

Procedure Name	ASSESSMENT PROCEDURE
Procedure Number	A002_PR_HE (Academic)
Purpose	This procedure aims to establish systems and processes aligned to the assessment of student work within Higher Education courses and subjects at Whitehouse Institute of Design, Australia, (Whitehouse).
Scope	This procedure applies to all subjects in all accredited Higher Education courses across all campuses and is binding on all students and staff.
Procedure	<p>This procedure has rights and responsibilities for the following:</p> <ul style="list-style-type: none"> • Academic Staff • Course Leaders • Academic Director • Students. <p>1. Confirmation of Assessment</p> <p>1.1 Each assessment task is based on the curriculum documentation and all learning outcomes are met through assessment.</p> <p>1.2 Students are provided with Subject Outlines for each subject. The scope and nature of the assessment for each subject should be explicitly stated in the subject outline and published no later than one week prior to the commencement of the study period. The subject outline specifies:</p> <p>1.2.1 the weighting of each assessment task</p> <p>1.2.2 the due date for submission</p> <p>1.2.3 the conditions for extensions of time and penalties for lateness or violation of assessment specifications (e.g. length)</p> <p>1.3 Assessment measures performance against the stated learning outcomes for each subject.</p> <p>1.4 Changes to the nature, weighting or due date of assessment tasks made after the publication of the subject outlines may only be made in exceptional circumstances.</p> <p>1.5 Any necessary modifications to the scope or nature of any assessment task that are made are:</p> <p>1.5.1 communicated in writing to all students enrolled in the subject before the halfway point of the subject, and</p> <p>1.5.2 applied so that no student is disadvantaged by the modification.</p>

2. Types of Assessment

- 2.1 Assessment in each subject includes more than one type, including but not limited to:
- written evidence
 - visual evidence
 - verbal evidence
 - evidence of research process
 - panel review
 - peer review
 - student engagement in coursework - demonstrated evidence of learning through class participation.
- 2.2 Assessment will be a combination of formative and summative feedback and grading. No single item of assessment in each subject may contribute more than two thirds of the total assessment for the subject overall.
- 2.3 Where possible, program-level coordination and scheduling of assessments considers other academic demands on a student's time, including other assessments or the requirements of other subjects within the course.
- 2.4 Students are informed of the style of academic referencing required and given opportunities to practice and gain feedback on academic writing and relevant scholarly conventions in the subject discipline.

3. Assessment Grading

- 3.1 Subject Grading:
- 3.1.1 Subject assessment results are graded
- 3.1.2 Grades are applied consistently in accordance with the grade descriptors in Addendum #1.
- 3.1.3 Tasks must be marked according to the published criteria provided to students.
- 3.1.4 Whitehouse will award common result grades as set out below.
- 3.1.5 A student who completes a subject for which only a pass or fail result is available will be recorded as having satisfied requirements.
- 3.1.6 Each assessment task contributes to the overall subject grade, which in turn contributes to the award grade. This means that a Transcript of Academic Record will list subject results, as follows:
- 85-100% = High Distinction
 - 75-84% = Distinction
 - 65-74% = Credit
 - 50-64 % = Pass
 - 0-49% = Fail
 - 45-49% = Conceded Pass (refer Addendum #1)
 - 50% = Special Consideration Pass * (also refer Addendum #1)
 - AC = Advanced standing
 - NA = No attempt.
- 3.1.7 Assessments are moderated and validated against the relevant subject grading criteria / benchmarks and outcomes discussed among colleagues teaching within the specialised design program to refine the performance standards, where needed.

* Note to 3.1.6: About the Special Consideration Pass (SCP):

- The SCP Is awarded to students that satisfy the requirements as specified in clause 7.2 and sub-clause 7.2.1 of this procedure and have experienced major disruption due to natural and or social conditions beyond their control, and the event has impacted on their attendance, completion of coursework and assessment.
- The student's academic performance in each subject is examined according to clause 7.1 and 7.2, and if there is satisfactory evidence of their learning achievement, a Special Consideration Pass grade may be awarded for the relevant subject.
- The student's work must evidence reasonable engagement with the coursework and in-class tasks. The work must demonstrate that the student has met the minimum learning criteria stated for each of the assessments in the subject outline.
- The student may fall below the minimum attendance rate of 90% and will be supported by the Student Progression and Exclusion Procedure (A0009).
- Students enrolled on a full time or part time basis may receive a SCP grade in more than one subject for a trimester, but no more than 50% of subjects attempted in that trimester.
- The student's academic performance and progression will be closely monitored and when necessary supported by an individual learning plan (refer 7.4.3 - 7.4.8 of this procedure; Student Progression and Exclusion Procedure (A0009); Student Wellbeing and Support Services Policy and Procedure (G018).

