

CERTIFICATE II IN EQUINE INDUSTRY (BILLANOOK COLLEGE) - WORK PROJECT 2009

VCE VET SCORING CRITERIA

Assessor:	Student:	Student no:
VCE VET program:	School no:	RTO no:

CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	Displays an understanding of the key concepts and knowledge underpinning the work task/s. Applies these understandings in the performance of work functions. <input type="checkbox"/>	<input type="checkbox"/>	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"/>	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"/>
Expressing ideas and information	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"/>	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"/>	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	Within given specifications and timelines, plans, organises and completes the work project. <input type="checkbox"/>	<input type="checkbox"/>	Within given specifications and timelines, effectively plans, organises and completes the work project. <input type="checkbox"/>	<input type="checkbox"/>	Within given specifications and timelines, displays a high level of planning skill, independently organising and implementing the work project. <input type="checkbox"/>
Collecting and analysing ideas and information	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"/>	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"/>	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	Report/presentation provides information on key aspects of the project. <input type="checkbox"/>	<input type="checkbox"/>	Report/presentation provides comprehensive coverage of all aspects of the project. <input type="checkbox"/>	<input type="checkbox"/>	Report/presentation is coherently presented and provides comprehensive coverage of all aspects of the project and its outcomes. <input type="checkbox"/>

CERTIFICATE II IN EQUINE INDUSTRY (BILLANOOK COLLEGE) - PORTFOLIO 2009

VCE VET SCORING CRITERIA

Assessor: Brian Hodgson	Student:	Student no:			
VCE VET program: Equine Industry	School no:	RTO no:			
CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	<p>Oral presentations display an understanding of the topics researched.</p> <p>Able to accurately measure and record data related to horse health.</p> <p>Satisfied minimum requirements for competency through work on written tests</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Oral presentations identifies key questions and focus on providing answers to these.</p> <p>Maintains adequate written records related to horse health.</p> <p>Displays a sound understanding of the key concepts and knowledge through work on written tests</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Oral presentations are authoritative and demonstrate a thorough understanding of the topics researched.</p> <p>Uses records related to horse health to guide responses in the workplace. Demonstrated ability to evaluate data and make decisions.</p> <p>Demonstrates a thorough understanding of all key concepts and knowledge through work on written tests</p> <p style="text-align: right;"><input type="checkbox"/></p>
Planning and organisation	<p>Poster produced which serves the purpose intended.</p> <p>Needed help to meet timelines.</p> <p>Translated information into a PowerPoint presentation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Poster prepared which meets guidelines with respect to size and succinct content.</p> <p>Met timelines.</p> <p>Used the PowerPoint medium effectively</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Poster meets guidelines and displays a high level of planning skill in its organising and content.</p> <p>Demonstrated sound time management.</p> <p>PowerPoint presentation demonstrated high level skills in organization of material.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Expressing ideas and information	<p>Form and style of expression in the oral presentation are adequate for the purpose, audience and situation.</p> <p>Relevant information and ideas are communicated.</p> <p>Understanding and use of industry and enterprise language are demonstrated.</p> <p>Ideas and information clearly communicated.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Form and style of expression in the oral presentation are appropriate for the purpose, audience and situation but delivery (eg reading directly from notes) could be improved.</p> <p>Relevant information and ideas are clearly organised and communicated.</p> <p>A sound understanding and correct use of key industry and enterprise language are demonstrated.</p> <p>Care taken to express ideas in a way which would have an impact on the audience.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Form and style of expression in the oral presentation are highly appropriate for the purpose, audience and situation resulting in a highly effective presentation.</p> <p>Relevant information and ideas are effectively selected and communicated.</p> <p>A thorough understanding and effective use of industry and enterprise language are demonstrated, including correct pronunciation of technical terms.</p> <p>Highly effective use of illustrative and communication skills ensuring the impact of their work.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Content	<p>The portfolio provides evidence of sound work that meets the requirements for all competencies/modules being assessed.</p> <p>Written reports on incursions and excursion completed satisfactorily.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>The portfolio provides evidence of high quality work demonstrating proficiency across all competencies/modules being assessed.</p> <p>Written reports on incursions and excursion demonstrate their relationship to knowledge about anatomy and physiology.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>The portfolio provides evidence of exemplary work, demonstrating the highest level of proficiency across all competencies/modules being assessed.</p> <p>Evidence provided of how the incursions and excursions contributed to increased knowledge about anatomy and physiology.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Independence	<p>Under normal workplace supervision, requires additional supervisor-initiated support to complete tasks in accordance with requirements and timelines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Under normal workplace supervision, seeks limited additional supervisor support to complete tasks in accordance with requirements and timelines.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<input type="checkbox"/>	<p>Under normal workplace supervision, works independently to complete tasks in accordance with requirements and timelines.</p> <p style="text-align: right;"><input type="checkbox"/></p>

