

SCORED ASSESSMENT IN VCE VET PROGRAMS

SUPPORT ADVICE FOR ASSESSORS



ACKNOWLEDGMENTS

The VCAA gratefully acknowledges the work of the following in the preparation of this booklet:

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Kevork Krozian	Forest Hill College
Rose Lewanski	Victoria University
Graham Meadowcroft	Print Ideas
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© Victorian Curriculum and Assessment Authority 2005

Published by the Victorian Curriculum and Assessment Authority

41 St Andrews Place Victoria 3002

ISBN 1 920992 27 8

First published 2005

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INTRODUCTION

Scored Assessment in VCE VET programs provides assessors with advice about the process of scoring coursework in VCE VET programs. It guides assessors in the application of the VCAA scoring criteria to the competency-based assessment of VCE VET programs for scored Units 3–4.

Most VCE VET programs are drawn from training packages. Where the VCE VET program is curriculum based and therefore delivers modules, the advice contained within this booklet also applies. For the purposes of this booklet, the term ‘unit of competence’ refers also to modules in curriculum documents.

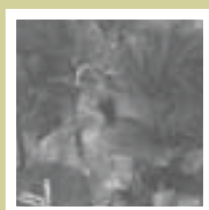
This booklet deals with the coursework component of scored assessment for VCE VET programs.

Advice about the examination component of each program is provided separately each year.

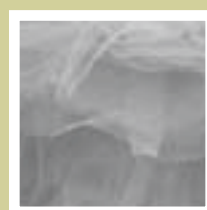
To assist assessors of scored VCE VET programs, this booklet provides advice on:



the
assessment
plan



integrating the
scoring criteria
into assessment
task design



applying the
scoring criteria to
assessment tasks
in the industry
specific context

This book is divided into two sections. Section 1 provides an overview of the scored assessment process. Section 2 provides illustrations of how the process may be applied in three VCE VET programs: Business Administration, Hospitality (Operations) and Information Technology.

This advice must be read and used in conjunction with the:

- **training package or curriculum document relevant to the scored VCE VET program**
- **Office of Training and Tertiary Education (OTTE) Purchasing Guide relevant to the training package**
- **VCE VET Assessment Guide relevant to the scored VCE VET program.**

SECTION 1: PHASES OF THE SCORED ASSESSMENT PROCESS



Assessment of a student's level of performance on the tasks completed during the VCE VET Unit 3–4 sequence does not replace 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 Registered Training Organisation (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.

The scoring criteria are the means by which a judgment is made on levels of performance. The critical focus of this booklet is on making the connection between the unit/s of competence being assessed and the scoring process by establishing the links between the evidence of competence and the relevant scoring criteria.

The set of scoring criteria and corresponding performance descriptors for each assessment task type are an integral part of the *scored assessment process*. The performance descriptors for each task type, as identified in the VCE VET Assessment Guides, are generic and may be applied across the range of scored VCE VET programs. The performance descriptors may be more effectively applied where they are translated to reflect the industry specific characteristics of the training and related assessments.

The three phases of the scored assessment process are summarised below.

PHASE ONE: THE ASSESSMENT PLAN

Group units of competence

Batch units of competence into three (four for some programs) groups. In some cases a group may consist of only one unit of competence.

Identify evidence for assessment

Confirm validity of grouping.

Consider the four task types

Assign a task type to each group of units of competence.

Fill out the assessment plan

Review the task type scoring criteria

PHASE TWO: DESIGN THE ASSESSMENT TASKS

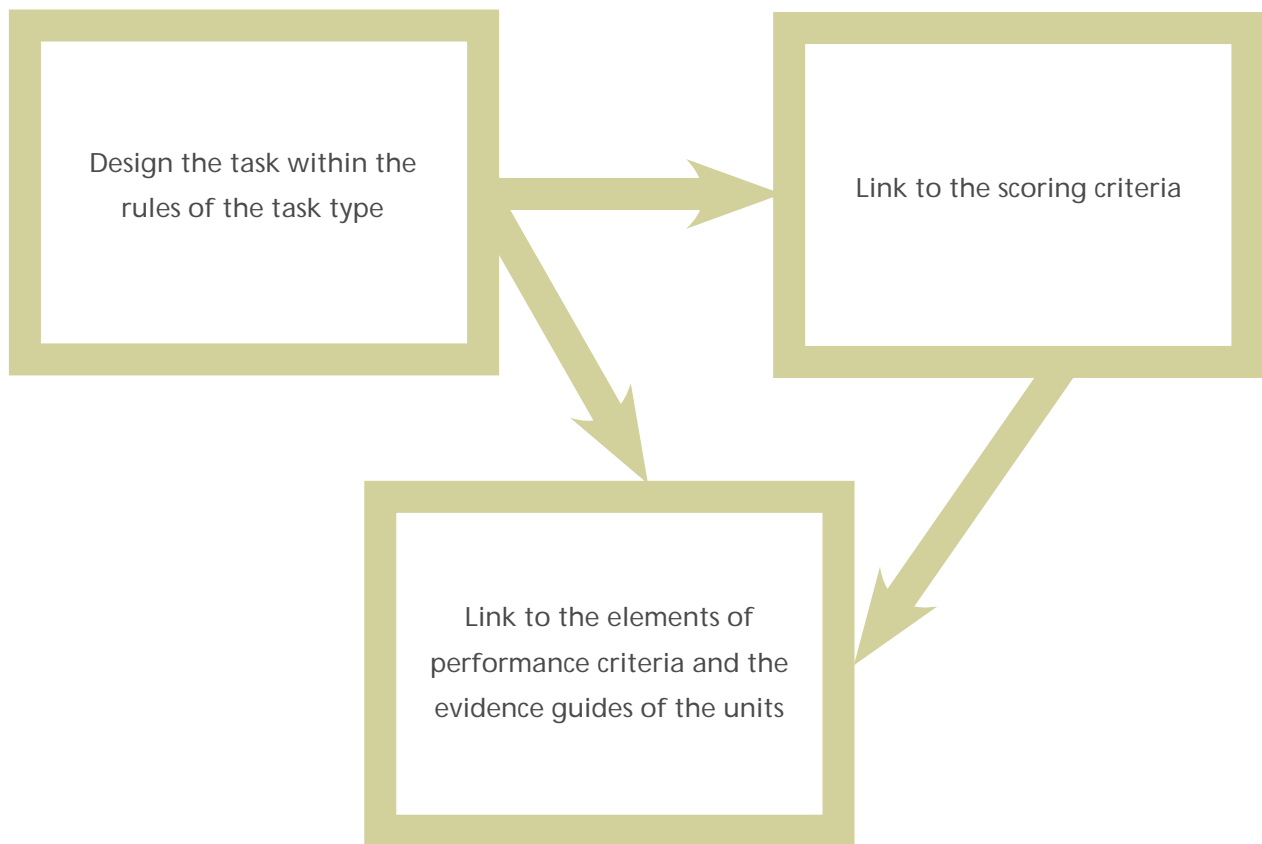
Design and develop the task

Validate the task design

Apply task scoring criteria in the industry specific context

Figure 1: Design the assessment tasks

This figure illustrates the linkages between the steps in this process



PHASE THREE: CONDUCT THE ASSESSMENT

Comply with the task design rules

Comply with the rules of the task type selected.

Use task to determine competence

Judge level of performance

Judge the student's level of performance using the VCAA scoring criteria in the context of the specific industry.

Record assessment

Use the VCAA record sheets to record student assessments.

PHASE ONE: THE ASSESSMENT PLAN

GROUP UNITS OF COMPETENCE

When deciding which units of competence to group you will need to consider:

- *Training package advice or curriculum document*
- *VCE VET Assessment Guide*

TRAINING PACKAGE/CURRICULUM ADVICE

Information in the training package assessment guidelines and in the unit/s of competence will assist you with grouping units. The first step in deciding which units of competence to group together is to closely read through each unit of competence to be delivered as part of the VCE VET program. In considering potential groupings, ask the following questions:

- Do the skills and knowledge required in any of the units overlap or complement each other in relation to job roles and functions?

You will need to consider or *visualise* the evidence in each unit.

- Is the scope and context in which the units can be assessed similar?

For example, do the units require the student to perform and respond to a similar range of situations and handle a similar range of contingencies? (Refer to the performance criteria and evidence guide of the individual unit of competence.)

- Can you use similar assessment strategies to assess the units?

The linkages between the units of competence are also a primary consideration in grouping units. For example, in the *Business Services Training Package*, co-assessment advice is contained in the unit descriptor at the beginning of each unit of competence. Based on the advice given in the training package, you can co-assess the following units:

BSBCMN305A
Organise workplace information **30 hours**

BSBCMN306A
Produce business documents **80 hours**

These two units can be grouped and co-assessed where a job role involves the collection, organisation and review of information to design and produce a range of business documents.

Check the units of competence in the relevant training package for advice on grouping and co-assessment of units.



VCE VET ASSESSMENT GUIDE

The VCE VET Assessment Guide for each program prescribes weighting rules that may determine potential groupings within programs. It is important to be aware of the percentage of the total nominal hours in a student's VCE VET Unit 3–4 program for which a single task may account. For example, the requirements for Business Administration specify that a task cannot account for more than 52 per cent or 110 hours of a student's total Unit 3–4 program.

Check the appropriate VCE VET Assessment Guide for nominal hours and weighting rules.