3.2 Course Grading:

Whitehouse higher education degree courses are graded.

3.2.1 Whitehouse reports and issues graded qualifications (the Testamur) based on the average mark achieved across all graded subjects that contribute to the grading of the qualification.

3.2.2 Where students received Advanced Standing; Conceded Pass or a Special Consideration Pass (SPC) for subjects, the qualification will only be graded if those subjects make up less than 50% of the total subjects in the course.

The qualification grading marks cuts offs are:

85-100% = High Distinction

75-84% = Distinction

65-74% = Credit

50-64 % = Pass

Refer below Addendum 1: Subject Grading.

Refer also [A015 Qualification Issuance Policy and Procedure](#).

4. Feedback

- 4.1 Assessments are spread across the study period so that earlier feedback may inform subsequent assessments. Feedback is provided with sufficient time for students to rectify issues before their next assessment task is due.

- 4.2 Feedback is informative and constructive, aiming to promote learning. It is aligned to the learning outcomes, identifying strengths and weaknesses, providing guidance and advice on how to improve and encourages students to develop strategies to prepare for future assessment tasks.
- 4.3 Effective feedback is communicated to students. It is the student's responsibility to note and accept formative assessment feedback. Feedback is sought and provided in a timely manner but is also considerate of the demands on staff workloads.
- 4.4 Evaluative feedback from students in relation to assessment is incorporated by teachers, where appropriate, into learning and teaching strategies and future assessments.

5. Submission

The course outlines detail the assessment submission requirements. Subject teachers advise students the assessment requirements at the first class of a subject with follow up reminders.

The following process applies to the submission of each assessment task:

- 5.1 Assessments are to be submitted electronically via Google Classrooms, unless otherwise instructed. Assessments submitted as digital files should be named as follows: StudentName_Subject_Code_Assessment_Number_TeachersName
- 5.2 Where hard copy submissions are required and made, they should be accompanied with a completed Assessment Cover Sheet and submitted to the allocated submission area through the campus library or reception on or before the due date.
- 5.3 Where assessments are submitted as hard copy, students are given a receipt, which they must retain as evidence until their results are published at the end of a study period.
- 5.4 Where a student is unable to submit an assessment task in person when it is due, the work may be submitted by a class colleague or courier, (except in the circumstance of class presentation, panel presentation or peer review) on the due date and must include a completed Assessment Cover Sheet.
- 5.5 Late submissions incur penalties (see section 8.1 Late Submission Penalties).

6. Re-Submissions

- 6.1 Should a student not pass an assessment task, i.e. obtains a grade of 49% or lower (that was submitted on time), the student may re-submit the assessment. Only one re-submission is permitted per assessment task and a deadline of up to 14 days is given to complete a resubmission.
- 6.2 A 'Notice to Resubmit' form is filled out and signed by the assessor and includes the date of notice and the deadline for re-submission. A student can only be awarded a Pass grade of 50% for a successful re-submission.

7. Special Consideration

- 7.1 A student may apply for special consideration if they consider that illness or misadventure adversely affected their performance in an assessment task or they were prevented from attendance or submission of a task due to circumstances beyond their control, such as a serious illness, or hospitalisation.

