

Graded Result Guidelines

Information for Assessors

Assess Competence FIRST:

Competence is demonstrating to the satisfaction of the assessor that the student can consistently meet **all** the unit requirements – elements, performance criteria, skills and knowledge. Competence ensures the student is able to consistently *meet* a standard: yes / no. It is not designed to measure the *degree* (%) to which you exceed or fall below that standard. Percentages are not required or helpful within the VET system.

An analogy to competence might be the example of changing a wheel on a car. This requires a set of skills and if you get one of these wrong, ie tightening nuts, you could cause a serious accident. You do not score 90%, and nor are you 90% competent because you got 9 out of 10 of the steps right in changing the wheel – you are simply not competent. This means that summative assessments that generate a % as a means of assessing competence (eg tests) are problematic, unless the score they require is 100%.

Once Competence has been demonstrated THEN apply a Grade:

A graded result is required by some universities to allow our students entry to, and credits in, their courses. Grading is a university requirement, not a VET practice. No marking system or grades can be applied to summative assessments until competency in the unit has been achieved.

Use the table below to help you determine WHICH Grade to apply:

If you need to apply a grade this should reflect the degree to which the student performed **over and above** the requirements of competence for that particular unit. If they simply meet the requirements, it would be a Pass, but if they demonstrate deeper understanding, application or engagement then a Credit or Distinction would be used to reflect the degree of over-achievement. The table below will guide you in selecting the appropriate grade for your students.

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Descriptors and criteria for Assessment

ATTENTION: Assessments may have results recorded as either competency-based or graded.

Competency is determined prior to applying a grade to the final result of a unit. This means a satisfactory result must have been achieved for all summative assessments to determine overall competence for the unit. A grade can then be applied if the course requires grading using the guidelines below.

The User Guide for the ASQA Standards for RTOs 2015 makes this point clearly: “If your RTO applies any form of grading to learners, ensure that this is applied only after the learner has been assessed as fully competent and is in addition to a determination of competent or otherwise.” (p.27)

Choice of result will be based upon the majority of the 5 criteria below.

Criteria	Non Graded	Graded		
	Competent [CM]	Competent as a Pass(PA)	Competent with Credit [CR]	Competent with Distinction [DI]
1. Demonstrated breadth and understanding of underpinning knowledge applied to the assessment task <ul style="list-style-type: none"> • Application of content covered in theory • Undertaking of all assessments unaided • Working to industry/enterprise standards • Transfer of skills/knowledge across situations • Readiness to grasp what needs to be done 	Meets the requirements for all elements, performance criteria, skills and knowledge and critical aspects of assessment within the unit. This means a satisfactory result must have been achieved for all summative assessments Demonstrates an understanding of key concepts and knowledge underpinning the task(s)	Demonstrates an understanding of key concepts and knowledge underpinning the task(s). This means a satisfactory result must have been achieved for all summative assessments Effectively applies these understandings in the performance of the task(s).	Displays a sound understanding of the key concepts and knowledge underpinning the work tasks. Proficiently applies these understandings in the performance of work functions	Demonstrates a thorough understanding of all key concepts and knowledge underpinning the work tasks. Effectively applies these understandings on the performance of work functions

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	Competent [CM]	Competent as a Pass(PA)	Competent with Credit [CR]	Competent with Distinction [DI]
	Effectively applies these understandings in the performance of the task(s).			
<p>2. Communication, people networking, language & interpersonal skills</p> <ul style="list-style-type: none"> • Modification of language to suit the situation (can be grammar, spelling and readability for written reports commensurate with ASCF level) • Understanding of receiving and giving of instructions • Ease of relating to those around them and other learners, teachers, employer etc • Respect/understanding and awareness of equal opportunity principles • Display of positive attitude 	<p>Meets the requirements for all elements, performance criteria, skills and knowledge and critical aspects of assessment within the unit.</p> <p>This means a satisfactory result must have been achieved for all summative assessments</p> <p>. Demonstrates an ability to use a range of communication and interpersonal skills appropriate to the audience and situation.</p> <p>Demonstrates a sound understanding and the correct use of industry and enterprise language in performance of the task(s).</p>	<p>Demonstrates an ability to use a range of communication and interpersonal skills appropriate to the audience and situation.</p> <p>Demonstrates a sound understanding and the correct use of industry and enterprise language in performance of the task(s).</p>	<p>Applies a range of well-developed communication and interpersonal skills appropriate to the audience and situation.</p> <p>Displays a sound understanding and correct use of key industry and enterprise language in performance of the work tasks</p>	<p>Displays an ability to use a wide range of communication and interpersonal skills, and displays a thorough understanding and correct use of key industry and enterprise language in performance of the task(s), and can assist others.</p> <p>Demonstrates a thorough understanding and correct use of key industry and enterprise language in performance of the work tasks</p>

