**AHCNAR503**

**Design a Natural Area Restoration Project**

# ASSESSMENT REQUIREMENTS

**Please read all assessment instructions to ensure you fully understand the requirements outlined in each task.**

To achieve competence in the unit/s a learner must meet requirements for all assessment tasks listed before a result of competency can be awarded. Where competency is not achieved your assessor will provide feedback and request further evidence as needed.

If this course is undertaken at a Diploma level or above you must first be assessed as competent in the required unit/s. Only once you have achieved competence can the assessor award you a grade or mark against the entire unit/s.

It is important that you clearly understand all the requirements of assessment. If you have difficulty with the assessment terms or the steps to follow please speak to your Assessor/Instructor prior to commencing the task/s. Your Assessor will provide additional information to ensure all aspects of the tasks are clear.

## RE-ASSESSMENT

If you do not achieve the required standard to achieve competence, you will be given the opportunity to be re-assessed by the assessor and the requirement for additional evidence will be outlined. Arrangements will be made on an individual basis to ensure the process is valid, fair and reliable.

## ASSESSMENT APPEALS

A student who is dissatisfied with the outcome of his/her assessment should first discuss their concerns with the teacher/assessor and/or program coordinator in the associated business area. If the issue is not resolved, the student may appeal the decision(s) by following the Complaints and Appeals process as outlined in the Chisholm Student Guide.

# ASSESSMENT METHODS

You will be required to undertake a range of assessment tasks to establish competence for the unit/s you are undertaking. It is important to understand the types of assessment you may be required to complete as part of the evidence gathering process.

Please see below the range of assessment methods that are used at Chisholm to ensure competency is appropriately measured and valid, reliable and fair assessment judgements are made.

The assessor will provide all required information about the assessment process and conditions prior to the assessment taking place.

1. **Observation**
2. **Questioning**
3. **Test/Quiz**
4. **Presentation**
5. **Portfolio**
6. **Report/Essay**
7. **Project**

Please note, where additional questioning has taken place to determine competency and understanding this must be recorded as evidence to support the assessment judgement.

## ASSESSMENTS

The following assessments will be used to collect evidence of the knowledge and skills you have gained from your Learning Program. You will be required to demonstrate your ability to perform to the standard required in the workplace, as specified within the identified unit/s of competency.

The table below indicates the methods of assessment that will be used to establish competence for this unit/s and the expected timeline.

|  |  |
| --- | --- |
| Assessment Tasks | Week / Session / Block of Assessment |
| 1 – Report | Session 5 |
| 2 – Project - Fauna | Session 10 |
| 3 - Test/Quiz | Session 15 |
| 4 – Project – Restoration | Session 20 |
|  |  |

# 1. REPORT – EVC’s & Weeds

## STUDENT INSTRUCTIONS

You are required to write an essay/report as outlined in the assessment instruction and criteria. It is important to ensure you read all aspects of the assessment topics and discuss any areas that require clarification with your assessor.

Where there is a word limit it is important to be aware of this parameter although regardless of the word count all criteria must be covered to the required standard.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment 1 - Report/Essay Title** | | | | | | | | | | | | | |
| **UNIT/S OF COMPETENCY – Code** | | | | | **AHCNAR503** | **Title** | **Design a Natural Area restoration Project** | | | | | | |
| **Student Name** | | |  | | | | | | **Student Number** | | | |  |
| **Student Signature** | | |  | | | | | | **Assessment Date** | | | |  |
| **Report/Essay Overview: using the tables provided research information about ecological vegetation classes (EVC), typical weeds of the three weed forms and weed control techniques suitable to these forms.** | | | | | | | | | | | | | |
| **Within the report / essay, the student is required to satisfactorily address the key criteria and cover the required information.** | | | | | | | | | | | | | |
| **Report / Essay Criteria** | | | | **Assessment Criteria** | | | | | | **✓** | | **Assessor Comments**  **\*Assessor to tick criteria that is satisfactorily covered** | |
| R1. Understand and Describe EVC’s | | | | Selects three different EVC’s | | | | | |  | |  | |
|  | | | | Can analysis an EVC benchmark to access information required | | | | | |  | |  | |
|  | | | | Uses other sources to obtain information required | | | | | |  | |  | |
| R2.Understands the different weed forms and sample species | | | | Can identify the weed form of a species | | | | | |  | |  | |
|  | | | | Understands the information required about weed species to develop restoration projects | | | | | |  | |  | |
|  | | | | Documents the required weed forms and species | | | | | |  | |  | |
| R3.Weed Control techniques | | | | Can describe the range of weed control techniques | | | | | |  | |  | |
|  | | | | Knows the techniques avaialbel t to each life form | | | | | |  | |  | |
|  | | | | Can identifiy appropriate techniques to different situations | | | | | |  | |  | |
| **Assessor Feedback** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. | | | | | | | | | | | | | |
| **Assessor Name** | |  | | | | | | | | | | | |
| **Assessor Signature** | |  | | | | | | **Date** | | |  | | |
| **Assessment Task Result (Please tick appropriate Assessment Result)** | | | | | | | | **MR**  **FER** | | | | | |
| **Marking Scheme** | **Competency based**  **Competent + grading/mark** | | | | | | | | | | | | |