- 7.2 Special consideration can only be granted due to compassionate or compelling circumstances that are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:
 - 7.2.1 medical condition or serious illness where a medical certificate states that the student was unable to attend classes and/or submit assessment/s on time
 - 7.2.2 specific disability or special need
 - 7.2.3 bereavement of close family member(s) (where possible a death notice should be provided)
 - 7.2.4 major political upheaval or natural disaster or pandemic in the state/territory/country of study (for domestic students) or home country (for international students) requiring emergency social isolation and / or travel and this has impacted on the student's studies or
 - 7.2.5 a traumatic experience which could include:
 - (i) involvement in /or witnessing of a serious accident, or (ii) witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports).
 - 7.2.6 Religious beliefs (a supporting letter from the student's imam, pastor, rabbi or equivalent spiritual or community leader should be provided)
 - 7.2.7 Compulsory absence (a copy of the summons, subpoena, court order or notice of selection for jury duty should be provided)
 - 7.2.8 Continuing employment would be jeopardised (documentation from the student's employer should be provided)
 - 7.2.9 Other situations not specified above where supporting documentation is considered by Whitehouse.
- 7.3 Special consideration is divided into four categories:
 - 7.3.1 extension of time to complete an assessment task
 - 7.3.2 adjustment of assessment mark, because of circumstances beyond the student's control affecting the assessment outcome and
 - 7.3.3 reasonable adjustment of assessment task, where a student has a specific disability or special need
 - 7.3.4 granting of a Conceded Pass or a Special Consideration Pass (SCP).
- 7.4 The following process applies for students who apply for special consideration:
 - 7.4.1 the application must be made as soon as practical prior to an assessment task due date once the compassionate or compelling circumstances are identified
 - 7.4.2 students must submit a completed 'Application for Special Consideration' form, to the Student Administration Officer
 - 7.4.3 the Student Administration Officer will arrange a meeting with the Academic Director and/or Course Leader, an Administration staff member and the student during this meeting, the parties will negotiate an Individual Learning Plan (ILP) (refer ILP template), outlining the type of special consideration arranged, and any timeframes and conditions applicable
 - 7.4.4 ILPs must detail the negotiated arrangements, what deliverables are required, and the attendance timeframe

- 7.4.5 the Academic Director will then consider the negotiated ILP, ensuring it is fair and equitable, and advise the Student Administration Officer of their decision for recording on the student's file
- 7.4.6 if the negotiated ILP is approved by the Academic Director and the arrangement is for an extension or reasonable adjustment of assessment task, Administration will monitor the student's progress regarding timeframes and conditions outlined in the plan
- 7.4.7 when the assessment task is submitted, an Academic staff member will assess the outcome and submit the result to the Course Leader for review
- 7.4.8 the Course Leader is then responsible for providing the result to Student Administration.

8. Attendance and participation

Attendance and class participation are worth 30% of a subject's overall mark/grade, 10% for attendance and 20% for in-class participation. Students will be expected to come to class, engage with the subject's learning coursework requirements by participating in and undertaking set activities; interacting with teachers, peers, asking questions and responding to feedback, preparing, and submitting formative assessment tasks by the end of the lesson.

8.2 Attendance

- 8.2.1 Attendance (in-class on campus or logged on to Google Classroom when learning on-line) is worth 10% of a subject's total assessment mark.
- 8.2.2 Students are required to attend 90% of their scheduled weekly classes.
- 8.2.3 Instances of non-attendance will adversely affect participation marks, for if a student is absent from class, by de-fault they will also be non-participants.
- 8.2.4 Attendance rollcalls are taken, and penalties apply for non-attendance, as detailed in 9.2 below

8.3 Participation

- 8.3.1 Participation (in-class or on-line) is worth 20% of a subject's total assessment mark
- 8.3.2 Students are required to actively participate and engage with the coursework in class (face-to-face and/or online)
- 8.3.3 Types of participation may include, but are not limited to:
 - engaging in learning task(s) that constitute work on the formative and summative parts of a subject's assessments
 - completing set learning task(s) and uploading these onto Google Classroom by the end of the lesson
 - engaging in peer/team based learning and assessment activities
 - presenting work in progress and/or submitted work
 - giving and / or responding to feedback and criticism.
- 8.3.4 The classroom teacher will:
 - allocate the last 10 minutes of class time to the students' preparation and upload of work to Google Classroom
 - Check that the student has attended class and engaged in the tasks provided
 - conduct an evaluation of completed class work against the task's 'brief'/criteria which have been aligned to relevant subject's learning outcomes, and

- At the end of each class, award the student a mark out of 10 for participation and attendance

8.3.5 If a student has a valid reason(s) for not attending class (Refer sections 6 and 7 above and 15 and 16 below) and has provided evidence to support their claim, they can complete the task in their own time and submit their work before or at the next class.

8.3.6 The weekly marks uploaded to the marking sheet will be automatically converted to the weighted assessment mark

8.3.7 Penalties apply for non-participation / engagement, as detailed below in section 9.2.

9. Penalties

9.1 Late Submissions:

9.1.1 An assessment task is considered 'late' when it is not submitted by the due date or by the agreed extension date. Work submitted after the due date or agreed extension date will receive a deduction of 5% of the mark for each day thereafter.

9.1.2 A 7-day deadline applies to late submissions and this deadline is absolute. Any work submitted after the 7-day period without an arrangement for special consideration and within the maximum 14-day late submission cut-off date will receive a Fail grade between 0-49%.

