

REVISED EXAMINATION ADVICE

VCE VET Hospitality Operations Examination

The information below supersedes the examination advice provided in the *Hospitality Assessment Guide 2003* on page 26. It reflects advice published in the VCAA Bulletin No. 12, April 2004 and No. 21, December 2004 and applies to the VCE VET Hospitality Operations examinations from 2005.

VCE VET Hospitality Operations examinations are provided in two separate question and answer books:

- VCE VET Hospitality Operations Food & Beverage
- VCE VET Hospitality Operations Commercial Cookery.

On the day of the examination students will receive only the question and answer book which corresponds to the program they are undertaking – based on their enrolment details. Each book will consist of Section A: Multiple-choice items and Section B: Short answer questions.

The following units of competence will be examined:

- **Food & Beverage** will consist of items based on the following **three** units of competence
 - THHBFB03B *Provide food and beverage service*
 - THHBFB10B *Prepare and serve non-alcoholic beverages*
 - THHBFB02B *Provide a link between kitchen and service areas*
- **Commercial Cookery** will consist of items based on the following **four** units of competence
 - THHBCC02B *Prepare appetisers and salads*
 - THHBCC03B *Prepare stocks, sauces and soups*
 - THHBCC04B *Prepare vegetables, eggs and farinaceous dishes*
 - THHBKA03B *Receive and store kitchen supplies*

Hospitality (Operations) Assessment Guide 2003

This guide applies only to students undertaking the
Unit 3–4 sequence of Hospitality (Operations) in 2003

VCE VET Hospitality (Operations) Assessment Guide 2003

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Published by the Victorian Curriculum and Assessment Authority
41 St Andrew Place, East Melbourne 3002

First published 2003

ISBN 1 74010 286X

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Clare James
'Can Opener' 1998 (detail)
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VCE VET Study Scores

Background

Major recommendations of the VCE Review concerned the enhancement of the status of VET programs within the VCE and the exploration of ways in which students may be granted full recognition for their achievements in VET programs within the VCE.

Along with the redevelopment of VET programs to place them in the VCE Unit 1–4 structure and to identify Unit 3–4 sequences for them, the VCE VET Study Score Project was established as one of the steps the Victorian Curriculum and Assessment Authority (VCAA) took to implement these recommendations. The project was designed to provide a means of granting equal recognition of student achievement in VCE VET programs with the recognition available for other VCE studies.

1999 pilot study

The VCAA (then the Board of Studies) commissioned the design, development and trialing of guidelines and procedures for deriving Study Scores for VCE VET Units 3 and 4 in two selected programs in 1999. The Project involved six schools with students enrolled in the Certificate II in Hospitality (Operations) extended program and six schools with students enrolled in the Certificate II in Business (Office Administration) extended program. Both qualifications are contained within national training packages. The full range of delivery modes was represented in the pilot study, including workplace delivery.

The primary goals of the Study Score Project were to design and develop:

- suitable assessment instruments, guidelines and procedures for deriving Study Scores
- quality assurance measures for ensuring validity and reliability
- materials suitable for use by assessors in schools and Registered Training Organisations (RTOs).

A Project Reference Group was closely involved in all development work. The reference group consisted of teachers and coordinators from each of the pilot providers and representatives of their associated RTOs. Representatives of the relevant industry training bodies commented on work in progress and provided assistance in the development process. A Project Steering Group was also established, consisting of expert people drawn from the schooling and VET sectors, and including the Australian National Training Authority (ANTA), Victorian Tertiary Admissions Centre (VTAC), Office of Training and Tertiary Education (OTTE, then the Office of Post Compulsory Education) and employer representation. The relevant industry training bodies were also represented and engaged in ongoing consultation. This group reviewed work in progress and evaluated project outcomes.

During the 1999 pilot program, providers and RTO assessors generally reported favourably on the feasibility of the tools and procedures developed, with some refinements to the design to reduce unnecessary assessor workload.

2000 pilot study

The VCAA extended the availability of Study Scores in Hospitality (Operations) and Business (Office Administration) on an optional basis to all providers in 2000. Procedures for deriving a Study Score were trialed for Electronics and Arts (Interactive Multimedia) in a small-scale pilot in 2000. This extended pilot study identified further refinements in the tools and procedures before wider implementation in 2001. The Project Steering Group continued to monitor and evaluate developments during 2000.

Implementation

From 2001

In the light of the findings of the extended pilot study, the VCAA determined that Study Scores would be available to all students from 2001 onwards in eight specified VCE VET programs:

- Arts (Interactive Multimedia)
- Business (Office Administration)
- Community Services
- Dance
- Electronics
- Furnishing
- Hospitality (Operations)
- Information Technology (Certificate III level training package-based programs).

For these programs no special pilot arrangements applied, and the Study Scores were made available to all VCE students in these programs.

From 2002

Study Scores were made available for a further two programs in 2002:

- Financial Services
- Laboratory Skills

The quality of assessment practice and outcomes will continue to be monitored and reviewed, and industry training bodies will continue to be consulted on Study Score assessment as it is implemented in 2003 and beyond.

Study Score assessment: overview

Calculating a Study Score

The Study Score will be calculated using assessments of each 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 tasks students undertake during their program, assessed by assessors approved by the relevant RTO
- Examination – a task taken under examination conditions and assessed by a panel of assessors appointed by the VCAA.

A coursework score will be calculated using the assessments recorded for the three coursework tasks. This score will contribute 66% to the student's final Study Score and will be reported on the student's statement of results as a letter grade. The examination score will contribute 34% to the student's final Study Score and will also be reported as a letter grade.

Using these two sources of information, a Study Score will be calculated by procedures similar to those in use for other VCE studies, including the same statistical moderation procedures. The Study Score will be reported as a single number out of 50.

Study Scores on an optional basis

The availability of Study Scores on an optional basis means that although students may choose not to receive a Study Score, access to a Study Score should be available. Schools and their RTO partners are not expected to implement two distinct assessment regimes – one for those students who wish to receive a Study Score and one for those who do not. It is expected that the assessor will plan and implement a single assessment scheme for all students, making assessment of the achievement of competence and a Study Score available to all. The VCAA software system has been designed to reflect this expectation. All students should be encouraged to undertake the assessment tasks so that their achievements may be fully recognised. Where a student does not wish to receive a Study Score or any grade for a VCE VET program, the school will need to ensure that coursework scores are not entered on the Victorian Assessment Software System (VASS) and that the student does not undertake the examination.

ENTER contribution

The Equivalent National Tertiary Entrance Rank (ENTER) is calculated by VTAC for use by tertiary institutions in selecting candidates for entry to courses. The ENTER is based on the student's Study Scores, after VTAC's scaling process has been applied. The Study Scores for VCE VET programs will be scaled by VTAC using the same procedures as apply to all other VCE studies. The score may then be counted directly as one of the student's best four studies for ENTER purposes (the 'primary four'), or will count 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.

A Study Score is the only means by which VCE VET Hospitality (Operations) will contribute to the ENTER. Where a student elects not to receive a Study Score, no contribution to the ENTER will be available for this program. For students enrolled in the Certificate II in Hospitality in a part-time apprenticeship or traineeship arrangement who wish access to a Study Score, they are provided for under the same conditions as for VCE VET students.

Study Scores and competency based assessment

Integration with competency based assessment

The assessment of student performance in the training program continues to be competency based. In order to satisfactorily complete the program students must demonstrate competence in the units of competence that make up the selected program. A student who is not assessed competent in all units of competence in the selected program will not be eligible to receive a Study Score, as the Study Score is subject to satisfactory completion of the Unit 3–4 sequence.