SEE FURTHER TASK INFORMATION BELOW

1a. EVC Table

Complete the following tables for three different EVC’s

|  |  |
| --- | --- |
| EVC Name & Number |  |
| Description of EVC |  |
| Dominant Canopy Species & % Cover | Include picture x 1 |
| Shrub Layer Species & % Cover | Include picture x 2 |
| Graminoid Species & % Cover | Include picture x 2 |
| Herbaceous Species & % Cover | Include picture x 2 |
| Conservation Status of EVC |  |
| Distribution of EVC |  |
| Example of a site that contains this EVC |  |

|  |  |
| --- | --- |
| EVC Name & Number |  |
| Description of EVC |  |
| Dominant Canopy Species & % Cover | Include picture x 1 |
| Shrub Layer Species & % Cover | Include picture x 2 |
| Graminoid Species & % Cover | Include picture x 2 |
| Herbaceous Species & % Cover | Include picture x 2 |
| Conservation Status of EVC |  |
| Distribution of EVC |  |
| Example of a site that contains this EVC |  |

|  |  |
| --- | --- |
| EVC Name & Number |  |
| Description of EVC |  |
| Dominant Canopy Species & % Cover | Include picture x 1 |
| Shrub Layer Species & % Cover | Include picture x 2 |
| Graminoid Species & % Cover | Include picture x 2 |
| Herbaceous Species & % Cover | Include picture x 2 |
| Conservation Status of EVC |  |
| Distribution of EVC |  |
| Example of a site that contains this EVC |  |

1b. Weed Form Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WOODY WEEDS | | | | | |
| Species Name | Common Name/s | Origin | Method Of Spread | Age to Maturity | No of seeds produced annually & seed viability |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| SCRAMBLERS & VINES | | | | | |
| Species Name | Common Name/s | Origin | Method Of Spread | Age to Maturity | No of seeds produced annually & seed viability |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| GROUND FLORA WEEDS | | | | | |
| Species Name | Common Name/s | Origin | Method Of Spread | Age to Maturity | No of seeds produced annually & seed viability |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1c Control Techniques

Complete table showing the techniques that can be used in each situtation

|  |  |  |  |
| --- | --- | --- | --- |
| Weed Form | Low Density <30% | Mod Density 30-70% | High Density >70% |
| Woody Weeds |  |  |  |
| Scramblers & Vines |  |  |  |
| Ground Flora Weeds |  |  |  |

# 2. PROJECT – Fauna

## STUDENT INSTRUCTIONS

You are required to complete a Project as part of the assessment process to achieve competence in the associated unit/s. Your assessor will provide clear guidelines for the task including all criteria that must be covered and any specific tasks that must be carried out or evidence that must be submitted. This evidence may be gathered over time in a range of situations.

Please note that Project assessments are generally a combination of several tasks combined together to establish a deep understanding of concepts and their application. Projects will require significant planning and research, and may follow a systematic process as outlined by your Assessor.

These tasks will generate evidence that must be submitted as a collective to demonstrate competence and may involve the submission of work samples as well as evidence of research and specific tasks undertaken.

