

Grade Description Guidelines

Section 1 - Preamble

(1) This guideline replaces Appendix 1.40(a) of the Academic Policy (December 2010).

Section 2 - Definitions

(2) For the purpose of this Policy refer to the Academic Board's Definitions Policy.

Section 3 - SCU Grade Descriptors

(3) The following generic grade descriptors will appear on a student's record and should apply unless specific grade descriptors for particular courses and units have been approved by the Academic Board or its sub-committees. A range of interim grades and other grades associated with withdrawal or special consideration are detailed in [Rules Relating to Awards - Rule 3 - Coursework Awards - Student Assessment and Examinations](#), Section 8 - Section 10.

- a. Fail
 - i. The student's performance fails to satisfy the learning requirements specified.
- b. Pass
 - i. The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory or adequate or competent or capable in relation to the learning requirements specified.
- c. Credit
 - i. The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as better than satisfactory or adequate or competent or capable in relation to the learning requirements specified.
- d. Distinction
 - i. The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.
- e. High Distinction
 - i. The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.

(4) For ungraded units, the following generic descriptors should apply:

- a. Fail
 - i. The student's performance fails to satisfy the basic learning requirements specified
- b. Satisfied Requirements
 - i. The student's performance satisfies all of the basic learning requirements specified.

Status and Details

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