The assessment of the student's level of performance on the tasks completed during the Unit 3–4 sequence does not replace the competency based assessment, but is integrated with the usual assessment process through a series of coursework tasks. The task types were selected and developed after consideration of the tasks most commonly used by RTO assessors in conducting competency based assessment.

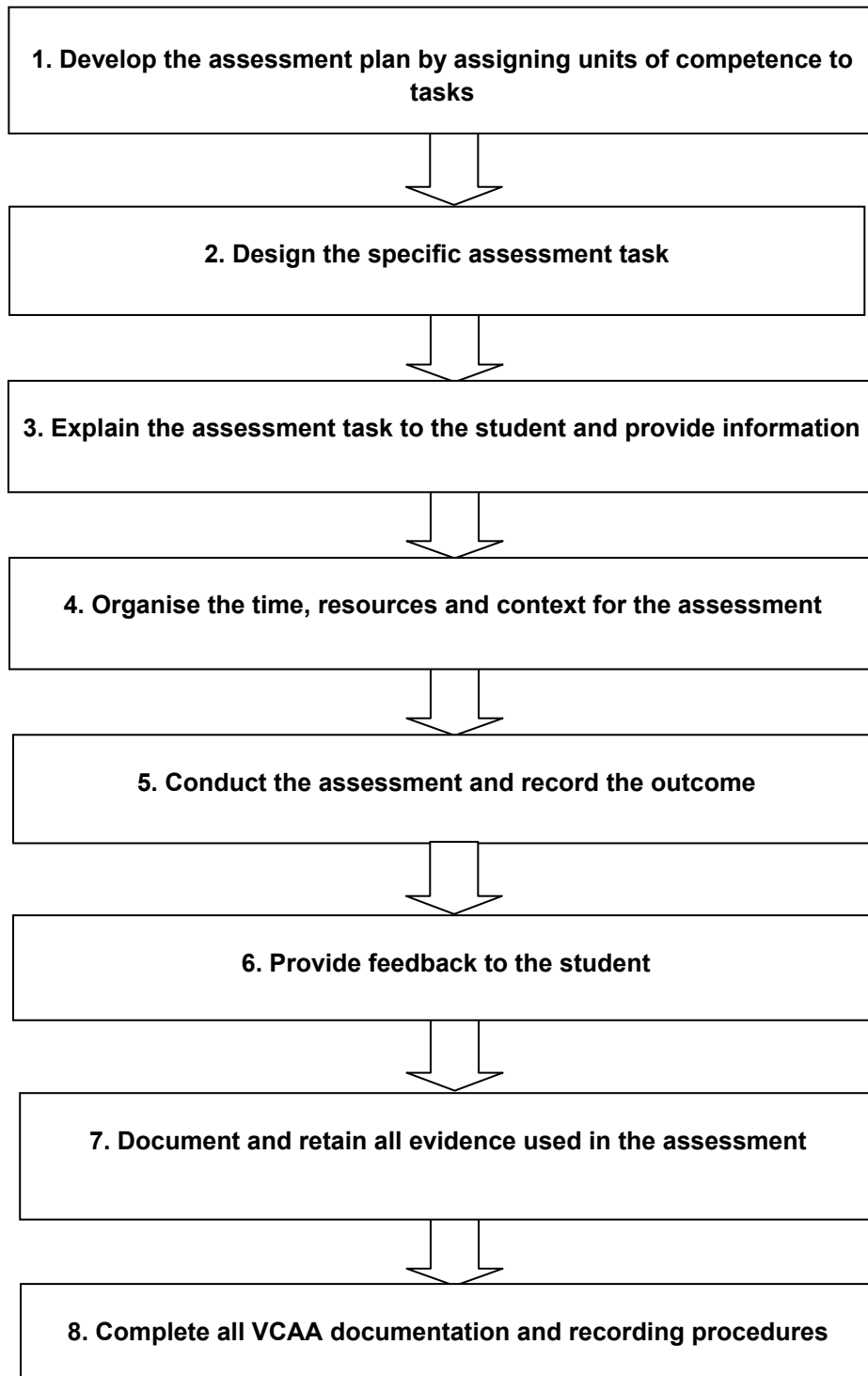
The tasks are designed to ensure that both assessment purposes can be met: judgment of the achievement of competence and assessment of the student's level of performance in the Unit 3–4 sequence of their program. Maximum flexibility for the assessor in planning, scheduling and conducting assessments will be allowed, to reflect the range of assessment and delivery contexts in which students are undertaking their training.

The assessment process

The features to be integrated with the usual assessment processes are as follows:

- Mapping the coursework task types against the units of competence to be assessed, to ensure that coverage of all competencies can be achieved using three tasks. Rules apply to ensure an even distribution of tasks across the competencies, to prevent situations in which nearly all, or hardly any, of the assessment will be based on a particular task. This results in an Assessment Plan for the student.
- Developing detailed specifications for each task so that both the student and the assessor have a common understanding of the performance, product or other evidence required. This step involves adapting the general parameters of the task to the units of competence to be assessed, and checking that the resulting assessment will be within the guidelines set by the national training package.
- Assessing the student's level of performance on the tasks. The assessor must first establish that the student has demonstrated competence in the units of competence. For students assessed as competent the assessor then records a judgment of the level of the performance on the task, using a set of descriptors which represent a five-point scale of achievement on five dimensions of each task.

A more detailed overview of the assessment process is shown in the following diagram.



Responsibility for conducting assessments

RTOs continue to have responsibility for assuring the quality of both training and assessment. The RTO approves assessors and arrangements under which assessments will be conducted.

VET certificate recognition

The VET certificate continues to be issued by the RTO on the basis of demonstration of competence for the specified units of competence. Students who achieve the required units of competence will receive the relevant VET Certificate and/or Statement of Attainment regardless of their Study Score.

VCE recognition

The Study Score does not affect the VCE VET unit entitlement students receive when they successfully undertake a VCE VET program. Details of the recognition available within the VCE are provided in the relevant VCAA program booklet.

Coursework

The Assessment Plan

Assessors are to assess student performance on three assessment tasks. These are to be selected from the task types listed below. Detailed specifications for each task type are provided later in this guide (pages 15–22). A minimum of two of the following task types must be used:

- Work Performance
- Work Project
- Product
- Portfolio.

In selecting the assessment tasks, the assessor is developing an *Assessment Plan*. This is a table that lists all the units of competence that comprise the student's Unit 3–4 sequence and maps them against the three selected assessment tasks to ensure that all units of competence have been covered.

While providing opportunities to vary assessment arrangements to suit local delivery and training arrangements, the Assessment Plan does not need to be varied for individual students: each student needs an Assessment Plan but the plan may be common to all students undertaking the program with a particular RTO.

The Assessment Plan is determined by the assessor in consultation with the teacher/trainer or the employer, where relevant. The assessor must ensure that the units of competence selected for each task can be integrated with each other and assessed holistically in practice. For example, if three units of competence are to be assessed by a Work Project, it is essential that a project is a suitable method for assessing all three competencies at the same time, and incorporating all the necessary evidence.

The Assessment Plan relates to all the competencies undertaken by the student as part of the Unit 3–4 sequence, up to the maximum nominal hours for the sequence. Students may undertake and achieve additional units of competence, but these will not be included in the Assessment Plan for Scored Assessment purposes. There is no advantage to students in undertaking additional units of competence in terms of improving a Study Score or coursework grade. Such additional units of competence cannot be substituted later for a unit of competence that is part of the student's selected program for Scored Assessment purposes.