It is important that you read, understand and complete all aspects of this assessment as all parts are specific to the criteria set out in the unit requirements.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment # - Project Title** | | | | | | | | | | | | | |
| **UNIT/S OF COMPETENCY – Code** | | | | | **AHCNAR503** | **Title** | **Design a Natural Area restoration Project** | | | | | | |
| **Student Name** | | |  | | | | | | **Student Number** | | | |  |
| **Student Signature** | | |  | | | | | | **Submission Date** | | | |  |
| **Description of Project: Design a project focussed on restoring natural areas for a specific species of threatened fauna. Chose a species of fauna listed on the VROT’s list (vulnerable, rare or threatened species) do a profile on the species.** | | | | | | | | | | | | | |
| **Within the project, the student is required to satisfactorily address the key criteria and cover the required information.** | | | | | | | | | | | | | |
| **Project Task** | | | | **Assessment Criteria** | | | | | | **✓** | | **Assessor Comments**  **\*Assessor to tick criteria that is satisfactorily covered** | |
| PR1. Threatened Species Profile | | | | Identifies threatened species needs | | | | | |  | |  | |
|  | | | | Identifies threats to species | | | | | |  | |  | |
|  | | | | Knowledge of all requirements of species life cycle | | | | | |  | |  | |
| PR2. Site Assessment | | | | Assesses all required aspects of the site | | | | | |  | |  | |
|  | | | | Identifies gaps in the site that relate to threatened species needs | | | | | |  | |  | |
|  | | | |  | | | | | |  | |  | |
| PR3. Project Design | | | | Designs a viable project | | | | | |  | |  | |
|  | | | | Considers costs | | | | | |  | |  | |
|  | | | | Produces planning documents | | | | | |  | |  | |
| **Assessor Feedback** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. | | | | | | | | | | | | | |
| **Assessor Name** | |  | | | | | | | | | | | |
| **Assessor Signature** | |  | | | | | | **Date** | | |  | | |
| **Assessment Task Result (Please tick appropriate Assessment Result)** | | | | | | | | **MR**  **FER** | | | | | |
| **Marking Scheme** | **Competency based**  **Competent + grading/mark** | | | | | | | | | | | | |

1. ***Design a Fauna Conservation Project – 20%***

Design a project focussed on restoring natural areas for a specific species of threatened fauna. Chose a species of fauna listed on the VROT’s list (vulnerable, rare or threatened species) do a profile on the species.

Then document your project as shown below:

2a Threatened Fauna Species Profile

|  |  |
| --- | --- |
| Species Common Name |  |
| Species Scientific Name |  |
| Description |  |
| Distribution |  |
| Habitat Requirements |  |
| Feeding Needs |  |
| Breeding Needs |  |
| Predators/threats |  |

2b Project Purpose

Detail what the broad ecological objectives are for the project

2c Scope of the Project

Briefly describe the location of the project, include a map of the site and a map that shows where the site is in a regional context. Limit this project to a small area 0.5-4Ha and

2d Site Assessment

Obtain and present all the information you can find out about your site including:

* Existing Habitat
* Vegetation Quality – identify areas with potential for natural regeneration and identify these areas limiting factors
* Pest species present

Maps can be used to represent this information

2e Gap Analysis

Using the information obtained in 2a Species Profile and 2d Site Assessment to determine the gaps or missing components in the natural area that the threatened species requires.

2f Project Design

Detail the components of the project using the table below. You will need to provide a map showing the locations for each component.

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Description | Quantifiable Outcome | Location |
|  |  |  |  |
|  |  |  |  |

2g Project Costings

Use the table below to show the costings of each component. This can be created in excel and then pasted into document.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project Component | Task | Materials | Labour | Cost |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# 3. QUESTIONING – WRITTEN

## STUDENT INSTRUCTIONS

You will be provided with a series of questions related to the unit of competency undertaken in your course. The questions are used to assess your level of knowledge in relation to various aspects of the unit/s.