IDENTIFY EVIDENCE FOR ASSESSMENT

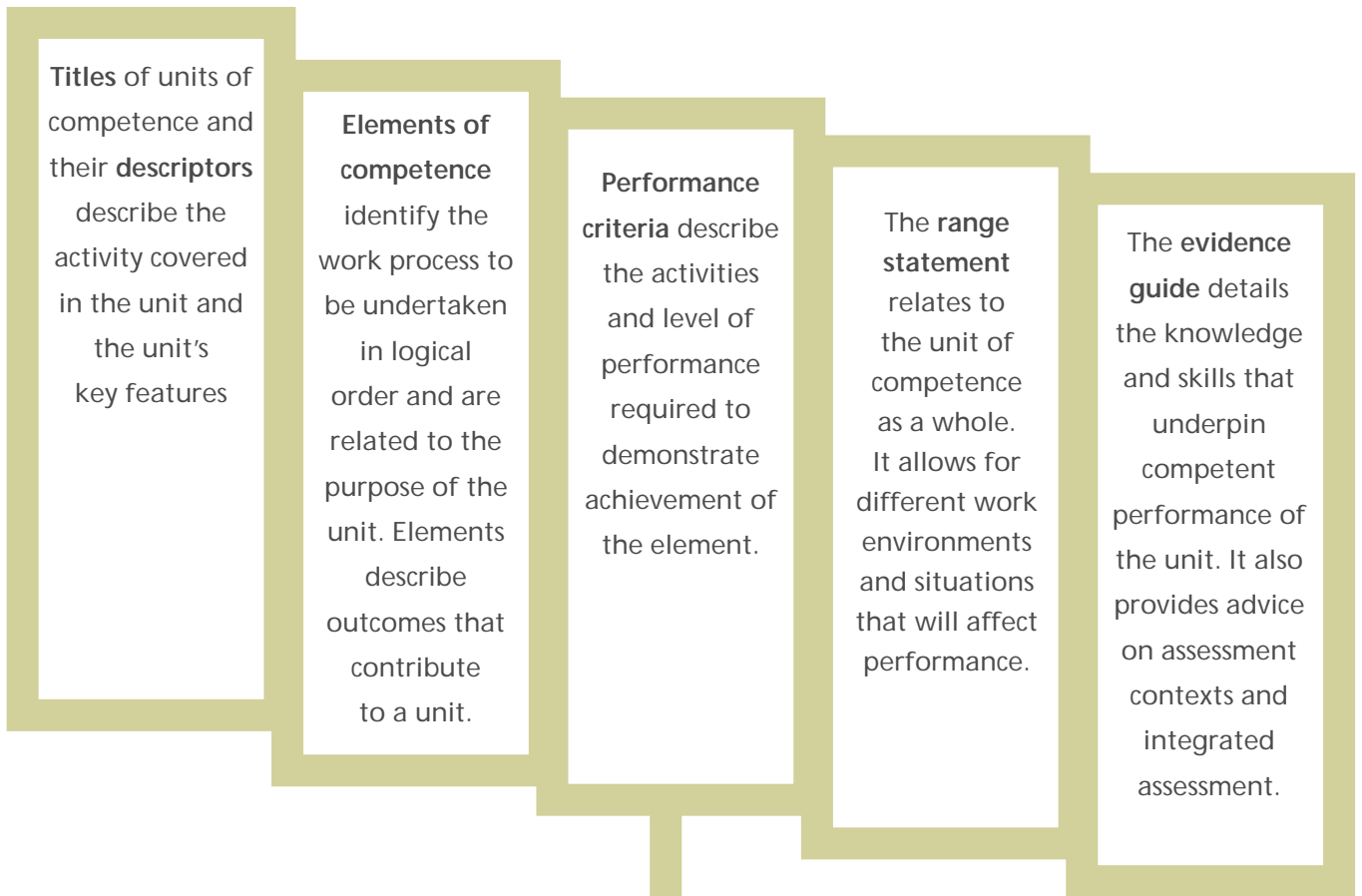
Once you have made a decision about which units of competence you will group for assessment, you need to analyse each of these units to identify the evidence for assessment. This will enable you to plan and conduct assessment that:

- reflects and develops the skills and knowledge in the relevant unit/s of competence
- identifies the skills and knowledge needed to perform a specific job role
- identifies the evidence required to demonstrate competence
- consists of assessment tasks that generate the evidence.

It is useful to be reminded of the components of a unit of competence. These are represented in *Figure 2* (page 6) which helps you to *visualise evidence*.



Figure 2: Components of a unit of competence



VISUALISING THE EVIDENCE

An important part of analysing each unit of competence is to visualise the evidence you will require to make a judgment about the student's competence. Think about:

WHAT, HOW AND WHERE?

- What do the students need to be able to do?
- How will they do it?
- Where do they need to do it?

The answers to these questions will help you identify the critical aspects of evidence.

Looking at each component of a unit of competence in isolation or failing to consider one or more of the components may mean that the assessment may not fully reflect the desired outcomes of the training and may affect a student's achievement of competence. For example, only looking at the elements and performance criteria means that you will not be assessing underpinning knowledge and skills which are listed in the evidence guide and are critical to the job role.

CONSIDER THE FOUR TASK TYPES



Designing your assessment plan requires you to:

- Select a task type for each group of units ensuring that you have complied with task selection rules listed in the VCE VET Assessment Guide.
- Comply with the design rules for each task type and the weighting rule that applies in the relevant scored VCE VET program
- Consider the VCAA scoring criteria for the selected task type to confirm (or otherwise) the appropriateness of the selection.
- Confirm that the critical aspects of evidence of the unit/s are covered within the dimensions of the selected task type.

SELECTING THE TASK TYPE

The task type selected must adequately assess the unit/s of competence you have grouped for assessment purposes. A specific task type should naturally emerge from the **critical aspects of evidence** required, which will inform your task design. It is important that the task type you select allows for the collection of sufficient evidence to demonstrate competence, as detailed in the unit/s of competence.

An appropriate task type may also suggest itself from the title of the unit/s of competence or key words in the elements, evidence guide or range statement.

For example, some units of competence involve the preparation of a product. These units are characterised by words such as **prepare, produce, develop** or **design** in the unit title or in the elements.

The unit of competence itself will also suggest the most appropriate assessment methods. For example, the assessment methods outlined in the Hospitality unit of competence *Develop and update food and beverage knowledge* include projects, a written or oral test and a workplace activity or role-play.

A full description of the four task types – Work Performance, Work Project, Product, Portfolio – and the design rules for each are provided in the VCE VET Assessment Guide for each of the scored VCE VET programs.

Note: It is likely that you will identify more than one suitable task type but you must select only one for each assessment task. As you progress through the planning process, you may also find that you need to review or reconsider your choice of task type.

Illustrations of a process for the selection of task types for Hospitality (Operations), Business Administration and Information Technology are provided in *Figure 3* (page 8).

Figure 3: Selection of task type (key elements in bolded text)

Hospitality (Operations)

Unit/s of competence	Possible task type	Key considerations in choosing a task type	Task type chosen and rationale for choice
<p>THHBF03B Provide food and beverage service 110 hours</p>	<ul style="list-style-type: none"> ■ Work Performance ■ Portfolio 	<p>Focus of unit is on providing service within restaurant or dining area.</p> <p>Can the assessment take place in two different contexts; for example, two different workplaces, times or situations such as day/night, busy/non busy?</p> <p>Requires access to restaurant and equipment.</p> <p>Suggested assessment method of direct observation and questioning is accommodated in the Work Performance task.</p> <p>Portfolio does not assess techniques and processes.</p> <p>Timeframes.</p>	<p>Work Performance</p> <p>Work Performance in a simulated work environment that represents industry standard in a school or institute restaurant.</p> <p>Work Performance enables appropriate assessment of the unit through observation and supported by oral and written questions.</p>

Business Administration

Unit/s of competence	Possible task type	Key considerations in choosing a task type	Task type chosen and rationale for choice
<p>BSBCMN306A Produce business documents 80 hours</p> <p>BSBCMN305A Organise workplace information 30 hours</p>	<ul style="list-style-type: none"> ■ Product ■ Portfolio ■ Work Performance 	<p>The critical aspects of evidence require the production of business documents and organisation of workplace information suggesting the production of an item/s.</p> <p>The critical aspects of evidence require familiarity and use of software applications suggesting knowledge of software applications as well as the application of techniques in the use of the software.</p> <p>Portfolio criteria do not allow assessment of techniques and processes.</p> <p>Requires access to a workplace.</p> <p>Requires access to software and technology.</p> <p>Work Performance was not chosen because unable to access workplace outside the school environment.</p>	<p>Product</p> <p>Covered both units of competence in the grouping. Provided for evaluation and problem solving which are not as explicit in the Portfolio task type. The Product task type also includes more emphasis on techniques and processes which is a key part of the evidence for these units.</p>

Information Technology (General)

Unit/s of competence	Possible task type	Key considerations in choosing a task type	Task type chosen and rationale for choice
<p>ICAITS020B Install and optimise system software 20 hours</p> <p>ICAITS032B Provide network systems administration 20 hours</p> <p>ICAITD128A Create user and technical documentation 20 Hours</p>	<ul style="list-style-type: none"> ■ Work Performance ■ Work Project 	<p>The evidence guides of the units suggest simulated activities that closely reflect the workplace.</p> <p>Method of assessment is determined by the project lifecycle. Context for assessment recommends the workplace or simulated environment.</p> <p>Evidence guide suggests observation of skills and questioning to assist in assessing competence.</p> <p>Context for assessment of the first unit suggests observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.</p> <p>Requires access to hardware and software.</p>	<p>Work Project</p> <p>The choice of a Work Project provides opportunity to design a task through a scenario and to provide access to support resources that closely reflect the workplace.</p> <p>Projects provide opportunity for assessment of Information Technology units.</p>

FILL OUT THE ASSESSMENT PLAN

The assessment plan pro forma and examples are provided in each VCE VET Assessment Guide. The assessment plan pro forma mirrors the structure on VASS (Victorian Assessment Software System) for enrolling students in the scored VCE VET Unit 3–4 sequence. Each unit of competence in the Unit 3–4 sequence must be assigned to a task, either singly or in a group. For more detailed information on the assessment plan refer to the relevant VCE VET Assessment Guide.

Review the task type scoring criteria

Find and highlight the links between the evidence for each unit of competence in the VCE VET program and the scoring criteria.

Consideration of the scoring criteria for the task type will enable you to develop an assessment task that will encompass the assessment of the unit/s of competence and enable you to make a judgment on the level of performance against the scoring criteria. In *Figure 4* (page 11), a unit of competence from Hospitality (Operations) is used to illustrate the linkage between the generic scoring criteria and the task design process.



PHASE TWO: DESIGN THE ASSESSMENT TASKS

DESIGN AND DEVELOP THE TASK

The assessment task is the method through which evidence of competence is collected. The VCE VET scoring criteria are the vehicle by which you will make a judgment on level of performance on the task.