The Assessment Plan must be documented as part of the student's enrolment via VASS and must be developed within the guidelines described below.

An Assessment Plan pro forma and example are provided in this guide as Attachment B and on the VCAA website: www.vcaa.vic.edu.au/vet

Task selection guidelines

When choosing the tasks, the assessor must ensure that assessment requirements specified in the relevant national training package are met. The assessor must also choose the tasks within the following guidelines. VASS will not accept an Assessment Plan that does not meet these guidelines:

1. Three assessment tasks are to be selected for the Unit 3–4 sequence. At least two of the assessment tasks must be based on different task types.
2. Units of competence should be spread as evenly as possible between the three tasks. Where students are undertaking a unit of competence with a large number of nominal hours, an even spread may not be possible. However, no single assessment task may relate to a selection of units of competence with more than 62% of the total nominal hours for the selected Unit 3–4 sequence. For example, if the selected program has a total of 182 nominal hours, no single assessment task may be used to assess units of competence with a combined total of more than 112 hours.
3. As a set, the assessment tasks must cover all the units of competence in the selected Unit 3–4 sequence, up to the maximum nominal hours allowed. Each unit of competence must be assigned to one of the three tasks. A student may enrol in additional units of competence but these will not be part of the Assessment Plan and they will not be assigned to assessment tasks.
4. An assessment task must cover all elements within the relevant unit or units of competence assigned to it. A unit of competence cannot be assigned to more than one assessment task and the assessment of the unit of competence may not be split between tasks.
5. Assessment tasks must require separate evidence. The same item of work may not be submitted for more than one assessment task.
6. The final date for Assessment Plans to be entered via VASS is 22 August 2003. After this date, alterations to Assessment Plans for VCE VET programs offering Scored Assessment cannot be entered by the school. Schools must contact the Student Records and Results Unit of the VCAA in order to lodge alterations.

Task selection process

The experience of assessors during the 1999 and 2000 pilot project and in 2001–2002 full implementation has shown that establishing the Assessment Plan can be complex, and many assessors discovered that it was necessary to modify the Assessment Plan after implementation. Some difficulties can be avoided through using the following process:

1. In conjunction with other assessors where practicable, make an initial grouping of units of competence based on their compatibility from the point of view of likely delivery scheduling and capacity to be assessed by a similar assessment method. The standards themselves, and your usual assessment practice, are the starting point for this grouping. For example, if there are two units of competence that tend to be assessed by short tests or by making products, these might be initially grouped together. The aim is to divide the units of competence into three possible groups, with a reasonable balance between them in terms of the amount of content they cover, and the commitment of training and assessment hours they require.
2. Read the task type descriptions provided in the next section of this guide. Look carefully at the details, rather than choosing task types by their titles. What you think of as a Work Performance, for example, might better fit the Work Project description.
3. From the four available types, choose the one that best fits each of the three groups of units of competence you have identified. Note that there is considerable room for customisation and adaptation in the task types. Choose the task type that will give you maximum flexibility and will give you enough evidence on which to base your judgment of competence.

4. Check the selection guidelines above and see if your initial choice fits: you need to assess a whole unit of competence by a single task, you cannot choose the same task type for all three tasks, and there is a limit on how much of the program a given task may cover. These rules are to help avoid the development of tasks that are either too narrow and trivial for students to demonstrate a genuinely outstanding level of achievement, or too broad – tasks which contain so much that the assessment becomes impractical.
5. Adjust the choices to fit the unit of competence until the selection fits within the guidelines. Note that the task types are often flexible enough for you to adapt them to your preferred assessment method. For example, if you want to assess by conducting a test and by having a student do a presentation, these activities can be included in a Portfolio.
6. At this point it is important to review the scoring criteria for the task types you have chosen (see ‘Conducting assessments’ below). For example, if you have selected a Portfolio, read the scoring criteria for the Portfolio and confirm that they reflect what you had in mind. Check that your students will be able to show their achievements when you judge their performance using these criteria. If you cannot imagine a student achieving a rating of 5 on any of the criteria, you may have chosen the wrong task type, and should try to identify the type that will allow for high achievement, even though not all students are expected to attain this level.
7. Make your final selection and fill out the Assessment Plan. This can be done electronically and a single plan may be used for the whole group of students. The details of each task, including your requirements as to content, scheduling and sequence, may then be decided and issued to students.

If you are not able to develop an Assessment Plan that will meet your needs as an assessor and will fit the selection guidelines, specific assistance is available from the VCAA and the State Reviewer for Hospitality.

Conducting assessments

Assessors are responsible both for the assessment of competence and judgment of levels of performance on the task, for the purposes of developing a coursework score. Students will need to be assessed as competent in all the units of competence covered by a particular assessment task before being eligible to receive a score for that task.

Assessment of the student’s level of performance on coursework is based on a set of criteria applied to the assessment tasks. Assessors do not need to determine a letter grade, but will rate each student’s level of performance on a task in terms of the criteria specified. Each criterion has a set of descriptors and a numerical rating scale of 1–5. On this scale 1 represents the Base performance, 3 is a Medium level of performance, and 5 is a High performance. The mid-points 2 and 4 are available for levels of achievement that lie between Base and Medium, and Medium and High descriptors. The minimum possible score for a task is 5 and the maximum is 25.

Criteria sheets for 2003 are provided in this guide as Attachment C and are available on the VCAA website: www.vcaa.vic.edu.au/vet

The overall coursework score will be calculated from the scores entered for each of the coursework tasks. These scores are reported to the VCAA as three separate scores using the available range 5–25. Because they are subject to statistical moderation, it is not possible to predict the eventual coursework grade from the total of these scores.

Assessments are recorded on three separate sheets for each student, called VET Coursework Assessment Records (VCARs). Details of how to record coursework assessments are provided on page 23.

Record sheets for 2003 are provided in this guide as Attachment D and on the VCAA website: www.vcaa.vic.edu.au/vet A sample VCAR with annotations is also provided.

Word length and presentation time

Word ranges and approximate times are prescribed to assist in program management and control of student and assessor workload. These limits have been established to allow students to demonstrate their achievement without requiring an excessive quantity or range of evidence.

For non-written materials, verbal and audiovisual presentations should be approximately 10–15 minutes in length and should take approximately the same planning time as it would to plan and complete a similar work in written format.

Task deadlines

The assessor is responsible for setting assessment task completion dates and in doing so 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 taken of the time needed to:

- assess student work
- meet any requirements to do with work placement 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.

Re-submission

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 competence may be allowed to re-submit a task for satisfactory completion purposes, but re-submitted work cannot result in an altered score. Students may not be allowed to re-submit work for the purpose of achieving a higher score.

A student who did not submit a satisfactory task for Study Score purposes and who later successfully re-submits the task for course completion purposes should have the minimum coursework score (5) recorded for that task.

Special Provision

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 is able to 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 RTO, and given in writing to students.

The procedures should include information about:

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

An extension of time may not extend into the next school year.

For further details contact the Student Records and results Unit: 1800 653 045.

Lost, stolen or damaged work

The assessor or student who has lost work, or 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. On the basis of the available evidence, the assessor will determine the score for the task.

Authentication

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 out of class for 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 (e.g. by reading, viewing or notetaking) but which has been transformed by the student and used in a new context
 - prompting
 - general advice from another person or source 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 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 at the same time as submitting the completed task. The declaration states that all unacknowledged work is the student's own (please refer to the *VCE Administrative Handbook 2003*, Appendix 6, page 203, for the pro forma).

