units of competency. Reading down the columns, use ticks to indicate to which task each unit of competency has been assigned.

- You may select two tasks of the same type, but not three. For example, a student could complete two Portfolios but could not do a third Portfolio.

- The assessment of a unit of competency cannot be split between two tasks.

- Decide on task allocation after considering the units of competency 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 competency.

- The allocation of nominal hours across tasks should be as equally weighted as possible. The VCAA has determined the maximum combined total hours for a single assessment task. Typically, the maximum hours for a single assessment task would not be larger than 50% of the total hours of the scored Unit 3–4 sequence. Refer to the relevant VCE VET assessment plans on the VCE VET program webpages.

- Refer to the current program structure on the VCE VET program webpages for the release numbers associated with the examinable units of competency.

- The VASS data entry number appears on the VASS screen where the assessment plan is entered. Each task type may be available for two separate tasks. Each task type has a VASS data number that is to be used when entering the assessment plan and results on VASS.

Appendix 3 – Task type summary for each task type

WORK PERFORMANCE	
Description How the evidence is gathered and/or presented	PERFORMANCE of a range of work or practical activities Work Performance involves direct observation of the student conducting a range of work or practical activities in a workplace or appropriate simulated workplace environment.
ASSESSMENT REQUIREMENTS	
Assessment conditions	The assessment is to be conducted as outlined in the unit(s) of competency (UoCs) and cover all requirements of the unit(s). The volume or frequency requirements outlined in the Performance Evidence must be met. The workplace context must be consistent with the Assessment Conditions as outlined in the Assessment Requirements in the UoC.
Activity guidelines	**STRUCTURED OBSERVATION** The observation of the student's performance must be recorded on a Work Performance Observation Checklist. The frequency and context of the observations must meet the requirements outlined in the UoC(s). The checklist must include completion of practical tasks and any other documentation as required by the UoC(s). **KNOWLEDGE EVIDENCE** Documentation required by the UoC(s): **MUST include** a set of oral or written questions to assess the student's knowledge and skills. Oral questions should be prepared prior to the assessment and notes recorded on the responses. **MAY include** workplace document(s) if required by the UoC(s) Assessment Requirements and included as supporting evidence. For example: • session plan • menu or recipe • Material Safety Data Sheet (MSDS) • action plan • business documents • job sheets • manuscripts • audio or video files • screenshots
Evidence for submission	**MUST include:** • OBSERVATION CHECKLIST(S) • QUESTIONS Can include SUPPORTING EVIDENCE if required by the UoC(s)
Maximum time allowed	25% of the total nominal hours of the UoC(s) being assessed in this task
Scoring criteria	Application of underpinning knowledge
	Communication, language and interpersonal skills
	Techniques and processes
	Work organisation
	Supervision and performance of work tasks

	PRODUCT
Description How the evidence is gathered and/or presented	Planning and production of a PRODUCT relevant to the workplace This is a 'design, make and evaluate task' to produce a Product relevant to the workplace.
	ASSESSMENT REQUIREMENTS
Assessment conditions	The assessment is to be conducted as outlined in the unit(s) of competency (UoCs) and cover all requirements of the unit(s). The volume or frequency requirements outlined in the Performance Evidence must be met. The workplace context must be consistent with the Assessment Conditions as outlined in the Assessment Requirements in the UoC.
Activity guidelines	**PLAN** Outline the design, components and materials/resources required for the Product, as required in the UoC(s). The plan must be approved prior to commencing the product. May be a written document, drawings and specifications, job sequencing schedule, safe work method statement or a combination of these. **PROCESS** Documentation of the production process, modifications or changes to the plan, and problem solving through a visual diary, logbook or job sheets is required, as identified in the plan. **PRODUCT** The final product must be produced by the student within the maximum total time frame outlined by the assessor in the task. **EVALUATION AND KNOWLEDGE QUESTIONS** The assessor must inspect the Product against a checklist and/or via questions for the student. Questions should relate to the planning and production of the product and include the planning, problem solving and processes used. The assessor may also include questions that address the knowledge evidence requirements outlined in the UoC(s).
Evidence for submission	**MUST include:** • PLAN DOCUMENTATION • PROCESS DOCUMENTATION • FINAL PRODUCT • EVALUATION / RESPONSE TO QUESTIONS
Maximum time allowed	50% of the total nominal hours of the UoC(s) being assessed in this task
Scoring criteria	Application of underpinning knowledge
	Planning, organisation and implementation
	Problem solving
	Evaluation of product against plan or intended outcome
	Techniques and processes