The focus of effective assessment task design should be the evidence requirements of the unit/s of competence and the best ways to generate this evidence. The assessor must also comply with the VCAA design rules for each assessment task type.

The task design rules are detailed in the VCE VET Assessment Guide for the relevant VCE VET program.

The assessment task must reflect the depth, breadth and complexity of the unit/s of competence. In this way the industry context remains the focus of the assessment task.

The task should reflect the industry standard for a specific job role which recognises that different workplaces provide different experiences depending on specific workplace cultures, procedures and organisational requirements. The task description should be clear and concise (1–3 pages) so that students understand what is expected of them in a particular job function and gives them the necessary information to undertake the assessment task.

The task should be supported by further discussion and clarification with the students. Students should also be provided with a copy of the VCAA scoring criteria and given the opportunity to discuss the criteria and scoring process.

The VCAA provides guidance on timeframes for assessment in each task type. See the relevant VCE VET Assessment Guide for your program area.

Examples of assessment tasks for VCE VET programs in Business Administration, Hospitality (Operations) and Information Technology are provided in Section 2 (page 13).

VALIDATE THE TASK

Validating assessment is integral to the quality assurance process. Assessment tasks must be validated by the RTO.

Validating assessment tasks ensures that the assessment of the unit/s of competence will satisfy industry standards and AQTF requirements.

When you have designed the task, review it by using the task type checklist in Appendix 4, to identify and address any gaps in your assessment task design.

Scored assessment tasks should not be separate from assessments for competence.

APPLY SCORING CRITERIA IN THE INDUSTRY SPECIFIC CONTEXT

Once you have selected your task type, you need to examine how the evidence of the unit/s of competence links to the VCAA scoring criteria and performance level descriptors for that task type.

To ensure that the assessment will enable you to apply the scoring criteria, you will need to look closely at the:

- task type
- scoring criteria and performance level descriptors for the task type
- evidence required from the unit/s of competence.

Figure 4 shows how the evidence from a Hospitality (Operations) unit of competence can be linked to each scoring criterion for the Work Performance task type.

Applying the VCAA scoring criteria in the industry specific context will enable you to derive a score of 1 to 5 for each scoring criterion. The minimum score for a task is 5, and the maximum score is 25. Refer to the VCE VET Assessment Guide.

The industry specific performance descriptors **do not replace** the VCAA generic performance descriptors but enable assessors to judge levels of performance within a specific vocational program and specific industry contexts.

Contextualising the performance level descriptors should be built into your planning process to assist you to translate and apply the VCAA descriptors more effectively.

Examples of this process of contextualisation are provided in Section 2 (page 13).

Figure 4: Linking the scoring criteria to the evidence and considerations for design of assessment task

Note: Links between the scoring criteria and evidence required for the unit of competence appear in bold. This table should be read in conjunction with the generic performance descriptors found in the VCE VET Assessment Guide for each scored VCE VET program.

Hospitality (Operations)		
Scoring criteria for WORK PERFORMANCE	Evidence linked to scoring criteria THHBF03B Provide food and beverage service	Considerations for design of assessment task
Application of underpinning knowledge	<ul style="list-style-type: none"> ■ demonstrated ability to provide complete service within a restaurant or dining area in accordance with established systems and procedures ■ knowledge of OH&S requirements and demonstrated safe practices ■ typical workflow structure for service within a food and beverage service environment ■ typical food and beverage service styles ■ range and usage of standard restaurant equipment ■ knowledge of menus ■ hygiene and safety issues relevant to food and beverage service 	<p>The assessment task needs to be designed so that it addresses the evidence requirements for ALL components of the unit</p> <p>The task will need to be designed so that performance can be observed in a workplace or simulated environment (see Training Package assessment guidelines for assessment in a simulated environment).</p> <p>The task will need to build in:</p> <ul style="list-style-type: none"> ■ different styles of service ■ interaction with a range of customers ■ industry realistic conditions such as busy periods, late bookings, walk ins and menu changes ■ opportunities to provide service according to appropriate legislative and enterprise standards ■ time constraints. <p>The task will need to include oral or written questions to assess underpinning knowledge</p>
Communication, language and interpersonal skills	<ul style="list-style-type: none"> ■ ability to interact positively with customers 	
Techniques and processes	<ul style="list-style-type: none"> ■ demonstrated ability to provide complete service within a restaurant or dining area in accordance with established systems and procedures ■ ordering and service procedures ■ plate clearing and carrying techniques ■ waste minimisation techniques ■ dressing and setting tables for a range of different functions, service styles and service periods ■ ability to monitor the service process ■ in the performance of all the above 	
Work organisation		
Supervision and performance of work tasks		

PHASE THREE: CONDUCT THE ASSESSMENT

- COMPLY WITH THE RULES
- USE TASK TO DETERMINE THE COMPETENCE
- JUDGE LEVEL OF PERFORMANCE
- RECORD ASSESSMENTS

You need to conduct the assessment within the VCAA timeframes as prescribed in the VCE VET Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the 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.

When you have designed your task and confirmed that your task enables you to assess the unit/s of competence and apply the scoring criteria, you need to think about what you are looking for at each level of performance for the task.

Using the samples provided in Section 2:

- In assessing performance for a Work Performance in Hospitality (Operations), a student would achieve a high score if they were able to provide quality service by applying restaurant systems and procedures including hygiene procedures and anticipating and responding to problems.
- In assessing performance for a Product in Business Administration, a student would achieve a high score if they were able to produce a range of high quality accurate documents using a range of technological features and applying appropriate design, layout and editing features within designated timeframes and organisational requirements.

- In assessing performance for a Work Project in Information Technology, a student would achieve a high score if they were able to install and maintain a network system, produce a range of high quality accurate documents using a range of technological features and applying appropriate design, layout and editing features within designated timeframes and organisational requirements.

On completion of the assessment transfer the scores to the official VCAA documentation that is contained in each VCE VET Assessment Guide.

At the conclusion of the assessment it is useful to review and evaluate the process.

This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence
- moderation of the scoring of assessment tasks.

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved? How can this be done?



SECTION 2: EXAMPLES OF THE SCORED ASSESSMENT PROCESS



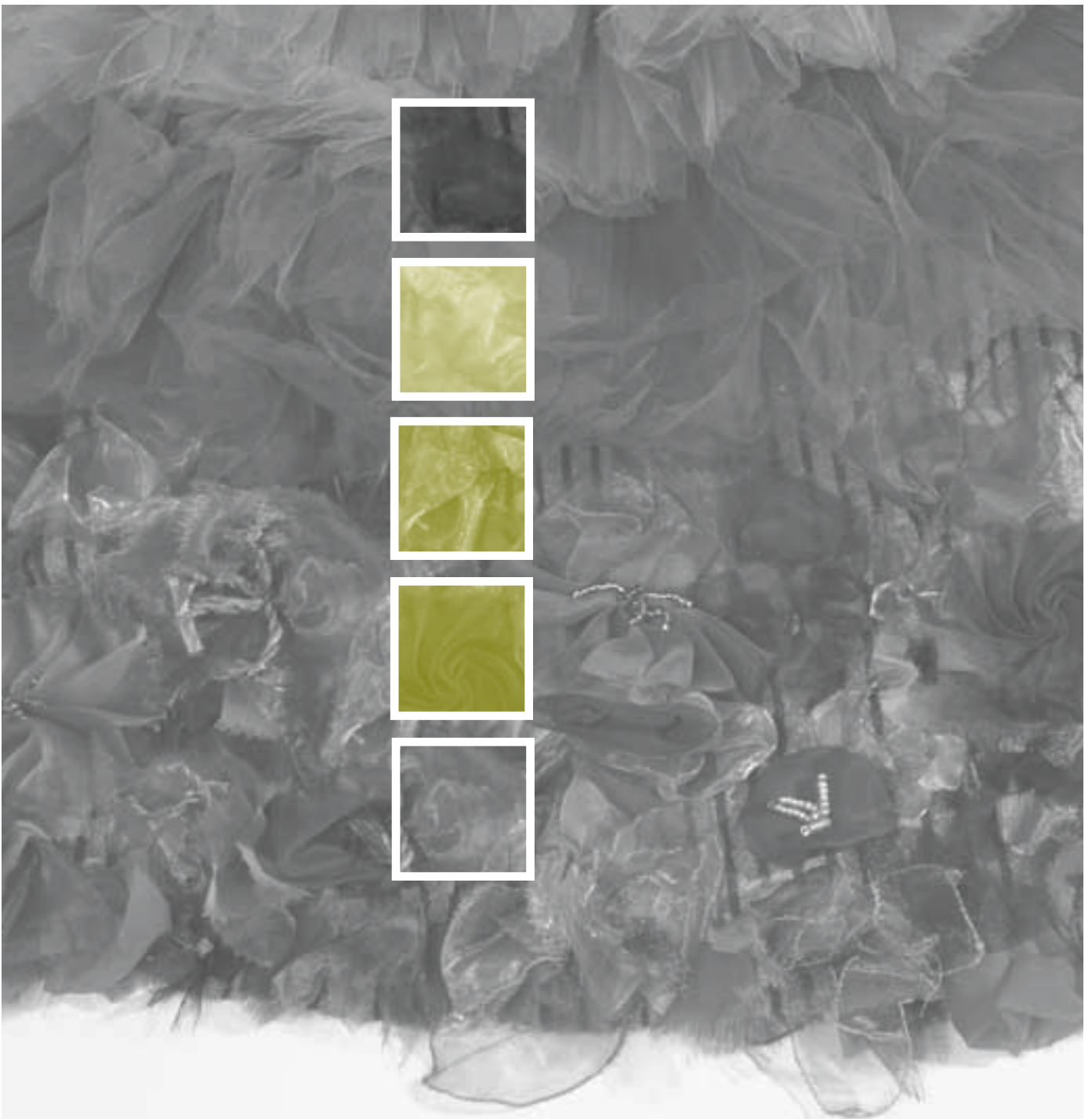
This section contains examples of the scored assessment process applied to three VCE VET programs: *Business Administration*, *Hospitality (Operations)* and *Information Technology (General)*.

The application of Phases One and Two in the following examples provides guidance for assessors to plan assessment and to apply the VCAA scoring criteria. This process can be applied to ALL scored VCE VET programs.