Use of computers

A student who uses a computer to produce a coursework assessment task is responsible for ensuring that:

- there is an alternative system available in case of computer or printer malfunction or unavailability
- work is saved onto a back-up file. The back-up file should not be stored with the computer.

For further information on authentication requirements for work done out of class refer to the current edition of the VCE Administrative Handbook.

As for other VCE studies the VCAA may carry out monitoring processes for authentication and other aspects of program management.

Audit of coursework

The VCAA will monitor coursework assessments in a number of schools/RTOs. The audit will include sampling of the coursework tasks that are set for the students, records of students' assessments and examples of student work. The audit will also examine school assessments for irregularities including instances of undue assistance, inflated assessments and cases where the VCAA's requirements have not been followed.

Minimum score for a coursework grade

In order to have a coursework grade reported on the Statement of Results, the minimum achievement required is a score of 5 on one of the three coursework tasks.

Date for submission of results

Schools will need to enter three task scores for each student by 24 November, 2003. Schools will need to ensure that RTO partners are aware of the final deadline and may set an earlier date to allow time for VASS data entry.

Task type 1: Work Performance

Description

Work Performance involves observation of the student conducting a range of work or practical activities in a workplace or appropriate simulated environment. The assessor must devise a task that integrates the assessment of the designated unit/s of competence in the Assessment Plan.

The assessment will include:

- observation of the student's performance in clearly defined activities
- supporting oral or written questions.

Designing the assessment task

Assessors develop a specific assessment task that takes into account the following:

1. Assessment is to take place in a workplace setting or appropriate simulated environment.
2. The assessment task is designed to assess a specific unit or units of competence to the standard defined in the relevant national training package. The assessment task is to cover all elements within the unit/s.
3. The assessment judgment for Work Performance must take into account the following items:
 - Structured observation

The assessor records the outcomes of structured observation of the student's performance to indicate that the student performed or did not perform an action or activity. The observation must be recorded on a Work Performance checklist.
 - Oral or written questioning

A set of oral or written questions will accompany the checklist to assess the student's application of key information and skills in the workplace. If used orally, these questions should be prepared prior to the assessment and notes recorded on the responses. In general, questions should be similar for students undertaking the same task, but the assessor may vary the questions as appropriate for different situations.
4. The assessment is to be conducted in at least two different contexts, which must be consistent with the Range of Variables in the evidence guide of the competency standard. The contexts may include:
 - two different workplaces or work areas within the same workplace, OR
 - two different occasions/times, OR
 - dealing with two different situations such as night/day activity, busy/non-busy periods, two different customers or types of customers, two different problems to be solved.
5. Assessment of Work Performance should be conducted over a maximum total timeframe of one and a half hours. Assessors may organise the way in which this time is used to best suit the circumstances of program delivery. The assessment may be based on observations of work performance carried out on one occasion, or over a number of occasions, depending on the assessor's judgment of assessment readiness and appropriateness to the delivery context.
6. The assessment task must be structured in a way that allows students the opportunity to demonstrate a high level of performance.

Resources

The student must have access to:

- appropriate equipment at the assessment site (refer to the relevant competency standards)
- instructions for the work performance activity
- the relevant manual, user guides, documentation
- the criteria for assessment.

Scheduling

Assessment will occur at a time decided by the assessor in conjunction with the student. It is highly recommended that students have opportunities to practise their skills and the opportunity to indicate assessment readiness. The scoring criteria may be helpful for student self-assessment of progress.

Documentation

Documentation of the evidence on which the assessment is based for Work Performance must include:

- a Workplace Performance checklist
- documented answers to questions.

The assessor may also choose to make further comments at the time of assessment. A Work Performance checklist pro forma and an Additional Comments pro forma are provided as Attachment B in this guide and on the VCAA website: www.vcaa.vic.edu.au/vet

All evidence must be documented and kept on file by the assessor, as it may be used for audit purposes.

Criteria for levels of performance

The criteria for assessing levels of performance on a Work Performance task are provided in this guide as Attachment C. They are also available on the VCAA website: www.vcaa.vic.edu.au/vet

Task type 2: Work Project

Description

A Work Project involves completing a verbal, written or visual report on an aspect of work operations. The assessor must devise a project that integrates the assessment of the unit/s covered in the Assessment Plan. The Project must focus on and include information gathered in a workplace. The Project can be selected from:

- an investigation of work procedures/operations
- a planning exercise
- a problem-solving exercise
- a research exercise.

Designing the assessment task

Assessors develop a specific assessment task that takes into account the following:

1. The Project is to be based on primary evidence gathered in a workplace or appropriate simulated environment.
2. The assessment task is designed to assess a specific unit or units of competence in the relevant national training package. The assessment task is to cover all elements within the unit/s. Specific Project topics must relate to the units or elements covered by this assessment task.
3. The Project is to involve one of the following:
 - Investigation of work procedures/operations. This involves researching by gathering data/primary evidence from a workplace and describing two or three procedures or operations. For example, it may include an overview of the system used for taking orders in a restaurant and conveying these to the kitchen.
 - Planning exercise. This involves providing a detailed account of the planning for a particular procedure or operation in a workplace. For example, it may include an account of how a catering event was planned.
 - Problem-solving exercise. This involves identifying a problem or issue in a workplace and outlining the strategies and solutions presented to solve or address the problem. For example, it may include identification of a problem such as the need to review the menu in a restaurant or reorganise work stations to cater for new staff in a commercial kitchen.
 - Research exercise. This involves gathering information related to a particular aspect of an industry or workplace related issue and analysing the importance of this issue. For example, the student could research specified current legislation and its impact on the workplace.
4. The Project must be completed during class time using information gathered in the workplace.
5. The time allowed is approximately five hours to gather evidence in the workplace and ten hours to complete the Project, normally in class time.
6. The assessment task must be structured in a way that allows students the opportunity to demonstrate a high level of performance.

Resources

The student must have access to:

- appropriate equipment at the assessment site (refer to the relevant competency standards)
- instructions for the task
- the relevant manual, user guides, documentation
- the criteria for assessment.

Scheduling

Assessment will occur at a time decided by the assessor in conjunction with the student. Students will need opportunities to gather and organise material in advance of the scheduling of the Work Project completion in class.

Documentation

Documentation of the evidence on which the assessment is based for the Work Project must include one of the following:

- a written report (approximately 1200–1500 words)
- an oral report/audiovisual presentation of about 10–15 minutes
- a visual (photographic/video) presentation/display
- a team activity and accompanying report/presentation (approximately 1200 words or presentation of about 10–15 minutes).

All evidence must be documented and kept on file by the assessor, as it may be used for audit purposes.

Criteria for levels of performance

The criteria for assessing levels of performance on a Work Project task are provided in this guide as Attachment C. They are also available on the VCAA website: www.vcaa.vic.edu.au/vet

Task type 3: Product

Description

This task comprises a ‘design and make task’ covering the unit/s designated in the Assessment Plan. It involves completing a Product relevant to the workplace. The assessor must specify guidelines for a Product that integrates the assessment of the designated unit/s. The Product may include:

- an event
- an object
- a visual presentation.