	INDUSTRY PROJECT
Description How the evidence is gathered and/or presented	**REPORT or PRESENTATION that researches, investigates or problem solves work operations** An Industry Project involves completing an investigation and report on an aspect of the industry or work operations.
ASSESSMENT REQUIREMENTS	
Assessment conditions	The assessment is to be conducted as outlined in the unit(s) of competency (UoCs) and cover all requirements of the unit(s). The volume or frequency requirements outlined in the Performance Evidence must be met. The workplace context must be consistent with the Assessment Conditions as outlined in the Assessment Requirements in the UoC.
Activity guidelines	**REPORT/PRESENTATION** This must be an investigation, a report, a proposal or a solution to a problem relevant to the industry and as outlined in the UoC. This would typically involve people engaged in the industry; workplace-specific or industry practices or processes; and/or resources, equipment or materials used by the industry. **PRESENTATION** can be either: a **WRITTEN REPORT** (2000 words max. – total words must relate to the nominal hours of the UoC(s) being assessed) or an **ORAL REPORT** or **AUDIOVISUAL/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 UoC(s). For example: • a workplace document or procedure • a business plan or proposal • surveys • screenshots, photos or multimedia • an item or document produced • practical tasks or observation checklist
Evidence for submission	**MUST include:** • COMPLETED REPORT or PRESENTATION Can include SUPPORTING EVIDENCE as required by the UoC(s)
Maximum time allowed	25% of the total nominal hours of the UoC(s) being assessed in this task
Scoring criteria	Application of underpinning knowledge
	Expressing ideas and information
	Planning, organisation and implementation
	Collecting and analysing ideas and information
	Coherence and coverage

PORTFOLIO	
Description How the evidence is gathered and/or presented	COLLECTION (3–5 pieces) of evidence: performance, questions, product, presentation, research This task involves completing, collecting and compiling a range of evidence.
ASSESSMENT REQUIREMENTS	
Assessment conditions	The assessment is to be conducted as outlined in the unit(s) of competency (UoCs) and cover all requirements of the unit(s). The volume or frequency requirements outlined in the Performance Evidence must be met. The workplace context must be consistent with the Assessment Conditions as outlined in the Assessment Requirements in the UoC.
Activity guidelines	**PORTFOLIO** The activities must cover the entirety of the UoC(s) being assessed and must: • **comprise 3–5 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: **performance** e.g. practical activity, demonstration of skills, observation of a work task, role-play, documentation of work performance **questions** e.g. written or oral – short answer test, written responses, verbal responses. **product** e.g. something created by the student, such as a document, action plan, survey, item, widget **presentation** e.g. visual display, multimedia, audio recording, video recording or oral presentation **research** of a work-based activity e.g. report, work-based logbook
Evidence for submission	**MUST include:** • ACTIVITY 1 (OBSERVATION CHECKLIST) • ACTIVITY 2 • ACTIVITY 3 Can include ACTIVITY 4 and ACTIVITY 5
Maximum time allowed	25% of the total nominal hours of the UoC(s) being assessed in this task
Scoring criteria	Application of underpinning knowledge
	Planning and organisation
	Expressing ideas and information
	Content
	Independence

Work Performance					
VCE VET Scoring Criteria					
Assessor:		Student:		Student number:	
VCE VET program:		School number:		RTO number:	