9.1.3 All assessment tasks must be attempted and submitted for students to progress in the course, even if submission exceeds the 7-day deadline. Students will be unable to attempt the subsequent subject in the strand if they have outstanding assessment tasks.

9.1.4 The cut-off date for late submissions is 14 days after the due date or agreed extension date. Should a student fail to submit the outstanding assessment task within the 14 days, the assessment result is recorded as NON-SUBMIT, and the student will be required to re-attempt the subject, at additional expense, to progress in the course.

9.2 Non-Attendance and Non-Participation applicable penalties

9.2.1 If a student has not attended class, they will not be given a mark for attendance and participation for that class.

9.2.2 Continued absence and subsequent non-participation from class places students at risk and has serious consequences for their course progression, completion, and graduation.

9.2.3 The maximum cumulative marks penalty cannot exceed a total of 10% for a given subject.

10. Processing and Recording Results

10.1 Assessors are required to formally record results for each subject and submit them to Course Leaders for review and final approval. Course Leaders are responsible for providing results to the Academic Director for sign off before sending to Student Administration at the end of each assessment due date and/or study period.

10.2 Individual assessment tasks are marked and returned to students within two weeks of the submission date.

10.3 Subject results are signed off by the Academic Director, who then authorises Student Administration to publish and certify them.

10.4 Students can access their results via Google Classroom after the results have been reviewed, moderated, approved and published.

11. Moderation

11.1 Assessment moderation is the review of assessment decision-making to ensure consistency in grading. Where there is more than one assessor, selected pieces of work from each assessment task should be reviewed by the Academic Director and/or Course Leader to verify the level and consistency of the marks allocated by the assessors.

11.2 Moderation increases the reliability of the assessment process and application of standards, promotes consistency, supports objectivity, and establishes a shared understanding of standards and fairness in assessment.

11.3 Panel assessment moderation occurs across campuses at the end of a Trimester (or Calendar year) with Sydney and Melbourne campus staff participating, using a sampling approach based on a risk assessment of selected core and elective subjects being moderated.

12. Validation

12.1 Validation of assessment is a quality review process for continuous improvement. It may take place before, during or after assessment is conducted, with the latter form being the most frequently used method. It includes, but is not limited to:

12.1.1 validating the quality of assessment processes

12.1.2 evaluating the rigour and quality of individual assessment components

12.1.3 seeking comments and feedback from peers, and/or industry experts

12.1.4 reviewing feedback from students

12.1.5 validating the consistency of assessor judgements

12.1.6 making recommendation for future continuous improvements.

13. Benchmarking

13.1 Assessment benchmarking refers to an activity or process that compares assessments against a benchmark or standard, internal, or external

13.2 Benchmarked assessments are considered model examples that have undergone a process of moderation and validation and set a standard for achievement

13.3 Benchmarks serve as reference points against which judgements about the quality of assessments and further improvements are then made

13.4 Assessment benchmarking may include:

13.4.1 comparing cross-campus assessments

13.4.2 comparing assessment items and tools with other, similar higher education providers

13.4.3 establishing externally set and marked assessments (e.g. with industry)

13.4.4 developing a suite of validated and benchmarked assessments (e.g. student portfolios)

Refer also Whitehouse [G015 Benchmarking Policy and Procedure](#)

14. Academic Misconduct

14.1 Students are strongly advised to adhere to and practice academic integrity and honesty and avoid plagiarism, cheating, fraud or collusion, including making false declarations or submitting false documents (e.g. medical certificate; statutory declaration) when submitting assessments, requesting extensions, late submissions, or re-submissions.

14.2 Whitehouse has an Academic Honesty Policy and Procedure (https://whitehouse-design.edu.au/wp-content/uploads/2019/05/A016_PR_HE_AcademicHonestyMisconduct.pdf) which specifically outlines what constitutes academic misconduct in order to guide students on how to prepare work for submission to meet course requirements.

15. Reasonable Adjustment

15.1 Students with a disability or need can apply for a “reasonable adjustment” to an assessment, attendance, and/or learning requirements, using the Application for Special Consideration form, attaching relevant documentation to support the application and submitting both documents to Student Administration.

15.2 Once the Application for Special Consideration has been submitted Student Administration will meet with the student and an academic staff member to discuss their situation and to negotiate an Individual Learning Plan. This will be submitted to the Course Coordinator for approval. If the application is approved a notification for reasonable adjustment will be emailed to the teacher(s) outlining the approved arrangements and a copy forwarded to Student Administration.