Designing the assessment task

Assessors are to develop a specific assessment task that takes into account the following:

1. The Product is to be based on a work activity and is to be completed in a workplace or appropriate simulated environment.
2. The Product is designed to assess a specific unit or units of competence in the relevant national training package. The assessment task is to cover all elements and performance criteria within the unit/s.
3. A plan outlining the design, method and materials/resources required for the Product must be submitted prior to the assessment event. The writing up of the plan should be completed in class time within approximately 1–2 hours (approximately 500–700 words).
4. The Product must be produced within a maximum total timeframe of 15 hours. The assessor may take up to one hour to assess the Product. This will include inspection of the Product and an interview with the student.
5. As part of the assessment the assessor must develop a set of questions to ask the student regarding the planning and production of their object or event. These supporting questions should be structured to obtain evidence of the application of planning and problem-solving processes used.
6. The assessment task must be structured in a way that allows students the opportunity to demonstrate a high level of performance.

Resources

The student must have access to:

- appropriate equipment (refer to the relevant competency standards)
- detailed specifications and guidelines for the Product
- the relevant manual, user guides, documentation
- the criteria for assessment.

Scheduling

Assessment will occur at a time decided by the assessor in conjunction with the student, taking into account student and assessor workloads and program schedules.

Documentation

Documentation of the evidence on which the assessment is based for the Product must include one of the following:

- an object or item (e.g. food)
- an event (e.g. catering for an occasion). This may be completed as a group activity.
- visual (photographic/video) representation/display of an object or event.

Evidence must also include documented responses to the oral questions. Responses to supporting questions should show evidence of the application of planning and problem-solving processes.

All evidence must be documented and kept on file by the assessor, as it may be used for audit purposes.

Criteria for levels of performance

The criteria for assessing levels of performance on a Product task are provided in this guide as Attachment C. They are also available on the VCAA website: www.vcaa.vic.edu.au/vet

Task type 4: Portfolio

Description

This task involves completing, collecting and compiling a range of evidence to indicate competence in the units designated in the Assessment Plan. The guidelines for constructing or compiling the Portfolio are to be determined by the assessor, taking into account the need to determine a holistic judgment on a collection of pieces of evidence. The final Portfolio may be selected from:

- practical exercises/activities
- documentation of a work performance
- workbooks
- logbooks/journal/diary
- written/oral short answers
- visual display
- topic tests.

Designing the assessment task

Assessors develop a specific assessment task that takes into account the following:

1. The Portfolio is to be compiled or constructed from evidence produced by the student.
2. The Portfolio is designed to assess a specific unit or units of competence of the relevant national training package. The assessment task is to cover all elements within the designated unit/s of competence.
3. The Portfolio must include an index to indicate which evidence relates to the appropriate unit/s.
4. The assessor defines the specific guidelines for the compilation of the Portfolio.
5. Evidence should be selected carefully for the Portfolio. It should not contain all work relating to the selected unit/s but a selection of the best item of evidence for the unit/s, or two pieces of evidence that show change over time, or other relevant selection specific to the unit/s of competence.
6. The Portfolio must contain a minimum of three items and a maximum of five items.
7. The time allowed to complete and compile items for the Portfolio should be a minimum of five hours and a maximum of 12 hours. The assessor should take into account the nominal hours allocated to the specific unit/s when devising the guidelines for the number of items to be included.
8. The assessment task must be structured in a way that allows students the opportunity to demonstrate a high level of performance.

Resources

The student must have access to:

- appropriate equipment (refer to the relevant competency standards)
- instructions and guidelines for the Portfolio
- the relevant manual, user guides, documentation
- the criteria for assessment.

Scheduling

Assessment will occur at a time decided by the assessor in conjunction with the student. It is highly recommended that students have one opportunity for feedback on a draft Portfolio selection before final submission. The scoring criteria may be used as a tool for student self-assessment of progress.

Documentation

Evidence collected as part of the Portfolio must include at least two different forms of evidence selected from:

- practical exercise/activity
- documentation of a work performance, such as a completed checklist or short report
- workbook
- logbook/journal/diary
- written/oral short answers
- visual display
- topic tests.

All evidence must be documented and kept on file by the assessor, as it may be used for audit purposes.

Criteria for levels of performance

The criteria for assessing levels of performance on a Portfolio task are provided in this guide as Attachment C. They are also available on the VCAA website: www.vcaa.vic.edu.au/vet

Recording coursework assessments

Assessors should follow the steps outlined below to record coursework assessments.

Step 1

Conduct the assessments and collect evidence for each of the three assessment tasks. Make a judgment as to whether the student has achieved the required unit/s of competence for the task.

Step 2

Select the appropriate VCAR for recording the assessment outcomes. You will need three for each student. The VCARs are provided as Attachment D in this guide and in electronic format on the website, along with an example of a completed VCAR.

There is a separate form for each of the task types:

- Work Performance
- Work Project
- Product
- Portfolio.

Complete the section containing the student's name and number, school name and number and RTO number. Record the units of competence being assessed by this task. This is important for entry on VASS, and for checking against the student's Assessment Plan.

Step 3

Record the achievement of the relevant unit/s of competence on Chart 1 of the VCAR. Circle 'S' to indicate achievement of the unit of competence and 'N' to indicate 'not yet competent'. Ensure that one of the options (S or N) is indicated for every unit of competence assessed by this task.

Step 4

If the student has achieved the required unit/s of competence, proceed to Chart 2 to record the level of performance on the task. If N is recorded for any of the listed competencies do not proceed to Chart 2, as the student is not eligible to receive a score on this task.

Step 5

If the student has achieved all the units of competence assigned to the task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings on the 1–5 rating scale (1 = Base, 5 = High) in Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Calculate and record the total by adding the circled numbers. The total will be in the range 5–25.

Step 6

Provide feedback to students. Feedback to students on their performance should include information about whether they have been assessed as competent in the units specified, and may include comments in terms of the criteria used to judge the level of performance.

Step 7

Completed VCARs must be provided to the school for entry of scores via VASS. The forms must include identification of the assessor and authorisation by the assessor's signature. This is important for determining groups for statistical moderation purposes. The completed forms should be retained by the school and the assessor should also retain a copy.

Summary of key steps for recording coursework assessments

1. Conduct assessment

2. Select the appropriate VET Coursework Assessment Record and complete student, school and RTO details

3. Record achievement of the relevant unit/s of competence

4. If the student has received S for the unit/s of competence, assess level of performance on the task

5. Record assessment of level of performance and calculate the task score

6. Provide feedback to students

7. Provide completed VCARs for data entry and retain for own records

Task weighting

As there will be considerable variation between students in the selection of tasks and their relation to units of competence, an adjustment procedure will be applied to ensure fairness. For example, it is possible for one student to gain a score of 20 on a task that relates to units of competence with 110 nominal hours, while another student gains a score of 20 on the same task type, but relating to units of competence with only 30 nominal hours. If these two scores contributed equally to the students' overall results, it would be a source of unfairness because the students have not performed equally. In this example, the first student has performed very well over a much more substantial proportion of the course than the second student.

As part of the enrolment process, VASS will show the relative weighting of the tasks in the form of a percentage of the student's overall program. When the coursework results are submitted, the computer system at the VCAA will take into account which units of competence have been assessed by the task, then automatically adjust the scores to reflect the relative weighting of the tasks as a proportion of the overall nominal duration of the student's program. In this way, a student who performs successfully over a larger proportion of their program will have this consistency of performance reflected in their score.

Statistical moderation

As for all revised VCE studies with coursework components, coursework scores will be subject to a statistical moderation procedure using the common external examination as the moderating tool. The purpose of this procedure is to ensure comparability between assessments from different RTOs, while maintaining the students' rank order as determined by the RTOs.

Further details of statistical moderation procedures are available in the current edition of the VCE Administrative Handbook.