CERTIFICATE II IN EQUINE INDUSTRY (BILLANOOK COLLEGE) -PRODUCT 2009

VCE VET SCORING CRITERIA

Assessor: Brian Hodgson	Student:	Student no:			
VCE VET program: Equine Industry	School no:	RTO no:			
CRITERIA	LEVELS OF PERFORMANCE				
	1 (base)	2	3 (medium)	4	5 (high)
Application of underpinning knowledge	Understands the key concepts and knowledge required to run an equine competition <input type="checkbox"/>	<input type="checkbox"/>	Relates the key concepts and knowledge required to run an equine competition to the circumstances of a specific competition <input type="checkbox"/>	<input type="checkbox"/>	Applies the key concepts and knowledge required to run an equine competition to the circumstances of a specific competition <input type="checkbox"/>
Planning, organisation & implementation	Participates in meetings to organise the competition. Attends on competition days and renders assistance Superficial report. <input type="checkbox"/>	<input type="checkbox"/>	Accepts responsibility for a component of the planning. Accepts allocated responsibility and carries out assigned tasks reliably Comprehensive report. <input type="checkbox"/>	<input type="checkbox"/>	Carries out the accepted responsibility efficiently and reliably without external support Demonstrates leadership and initiative in contributing to the management of the competition Comprehensive report with obvious care taken over presentation. <input type="checkbox"/>
Problem solving	Accepts that problems exist and implements designated procedures to resolve them. <input type="checkbox"/>	<input type="checkbox"/>	Identifies problems and discusses effective procedures to resolve them and makes decisions on the basis of the outcomes. <input type="checkbox"/>	<input type="checkbox"/>	Accurately predicts and explains problems, develops strategies for investigating these problems, creates and implements effective procedures to resolve them and makes decisions on the basis of the outcomes. <input type="checkbox"/>
Evaluation of product against plan or intended outcome	The equine competitions achieve their major goals. The competition meets the required function and purpose. Specific quality indicators for the final product have mostly been met. <input type="checkbox"/>	<input type="checkbox"/>	The students make a significant contribution to the quality of the equine competitions. The product meets the required function and purpose. All specific quality indicators for the final product have been met. <input type="checkbox"/>	<input type="checkbox"/>	The equine competitions are conducted in an exemplary manner largely due to the team work of the students. The product effectively meets the required function and purpose. Specific quality indicators for the final product have been exceeded. <input type="checkbox"/>
Techniques and processes	The competition reflects demonstration of key technical skills/procedures to the standard required in the workplace. <input type="checkbox"/>	<input type="checkbox"/>	The competition reflects the use of key technical skills/procedures by the student to the standard required in the workplace, including correct application of risk management strategies. <input type="checkbox"/>	<input type="checkbox"/>	The competition reflects the use of key technical skills/procedures to the standard required in the workplace, including correct application of risk management strategies. <input type="checkbox"/>