Criteria	Levels of performance				
	1 (competent)	**2**	**3 (proficient)**	**4**	**5 (advanced)**
Application of underpinning knowledge	Displays an understanding of the key concepts and knowledge underpinning the work task(s). Applies these understandings in the performance of work functions. ☐	☐	Displays a sound understanding of the key concepts and knowledge underpinning the work task(s). Proficiently applies these understandings in the performance of work functions. ☐	☐	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	Uses 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). ☐	☐	Uses a range of communication and interpersonal skills appropriate to the audience and situation. Displays a sound understanding and correct use of key industry and enterprise language in performance of the work task(s). ☐	☐	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	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. Describes the key stages in planning and organising a work function. Applies planning and organisational skills in the performance of work functions. ☐	☐	Demonstrates a sound understanding of the benefits of effective work organisation. Describes accurately the stages in planning and organising a work function. Applies sound planning and organisational skills in the performance of work functions. ☐	☐	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	Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks safely in accordance with workplace requirements. Demonstrates competency in all units/achievement of all learning outcomes. Work performance complies with most enterprise work standards. ☐	☐	Under normal workplace supervision, seeks limited additional supervisor support to complete tasks safely in accordance with workplace requirements. Demonstrates competency in all units/achievement of all learning outcomes. Work performance complies with all key enterprise work standards. ☐	☐	Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements. Demonstrates competency in all units/achievement of all learning outcomes. Work performance complies with all enterprise work standards. ☐

Product					
VCE VET Scoring Criteria					
Assessor:		Student:		Student number:	
VCE VET program:		School number:		RTO number:	

Criteria	Levels of performance				
	1 (competent)	**2**	**3 (proficient)**	**4**	**5 (advanced)**
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 and 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.
	☐	☐	☐	☐	☐

Industry Project				
VCE VET Scoring Criteria				
Assessor:		Student:		Student number:
VCE VET program:		School number:		RTO number:

Criteria	Levels of performance				
	1 (competent)	**2**	**3 (proficient)**	**4**	**5 (advanced)**
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 work project.		Within given specifications and timelines, effectively plans, organises and completes the work project.		Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the work 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.
	☐	☐	☐	☐	☐

VCE VET Scoring Criteria

Assessor:	Student:	Student number:
VCE VET program:	School number:	RTO number:

Criteria	Levels of performance				
	1 (competent)	**2**	**3 (proficient)**	**4**	**5 (advanced)**
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.
	☐	☐	☐	☐	☐

Appendix 5 – VET coursework assessment records for each task type

Work Performance Coursework Assessment Record			
ASSESSOR to complete			
General information about this coursework task			
VCE VET program	VCE VET		
Student name		Student number	
School name		School number	
RTO name		RTO number	
Assessor name		Assessor signature	

Achievement of unit(s) of competency			
VCE VET Units 3 and 4			
Unit code	Unit of competency title	Achievement (circle)	
		N	S
		N	S
		N	S
		N	S
		N	S
		S = competent N = not yet competent	

Do not complete unless the student has achieved 'S' for all units of competency in this task.

Level of performance on the task					
Scoring criteria	**Level of performance (score)** Record the level of performance the student has demonstrated on this task. Record the ratings for each criterion.				
	1 Competent	**2**	**3** Proficient	**4**	**5** Advanced
Application of underpinning knowledge	1	2	3	4	5
Communication, language and 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	**/25** (Add up the ratings for each criterion.)				

Product Coursework Assessment Record

ASSESSOR to complete

General information about this coursework task			
VCE VET program	VCE VET		
Student name		Student number	
School name		School number	
RTO name		RTO number	
Assessor name		Assessor signature	

Achievement of unit(s) of competency			

VCE VET Units 3 and 4			
Unit code	Unit of competency title	Achievement (circle)	
		N	S
		N	S
		N	S
		N	S
		N	S
		S = competent	
		N = not yet competent	

Do not complete unless the student has achieved 'S' for all units of competency in this task.