15.3 Information provided to Whitehouse staff will be treated as strictly confidential. Refer [Access and Equity Policy and Procedure](#), section 3.

16. Appealing an Assessment Result

16.1 If a student is dissatisfied with an assessment result, the student should approach the assessor and then the Academic Director in the first instance to discuss and/or request a review of that assessment.

16.2 If a review is undertaken, the student must present a case in writing arguing that the original marking was unfair or inconsistent with marking guidelines. The request for a review must be made within 5 working days of the release of the academic result. The reviewed assessment grade will be taken as final.

16.3 If the student remains dissatisfied with the outcome of the review the student can lodge a formal grievance in writing, using the Academic Grievance Form and submit this to the Academic Director within 10 working days after receiving the notification of the review outcome.

Refer to the A005 Academic Grievance and Appeals Policy and Procedure.

17. Review of Assessment

17.1 The Learning, Teaching, Assessment and Curriculum Committee (LTACC) is responsible for the regular review of assessment practices and learning and teaching activities of Whitehouse.

	<p>17.2 Whitehouse has a range of quality assurance systems and processes in place to ensure that feedback and input from assessors, academic staff, students and external advisers is collated, considered and acted upon.</p> <p>17.3 The LTACC is required to review assessment strategies in accordance with the curriculum review cycle and forward recommendations for change to the Academic Board for consideration.</p> <p>17.4 Whitehouse acknowledges the complex relationship between assessment outcomes and course design and delivery. The ongoing consideration of this relationship and the evaluation of assessment outcomes provides Whitehouse with the opportunity to improve its course design, and instructional and assessment strategies.</p> <p>18. Record Keeping</p> <p>18.1 Records of assessment results are stored electronically in the Whitehouse Student Administration system and are archived for a period of at least 30 years.</p> <p>19. Publication</p> <p>This procedure is published on the Whitehouse website at: https://whitehouse-design.edu.au/policies-procedures/ The student forms are available on the Student Portal of the Whitehouse website at: https://whitehouse-design.edu.au/student-portal/</p>
<p>Relevant Legislation</p>	<ul style="list-style-type: none"> • Higher Education Standards Framework (Threshold Standards) 2021 • 2016 Higher Education Support Act (2003) • Australia Qualifications Framework (AQF)
<p>Key Related Documents</p>	<ul style="list-style-type: none"> • Code of Conduct Policy • Privacy Policy & Procedure (HE) • Qualifications Issuance Policy and Procedure (HE) • Academic Honesty Policy and Procedure (HE) • Access and Equity (Students) Policy and Procedure (HE) • Student Progression and Exclusion Policy and Procedure (HE) • Academic Grievance and Appeals Policy and Procedure (HE) • Assessment Cover Sheet • Application for Assessment Extension Form • Application for Special Consideration • Notice to Re-submit Form • Academic Grievance Form • AQF Handbook.
<p>Definitions</p>	<p>Assessment, learning outcomes, moderation, validation, benchmarking, formative, summative, plagiarism, adjustments, results, Recognition of Prior Learning (RPL).</p>

Accredited course: any of the higher education delivered by Whitehouse, that lead to a nationally recognised qualification.

Student Learning Outcomes: student work is assessed against specified learning outcomes identified for each subject.

Assessment: the process of collecting evidence of a student’s skill and knowledge in relation to specified criteria. The judgment made of the level of a student’s achievement provides their grade for that course.

Australian Qualifications Framework (AQF): the guidelines established for learning outcomes, knowledge, and skill levels for defined levels of education in Australia.

Participation: students attending class (face to face or online) actively engaging in set subject’s learning activities and assessment tasks; preparing and submitting work for evaluation and marking.

Formative Assessment: occurs during the process of skills and knowledge acquisition. It is a type of assessment used to assist in measuring a student’s progress to date and identifying requirements still to be met. As such, it may also contribute to the final mark / grade of a subject.

Summative Assessment: occurs at the conclusion of a period of study and the results contribute to the final mark / grade for the subject.

Result grade: The result recorded for an individual assessment, overall subject, or course, based on a “marks range” cut-offs from 0-100% and represented by a code or symbol denoting the grade level (refer Attachment A below)

Special Consideration Pass (SCP): The result granted, recorded, and reported overall for a subject(s) as described in section 3.1.6 and Notes, and where it satisfies the conditions detailed in clause 7.2 and sub-clause 7.2.4, and follows the process as detailed in section 7.4 of this procedure. Where a SCP has been awarded and subject completion confirmed, the subject fee / debt is incurred and stands.