Feedback to students

Feedback to students on their performance on each task should include information about whether they have been assessed competent in the units specified, and may include comments in terms of the criteria used to judge the level of performance. Assessors may release to students the scores for coursework tasks, but as these scores are subject to adjustment for task weighting and statistical moderation students should be advised that it is not possible to predict the final coursework grade or Study Score from these scores.

State Reviewer

The VCAA has appointed a State Reviewer whose role is to:

- provide feedback and advice to assessors on task design and conduct of assessments
- review criteria for assessment
- conduct professional development activities for assessors/teachers, as organised by the VCAA
- conduct auditing of assessments as directed by the VCAA
- advise the VCAA on the setting of grade ranges for coursework
- prepare annual reports on assessment in the program.
- maintain the security and confidentiality of all assessment information and materials

A more detailed description of responsibilities of State Reviewers in VCE studies is provided in the current edition of the VCE Administrative Handbook.

Examination

Students will undertake an externally set and assessed examination in the November examination period. The score for the examination will contribute 34% to the final Study Score. A Study Score will not be calculated unless the student has a score for the examination. The result for the examination will be reported as a letter grade.

Task overview

The examination will be based on selected units of competence, not all of the units of competence that make up the Unit 3–4 bank in Hospitality (Operations). In order to ensure that a range of units of competence is provided, the examination will be in two sections. Students will attempt either Section A or Section B but not both.

The examination will be a pen and paper test of 90 minutes duration. The items will be mainly multiple-choice and short-answer in format.

In 2003 Section A will consist of items covering the following units of competence:

- *THHBFB03B* *Provide food and beverage service*
- *THHBFB10B* *Prepare and serve non-alcoholic beverages.*

In 2003 Section B will consist of items covering the following units of competence:

- *THHBCC02B* *Prepare appetisers and salads*
- *THHBCC03B* *Prepare stocks, sauces and soups*
- *THHBCC04B* *Prepare vegetables, eggs and farinaceous dishes*
- *THHBKA03B* *Receive and store kitchen supplies.*

Copies of previous VCE VET Hospitality (Operations) examinations are available to schools/RTOs on the VCAA website.

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

Item development is conducted according to VCAA procedures, including vetting and review by expert advisers. The close involvement of representatives of industry training bodies and industry practitioners will also be arranged, both in the item development process and in the conduct of assessment. Mark allocation and marking schemes will be developed by the same expert setting and review panel.

The administration of the examination will be subject to the same guidelines as apply to all other tests and examinations administered by the VCAA. Students are to follow the procedures and guidelines contained in the current edition of the *VCE Examinations and General Achievement Test (GAT) Student Information Booklet and Timetable*. These guidelines cover:

- special arrangements
- student numbers
- timetable clashes

- approved materials and equipment
- use of dictionaries, calculators, watches and other electronic devices
- multiple-choice answer sheets
- rules and their observance for the conduct of VCE Examinations.

Examination date

The examination date for 2003 has been published in the 2003 Examination timetable, which is available on the VCAA website: www.vcaa.vic.edu.au/VCE/Exams/ttable2003.htm

Indicative grades

Assessors will be asked to provide indicative grades for all students undertaking the examination. These 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 hold on students' performance. Indicative grades must be entered on VASS prior to the SIAR 4 date. 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.

Further information on indicative grades can be found on the VCAA website and in the current edition of the VCE Administrative Handbook.

Chief Assessor

The VCAA will appoint a Chief Assessor and assessors and will conduct the training of assessors. Assessors must be suitably qualified and experienced in the delivery of the program and have a close working familiarity with the underpinning knowledge and skills identified in the competency standards.

Partnership arrangements

The introduction of tools and procedures for assessing levels of performance for VCE VET programs requires schools to review their arrangements with RTO partners and clarify the responsibilities of all parties. A close collaboration must be established to ensure that student progress is supported and that the assessment scheme is conducted and administered in a way that is fair to all students.

Memoranda of understanding

Memoranda for partnership agreements typically outline agreement about:

- purpose
- general responsibilities of the parties
- specific responsibilities of the RTO and the school
- role of RTO contact person; role of school contact person
- delivery and assessment services
- conduct of work placement or other special program features
- duty of care
- reporting, monitoring progress, record keeping
- certification
- fees and payment
- quality assurance procedures
- schedules: staff involved, programs, units of competence to be delivered, etc.

Schools will need to take the availability of a Study Score into account in arranging the delivery and/or assessment services for specified programs in 2003. Memoranda of understanding between schools and RTO partners, where delivery and assessment are either shared or wholly purchased, will need to be modified to ensure that there is agreement about:

- the RTO's undertaking to meet VCAA requirements in providing ratings of student performance and information about VCAA requirements to be provided by the school. A memorandum issued by the then Office of Training and Further Education (now the Office of Training and Tertiary Education) in December 1999 indicated to TAFE Chief Executive Officers the responsibility of RTOs for meeting VCAA requirements
- the scheduling of the Unit 3–4 sequence in such a way that coursework tasks can be completed by the VCAA results deadline
- who will be responsible for designing the Assessment Plan, using a planning pro forma provided by the VCAA
- the need for Assessment Plans and coursework scores to be available for entry on VASS by the VCAA's deadlines
- who will be responsible for providing a rating of each student's performance on the set of coursework tasks, using criteria and record sheets supplied by the VCAA
- arrangements for reporting student progress to the school
- provision by the RTO and/or school for internal moderation or cross-sampling of assessments, to ensure fairness to all students
- arrangements or materials for the support of examination revision
- arrangements for record keeping and the retention of sample tasks for review or audit purposes. It is recommended that the assessor retain student tasks until results data have been entered, and that a copy be made of typical tasks assessed at high, middle and base level and retained for audit and moderation purposes).

Memoranda should be developed on the understanding that the ratings of performance are made on the same tasks used to assess competence. The assessments should be completed within the time normally allocated for the assessment process, and by the same assessor.

School responsibilities

Schools continue to be responsible for management of their students' successful progress from enrolment to the reporting of program outcomes, even where most or all of the program delivery and assessment is conducted by a partner RTO. In particular, schools are responsible for:

- ensuring the RTO is fully advised of VCAA requirements for Study Score assessment and authentication purposes and of information issued by the VCAA in relation to Scored Assessment and professional development activities
- enrolment of students in the correct program
- enrolment in the Unit 3–4 sequence, in the correct units of competence
- recording the RTO responsible for the assessment
- accurate registration of the Assessment Plan, as advised by the RTO-approved assessor
- checking that comparable assessment practices are in place where more than one assessor is involved, or where cluster arrangements are in place
- monitoring coursework completion and ensuring that deadlines for results submission are advised
- ensuring that coursework tasks and samples are retained for audit purposes
- administration of Special Provision or other applications relevant to a student's program
- accurate entry of coursework scores
- ongoing liaison with the VCAA and administrative support to students and the RTO
- compliance with VCAA requirements for conduct of examinations.

RTO responsibilities

RTOs are responsible for assuring the quality of the training and assessment, and for issuing VET certificates. This includes determining who is authorised to assess achievement of competence, and ensuring that the requirements of the training package are met.

In order to make a Study Score available for a program, RTOs conducting the delivery and assessment using their own staff will need to ensure that:

- the assessor has access to all relevant tools, procedures and information provided by the VCAA
- a valid Assessment Plan is developed for each student or student group and provided to the school
- students are provided with full information about the tasks to be completed and deadlines for submission of work
- assessment and program management information are provided to the school as required
- where more than one assessor is involved, collaboration takes place to ensure that common and comparable task design and assessment practices are implemented
- coursework tasks are conducted and assessed in time for results to be submitted to the school for entry by the VCAA's deadlines
- indicative grades are provided as estimates of likely examination performance
- Special Provision practices are administered in collaboration with the school.