Level of performance on the task					
Scoring criteria	Level of performance (score) Record the level of performance the student has demonstrated on this task. Record the ratings for each criterion.				
	1 Competent	2	3 Proficient	4	5 Advanced
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	**/25** (Add up the ratings for each criterion.)				

Industry Project Coursework Assessment Record			
ASSESSOR to complete			
General information about this coursework task			
VCE VET program	VCE VET		
Student name		Student number	
School name		School number	
RTO name		RTO number	
Assessor name		Assessor signature	

Achievement of unit(s) of competency			
VCE VET Units 3 and 4			
Unit code	Unit of competency title	Achievement (circle)	
		N	S
		N	S
		N	S
		N	S
		N	S
		S = competent N = not yet competent	

Do not complete unless the student has achieved 'S' for all units of competency in this task.

Level of performance on the task					
Scoring criteria	**Level of performance (score)** Record the level of performance the student has demonstrated on this task. Record the ratings for each criterion.				
	1 Competent	**2**	**3** Proficient	**4**	**5** Advanced
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	**/25** (Add up the ratings for each criterion.)				

Portfolio Coursework Assessment Record		

ASSESSOR to complete		

General information about this coursework task		

VCE VET program	VCE VET		
Student name		Student number	
School name		School number	
RTO name		RTO number	
Assessor name		Assessor signature	

Achievement of unit(s) of competency			

VCE VET Units 3 and 4

Unit code	Unit of competency title	Achievement (circle)	
		N	S
		N	S
		N	S
		N	S
		N	S
		S = competent N = not yet competent	

Do not complete unless the student has achieved 'S' for all units of competency in this task.

Level of performance on the task					
	Level of performance (score) Record the level of performance the student has demonstrated on this task. Record the ratings for each criterion.				
Scoring criteria	**1** Competent	**2**	**3** Proficient	**4**	**5** Advanced
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	**/25** (Add up the ratings for each criterion.)				

Appendix 6 – Assessment mapping template

Note: Separate mapping is required for each unit of competency even when clustered into the same assessment task.

Unit code and name			Activity 1	Activity 2	Activity 3
Assessment activities or evidence					
1.					
2.					
3.					
	Elements and performance criteria				
1					
2					
3					
4					
5					

Unit code and name				
Assessment activities or evidence		Activity 1	Activity 2	Activity 3
1. 2. 3.				
Foundation skills				
•				
•				
•				
•				
•				
•				
•				
•				
Performance evidence				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
Knowledge evidence				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Appendix 7 – Quality assurance checklist for VCE VET scored assessment tasks

General information about the assessment	
School name	
RTO name	

Result for all assessment tasks	Comments
General assessment components	
☐ All assessment tasks were based on realistic workplace activities and have a realistic context.	
☐ Together the assessment tasks covered the performance evidence, knowledge evidence, performance criteria and foundation skills for each unit of competency.	
☐ All assessment tasks allowed for holistic integration of the specific scoring criteria.	
☐ Assessment of the unit(s) of competency matched the task type used.	
☐ All assessment activities within the assessment task were appropriate for the task type.	
☐ Student instructions and guidelines for the assessment tasks and activities were clearly identifiable. Each assessment activity contained explicit instructions, e.g. instructions for role-play–based activities, the duration of the test, what resources students need to access, how students should respond to written and verbal questions, specific observation checklists.	
☐ Students were assessed individually.	
☐ Feedback about level of performance was provided to students.	
☐ VET coursework assessment records (VCARs) were completed.	
Work Performance task design	
☐ Observation checklists were used.	
☐ Oral or written questions assessed the knowledge evidence.	
☐ Maximum time allowed for the assessment did not exceed 25% of the total nominal hours for the unit(s) of competency being assessed.	
☐ Supplementary evidence included was a requirement of the unit(s) of competency.	
Product task design	
☐ A plan was used to outline specific requirements of the product.	
☐ The plan was approved prior to commencing the product development.	
☐ The production processes were documented.	
☐ Verbal or written questions addressed the production of the product and knowledge evidence requirements.	
☐ Maximum time allowed for the assessment did not exceed 50% of the total nominal hours for the unit(s) of competency being assessed.	
Industry Project task design	
☐ A written report (max. 2000 words) or an oral presentation (max. 15 minutes) was the main assessment activity.	
☐ Supplementary evidence included was a requirement of the unit(s) of competency.	
☐ Maximum time allowed for the assessment did not exceed 25% of the total nominal hours for the unit(s) of competency being assessed.	