Moderation: the review of assessment decision-making to ensure consistency in grading student learning.

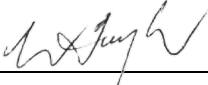
Validation: the process by which assessment tools and assessment evidence are reviewed with respect to the AQF requirements and standards established for each level.

Benchmarking: is a process that compares assessments against a set of standards or benchmarks for the purpose of improvement.

Plagiarism: is a form of academic misconduct. It is the action or practice of taking and submitting or presenting the thoughts, writings, or other work of someone else as though it is your own work.

Responsible Officer	Academic Directors
Approval Authority/ Authorities	Joint Executive Directors Academic Board
Date Approved	26/02/2021
Date of Commencement	27/02/2021

Date for Review	26/02/2024
Documents superseded by this Procedure	010-11P Assessment Policy 010-11D Assessment Procedure
Amendment History	<p>02/2021</p> <ul style="list-style-type: none"> Updated sections 8 and 9 relating to attendance and corresponding penalties. Added new sub-clauses in sections 8 and 9 related to classroom engagement and participation, and applicable marks and penalties. Added a definition for <i>classroom participation</i>. Re-numbered sections, clauses, and sub-clauses. <p>09/2020</p> <ul style="list-style-type: none"> Updated sections 3 and 7; Appendix; Definitions with respect to introducing a new result grade code: Special Consideration Pass (SCP), necessitated by a global event pandemic in 2020. <p>11/2019</p> <ul style="list-style-type: none"> New section 3 re Assessment Grading of subjects and qualification, with an Addendum describing the result grades. Updated sections 3, 4, 5 and 6. New section 8.2 outlining the requirements for attendance and penalties applied for non-attendance. New sections 11 and 12 related to assessment validation and benchmarking. Added definition for result grades, validation, benchmarking. Updated Links and Key Related Documents section. <p>05/2018</p> <p>Re-branding – Header & Footer only.</p> <p>10/2016</p> <p>Policy and Procedures separated, and HE and VET documentations separated. Updated formatting and minor amendments.</p> <p>01/2016</p> <p>Late submission penalties and late submission amended for a 0-49 marking band.</p> <p>Reporting lines within the document amended as per new operational chart.</p> <p>06/2014</p> <p>Late Submission Penalties changed based on benchmarking.</p> <p>Special Consideration, Extensions and Adjustments collated, and process of application reviewed.</p> <p>Minor adjustments to higher education policy wording.</p> <p>11/2012</p> <p>Changed formatting – included procedure and policy in one document.</p>

	Minor adjustments and inclusions to policy wording – no material change Semester 2, August 2012. 30 /03/2012 Approved - Academic Board, Agenda item number 5.4.		
Signed and dated for Whitehouse Pty Ltd		Leslie Taylor	3/3/21
	Signature	Name	Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Academic
Stakeholders	Academic Board Executive Management LTACC Committee Academic Staff Administration Staff Students

Addendum 1: Subject Result Grades

Result	Symbol	Mark	Meaning of Grades
High Distinction	HD	85-100%	Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the subject. This grade can also be awarded to recognise singular originality or creativity.
Distinction	D	75-84%	Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the subject.
Credit	C	65-74%	Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the subject; some minor objectives may not be fully achieved.
Pass	P	50-64%	Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the subject; some minor objectives may not be achieved.
Fail	F	0-49%	Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the subject.
Conceded Pass	CP	45-49%	Only awarded if the result is the final outstanding unit before a student is eligible to graduate. The student must show the potential to satisfy the achievement of course learning outcomes and an understanding of theory and skill application.
Special Consideration Pass	SCP	50%	Only awarded in cases where an illness or misadventure adversely affected student performance in an assessment task or they were prevented from attendance or submission of a task due to circumstances beyond their control, such as a pandemic, serious illness, or hospitalization.
Advanced Standing	AC		Relates to the credit or exemption received by a student in a subject of study through advanced standing or recognition of an individual's formal prior learning.
Incomplete	I		Refers to a variety of circumstances that are currently affecting the recording of marks against the specified assessment criteria in a subject of study.
No attempt	NA		Students fail to submit any assessed work after the FEE HELP census date and who do not withdraw prior to the withdrawal date.
Withdrawn – Fail	WDF		Refers to the withdrawal of a student from a subject of study or the entire course after the FEE HELP Census date.
Withdrawn – Not Failed	WDNF		Refers to the withdrawal of a student from a subject of study or the entire course on or before the FEE HELP Census date (No Fees Payable)