It is important that you read each question carefully prior to starting the assessment and seek clarification if any question is unclear. Please note your assessor can only provide more information to clarify the intent of the question, not provide details of the required answer.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment # - Written Questions Title** | | | | | | | | | | |
| **UNIT/S OF COMPETENCY – Code** | | | **AHCNAR503** | **Title** | **Design a Natural Area restoration Project** | | | | | |
| **Student Name** | |  | | | | | **Student Number** | |  | |
| **Student Signature** | |  | | | | | **Assessment Date** | |  | |
| **Assessment Location** | |  | | | | | **Assessment Time/ Duration** | |  | |
| **Q1:** | | | | | | | | | **MR** | **FER** |
| Please see questions in table below | | | | | | | | |  |  |
| **Q2:** | | | | | | | | | **MR** | **FER** |
|  | | | | | | | | |  |  |
| **Q3:** | | | | | | | | | **MR** | **FER** |
|  | | | | | | | | |  |  |
| **Assessor Feedback** | | | | | | | | | | |
|  | | | | | | | | | | |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. | | | | | | | | | | |
| **Assessor Name** | |  | | | | | | | | |
| **Assessor Signature** | |  | | | | **Date** | |  | | |
| **Assessment Task Result (Please tick appropriate Assessment Result)** | | | | | | **MR**  **FER** | | | | |
| **Marking Scheme** | **Competency based**  **Competent + grading/mark** | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1 When consulting with clients why is it important to establish the project purpose, scope and budget? How can this be documented? | | | |
|  | | | |
| 3.2 What are the legal requirements associated with conducting restoration works? Think legislation | | | |
|  | | | |
| 3.3 Explain what projects constraints are and how to manage them? | | | |
|  | | | |
| 3.4 How do you assess the potential for natural regeneration to occur on a site? How does this potential affect your project design? | | | |
|  | | | |
| 3.5 Provide an example for each of the following types of restoration actions | | | |
| Active Interventions |  | | |
| Passive Interventions |  | | |
| 3.6 Describe 3 situations where construction or engineering activities are appropriate in designing a natural area restoration project? | | | |
|  | | | |
| 3.7 List three ways natural values can be protected during construction works? | | | |
|  | | | |
| 3.8 Complete the following table detailing the potential impacts of restoration works and how to mitigate them | | | |
| Waterway Protection Issues | | Type – Describe | Control Techniques |
|  |  |
|  |  |
|  |  |
| Habitat Protection Issues | | Type – Describe | Control Techniques |
|  |  |
|  |  |
|  |  |
| Flora Protection Issues | | Type – Describe | Control Techniques |
|  |  |
|  |  |
|  |  |
| Fauna Protection Issues | | Type – Describe | Control Techniques |
|  |  |
|  |  |
|  |  |

# 4. PROJECT – Natural Areas

## STUDENT INSTRUCTIONS

You are required to complete a Project as part of the assessment process to achieve competence in the associated unit/s. Your assessor will provide clear guidelines for the task including all criteria that must be covered and any specific tasks that must be carried out or evidence that must be submitted. This evidence may be gathered over time in a range of situations.

Please note that Project assessments are generally a combination of several tasks combined together to establish a deep understanding of concepts and their application. Projects will require significant planning and research, and may follow a systematic process as outlined by your Assessor.

These tasks will generate evidence that must be submitted as a collective to demonstrate competence and may involve the submission of work samples as well as evidence of research and specific tasks undertaken.