Portfolio task design	
☐ Assessment activities consisted of 3–5 distinct activities.	
☐ At least two different assessment activities were used.	
☐ A performance activity was included and observation checklist used.	
☐ Maximum time allowed for the assessment did not exceed 25% of the total nominal hours for the unit(s) of competency being assessed.	
VCE VET scoring criteria	
☐ VCAA scoring criteria was evident for each assessment task.	
☐ All tasks were designed to allow for application of the specific scoring criteria.	
☐ Scoring criteria was contextualised and used descriptors that matched the level of performance.	
☐ A contextualised scoring criteria was used for each assessment task.	
☐ An assessment marking guide was used.	

Result of review

Comments	
Action plan	

Appendix 8 – Assessment coversheet

General information	
RTO name	
School name	
Unit(s) assessed	
Task	

STUDENT to complete this section	
Name	
Email	
Date submitted	

Student declaration and statement of authorship

By signing below, I declare that:

- this assessment contains my own original work and demonstrates my own abilities and knowledge. No part of it has been copied except where due acknowledgement has been made
- I am aware that a false declaration may lead to withdrawal of a qualification or statement of attainment
- I have taken proper and reasonable care to prevent this work from being copied by another student
- I have not collaborated with another person in completing this assessment
- I have not contracted another person to do the work for me or allowed another person to edit or change my work
- this assessment complies with the rules of authentication for VCE students.

Student signature*		Date signed	

*You must provide a real signature, not just type in your name. If submitting your assessment electronically, either insert an electronic signature in the space above or print this page, sign it, scan it and then submit the scan of the signed page.

ASSESSOR to complete this section	
Name of assessor	
Date assessment received	
Date assessment review completed	

Appendix 9 – Statement of results sample

STATEMENT OF RESULTS
leading to the award of the
Victorian Certificate of Education

R Smith
2 Lonsdale St
MELBOURNE VIC 3000

Student Number: 15850002T
Date: 30/12/2020
Page: 1 of 1

Examination grade

Study score

Coursework score

Robert Smith has obtained results in the following units of study:

YEAR	STUDY	UNIT	RESULT	GRADES 1	2	3	STUDY SCORE (max 50)
2019	ACCOUNTING	1/2	S/S	-	-	-	-
	BUSINESS MANAGEMENT	1/2	S/S	-	-	-	-
	COMMUNITY SERVICES WORK (VCE VET)	1/2	S/S	-	-	-	-
	ENGLISH	1/2	S/S	-	-	-	-
	INDUSTRY AND ENTERPRISE	1/2	S/S	-	-	-	-
	MATHS: GENERAL MATHEMATICS	1/2	S/S	-	-	-	-
2019/20	LANGUAGES: CHINESE FIRST LANGUAGE	1/2	S/S	-	-	-	-
2020	BUSINESS MANAGEMENT	3/4	S/S	B	B	B	32
	COMMUNITY SERVICES WORK (VCE VET) A	3/4	S/S	A	B	-	31
	ENGLISH	3/4	S/S	A	A	B+	31
	LANGUAGES: CHINESE SECOND LANG. ADV.	3/4	S/S	E	D	E	<20
	MATHS: FURTHER MATHEMATICS	3/4	S/S	B	B	C+	30
	STUDIO ARTS	3/-	N/-	UG	NA	NA	UN

END OF VCE RECORD

This student has obtained results in the General Achievement Test in 2020.
END OF GAT RECORD

This student has been awarded the Victorian Certificate of Education.
END OF STATEMENT

Total number of results 25

Chair

VICTORIA
State Government

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

43