Attachments

Attachment A: Assessment Plan and sample completed Assessment Plan

Attachment B: Sample Work Performance Records

Attachment C: Criteria for scoring 2003

Attachment D: VCARs for each task type, with a sample completed VCAR

Please note that these documents are also available in electronic format on the VCAA website:
www.vcaa.vic.edu.au/vet

Attachment A: Assessment Plan and sample

Hospitality (Operations) Assessment Plan 2003

Example

Student Number:

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Assigned to:		Work Perf. (1st)	Work Perf. (2nd)	Portfolio (1st)
VASS data entry no:		01	02	07
THHBCC02B	Prepare appetisers and salads 25	✓		
THHBCC03B	Prepare stocks, sauces and soups 35	✓		
THHBCC04B	Prepare vegetables, eggs and farinaceous dishes 45		✓	
THHBCAT01B	Prepare foods according to dietary and cultural needs 70			✓
THHBKA03B	Receive and store kitchen supplies 10		✓	
<i>Allocation of nominal hours:</i>		<i>60</i>	<i>55</i>	<i>70</i>

Notes:

1. You need to select three tasks to cover all units of competence. Reading down the columns, the ticks indicate which task each unit of competence has been assigned to. The student above will complete two Work Performances and a Portfolio.
2. You may select two tasks of the same type, but not three. This is shown, for example, as Work Performance (1st), and Work Performance (2nd). The student above could not do a third Work Performance.
3. The assessment of a unit of competence cannot be split between two tasks.
4. Decide on task allocation after considering the units of competence 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 competence.
5. A perfectly even spread of nominal hours between the three tasks is not possible in most cases, but tasks should be as close to equally weighted as possible.
6. No task may account for more than 62% of the total nominal hours in the student's Unit 3–4 sequence. For example, the student above is completing a 185 hour sequence, so a task accounting for more than 114 hours would not be acceptable.
7. The VASS data entry number is important information for the VASS coordinator, as these numbers appear on the VASS screen where the Assessment Plan is entered. When the VASS coordinator receives results for a coursework task, these numbers help identify the task against which the results are to be entered.
8. An electronic copy of the Assessment Plan pro forma allows you to delete unwanted rows for units of competence which the student is not undertaking, and unwanted columns for tasks which have not been selected.
9. It is not necessary to vary the Assessment Plan for individual students or to negotiate the plan with each student. Plan the assessment regime that will best suit your program delivery schedule.

Attachment B: Sample Work Performance Records

Hospitality (Operations)

ADDITIONAL COMMENTS SHEET

Student Number:

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Task	
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Comments from assessor (no score is to be indicated on this sheet).

Assessor's signature

Date

Attachment C: Criteria for scoring 2003

WORK PERFORMANCE 2003

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of the key concepts and knowledge underpinning the work task(s). Applies these understandings in the performance of work functions. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. <input type="checkbox"/>
Communication, language and interpersonal skills	<ul style="list-style-type: none"> 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). <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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). <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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). <input type="checkbox"/>
Techniques and processes	<p>Performs key technical skills/procedures to the standard required in the workplace, including correct use of any equipment.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Effectively performs all technical skills/procedures to the standard required in the workplace, including correct use of any equipment.</p> <input type="checkbox"/>
Work organisation	<ul style="list-style-type: none"> 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. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. <input type="checkbox"/>
Supervision and performance of work tasks	<ul style="list-style-type: none"> Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks safely in accordance with workplace requirements. Demonstrates competence in all units/achievement of all learning outcomes. Work performance complies with most enterprise work standards. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Under normal workplace supervision, seeks limited additional supervisor support to complete tasks safely in accordance with workplace requirements. Demonstrates competence in all units/achievement of all learning outcomes. Work performance complies with all key enterprise work standards. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements. Demonstrates competence in all units/achievement of all learning outcomes. Work performance complies with all enterprise work standards. <input type="checkbox"/>

WORK PROJECT 2003

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of the key concepts and knowledge underpinning the work project. Applies this understanding in the completion of the work project. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Displays a sound understanding of the key concepts and knowledge underpinning the work project. Proficiently applies these understandings in the completion of the work project. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work project. Effectively applies these understandings in the completion of the work project. <input type="checkbox"/>
Expressing ideas and information	<ul style="list-style-type: none"> Form and style of expression are generally appropriate for the purpose, audience and situation. Relevant information and ideas are organised and communicated. Displays an understanding and appropriate use of industry and enterprise language. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Form and style of expression are appropriately selected for the purpose, audience and situation. Relevant information and ideas are clearly organised and communicated. Displays a sound understanding and correct use of key industry and enterprise language. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Form and style of expression are varied appropriately for the purpose, audience and situation. Relevant information and ideas are highly organised and effectively communicated. Displays a thorough understanding and correct use of industry and enterprise language. <input type="checkbox"/>
Planning, organisation and implementation	<p>Within given specifications and timelines, plans, organises and completes the work project.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Within given specifications and timelines, effectively plans, organises and completes the work project.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the work project.</p> <input type="checkbox"/>
Collecting and analysing ideas and information	<ul style="list-style-type: none"> Accesses and gathers workplace evidence from a limited range of sources. The information is interpreted and used to complete the project. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Accesses and gathers relevant workplace evidence from a range of sources. The information is interpreted accurately and used effectively in completion of the project. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Accesses and gathers highly relevant workplace evidence selected from a wide range of sources. The information is analysed and interpreted accurately and used effectively in completion of the project. <input type="checkbox"/>
Coherence and coverage	<p>Report/presentation provides information on key aspects of the project.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Report/presentation provides comprehensive coverage of all aspects of the project.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Report/presentation is coherently presented and provides comprehensive coverage of all aspects of the project and its outcomes.</p> <input type="checkbox"/>

Transfer these ratings to Chart 2 on the student's VET Coursework Assessment Record

PRODUCT 2003

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE			
	1 (base)	2	3 (medium)	4
Application of underpinning knowledge	<ul style="list-style-type: none"> Displays an understanding of the key concepts and knowledge underpinning the product. Applies an understanding of this knowledge in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Displays a sound understanding of the key concepts and knowledge underpinning the product. Proficiently applies these understandings in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. <input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates a thorough understanding of all key concepts and knowledge underpinning the product. Effectively applies these understandings in the completion of the product, particularly with reference to processes, techniques, materials, tools, equipment and machines used during production. <input type="checkbox"/>
Planning, organisation & implementation	<ul style="list-style-type: none"> Within given specifications and timelines, plans, organises and develops the product. Outlines the planning and development of the product. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Within given specifications and timelines effectively plans, organises and develops the product. Explains the key processes in planning and developing the product. <input type="checkbox"/>	<ul style="list-style-type: none"> Within given specifications and timelines displays a high level of planning and organisational skill in developing the product. Explains and evaluates the key processes in planning and developing the product. <input type="checkbox"/>
Problem solving	<p>Recognises problems, identifies strategies for investigating these problems, implements appropriate procedures to resolve them and makes decisions on the basis of the outcomes.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>Recognises problems, identifies strategies for investigating these problems, implements effective procedures to resolve them and makes decisions on the basis of the outcomes.</p> <input type="checkbox"/>	<p>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.</p> <input type="checkbox"/>
Evaluation of product against plan or intended outcome	<ul style="list-style-type: none"> The product reflects the selected design/plan (or recorded modification) in the critical respects. The product meets the required function and purpose. Specific quality indicators for the final product have mostly been met. <input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The product reflects the selected design/plan (or recorded modification) in most respects. The product meets the required function and purpose. Specific quality indicators for the final product have been met. <input type="checkbox"/>	<ul style="list-style-type: none"> The final product reflects the selected design/plan (or recorded modification) in all respects. The product effectively meets the required function and purpose. Specific quality indicators for the final product have been fully met. <input type="checkbox"/>
Techniques and processes	<p>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.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p> <input type="checkbox"/>	<p>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.</p> <input type="checkbox"/>