It is important that you read, understand and complete all aspects of this assessment as all parts are specific to the criteria set out in the unit requirements.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment # - Project Title** | | | | | | | | | | | | | |
| **UNIT/S OF COMPETENCY – Code** | | | | | **AHCNAR503** | **Title** | **Design a Natural Area restoration Project** | | | | | | |
| **Student Name** | | |  | | | | | | **Student Number** | | | |  |
| **Student Signature** | | |  | | | | | | **Submission Date** | | | |  |
| **Description of Project: Develop a natural area restoration plan for a site you a familiar with. Conduct a through site analysis, design brief, worksplan and project costing as detailed below.** | | | | | | | | | | | | | |
| **Within the project, the student is required to satisfactorily address the key criteria and cover the required information.** | | | | | | | | | | | | | |
| **Project Task** | | | | **Assessment Criteria** | | | | | | **✓** | | **Assessor Comments**  **\*Assessor to tick criteria that is satisfactorily covered** | |
| PR1. Site analysis | | | | A through analysis of the site is conducted | | | | | |  | |  | |
|  | | | | Includes all the following:   * Location & Regional Context * Historic Land Use * Ecological Vegetation Classes * Indigenous Flora Species * Indigenous Fauna Species * Pest Plants & Animals * Vegetation Quality   Information is concise and well presented | | | | | |  | |  | |
|  | | | | Relevant maps and tables are used | | | | | |  | |  | |
| PR2. Develop a design brief | | | | Design brief reflects a logical plan in consideration of the site analysis | | | | | |  | |  | |
|  | | | | All components of the design brief are included. | | | | | |  | |  | |
|  | | | | Design brief includes maps and well presented | | | | | |  | |  | |
| PR3. Develop a works plan | | | | A detailed worksplan has been in included | | | | | |  | |  | |
|  | | | | Project costings is included and accurate | | | | | |  | |  | |
|  | | | | OH&S considerations have been addressed | | | | | |  | |  | |
| **Assessor Feedback** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. | | | | | | | | | | | | | |
| **Assessor Name** | |  | | | | | | | | | | | |
| **Assessor Signature** | |  | | | | | | **Date** | | |  | | |
| **Assessment Task Result (Please tick appropriate Assessment Result)** | | | | | | | | **MR**  **FER** | | | | | |
| **Marking Scheme** | **Competency based**  **Competent + grading/mark** | | | | | | | | | | | | |

1. **Design a Natural Area Restoration Project - 40%**

Chose a natural area for which you will design a restoration project. The site must be at least 1HA in size or a 500m linear reserve. This assessment will be provided as a report with the following components

4.a Site Analysis

* Location & Regional Context
* Historic Land Use
* Ecological Vegetation Classes
* Indigenous Flora Species
* Indigenous Fauna Species
* Pest Plants & Animals
* Vegetation Quality

*You will need to do a careful analysis of the site*.

Provide information on the flora and fauna, including the potential presence of significant species, EVC’s found on site, species lists for weeds on site along with information on the abundance and distribution of the weed species; a list of indigenous flora species likely to be found on site according to the evc, making note of the species you have observed on site; fauna species likely to be on site and species you have observed (or observed evidence); vegetation quality mapping to the 3R’s, your site must have more than one vegetation quality, weeds found in each vegetation quality zone and an estimate of % cover. This will obviously require a series of maps to be produced.

*4 b Develop project design brief*

Provide information on the following: Project purpose – what are the goals, be specific, this should include the ecological aims and objectives; extent – may be physical or time based extent of the project; costs- all aspects of the project need to be planned and costed, use a worksplan layout to do this(see below); an assessment on the potential for natural regeneration, what are the limiting factors fauna considerations – what fauna based issues are present and what are your future recommendations to address these issues; OHS&E issues – what are the issues, hazards and how will they be managed; what are the projects reporting requirements.

Present as a report with title page, table of contents, figures named and numbered (maps, images, etc).

***What’s a Worksplan?*** what needs to be done, where, why and how – include a short discussion & the table as exampled below

* Different control methods will be used to treat weeds depending on the weed species, density of the infestation and presence of indigenous and rare or threatened species.
* The goal will be to treat the largest possible area which will mean treating areas with low infestation to prevent future problems prior to tackling more high density, time consuming infestations

**Location** – may refer to a polygon, area, section of a polygon or site

**Bushland restoration Methodology** – Detail what weed type is, what techniques to be used, chemical and rate, weed species to be treated

**Outcomes** – Be clear on what the goal is for the action

**Timing** – when should this be undertaken, may be a range

**Costing** – Can be just people hrs . 4 people for 5 days = 160hr =$8000

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Location** | **Bushland restoration Methodology** | **Outcomes** | **Timing** | **Costing** | **Completion Date & Comments** |
| Throughout whole reserve | **Woody Weed Control** – *Italian Buckthorn* – Cut/paint Glyphosate @ 100% . | Treatment of 100% of mature individuals | November | 4 people for 5 days = 160hr =$8000 |  |
| Along the southern edge |  |  |  |  |  |