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	Competent [CM]	Competent as a Pass(PA)	Competent with Credit [CR]	Competent with Distinction [DI]
<p>3. Techniques and processes Technology skills and problem solving</p> <ul style="list-style-type: none"> • Appropriate application of skills and correct sequencing • Accuracy to required standard (in some situations speed is to be considered) • Adherence to organisations policies and procedures • Correct selection and application of tool • Display of time management • Display of problem solving • Application of OHS principles (relevant to industry) 	<p>Meets the requirements for all elements, performance criteria, skills and knowledge and critical aspects of assessment within the unit.</p> <p>This means a satisfactory result must have been achieved for all summative assessments</p> <p>Performs all technical skills/procedures to the standard required by the industry, including correct use of any equipment.</p>	<p>Performs all technical skills/procedures to the standard required by the industry, including correct use of any equipment.</p>	<p>Effectively performs all technical skills/procedures to the standard higher than required by the industry, including correct use of any equipment.</p>	<p>Displays excellent technical skills/procedures to the standard exceeding industry expectations.</p>
<p>4. Planning and work organisation</p> <ul style="list-style-type: none"> • Time management • Planning and processing the task • Prioritising • Organisational skills (workspace, task) • Planning • Accountability • Problem solving • Economical use of tools 	<p>Meets the requirements for all elements, performance criteria, skills and knowledge and critical aspects of assessment within the unit.</p> <p>This means a satisfactory result must have been achieved for all summative assessments</p>	<p>Demonstrates a sound understanding of the benefits of effective work organisation.</p> <p>Can clearly and accurately articulate the stages in planning and organising a task(s).</p>	<p>Demonstrates clearly and accurately a high standard of effective planning and work organisation.</p>	<p>Demonstrates an excellent understanding of the benefits of effective work organisation.</p> <p>Effectively applies excellent planning and organisational skills in the performance of task(s) and assists others.</p>

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	<p>Demonstrates a sound understanding of the benefits of effective work organisation.</p> <p>Can clearly and accurately articulate the stages in planning and organising a task(s).</p> <p>Applies sound planning and organisational skills in the performance of task(s).</p>	<p>Applies sound planning and organisational skills in the performance of task(s).</p>		
<p>5. Supervision and performance of work tasks and Level of independence and performance of work</p> <ul style="list-style-type: none"> • Initiative, Enthusiasm • Positive attitudes • Ability to work safely unsupervised (level of supervision as required by Training Package instructions, OHS and ASQF level) • Conformity with industry/enterprise standards • Consideration of others • Following instructions 	<p>Meets the requirements for all elements, performance criteria, skills and knowledge and critical aspects of assessment within the unit.</p> <p>This means a satisfactory result must have been achieved for all summative assessments</p> <p>Under normal workplace supervision requires additional supervisor-initiated support to complete tasks safely in</p>	<p>Under normal workplace supervision requires additional supervisor-initiated support to complete tasks safely in accordance with workplace requirements.</p> <p>Work performance complies with most enterprise work standards</p>	<p>Under normal workplace supervision seeks limited additional supervisor support to complete tasks safely in accordance with workplace requirements. Work performance complies with all key enterprise work standards</p>	<p>Works independently under normal workplace supervision conditions to complete tasks safely in accordance with workplace requirements</p> <p>Work performance complies with all enterprise work standards</p> <p>Works autonomously to safely complete task(s) in accordance with requirements and conditions.</p> <p>Performance conforms with all industry standards to an</p>

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	<p>accordance with workplace requirements.</p> <p>Work performance complies with most enterprise work standards</p>			<p>excellent standard, and assists others</p> <p>Excellent spelling, grammar, and referencing. Few, if any, minor errors. Excellent use of language Excellent written skills-clear and concise</p>

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Assessment Task	Satisfactory or not satisfactory for each assessment	Competent or not competent for the unit	Graded Final result for the unit
Assessment 1.		N/A	N/A
Assessment 2.		N/A	N/A
Assessment 3.		N/A	N/A
TOTAL MARK	N/A		

Record of assessment comments to support graded result.

NOTE: Percentages are not required for VET Grading but illustrative grade ranges that a University might expect from a given grade are as follows: (Pass 50–64%, Credit 65-79%, Distinction 80-100%)

Criteria	Pass(PA)	Credit [CR]	Distinction [DI]
1.			
2.			
3.			
4.			
5.			
6.			
7.			