Each example also shows how the generic scoring criteria have been located in the industry specific context; this is contextualisation of the performance level descriptors.



BUSINESS ADMINISTRATION



BUSINESS ADMINISTRATION: SAMPLE FOR PHASES ONE & TWO



Listed below are the units of competence in VCE VET Units 3–4:

BSBCM207A	Prepare and process financial/business documents	40 hours
BSBCM302A	Organise personal work priorities and development	40 hours
BSBCM305A	Organise workplace information	30 hours
BSBCM306A	Produce business documents	80 hours
BSBADM305A	Create and use databases	20 hours

THE ASSESSMENT PLAN

GROUP UNITS OF COMPETENCE

Identify and group appropriate units of competence after carefully considering advice in the relevant training package, the VCAA requirements in the relevant VCE VET Assessment Guide and the work focus of the units.

The following units were grouped:

BSBCM305A Organise workplace information

BSBCM306A Produce business documents

This group of units for the proposed assessment task represents a total of 110 nominal hours and is within the VCAA requirement of not exceeding 52 per cent of the total nominal hours for a student's Unit 3–4 sequence in the Business Administration program (refer to the VCE VET Assessment Guide).

Further guidance from the assessment advice within the units of competence also influenced the grouping.

The decision to group the two units of competence was based on advice about co-assessment provided in the *Business Services Training Package*.

IDENTIFY EVIDENCE FOR ASSESSMENT

Review each unit of competence in your grouping noting the elements, performance criteria, range statement and evidence guide including the critical aspects of evidence, underpinning skills and knowledge. Identify the linkages between the units of competence.

It is critical to have a sound understanding of the skills and knowledge students will have to be able to demonstrate through the assessment task. *Figure 5* represents a *visualisation* of the evidence required by the two units of competence identified above.

Figure 5: Visualising evidence

Refer to the Performance Criteria and Critical Aspects of Evidence in the units of competence

WHAT do the students need to be able to do?	
BSBCMN305A Organise workplace information	BSBCMN306A Produce business documents
<ul style="list-style-type: none">■ provide accurate information for defined purposes■ maintain and handle data and documents systematically■ check and review data for relevance and accuracy■ present information and data clearly■ identify and comply with organisational requirements■ use business technology to manage information	<ul style="list-style-type: none">■ select and apply appropriate technology and software■ design and produce business documents using three software applications■ use a range of functions which enhance the presentation of readability of the document■ use data storage options■ apply OHS procedures for set up of workstation and operation of computer

CONSIDER THE FOUR TASK TYPES

Select a task type and design a task that will allow for collection of evidence for assessment and that captures the scoring criteria.

To do this you need to:

- select a task type that complies with VCAA design rules
- consider the VCAA scoring criteria to confirm appropriateness of the selection
- assign the unit/s of competence to the task type.

SELECT THE TASK TYPE

Of the three assessment tasks selected for the Unit 3–4 sequence in this program, at least two must be based on different task types. It is likely that you will identify more than one suitable task type but you must select only one for the assessment.

As you progress through the planning process, you may also find that you need to review or reconsider your choice of task type.

Figure 6 (page 18) shows the process for the selection of an appropriate task type for the group of units selected.

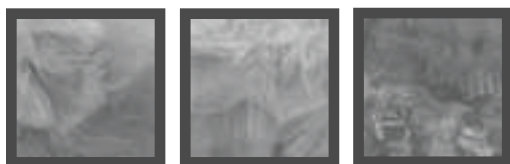


Figure 6: Selection of task type

Unit/s of competence	Possible task types	Key considerations	Task type chosen and rationale
<i>Business Administration</i>			
<p>BSBCMN306A Produce business documents</p> <p>BSBCMN305A Organise workplace information</p>	<ul style="list-style-type: none"> ■ Product ■ Portfolio ■ Work Performance 	<p>The critical aspects of evidence require the production of business documents suggesting the production of an item/s. The Product design rules would enable reliable assessment of these units.</p> <p>The critical aspects of evidence require familiarity and use of software applications suggesting knowledge of software applications as well as the application of techniques in the use of the software. The Portfolio scoring criteria do not allow assessment of techniques and processes.</p> <p>Requires access to a workplace.</p> <p>Requires access to software and technology.</p> <p>Advice from RTO.</p> <p>Work Performance was not chosen because unable to access workplace outside the school environment.</p>	<p>Product</p> <p>Covered both units of competence in the grouping. Provided for evaluation and problem solving which are not as explicit in the Portfolio. The Product also includes more emphasis on techniques and processes which is a key part of the evidence for these units.</p>

FILL OUT THE ASSESSMENT PLAN

The *VCE VET Business Assessment Guide* provides detailed information about the rules relating to the Assessment Plan. Assessors must be familiar with these requirements.

A pro forma Assessment Plan and completed sample are found in the attachments in the *VCE VET Assessment Guide*.

DESIGN THE ASSESSMENT TASKS

DESIGN AND DEVELOP THE TASK

Link the scoring criteria to the evidence

Having chosen the Product to assess this group of competencies, we need to identify the links between the VCAA scoring criteria and the evidence for the units of competence.

Linking the VCAA scoring criteria to the evidence required for the units of competence, will assist you to develop an appropriate assessment task. Applying the scoring criteria in the industry specific context provides further definition to the task. This contextualisation of the performance level descriptors provides an important link between the evidence to be collected through the task and your judgment of level of performance.

A task design checklist, to assist you to check that you have addressed the essential requirements and to review your task, is provided in Appendix 4.

Figure 7 (page 22) illustrates how to link the scoring criteria to the industry specific context.

Consideration of the performance level descriptors for the task will enable you to develop an assessment task that will encompass the assessment of the unit/s of competence and enable you to make a judgment on the level of performance against the scoring criteria.

Refer to Section 1 of this advice material to review information about task design.

The following is an example of a Business Administration Product assessment task.

Business Administration – Product

Student Information:

Task overview

The following assessment task is part of your assessment for VCE VET Business Administration. You will be required to work in the role of an administrative assistant to produce various business documents, using a range of technology and software. You will be required to plan and produce supporting documents for a parent information evening at your school.

This assessment task assesses the following units of competence.

BSBCMN305A Organise workplace information

BSBCMN306A Produce business documents

The task is made up of three parts:

Part 1: Planning the process

Part 2: Producing the documents

Part 3: Evaluating the process

You will be required to produce a minimum of three different types of business documents to support the parent information evening. You will need to choose two items from Group 1 and an item from Group two, detailed below.

Group 1

- Subject information sheets for 2–3 subject areas
- A program for the evening
- An invitation to parents
- A registration form

Group 2

- A PowerPoint presentation to be presented on the night
- A school webpage about the event

You will also need to use a minimum of three different types of technology and three software applications to produce your documents. Technology may include:

- computers
- scanners
- photocopiers
- printers.

Software may include:

- word processing packages
- database packages
- spreadsheet packages
- presentation packages.

Specific requirements of the task

Part 1: Planning the process

You will be required to submit a written plan of approximately 500–700 words. You will be given time in class to write up your plan. Your plan should include the following information:

- a list of the documents you will be producing
- a list of the technology and software applications required to complete each component of the Product
- the information you will need to collect
- sources of information
- design and layout information for each document
- people to consult in the development of each document
- methods for seeking feedback for each document
- organisational requirements for document design.

Part 2: Producing the documents

Up to 15 hours of class time will be allowed for you to produce your documents.

Part 3: Evaluating the process

When you have completed your documents you will be required to participate in an interview with your assessor in which you will be asked to answer some questions about how you completed your task. These questions could include the following:

- Did you need to make any adjustments to your initial plan? Describe these adjustments and why you needed to make them.
- What problems did you encounter in the planning and production of the documents? How did you deal with these problems?
- Would you change your information collection processes next time? Why/why not?
- Was the time allocated sufficient for you to produce documents to the standard required?

Assessment of the task

The five scoring criteria for this assessment task are:

- Application of underpinning knowledge
- Planning, organisation and implementation
- Problem solving
- Evaluation of Product against plan or intended outcome
- Techniques and processes

To obtain a high score, you will need to do the following:

1. Demonstrate a thorough understanding of the concepts underpinning the Product and apply them effectively. This includes:
 - organisational policies and procedures
 - features and functions of computer applications
 - document design
 - record keeping systems.
2. Display a high level of planning and organisation when you are developing the Product. You will need to explain and evaluate the key steps in planning and developing the Product.

3. Identify and solve problems with accuracy and ability to make decisions.
4. Explain if your product reflects your initial plan and meets required function and purpose.
5. Demonstrate mastery of the technical skills to complete the Product.

Resources

You will have access to computers and a range of software.

Assessment due date/s

Assessor notes:

Explain criteria for assessment to students

Students should have access to the VCE VET Scoring Criteria for the Product and you will need to explain how the task is linked to the criteria.

Validate the task design

When you have designed the Business Administration assessment task, check that it complies with the training package assessment guidelines and the VCAA coursework design rules.

The checklist provided in Appendix 4 has been designed to enable you to check your task and to identify and address gaps. It allows you to review the task to confirm it complies with the VCAA design rules.

Apply task scoring criteria in the industry specific context

Figure 7 (page 22) illustrates the application of industry specific performance level descriptors to the Business Administration assessment task.

Refer to Section 1 to review information on how these performance level descriptors were developed.

