1. Develop an evidence collection sheet that meets the requirements of the set assessment task and the requirements of the Training Package.

2. When assessing the student you must firstly assess if the student is competent in the elements that you are assessing.

Using the Graded Assessment Tool

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In order to understand what is expected of students at each AQF level and for each industry area, go to the employability skills summaries to access a guide to the levels of performance expected (http://employabilityskills.training.com.au/). With these clear guidelines on the level of performance expected at each AQF level, together with your evidence collected according to the assessment piece and the elements being assessed, you should be able to make an objective decision on the learner’s performance by allocating a score of 1-5 under each criterion.

Grading Criteria

Key areas identified
- Performance displayed by the following:
  - Initiative, enthusiasm,
  - Positive attitude
  - Ability to work safely unsupervised (level of supervision required dependant upon Training Package instructions, Occupation, Health and Safety and AQF level being assessed)
  - Conformity with industry/enterprise standards
  - Consideration for others
  - Following instructions

Graded Assess

| Level of independence, initiative, enterprise and performance of work task | Under general supervision works to safely complete tasks in accordance with workplace requirements.
Performance conforms to all industry standard and can adapt to new situations. |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Demonstrated breadth of underpinning knowledge and a willingness to continue learning</td>
<td>Demonstrates an understanding of key concepts &amp; underpinning knowledge of the set task and is able to learn while working. Proficiently applies these understandings in task performance.</td>
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<tr>
<td>Techniques &amp; processes, technology, skills and problem solving</td>
<td>Performs all technical skills/procedures to the standard required by industry, including correct use of any equipment and technology, while demonstrating an ability to solve simple problems while following processes.</td>
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<td>Work organisation, planning and self management</td>
<td>Demonstrates a sound understanding of the benefits of effective work organization, while clearly articulating the different stages in planning and managing own time. Applies sound planning and organizational skills in the performance of a task.</td>
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<td>Communication, people networking, language and interpersonal skills and teamwork</td>
<td>Demonstrates an ability to use a range of communication and interpersonal skills appropriate to the audience and situation and to the team. Demonstrates a sound understanding and the correct use of industry and enterprise language in the performance of the task.</td>
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Grading Criteria

Key areas identified
- Performance displayed by the following:
  - Modelling of language to suit the situation
  - Understanding of receiving/giving instructions
  - Ease of relating to those around them (other learners, lecturer, employer)
  - Respect/understanding and awareness of equal opportunity principles
  - Display of positive attitude

Grading Criteria

Key areas identified
- Techniques and process
  - Application of content covered in theory
  - Undertaking all assessments unaided
  - Working to industry/enterprise standards
  - Transfer of skills/knowledge across situations
  - Readiness of candidate to access new information
  - Readiness of candidate to grasp what needs to be done

Grading Criteria

Key areas identified
- Work organisation
  - Time management
  - Planning and processing the task
  - Prioritising
  - Organisational skills (workspace, tasks)
  - Planning
  - Accountability
  - Problem solving
  - Economical use of tools

Grading Criteria

Key areas identified
- Demonstrated breadth of underpinning knowledge applied (to the assessment task)
5. Add up the scores and determine a result out of 25. This will determine the grade of Pass, Credit, Distinction, or High Distinction.  
N.B. This is not a percentage score, it is a sliding scale which determines a grade.

### Graded Assessment Grading Sheet

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL OF PERFORMANCE</th>
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The following scoring system will apply to determine the grade:

- 5-10 = Pass  PA
- 11–15 = Credit  CR
- 16–20 = Distinction  DI
- 21–25 = High Distinction  HD

Example:

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= 15

6. If a student has not been deemed competent in the first attempt at an assessment piece and needs to resubmit, s/he will not receive higher than a Pass on the second attempt.