



TRAINER & ASSESSOR MARKING GUIDELINES

In the Vocational Education and Training (VET) sector, all courses are assessed using a **competency-based, criterion-referenced system**. This means students are assessed against specific benchmarks—not against each other or using percentage grades.

Assessment Outcomes

- Each **individual task** must be marked as either:
 - Satisfactory (S)
 - Not Yet Satisfactory (NYS)
- Each **unit overall** must be assessed as either:
 - Competent (C)
 - Not Yet Competent (NYC)

Equity & Reasonable Adjustment

- Apply **reasonable adjustments** to assessments when required to support students with:
 - Disability
 - Language or literacy needs
 - Cultural background or other individual circumstances
- Adjustments must:
 - Still uphold the integrity of the unit
 - Be clearly documented in the system
 - Be discussed with and agreed upon by the student
 - Be approved by UNET



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✂ Marking Consistently Using Benchmarks

- Use the Answer Guides provided with each task. These include benchmark responses to help guide your marking and ensure consistency.
- Refer to the unit's performance criteria and knowledge evidence to determine whether the student has demonstrated competency.

📄 Marking Using the Online System

- Use the **highest available mark** (e.g. "100") to represent a **Satisfactory** result.
- Use the **lowest available mark** (e.g. "0") to represent a **Not Yet Satisfactory** result.

If a student is "satisfactory" for an assessment task, give them the most points available in the online assessment grading, such as "100". If they are "not yet satisfactory", give them the least number of points available, such as "0".

💬 Feedback and Compliance

- Whether teaching online or in-person, it is essential to:
 - Provide **timely, clear and documented** marking within 2 weeks of submission
 - Give useful feedback which **supports student progression**
 - Record **assessor feedback** and the **allocated mark** for every task.
 - Use the **online learning system** for all grading and assessment submissions.
 - Provide **verbal feedback** if appropriate, but always document it in the **online system's feedback section**.

🔄 Reassessment and Feedback

- If a student receives an **NYS** (Not Yet Satisfactory) or **NYC** (Not Yet Competent), they must be given:
 - A clear opportunity to **resubmit or be reassessed**, and
 - **Constructive feedback** highlighting the areas for improvement and practical suggestions to help them progress to **Satisfactory** or **Competent**.



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Recognition of Prior Learning (RPL)

- RPL is a formal assessment process that allows students to demonstrate **competency through prior learning or experience**, rather than completing standard assessment tasks.
- Assessors must:
 - Ensure the student supplies **valid, sufficient, authentic, and current evidence**
 - Use the RPL Guides to map the evidence clearly against **unit requirements**
 - Record a clear **assessment decision** in the system, including justification for the outcome
- Types of evidence may include:
 - Work samples or portfolios
 - Résumés or job descriptions
 - Third-party reports or references
 - Certificates or transcripts
 - Interview records or verbal questioning
- Feedback should still be provided as part of the RPL process, especially when further evidence is needed.