Figure 7: Identifying evidence against criteria and performance descriptors

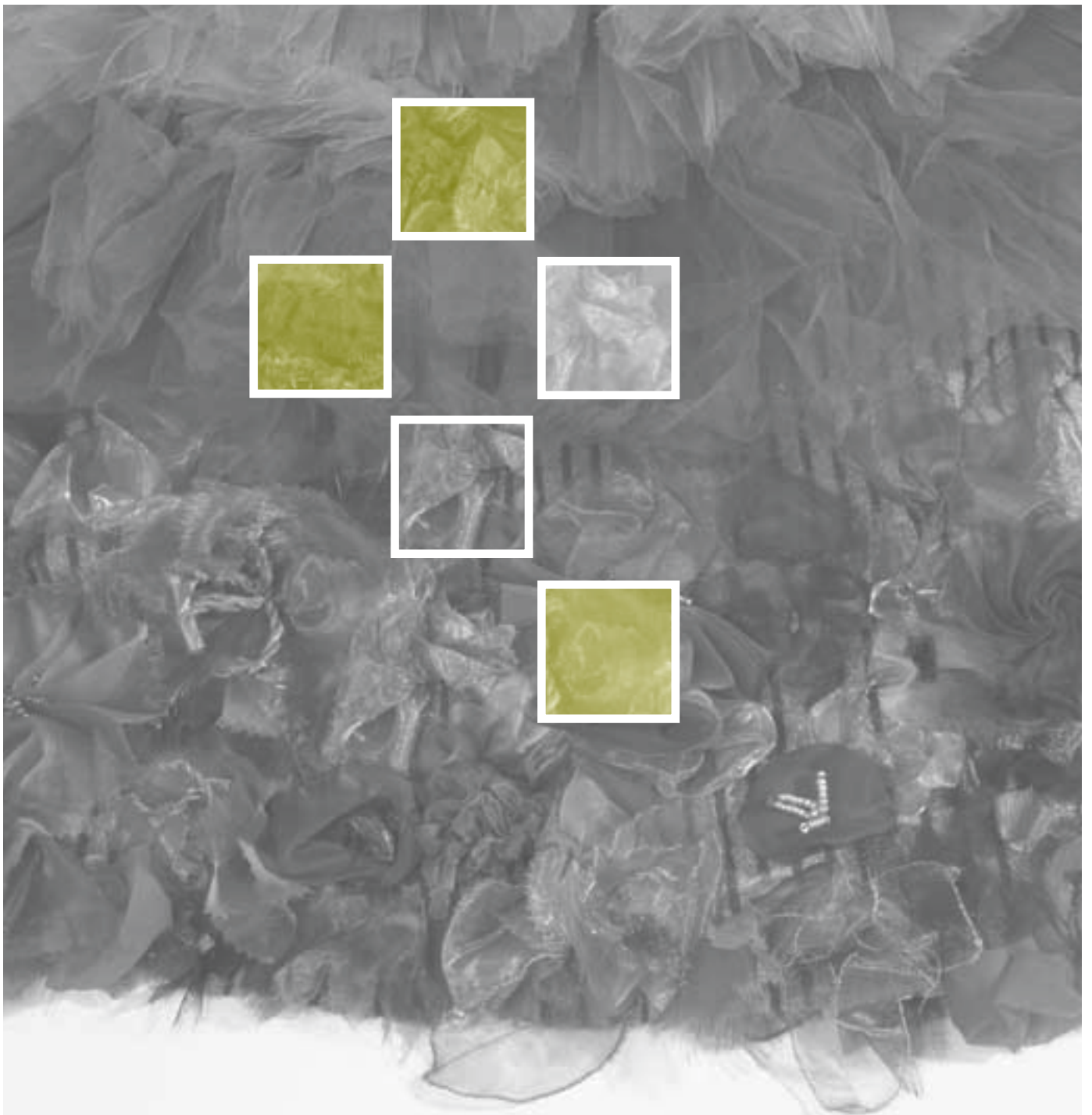
PRODUCT contextualised for Business Administration		Level of Performance				
VCE VET Scoring Criteria	1	2	3	4	5	
Application of underpinning knowledge	<p>Identifies limited and immediate organisational requirements and systems from given information and applies these to the production of task documents.</p> <p>Uses basic industry terminology to identify the functions and features of a limited range of computer applications and equipment.</p> <p>Uses functions and features accurately and safely.</p> <p>Identifies own place in structure of organisation/business.</p>	<p>Selects relevant organisational requirements and systems from a range of organisational requirements and applies these to the production of task documents.</p> <p>Uses an increasing range of industry terminology to describe the functions and features of a range of computer applications and equipment.</p> <p>Describes own place in structure of organisation/business and its relationship to immediately related roles.</p>	<p>Locates, interprets and analyses organisational requirements and systems and applies these to the production of task documents.</p> <p>Refers to quality manuals and procedures and organisational style guides.</p> <p>Uses an extensive range of industry terminology to explain the functions and features of an extensive range of computer applications and equipment and their application to the task.</p> <p>Describes own place in structure of organisation/business and its relationship to the broader organisation/business structure.</p>			
Planning, organisation and implementation	<p>Produces a simple plan outline for production of documents.</p> <p>Prioritises given tasks.</p> <p>Uses limited interpersonal skills to access information from given sources.</p> <p>Asks for general feedback.</p> <p>Produces documents on time with extensive support.</p>	<p>Produces a more detailed plan for production of documents.</p> <p>Prioritises and adjusts given tasks as required.</p> <p>Selects and uses a range of interpersonal skills to access information from given sources.</p> <p>Identifies feedback required and seeks it from appropriate sources.</p> <p>Clarifies and identifies sources of feedback required.</p> <p>Produces documents on time with minimal support.</p>	<p>Produces a detailed plan including contingency plans.</p> <p>Creates and evaluates own priorities.</p> <p>Selects, adapts and uses a range of interpersonal skills to access information from own sources.</p> <p>Identifies, seeks and acts on feedback.</p> <p>Evaluates feedback and incorporates if relevant.</p> <p>Produces documents ahead of time independently.</p>			

PRODUCT contextualised for Business Administration

VCE VET Scoring Criteria	Level of Performance				
	1	2	3	4	5
Problem solving	Identifies routine problems and applies given solutions.		Identifies complex problems and selects appropriate solutions. Implements selected solution/s.		Anticipates problems and selects from a range of processes to achieve the best solution. Seeks feedback on solutions proposed. Implements effective solutions.
Evaluation of product against plan or intended outcome	Identifies and clarifies original objectives in critical respects. Compares processes used in original plan. Describes main steps in plan and process Identifies gaps/problems and suggests modifications. Needs support to solve problems. Product meets required function and purpose.	Identifies and clarifies original objectives in most respects. Documents process used and compares to original plan. Describes gaps/problems and suggests modifications. Needed little support to solve problems. Product effectively meets required function and purpose.	Identifies and clarifies original objectives in all respects. Analyses how the process undertaken relates to original plan. Analyses gaps, suggests modifications and reasons for these. Solved problems independently. Product exceeds required function and purpose and adds value to the outcome.		
Techniques and processes	Uses limited technology and software accurately and according to OHS requirements to produce documents to a basic standard. Uses supplied format for copies. Reads own work and identifies where minor changes may need to be made. Completes documents on time with direction.	Selects, uses and combines technology and software from a wider range of technology and software applications accurately and according to OHS requirements to enhance appearance of documents. Uses given format as a guide. Reads own work, documents possible changes and makes decisions about required changes. Completes documents on time with minimal direction.	Defines outcome for use of technology. Uses technology and software to meet changing requirements. Selects, uses and combines technology and software from an extensive range to maximise presentation and appearance of documents. Locates samples of suitable formats and adapts these to own task. Reads own work, systematically documents possible changes and makes decisions about required changes and implements appropriately. Completes documents on time with no direction.		

Please note: The industry specific performance descriptors **do not replace** the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

HOSPITALITY (OPERATIONS)



HOSPITALITY (OPERATIONS): SAMPLE FOR PHASES ONE AND TWO

Listed below are the units of competence in VCE VET Units 3–4. Refer to the *VCE VET Hospitality (Operations) program booklet* and the *VCE VET Hospitality (Operations) Assessment Guide* for the requirements for selection of the VCE VET Unit 3–4 sequence.



THHBF03B	Provide Food and Beverage Service	110 hours
THHBF10B	Prepare and Serve Non-alcoholic Beverages	15 hours
THHBF02B	Provide a Link between Kitchen and Service Areas	10 hours
THHBF11B	Develop and Update Food and Beverage Knowledge	50 hours
THHBF12A	Prepare and Serve Espresso Coffee	30 hours
THHBCC02B	Prepare Appetisers and Salads	25 hours
THHBCC03B	Prepare Stocks, Sauces and Soups	35 hours
THHBCC04B	Prepare Vegetables, Eggs and Farinaceous Dishes	45 hours
THHBKA03B	Receive and Store Kitchen Supplies	10 hours
THHGHS02B	Clean Premises and Equipment	12 hours
THHBCAT01B	Prepare Foods according to Dietary and Cultural Needs	70 hours

THE ASSESSMENT PLAN

GROUP UNITS OF COMPETENCE

Identify and group appropriate units of competence after carefully considering advice in the relevant Training Package, the VCAA requirements in the relevant VCE VET Assessment Guide and the work focus of the units.

The following unit of competence will be assessed on its own:

THHBF03B: Provide Food and Beverage Service

Advice from the *VCAA Hospitality Assessment Guide* on the selection of units that represent an even spread of nominal hours to enable equal weighting across the three tasks was considered. The unit for the proposed assessment task represents a total of 110 nominal hours and is within the requirement of not exceeding 62 per cent of the total nominal hours in a student's Unit 3–4 sequence.

Further guidance from the assessment advice within the unit of competence, also influenced the decision to assess this as a single stand alone unit.

It was decided to assess this unit of competence on its own as it is a large unit – 110 hours. If this student is completing a 185 hour Unit 3–4 sequence, this meets VCAA requirements that no task may account for more than 62 per cent of the total nominal hours in a student's Unit 3–4 sequence.

IDENTIFY EVIDENCE FOR ASSESSMENT

Review each unit of competence in your grouping noting the elements, performance criteria, range statement and evidence guide including the critical aspects of evidence, underpinning skills and knowledge. Identify the linkages between the units of competence.

It is critical to have a sound understanding of the skills and knowledge students will have to be able to demonstrate through the assessment task. *Figure 8* represents a *visualisation* of the evidence required by the unit of competence identified above.

Figure 8: Visualising evidence

Refer to the Performance Criteria and Critical Aspects of Evidence in the unit of competence

WHAT do the students need to be able to do?

THHBF03B: Provide Food and Beverage Service

- Demonstrated ability to provide complete service within a restaurant or dining area in accordance with established systems and procedures
- Ability to interact positively with customers
- Ability to monitor the service process
- Knowledge of OH&S requirements and demonstrated safe practices

CONSIDER THE FOUR TASK TYPES

Select a task type and design a task that will allow for collection of evidence for assessment and that captures the scoring criteria.