# UNIT ASSESSMENT SUMMARY RESULT SHEET

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE – Code** | | | **AHCNAR503** | **Title** |  | | | |
| **UNIT/S OF COMPETENCY – Code** | | | Design a Natural Area restoration plan | **Title** |  | | | |
| **Student Name** | |  | | | **Student Number** | | |  |
| **ASSESSMENT TASK** | | | | | **MET REQUIREMENTS** | | | **DATE ASSESSMENT TOOK PLACE** |
| 1. **Report – EVC & Weeds** | | | | | **MR  FER** | | |  |
| 1. **Project - Fauna** | | | | | **MR  FER** | | |  |
| 1. **Questions** | | | | | **MR  FER** | | |  |
| 1. **Project – Natural Area** | | | | | **MR  FER** | | |  |
| **Reasonable Adjustments:** Is adjustment that may be made to an assessment process to cater for the needs of a student undertaking the assessment without compromise to the validity of the process or required competence criteria. | | | | | | | | |
|  | | | | | | | | |
| **Student has Met Requirements (MR) of all assessment tasks**  **Student did not complete the Further Evidence Requirements (FER)** | | | | | | | | |
| **COMPETENCE RESULT** | | | | | | | | |
| **Competent**  **Not Competent** | | | | | | | | |
| **GRADE OUTCOME / MARK RANGE** | | | | | | | | |
| **GP Pass**  **G3 Credit**  **G2 Distinction**  **G1 High Distinction**  **50-59% 60-69% 70-79% 80-100%** | | | | | | | | |
| **Additional Assessor comments:** (if required) | | | | | | | | |
| **Assessor name** |  | | | | | | | |
| **Assessor signature** |  | | | | | **Date** |  | |

# GRADED ASSESSMENT

## GRADED ASSESSMENT RUBRIC – SCALE METHOD

| **UNIT/S OF COMPETENCY – Code** | **AHCNAR503** | | **Title** | **Design a Natural Area restoration Project** | |
| --- | --- | --- | --- | --- | --- |
| **IMPORTANT! A student must achieve ‘Meets Requirements’ on all assessment tasks and be assessed as competent for the unit(s) before a graded mark can be given. A student’s grade is not an indication of their competence (i.e. A grade > 50% does not mean they have achieved competency in the unit.)** | | | | | |
| **Assessment Grading structure information** | | **G1 – High Distinction 80 – 100%**  **Provide a description of criteria needed to achieve High Distinction level** | **G2 – Distinction 70 – 79%**  **Provide a description of criteria needed to achieve Distinction level** | **G3 – Credit 60 – 69%**  **Provide a description of criteria needed to achieve Credit level** | **GP – Pass 50 – 59%**  **Provide a description of criteria needed to achieve Pass level** |
| **Specific criterion relevant to pathways into Higher Education courses, specific industry requirements, or differentiated student performance.** | |  |  |  |  |
|  | |  |  |  |  |
| **G1 – High Distinction**  **G2 – Distinction**  **G3 – Credit**  **GP – Pass** | | | **Feedback:** | | |

## GRADED ASSESSMENT RUBRIC – WEIGHTED METHOD

| **UNIT/S OF COMPETENCY – Code** | **AHCNAR503** | **Title** | **Design a Natural Area restoration Project** | | |
| --- | --- | --- | --- | --- | --- |
| **IMPORTANT! A student must achieve ‘Meets Requirements’ on all assessment tasks and be assessed as competent for the unit(s) before a graded mark can be given. A student’s grade is not a measure of their competence against the unit (i.e. A grade of GP “Pass” does not mean the student has achieved the required level of competency “SC” in the unit.)** | | | | | |
| **Criterion** | **G1 4** | **G2 3** | **G1 2** | **GP 1** | **N 0** |
| **Specific criterion relevant to pathways into Higher Education courses, specific industry requirements, or differentiated student performance.**  **20%** | **Provide a description of performance needed to achieve High Distinction level** | **Provide a description of performance needed to achieve Distinction level** | **Provide a description of performance needed to achieve Credit level** | **Provide a description of performance needed to achieve Pass level** | **Provide a description of performance below standard** |
| **##%** | **Provide a description of performance needed to achieve High Distinction level** | **Provide a description of performance needed to achieve Distinction level** | **Provide a description of performance needed to achieve Credit level** | **Provide a description of performance needed to achieve Pass level** | **Provide a description of performance below standard** |
| **Total: 100%  G1 – High Distinction**  **G2 – Distinction**  **G3 – Credit**  **GP – Pass** | | **Feedback:** | | | |