Transfer these ratings to Chart 2 on the student's VET Coursework Assessment Record

PORTFOLIO 2003

VCE VET Scoring Criteria

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<ul style="list-style-type: none"> • Displays an understanding of key concepts and knowledge underpinning the work/assessment task(s). • Applies this understanding in the completion of the work/assessment task(s). <div style="text-align: right;"><input type="checkbox"/></div>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Displays a sound understanding of key concepts and knowledge underpinning the work/assessment task(s). • Proficiently applies these understandings in the completion of the work/assessment task(s). <div style="text-align: right;"><input type="checkbox"/></div>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work/assessment task(s). • Effectively applies these understandings in the completion of the work/assessment task(s). <div style="text-align: right;"><input type="checkbox"/></div>
Planning and organisation	With additional support available, work/assessment tasks are planned, organised and completed according to specifications and within given timelines.	<input type="checkbox"/>	Work/assessment tasks are effectively planned, organised and completed according to specifications and within given timelines.	<input type="checkbox"/>	Within given specifications and timelines, displays a high level of planning skill in organising and completing the portfolio.
Expressing ideas and information	<ul style="list-style-type: none"> • Form and style of expression are generally appropriate for the purpose, audience and situation. • Relevant information and ideas are communicated. • Understanding and use of industry and enterprise language are demonstrated. <div style="text-align: right;"><input type="checkbox"/></div>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Form and style of expression are appropriate for the purpose, audience and situation. • Relevant information and ideas are clearly organised and communicated. • A sound understanding and correct use of key industry and enterprise language are demonstrated. <div style="text-align: right;"><input type="checkbox"/></div>	<input type="checkbox"/>	<ul style="list-style-type: none"> • 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. <div style="text-align: right;"><input type="checkbox"/></div>
Content	The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed.	<input type="checkbox"/>	The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed.	<input type="checkbox"/>	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.	<input type="checkbox"/>	Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines.	<input type="checkbox"/>	Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines.

Transfer these ratings to Chart 2 on the student's VET Coursework Assessment Record

Attachment D: VCARs and sample

WORK PERFORMANCE 2003

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

- Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
- If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
- If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name:.....

Student no: _____

School name:.....

School no: _____

RTO no: _____

Arts	()	Business	()
Community Services	()	Dance	()
Electronics	()	Furnishing	()
Financial Services	()	Info Technology	()
Hospitality	()	Laboratory Skills	()

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement (please circle)	
Unit or Module code	Unit of competence or Module title	N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE

S = Competent/Module successfully completed
N = Not yet competent/Module not completed

CHART 2: LEVEL OF PERFORMANCE OF TASK (please circle)

Criteria	(base) 1	2	3	4	5 (high)
Application of underpinning knowledge	1	2	3	4	5
Communication, language & 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					

Assessor name:
.....

Signature:
.....

WORK PROJECT 2003

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

1. Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
2. If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
3. If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name:.....

Student no:.....

School name:.....

School no:

RTO no:

- | | | | |
|--------------------|----|-------------------|----|
| Arts | () | Business | () |
| Community Services | () | Dance | () |
| Electronics | () | Furnishing | () |
| Financial Services | () | Info Technology | () |
| Hospitality | () | Laboratory Skills | () |

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement (please circle)	
Unit or Module code	Unit of competence or Module title		
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED “S” FOR ALL MODULES OR UNITS OF COMPETENCE

S = Competent/Module successfully completed
 N = Not yet competent/Module not completed

CHART 2: LEVEL OF PERFORMANCE OF TASK (please circle)

Criteria	(base)	1	2	3	4	5 (high)
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						

Assessor name:

.....

Signature:

.....

PORTFOLIO 2003

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

1. Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
2. If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
3. If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name:.....

Student no:.....

School name:.....

School no:.....

RTO no:.....

Arts	()	Business	()
Community Services	()	Dance	()
Electronics	()	Furnishing	()
Financial Services	()	Info Technology	()
Hospitality	()	Laboratory Skills	()

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement (please circle)	
Unit or Module code	Unit of competence or Module title		
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE

S = Competent/Module successfully completed
 N = Not yet competent/Module not completed

CHART 2: LEVEL OF PERFORMANCE OF TASK (please circle)

Criteria	(base)	1	2	3	4	5 (high)
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						

Assessor name:

.....

Signature:

.....

PRODUCT 2003

VET COURSEWORK ASSESSMENT RECORD

RECORDING ASSESSMENTS

1. Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
2. If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
3. If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name:.....

Student no:.....

School name:.....

School no:.....

RTO no:.....

Arts	()	Business	()
Community Services	()	Dance	()
Electronics	()	Furnishing	()
Financial Services	()	Info Technology	()
Hospitality	()	Laboratory Skills	()

CHART 1: ACHIEVEMENT OF COMPETENCE or MODULE LEARNING OUTCOMES

VCE VET Units 3–4		Achievement (please circle)	
Unit or Module code	Unit of competence or Module title		
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S
		N	S

DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE

S = Competent/Module successfully completed
 N = Not yet competent/Module not completed

CHART 2: LEVEL OF PERFORMANCE OF TASK (please circle)

Criteria	(base)	1	2	3	4	5 (high)
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						

Assessor name:

.....

Signature:

.....

WORK PERFORMANCE 2003

VET COURSEWORK ASSESSMENT RECORD

Check that you have the record sheet for the right task

- RECORDING ASSESSMENTS**
- Record achievement of the unit(s) of competence or module(s) this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence/module learning outcomes, or 'N' to indicate not yet competent or not yet complete.
 - If the student has achieved all the units of competence or module learning outcomes relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5, (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.
 - If the student has not achieved all the units of competence or module learning outcomes relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

Student name:.....

Student no:.....

School name:.....

School no:.....

RTO no:.....

Hospitality

Record all the student details. Customise the form for your program if you wish.

COMPLETE CHART 1
Enter the units of competence being assessed through this task, and record successful completion of each. These details help the VASS coordinator enter the results correctly. Any rows you don't need may be deleted.

CHART 1: ACHIEVEMENT

VCE		Achievement (please circle)	
Unit or Module code	Unit of competence or Module title	N	S
THHBF03B			
DO NOT COMPLETE BELOW THE LINE UNLESS THE STUDENT HAS ACHIEVED "S" FOR ALL MODULES OR UNITS OF COMPETENCE		S = Competent/Module successfully completed N = Not yet competent/Module not completed	

If there is an N here, do not proceed to Chart 2, as the student is not eligible for a score on this task.

If the student has S for all the units of competence for this task, proceed to Chart 2.

CHART 2: LEVEL OF PERFORMANCE OF TASK (please circle)

Criteria	(base)	1	2	3	4	5 (high)
Application of underpinning knowledge		1	2	3	4	5
Communication, language & 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						

COMPLETE CHART 2
Circle or enter the rating for each of the 5 criteria, then add them and enter the total. The total will be between 5 and 25.

Assessor name:.....

Signature:.....

Record your name and certify that the assessment is yours, by signing. This helps schools trace errors and check details.