To do this you need to:

- select a task type that complies with VCAA design rules
- consider the VCAA scoring criteria to confirm appropriateness of the selection
- assign the unit/s of competence to the task type.

SELECT THE TASK TYPE

Of the three assessment tasks selected for the Unit 3–4 sequence in this program, at least two must be based on different task types. It is likely that you will identify more than one suitable task type but you must select only one for the assessment.

As you progress through the planning process, you may also find that you need to review or reconsider your choice of task type.

Figure 9 (page 28) shows the process for the selection of an appropriate task type for the group of units selected.



Figure 9: Selection of task type

Unit/s of competence	Possible task types	Key considerations for task selection	Task type chosen and rationale
<i>Hospitality (Operations)</i>			
<p>THHBF03B Provide food and beverage service</p>	<ul style="list-style-type: none"> ■ Work Performance ■ Portfolio 	<p>Focus of unit is on providing service within restaurant or dining area.</p> <p>Can the assessment take place in two different contexts for example two different workplaces, times or situations such as day/night, busy/non busy?</p> <p>Requires access to restaurant and equipment.</p> <p>Suggested assessment method of direct observation and questioning.</p> <p>Portfolio does not assess techniques and processes.</p> <p>Timeframes.</p> <p>Consult with RTO to discuss suitable task types.</p>	<p><u>Work Performance</u></p> <p>Role-play not suitable, simulated work environment must represent industry standard of service. Focus of unit is on application of skills and knowledge on the job.</p>

FILL OUT THE ASSESSMENT PLAN

The *VCE VET Hospitality (Operations) Assessment Guide* provides detailed information about the rules relating to the Assessment Plan. Assessors must be familiar with these requirements.

A pro forma Assessment Plan and completed sample are found in the attachments in the *VCE VET Assessment Guide*.

DESIGN THE ASSESSMENT TASKS

DESIGN AND DEVELOP THE TASK

Link the scoring criteria to the evidence

Having chosen the Work Performance to assess this unit of competence, we need to identify the links between the VCAA scoring criteria for the Work Performance task type and the evidence for the unit of competence identified: **THHBFB03B Provide Food and Beverage Service.**

Linking the VCAA scoring criteria to the evidence required for the units of competence, will assist you to develop an appropriate assessment task. Applying the scoring criteria in the industry specific context provides further definition to the task. This contextualisation of the performance level descriptors provides an important link between the evidence to be collected through the task and your judgment of level of performance.

A task design checklist, to assist you to check that you have addressed the essential requirements and to review your task, is provided in Appendix 4.

Figure 10 (page 32) illustrates how to link the scoring criteria to the industry specific context.

Consideration of the performance level descriptors for the task will enable you to develop an assessment task that will encompass the assessment of the unit of competence and enable you to make a judgement on the level of performance against the scoring criteria.

Refer to Section 1 of this advice material to review information about task design.

The following is an example of a Hospitality (Operations) Work Performance task.

Hospitality (Operations) – Work Performance

Student information:

Task overview

The following assessment task is part of your assessment for VCE VET Hospitality (Operations). The task requires you to work in the role of a waiter/food and beverage attendant in Victoria's Restaurant for six sessions each of 5 hours duration.

This assessment task assesses the following unit of competence:

THHBF03B: Provide Food and Beverage Service

The task is made up of two parts:

Part 1: Application of practical activities in the workplace

Part 2: Oral or written test on underpinning knowledge in unit.

You will be required to apply at least two of the following different styles of service:

- table d'hôte
- a la carte
- buffet
- breakfast
- function.

Specific requirements of the task

Part 1: Application of practical activities in the workplace

You will be observed undertaking specific tasks in the workplace. As a professional waiter you will be observed as you:

- prepare and maintain the work area
- maintain good customer and staff relations
- make recommendations and assist guests in making selections
- take and record orders
- serve and clear food and beverages
- closedown the restaurant.

Part 2: Oral or written test on underpinning knowledge in unit

This part of the task will consist of questions in the following areas:

- restaurant rules and procedures
- setting tables
- cutlery identification
- sequence of service.

Assessment of the task

The five scoring criteria for this assessment task are:

- Application of underpinning knowledge
- Communication, language and interpersonal skills
- Techniques and processes
- Work organisation
- Supervision and performance of work tasks.

To obtain a high score, you will need to do the following:

- Demonstrate a thorough understanding of the key concepts underpinning food and beverage service. This includes understanding organisational requirements, equipment features and functions and menu knowledge.
- Select and use a range of appropriate communication techniques with colleagues and customers. This includes greeting customers, checking customer satisfaction and displaying interpersonal skills such as punctuality and courtesy.
- Effectively perform technical skills and procedures in food and beverage service. This includes monitoring of workflow, effective time management and safe work practices.
- Demonstrate good planning and organisational skills in carrying out functions in the workplace.
- Perform tasks independently and accurately.

Resources

Access to a restaurant or hospitality training centre.

Assessment due date/s

Assessor notes:

Explain criteria for assessment to students

Students should have access to the *VCE VET Scoring Criteria* for the Work Performance and you will need to explain how the task is linked to the criteria.

Validate the task design

When you have designed the Hospitality (Operations) assessment task, check that it complies with the training package assessment guidelines and the VCAA coursework design rules.

The checklist provided in Appendix 4 has been designed to enable you to check your task and to identify and address gaps. It allows you to review the task to confirm it complies with the VCAA design rules.

Apply task scoring criteria in the industry specific context

Figure 10 (page 32) illustrates the application of industry specific performance level descriptors to the Hospitality (Operations) assessment task.

Refer to Section 1 to review information on how these performance level descriptors were developed.

Figure 10: Identifying evidence against criteria and performance descriptors

WORK PERFORMANCE contextualised for Hospitality (Operations)		Level of Performance				
		1	2	3	4	5
VCE VET Scoring Criteria	Application of underpinning knowledge	<p>Identifies and applies relevant OH&S and hygiene organisational requirements within a restaurant or dining area.</p> <p>Identifies suitable equipment relevant to perform the task.</p> <p>Identifies a range of food and beverage service styles directly related to the task (job role).</p> <p>Is familiar with the organisation's menu and can list, describe and make recommendations to customers.</p>	<p>Selects relevant organisational requirements to provide a good standard of service within a restaurant or dining area.</p> <p>Identifies and explains the functions of a range of equipment.</p> <p>Identifies and distinguishes features of food and beverage service styles in the hospitality industry.</p> <p>Is familiar with the organisation's menu and can list, describe and make detailed recommendations to customers.</p>	<p>Locates and applies the organisation's policies and procedures including OHS and hygiene requirements to provide a high standard of service within a restaurant or dining area.</p> <p>Identifies an extensive range of equipment and explains their functions.</p> <p>Identifies and distinguishes features of an extensive range of food and beverage styles and suitability to different dining environments.</p> <p>Is familiar with the organisation's menu and can list, describe and make informed and detailed recommendations and suggestions to customers.</p>		
	Communication, language and interpersonal skills	<p>Communicates, uses appropriate language, interacts and addresses customers and staff within a dining environment.</p> <p>Records orders legibly and relays order to appropriate staff.</p> <p>Follows given instructions.</p>	<p>Selects and uses a range of interpersonal skills to interact with customers and staff in a dining environment.</p> <p>Takes and records order, then confirms order with customer and relays order to appropriate staff.</p> <p>Clarifies instructions and asks questions.</p>	<p>Selects, uses and adapts a wide range of interpersonal skills including awareness of register and body language to interact with a wide range of customers in diverse dining environments.</p> <p>Anticipates customer needs, takes order, relays order to appropriate staff and keeps customer informed.</p> <p>Clarifies instructions and acts on feedback given.</p>		

WORK PERFORMANCE contextualised for Hospitality (Operations)

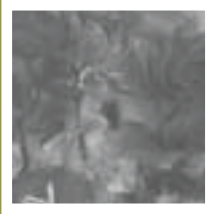
VCE VET Scoring Criteria	Level of Performance				
	1	2	3	4	5
Techniques and processes	Applies appropriate techniques and processes in different restaurant and dining environments. Uses equipment correctly.		Selects and applies techniques and processes for different restaurant and dining environments. Uses equipment correctly and can explain functions.		Selects, implements and adjusts a range of techniques and processes to different restaurants and dining environments. Uses equipment correctly and can provide detailed explanation of functions.
Work organisation	Prioritises given tasks within the service process. Identifies and solves routine problems. Completes task with direction.		Prioritises and adjusts given tasks within the service process as required. Identifies problems in the service process, then selects and implements appropriate solution. Has a clear understanding of the job function in the workplace.		Identifies and evaluates own priorities within the service process. Anticipates problems in the service process and selects from a range of processes to achieve the best solution and seeks feedback. Has a thorough understanding of the job function in the workplace.
Supervision and performance of work tasks	Completes task with direction.		Completes task with some or minimal support.		Completes task independently.

Please note: The industry specific performance descriptors **do not replace** the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

INFORMATION TECHNOLOGY



INFORMATION TECHNOLOGY (GENERAL): SAMPLE FOR PHASES ONE AND TWO



Listed below are the units of competence in VCE VET Units 3–4.

ICAITU018C	Develop macros and templates for clients using standard products	60 hrs
ICAITD128A	Create user and technical documentation	20 hrs
ICAITU126B	Use advanced features of computer applications	40 hrs
ICAITS032B	Provide network systems administration	20 hrs
ICAITU019C	Migrate to new technology	20 hrs
ICAITS031B	Provide advice to clients	40 hrs
ICAITS020C	Install and optimise system software	20 hrs

THE ASSESSMENT PLAN

GROUP UNITS OF COMPETENCE

Identify and group appropriate units of competence after carefully considering advice in the relevant training package, the VCAA requirements in the relevant VCE VET Assessment Guide and the work focus of the units.

The following units were grouped:

- ICAITS020C Install and optimise system software**
- ICAITS032B Provide network systems administration**
- ICAITD128A Create user and technical documentation**

This group of units for the proposed assessment task represents a total of 60 nominal hours and is well within the VCAA requirement of not exceeding 50 per cent of the total nominal hours for the Unit 3–4 sequence in the Information Technology (General) program (refer to the VCE VET Assessment Guide).