## GRADED ASSESSMENT RUBRIC – ENTERPRISE (SOFT) SKILLS EXEMPLAR

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CRITERIA** | | **LEVEL OF PERFORMANCE** | | | | | | | |
|  | | 49 | + 2 | | | + 4 | | + 6 | +10 |
| Level of independence, initiative, enterprise and performance of work task | | Full competency must be achieved before a grade may be awarded.  Additional points for each criterion should be added to the base score of **49** to calculate the final grade. | Under general supervision works to safely complete tasks in accordance with workplace requirements. Performance conforms to all industry standards and can adapt to new situations. | | | Requires only minimal supervision to achieve desired outcomes while demonstrating consistent initiative.  Performance conforms with all industry standards to a high standard. | | Usually works autonomously to complete tasks and often demonstrates independent thought, creativity and initiative, while complying with requirements and conditions. Performance conforms with all industry standards to an excellent standard. | Always works autonomously to complete tasks and demonstrates a high degree of independent thought, creativity and initiative, while complying with requirements and conditions.  Performance conforms with all industry standards to an excellent standard and is capable of assisting others. |
|  | |  | | |  | |  |  |
| Demonstrated breadth of underpinning knowledge and a willingness to continue learning | | Demonstrates an understanding of key concepts & underpinning knowledge of the set task and is able to learn while working. Proficiently applies these understandings in task performance. | | | Demonstrates an excellent understanding of all key concepts and knowledge underpinning the task, while demonstrating an ability to sometimes transfer knowledge and skills to new situations and to continue to seek ways to learn new techniques. | | Demonstrates a critical understanding of key concepts and knowledge and effectively applies these in the performance of work functions and in new situations while open to new ideas and techniques. | Demonstrates a critical understanding of key concepts and knowledge and effectively applies these in the performance of work functions and in new situations while independently researching new ideas and techniques. |
|  | |  | | |  | |  |  |
| Techniques & processes, technology skills and problem solving | | 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. | | | Effectively uses technology, performs all  technical skills/procedures to the standard higher than required by industry, including correct use of any equipment. Applies a range of problem solving strategies when required while following work processes. | | Proficient use of technology and technical skills/procedures to a standard that exceeds industry expectations. Develops practical solutions to work place problems and shows independence and initiative in identifying and solving those problem. | Highly proficient use of technology and technical skills/procedures to a standard that exceeds industry expectations. Develops creative, innovative and practical solutions to work place problems and shows independence and initiative in identifying and solving those problem. |
|  | |  | | |  | |  |  |
| Work organisation, planning and self-management | | Organisational and self-management skills are sufficient to enable timely completion of tasks. | | | 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. | | Demonstrates clearly and accurately a high standard of effective planning, self-management and work organization. | Displays exemplary planning and organizational skills in the performance of tasks, while demonstrating an excellent understanding of the benefits of effective organization and self-management. |
|  | |  | | |  | |  |  |
| Communication, people networking, language and interpersonal skills and teamwork | | Communication and language skills are appropriate to industry standards and are adequate to enable task completion. Interactions with others are adequate for the completion of tasks, and for industry engagement. | | | Communication and language skills are appropriate to industry standards and are adequate to enable task completion. Uses a range of communication and interpersonal skills appropriate to the audience and situation and to the team. Interactions with others are consistently positive, effective and appropriate. | | Uses a wide range of well-developed communication and language skills appropriate to industry standards, the team, the audience and the situation. Interactions with others are always positive, effective and appropriate. Has had a positive impact on team interactions | Consistently uses a wide range of communication and interpersonal skills. Displays a thorough understanding and correct use of key industry and enterprise language in all areas of composition, expression, argument and general presentation while being a positive team member contributing to productive working relationships. |
|  | |  |  | | |  | |  |  |
| The following scoring system will apply to determine the grade: | | | | | | | Comments: | | |
| 50-59 | Pass | | | GP |  | |
| 60-69 | Credit | | | G3 |  | |
| 70-79 | Distinction | | | G2 |  | |
| 80+ | High Distinction | | | G1 |  | |

# BACK COVER (DO NOT DELETE)