

# Grading Policy

**Effective from Term 3 2019 for undergraduate students and from Semester 2 2019 for postgraduate students.**

## **1. Purpose**

The *Grading Policy* (“policy”) provides a fair and consistent grading system for determining the assessment results for higher education and foundation subjects. The grading system provides accurate reports of student learning achievements that are valid and reliable representations of each student’s capabilities in relation to the achievement of learning outcomes or competencies and they are comparable across the sector. While the Institution is no longer a Registered Training Organisation, this policy includes grading for vocational education and training (VET) units of competency undertaken prior to 2024.

## **2. Scope**

This policy applies to all higher education and foundation subjects and vocational education and training (VET) units of competency undertaken prior to 2024.

## **3. Definitions**

See *Glossary of Terms*.

## **4. Policy statements**

4.1. Assessment is made by reference to explicit and pre-determined criteria and standards that reflect the learning outcomes and not by reference to other students’ achievement or a pre-determined grade distribution.

4.2. The Institution awards common result grades as specified in paragraph 5 Grading criteria.

4.3. A student’s final result includes a standardised numerical mark (percentage – %) and a grade for subjects.

4.4. The award of grades is a deliberative process which requires professional judgement to reduce the possibility of random and systematic errors.

4.5. Grades are consistent with national and international benchmarks and must be comparable across the Institution.

4.6. A final grade may only be amended if there has been an administrative error, a computational error (staff should refer to the change of result eform) or there has been a successful review of student outcomes according to the *Student Review of Assessment Results Procedures*.

## 5. Grading criteria

5.1. The following table outline the grading system for higher education and foundation subjects.

Standardised Mark (%)	Notation	Grade	Grade Point	Description
85 to 100%	HD	High Distinction	5.0	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the course.

<b>Standardised Mark (%)</b>	<b>Notation</b>	<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>
75 to 84%	D	Distinction	4.0	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
65 to 74%	CR	Credit	3.0	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

<b>Standardised Mark (%)</b>	<b>Notation</b>	<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>
50 to 64%	P	Pass	2.0	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
50%	SP	Supplementary Pass	1.0	<p>Supplementary Assessment will be awarded by the Board of Examiners where:</p> <ul style="list-style-type: none"> <li>· the final result falls between 45 and 49%; and</li> <li>· the student has attempted all assessment tasks and</li> <li>· A supplementary task is allocated as an additional assessment</li> </ul> <p>If the student successfully completes the supplementary assessment, demonstrating achievement of the learning outcomes, the student will be awarded a Supplementary Pass and the SNM will be changed to 50%.</p>

<b>Standardised Mark (%)</b>	<b>Notation</b>	<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>
0 to 49%	F	Fail	0.0	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the course.

5.2. The following table outlines the grading system for higher education and foundation subjects with no standardised mark or associated Grade Point value.

<b>Notation</b>	<b>Grade</b>	<b>Description</b>
E	Credit Transfer	The student has been granted Advanced Standing with evidence that the student has achieved 80% or more of the learning outcomes specified for the subject (at the equivalent AQF level or higher) through prior formal learning, or has been granted block credit.
RPL	Recognition of Prior Learning	The student has been granted Advanced Standing with evidence that the student has achieved all of the learning outcomes specified for the subject to the required standard through prior learning that includes informal and/or non-formal learning and may also include formal learning through professional bodies.

TC	Transfer Credit	Used when a student transfers from one course to another in which the same subject (or deemed by the Institution to be at least 80% similar in content) is required for completion. Credit points for TC subjects contribute credit points towards the completion requirements of the course the student has transferred in to. TC grades are most commonly applied in course transition and or transfer processes.
I	Incomplete	<p>The student has been granted additional time in which to demonstrate achievement of the specified subject learning outcomes to the required standard and the assessment result is not yet finalised.</p> <p>A grade can remain incomplete for a maximum of one study period, after which it will be changed to Fail by the Registrar's office and reported to the Board of Examiners.</p>
RP	Result Pending	Signifies that despite all assessments having been submitted, the student's final subject grade has not been decided due to ongoing analysis and investigation, for example, as part of an academic integrity case.
W	Withdrawn	Used where a student withdraws before Census Date with no academic or financial penalty. This grade is excluded from the GPA calculation.
WNF	Withdrawn Not Fail	Used where a student withdraws before Academic Withdrawal Date (usually week 8) without academic penalty. This grade is excluded from the GPA calculation.
FW	Fail Withdrawn	Used when a student withdraws from a subject(s) after Academic Withdrawal Date, but on or before week 11 (or equivalent), with financial and academic penalty.

FA	Fail Absent	Student did not submit any work for assessment across the whole study period.
FCD	Fail Class Disruption	Used when a student fails due to an unforeseen local/global event causing class disruption. This grade is excluded from the student's GPA. The Academic Board will identify the study periods in which the FCD grade may be applied.
FNS	Fail Non-Submission	<b><i>Effective from Trimester 2, 2024</i></b> Despite a numeric mark of 50% or more for the subject, used when the student has not completed, or made a genuine attempt at one or more of the assessment requirements, such that the subject learning outcomes are not met.
S	Satisfactory	Used for ungraded subjects. There are normally no grade points associated with such subjects.
U	Unsatisfactory	Used for ungraded subjects. Denotes performance which does not meet expected subject outcomes. There are normally no grade points associated with such subjects.

5.3. The following table outlines the grading system for vocational education and training (VET) unit of competency undertaken prior to 2024.

Notation	Grade	Description
C	Competent	Competent is awarded to a student who has achieved all the specified performance criteria set out in the Training Package or accredited course unit of competency.
NYC	Not Yet Competent	Not Yet Competent is awarded to a student who has attempted all the assessment items but was unable to demonstrate or achieve all of the specified performance criteria set out in the Training Package or accredited course unit of competency.

<b>Notation</b>	<b>Grade</b>	<b>Description</b>
E	Credit Transfer	The student has been granted Advanced Standing with evidence that the student has completed the same unit of competency with another accredited provider, or has been granted block credit.
RPL	Recognition of Prior Learning	The student has been granted Advanced Standing with evidence that the student has achieved the unit of competency requirements through prior learning that includes informal and/or non-formal learning and may also include formal learning through professional bodies.

## **6. Roles and responsibilities**

6.1. Academic Board approves the policy.

6.2. The Board of Examiners approves all student grades and implements the policy.

6.3. The Course and Subject Committee monitors the proceedings of the Board of Examiners and the implementation of this policy.

6.4. Registrar approves all academic transcripts issued to students.

6.5. The Dean/Associate Dean review and moderate all grades for consistency and transparency prior to submission to the Board of Examiners for approval.

6.6. Academic staff apply the appropriate distribution of grades in their assessment of student work and provide students with timely feedback on their assessment which includes both a percentage mark and a grade.

## **7. Related documents**

*Assessment Policy*

*Conferral of Qualifications Qualification Policy*



*Qualifications Issuance Procedures*

*Student Review of Assessment Results Procedures*

**Approved by Academic Board on 11 October 2024 (grammatical update 3 February 2025)**