Further guidance from the assessment advice within the units of competence also influenced the grouping. For example, it is advised that ICAITS032B Provide network systems administration can be co-assessed with the other units of competence included in this group.

IDENTIFY EVIDENCE FOR ASSESSMENT

Review each unit of competence in your grouping noting the elements, performance criteria, range statement and evidence guide including the critical aspects of evidence, underpinning skills and knowledge. Identify the linkages between the units of competence.

It is critical to have a sound understanding of the skills and knowledge students have to be able to demonstrate through the assessment task. *Figure 11* represents a *visualisation* of the evidence required by the three units of competence identified.

Figure 11: Visualising evidence

Refer to the Performance Criteria and Critical Aspects of Evidence in the units of competence

WHAT do the students need to be able to do?		
ICAITS020B Install and optimise system software	ICAITS032B Provide network systems administration	ICAITD128A Create user and technical documentation
<ul style="list-style-type: none"> ■ determine operating system requirements in line with organisational guidelines and budget ■ identify vendor specifications and requirements for installation ■ install and improve system performance with minimum disruption to clients ■ set up configuration and procedures ■ provide instruction to the client ■ demonstrate OHS requirements relating to the use of equipment 	<ul style="list-style-type: none"> ■ provide client access and security ■ maintain network integrity and perform diagnostic tests ■ formulate a disaster recovery plan ■ provide the client with an optimised network that complies with organisational guidelines ■ demonstrate OHS requirements in relation to ergonomic and environmental factors 	<ul style="list-style-type: none"> ■ define and document reference material to use, support and maintain system ■ determine documentation standards and requirements ■ produce technical software documentation in line with project plan ■ create client user documentation that is clear and coherent ■ review and update documentation ■ demonstrate OHS requirements in relation to ergonomic and environmental factors

CONSIDER THE FOUR TASK TYPES

Select a task type and design a task that will allow for collection of evidence for assessment and that captures the scoring criteria.

To do this you need to:

- select a task type that complies with VCAA design rules
- consider the VCAA scoring criteria to confirm appropriateness of the selection
- assign the unit/s of competence to the task type.

SELECT THE TASK TYPE

Of the three assessment tasks selected for the Unit 3–4 sequence in this program, at least two must be based on different task types. It is likely that you will identify more than one suitable task type but you must select only one for the assessment.

As you progress through the planning process, you may also find that you need to review or reconsider your choice of task type.

Figure 12 (page 38) shows the process for the selection of an appropriate task type for the group of units selected.

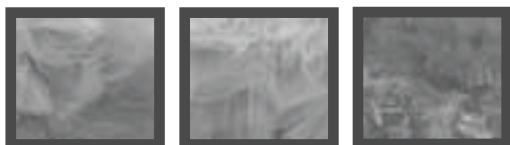


Figure 12: Selection of task type

Information Technology (General)			
Unit/s of competence	Possible task types	Key considerations in choosing a task type	Task type chosen & rationale for choice
<p>ICAITS020C Install and optimise system software</p> <p>ICAITS032B Provide network systems administration</p> <p>ICAITD128A Create user and technical documentation</p>	<ul style="list-style-type: none"> ■ Work Performance ■ Work Project 	<p>The evidence guide of the units suggests simulated activities that closely reflect the workplace.</p> <p>The units suggest that method of assessment is determined by the project lifecycle. The context for assessment is the workplace or simulated environment.</p> <p>Evidence guide suggests observation of skills and questioning to assist in assessing competence.</p> <p>Context for assessment of the first unit suggests observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.</p> <p>Requires access to hardware and software.</p>	<p>Work Project</p> <p>The choice of a Work Project provides the opportunity to design a task through a scenario and to provide access to support resources that closely reflect the workplace.</p> <p>Projects provide opportunity for assessment of Information Technology units.</p>

FILL OUT THE ASSESSMENT PLAN

The *VCE VET Information Technology Assessment Guide* provides detailed information about the rules relating to the Assessment Plan. Assessors must be familiar with these requirements.

A pro forma Assessment Plan and completed sample are found in the attachments in the *VCE VET Assessment Guide*.

DESIGN THE ASSESSMENT TASK

DESIGN AND DEVELOP THE TASK

Link the scoring criteria to the evidence

Having chosen the Work Project to assess this group of competencies, we need to identify the links between the VCAA scoring criteria and the evidence for the units of competence.

Linking the VCAA scoring criteria to the evidence required for the units of competence, will assist you to develop an appropriate assessment task. Applying the scoring criteria in the industry specific context provides further definition to the task. This contextualisation of the performance level descriptors provides an important link between the evidence to be collected through the task and your judgment of level of performance.

A task design checklist, to assist you to check that you have addressed the essential requirements and to review your task, is provided in Appendix 4.

Figure 13 (page 44) illustrates how to link the scoring criteria to the industry specific context.

Consideration of the performance level descriptors for the task will enable you to develop an assessment task that will encompass the assessment of the unit of competence and enable you to make a judgment on the level of performance against the scoring criteria.

Refer to Section 1 of this advice material to review information about task design.

The following is an example of an Information Technology Work Project.

Information Technology (General) – Work Project

Student information:

Task overview

The following assessment task is part of your assessment for VCE VET Information Technology (General). You will take on the role of Assistant System Administrator to complete this assessment task. The assessment task involves a Work Project, where you will be required to undertake a planning exercise which will require you to investigate operating system requirements, make recommendations for implementation, implement and support the new system.

The Work Project involves planning and investigation to:

- determine new network operating system requirements in line with organisational guidelines and budget to present to management to consider for implementation
- install the system and provide network system administration; and
- create user and technical documentation.

The Work Project will be documented in a written report that includes your project plan and support technical documentation (approximately 1200–1500 words).

This assessment task assesses the following units of competence:

ICAITS020C

Install and optimise system software

ICAITS032B

Provide network systems administration

ICAITD128A

Create user and technical documentation

Time allowed: 15 hours

You will be given approximately 5 hours to determine system requirements and to document an implementation plan and 10 hours to complete the project – install the system, provide network administration and develop user documentation.

This task is the final assessment for these three units of competence. It will also provide you with the opportunity to be assessed on your level of performance for a study score for this VCE VET program.

Study scores are optional and you may choose not to receive a study score. However, you will be required to complete the assessment task to determine competence.

Assessment of competence also involves ongoing assessment, therefore the work you have undertaken during class for these units, is part of your assessment.

Specific requirements of the task

This Work Project is made up of three parts:

Part 1: Develop a project plan and investigate project requirements

Part 2: Implement your project plan

Part 3: Report on project outcomes

Below is a scenario for the Work Project with instructions on completing the assessment task.

Scenario:

As Assistant Network Administrator working for an online holiday accommodation agency (Ozzie Holidays) you have been set a Work Project to investigate the implementation of an operating system to meet the growing needs of the organisation. To do this you will have to devise a project plan.

The organisation's current network operating system is Windows 98 and you will be required to investigate two operating systems software (Linux and Windows XP).

The planning exercise will require you to identify the functions and features of the above operating systems including suitable infrastructure (hardware) and organisation software requirements for the upgrade.

As part of your plan you will need to identify a budget with your manager. Your final written report will include a budget, vendor specifications and requirements for installation including in-house and vendor support. Your report will also include your recommendation of the system software you consider appropriate to meet the needs of the organisation.

Develop an implementation plan that includes installation of new system software and required infrastructure and software to support the system; the development of a disaster recovery plan; the development of technical documentation to support implementation including access and security procedures. You will present your oral progress report in an informal meeting with your manager.

Following your meeting with your manager, incorporate the feedback and recommendations arising out of the discussion into your report.

Part 1: Develop a project plan and investigate project requirements

1. Read the scenario and identify and document project tasks and timeline (implementation plan).
2. Investigate and document system requirements.
3. Present report and action plan to your manager (teacher) for discussion and review findings and recommendations. In your presentation (informal meeting) you will be asked questions to determine your understanding and knowledge of:
 - a. related information technology infrastructure including network linkages
 - b. systems, organisational and technical
 - c. functions and features of operating systems
 - d. set up configuration procedures
 - e. software copyright and OHS requirements for implementation.

Part 2: Implement project plan

1. Update project specifications and project plan (based on feedback – review system requirements outlined in the report and implementation plan)
2. Implement project plan
 - a. Install and optimise new system.
 - b. Set up configuration and procedures, which includes:
 - i. formulating a disaster plan
 - ii. providing client access and security.
 - iii. developing technical documentation that includes the disaster plan and client access and security.
 - c. Provide one-to-one instruction to client on access and security procedures.

During installation you will be observed and/or asked to demonstrate installation, which may also involve questioning and discussion.

Part 3: Review implementation and report on project outcomes

1. Review implementation and update technical documentation.
2. Document implementation of project plan, identifying problems arising during implementation and how you solved these.
3. Submit a final written report of 1200-1500 words. This will include the project plan, technical documentation, issues in implementation and recommendations.

Assessment of the task

The five scoring criteria for this assessment task are:

- Application of underpinning knowledge
- Expressing ideas and information
- Planning, organisation and implementation
- Collecting and analysing ideas and information
- Coherence and coverage

To obtain a high score, you will need to do the following:

1. Demonstrate a thorough understanding of key concepts and knowledge underpinning the units being assessed, including:
 - identifying operating systems to support networks that include related infrastructure (hardware and software) requirements
 - vendor specifications and requirements including availability of in-house and vendor support
 - software copyright; OHS requirements; backup procedures; and access procedures
 - quality assurance concepts underpinning the project and apply them effectively.

2. Express ideas and information that will:
 - convey and clarify information requiring highly developed questioning and active listening skills
 - demonstrate good customer service skills to meet the needs of the client
 - demonstrate a thorough understanding and correct use of industry and enterprise language.
3. Plan, organise and implement within specifications and timelines. High level planning skills, independent organisation and efficient implementation are evident.
4. Collect and analyse ideas and information requiring access and collation of information sourced from a range of sources. Information is analysed and interpreted accurately and used effectively to complete the project.
5. Coherence and coverage requires your report and presentations to be clear and comprehensive and cover all aspects of the project and its outcomes.

Resources

You will have access to networked computers and relevant system software, technical equipment and documentation, user manual and policy and procedures manuals, diagnostic tools and access to peers and supervisors for obtaining information within a simulated work environment.

Assessment due date/s

Assessor notes:

Explain criteria for assessment to students

Students must have access to the *VCE VET Scoring Criteria* for the Work Project and you will need to explain how the task is linked to the criteria.

Validate the task design

When you have designed the Information Technology assessment task, check that it complies with the training package assessment guidelines and the VCAA coursework design rules.

The Work Project checklist in Appendix 4 has been designed to enable you to check your task and to identify and address gaps. It allows you to review the task to confirm it complies with the VCAA design rules.

Apply task scoring criteria in the industry specific context

Figure 13 (page 44) illustrates the application of industry specific performance level descriptors to the Information Technology assessment task.

Refer to Section 1 to review information on how these performance descriptors were developed.

Figure 13: Identifying evidence against criteria and performance descriptors

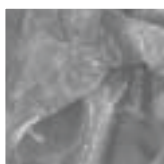
WORK PROJECT contextualised for Information Technology (General)		Level of Performance				
		1	2	3	4	5
VCE VET Scoring Criteria						
Application of underpinning knowledge	Final report covers all aspects of underpinning knowledge and recommendations on choice of system upgrade is justified appropriately.	Final report covers all aspects of underpinning knowledge and recommendations on choice of system upgrade is justified and demonstrates a good understanding of the requirements.	Final report covers all aspects of underpinning knowledge and includes a comprehensive evaluation of system software and strong justification to support recommendation of preferred system software upgrade.			
Expressing ideas and information	Clarifies project requirements by asking appropriate questions and produces a project plan that addresses required specifications.	Discusses and clarifies project requirements. Understands project objectives and develops, presents and communicates project plan clearly to client.	Understands and clearly communicates project requirements to client for confirmation. Project plan presentation is clear and concise and demonstrates detailed understanding of project objectives.			
	Presentation and language of report is appropriate and meets industry standards and required project outcomes.	Presentation and language of report is clear and meets industry standards. Information is relevant and well organised.	Understands project requirements and produces a quality report in required style and format.			
	Uses appropriate technical language and communication skills to relay information, ideas and in the provision of one-to-one instruction.	Displays good communication skills and use of technical language and appropriate language to provide one-to-one instruction.	Displays strong communication skills and use of technical language and one-to-one instruction skills.			
	Produces standard technical documentation.	Produces good technical documentation.	Produces high quality technical documentation.			
	Has essential understanding of project and industry requirements.	Has a good understanding of project and industry requirements.	Has a strong understanding of project and industry requirements.			

VCE VET Scoring Criteria	Level of Performance				
	1	2	3	4	5
Planning, organisation and implementation	<p>Within given specifications and timelines, plans, organises and completes the work project.</p> <p>Installs system upgrade, runs diagnostic tests within designated timeframe and explains the purpose for running diagnostic tests.</p> <p>Technical documentation adequately addresses access and security procedures and disaster recover policy.</p>	<p>Within given specifications and timelines, effectively plans, organises and completes the work project.</p> <p>Installs system within designated timeframe and runs appropriate diagnostic tests and is able to explain function of testing.</p> <p>Produces quality technical documentation.</p>	<p>Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the work project.</p> <p>Installs system efficiently and runs appropriate diagnostic tests and confidently explains reasons for ensuring integrity of the system.</p> <p>Produces high quality business technical documentation.</p>		
Collecting and analysing ideas and information	<p>Analyses project requirements and completes the project.</p> <p>Locates and analyses adequate information to determine network requirements.</p> <p>Additional information and feedback provided is interpreted and used to complete the project.</p>	<p>Analyses project requirements and completes a quality project.</p> <p>Locates and analyses a range of suitable information to determine network requirements.</p> <p>Additional information and feedback is interpreted and effectively applied to complete a quality project.</p>	<p>Analyses project requirements and completes a high quality project.</p> <p>Locates an extensive range of information, evaluates and selects to determine network requirements.</p> <p>Additional information and feedback is interpreted and effectively applied to complete a high quality project.</p> <p>Endeavours to access further information to enhance quality.</p>		
Coherence and coverage	<p>Report provides information on key aspects of the project.</p> <p>Presentation of client and technical documents is clear and ordered.</p>	<p>Report provides comprehensive coverage of all aspects of the project.</p> <p>Presentation of client and technical documents is coherent and comprehensive.</p>	<p>Report is coherent and comprehensive and covers all aspects of the project.</p> <p>Presentation of client and technical documents are of high quality.</p>		

Please note: The industry specific performance descriptors **do not replace** the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

APPENDICES

1. VISUALISING THE EVIDENCE
2. SELECTION OF TASK TYPE
3. LINKING THE SCORING CRITERIA TO THE EVIDENCE
4. A CHECKLIST FOR A WORK PERFORMANCE
- B CHECKLIST FOR A WORK PROJECT
- C CHECKLIST FOR A PRODUCT
- D CHECKLIST FOR A PORTFOLIO



1. Visualising evidence

WHAT do the students need to be able to do?

WHAT Unit/s are being assessed?

List the evidence

How?

Where?

2. Selection of task type

Unit/s of competence	Possible task types	Key considerations	Task type chosen and rationale

3. Linking the scoring criteria to the evidence and considerations for design of assessment task

Scoring criteria for <Insert task type>	Evidence linked to scoring criteria <Name of unit/s of competence>	Considerations for design of assessment task
<Insert scoring criteria>		

4A. Design rules checklist for a Work Performance

The assessment includes:

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

DESIGN RULES	NOTES
Is the task designed to assess a specific unit or units of competence?	
Have the unit/s of competence which the task will address been clearly identified for students?	
Will the assessment take place in a workplace setting or appropriate simulated environment?	
If the assessment is to be completed in a simulated environment, have you checked the training package assessment guidelines for assessment in a simulated environment?	
Will the assessor record the outcomes of structured observation on a Work Performance checklist?	
Is there a set of oral or written questions to assess essential knowledge and skills to accompany the checklist?	
If oral questions are used, will notes be recorded on the responses?	
Will the assessment be conducted in at least two different contexts which are consistent with the Range of Variables in the unit of competence?	
Will the assessment of Work Performance be conducted over a maximum total timeframe of one and a half hours?	
Is the assessment task structured in a way that allows students the opportunity to demonstrate a high level of performance?	
Has each scoring criterion for this task type been addressed in the task?	

Scoring criteria:

- application of underpinning knowledge
- techniques and processes
- supervision and performance of work tasks
- communication, language and interpersonal skills
- work organisation

4B. Design rules checklist for a Work Project

The Work Project is to involve one of the following:

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

DESIGN RULES	NOTES
Is the task designed to assess a specific unit or units of competence?	
Have the unit/s of competence which the task will address been clearly identified for students?	
Is the Project related directly to the units being assessed and covers the assessment of the unit/s?	
Is the Project based on primary evidence gathered in a workplace or appropriate simulated environment?	
Is the Project one of: <ul style="list-style-type: none"> ■ an investigation of work procedures/operations? ■ a planning exercise? ■ a problem solving exercise? ■ a research exercise? 	
Is there opportunity for the Project to be completed in class time using information gathered in the workplace? Has five hours been allowed to gather evidence in the workplace and ten hours to complete the Project?	
Is the assessment task structured in a way that allows students the opportunity to demonstrate a high level of performance?	
Will student/s have access to: <ul style="list-style-type: none"> ■ appropriate equipment at the assessment site (refer to the relevant competency standards)? ■ instruction for the task? ■ the relevant manual, user guides, documentation? ■ the criteria for assessment? 	
Has the task been designed to document evidence that includes one of the following: <ul style="list-style-type: none"> ■ 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)? 	
Has each scoring criterion for this task type been addressed in the task?	

Scoring criteria:

- application of underpinning knowledge
- expressing ideas and information
- planning, organisation and implementation
- collecting and analysing ideas and information
- coherence and coverage

4C. Design rules checklist for a Product

The Product comprises a ‘design and produce task’ and may include:

- an event
- an object
- a visual presentation

DESIGN RULES	NOTES
Is the task designed to assess a specific unit or units of competence?	
Have the unit/s of competence which the task will address been clearly identified for students?	
Is the Product based on a work activity and completed in a workplace or appropriate simulated environment?	
If the product is to be completed in a simulated environment, have you checked the training package assessment guidelines for assessment in a simulated environment?	
Is the Product: <ul style="list-style-type: none"> ■ an object or item? ■ an event? (this can be a group activity) ■ a visual (photographic/video) presentation/display of an object? 	
Does the task include a plan of approximately 500–700 words outlining the design, method and materials/resources required for the Product?	
Has the task been designed to enable the Product to be produced within a maximum total timeframe of 15 hours?	
Does the task include supporting questions to ask the student about the planning and production of their Product?	
Have the supporting questions been designed to produce evidence of the application of planning and problem solving processes used?	
Has the assessment task been designed in a way that allows students the opportunity to demonstrate a high level of performance?	
Has each scoring criterion for this task type been addressed in the task?	

Scoring criteria:

- application of underpinning knowledge
- problem solving
- techniques and processes
- planning, organisation and implementation
- evaluation of product against plan or intended outcome

4D. Design rules checklist for a Portfolio

The final Portfolio may be selected from the following:

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

DESIGN RULES	NOTES
Is the task designed to assess a specific unit or units of competence?	
Is the Portfolio compiled from evidence produced by the student?	
Will the student be instructed to include an index in their Portfolio that indicates which evidence relates to the appropriate unit/s?	
Are there specific guidelines which will be given to students for the compilation of their Portfolio?	
Will the Portfolio contain a minimum of three items and a maximum of five items?	
Are there at least two different forms of evidence selected from: <ul style="list-style-type: none"> ■ practical exercise/activity? ■ workbook? ■ logbook/journal/diary? ■ written/oral short answers? ■ visual display? ■ topic tests? ■ documentation of a work performance, such as a completed checklist or short report? 	
Is the time allowed to complete and compile items for the Portfolio a minimum of five hours and a maximum of twelve hours?	
Is the assessment task structured in a way that allows students the opportunity to demonstrate a high level of performance?	
Has each scoring criterion for this task type been addressed in the task?	

Scoring criteria:

- application of underpinning knowledge
- expressing ideas and information
- independence
- planning and organisation
- content