

POLICY NUMBER:	2.4.1	VERSION NUMBER:	12.0
DATE LAST REVIEWED:	September 2025	NEXT REVIEW DATE:	September 2026
RELATED POLICIES:	2.5 Recognition of Prior Learning Policy Academic Complaints and Appeals Policy.	RESPONSIBILITY: Academic Council	
RELATED PROCEDURES:	2.4.2 Assessment Procedure		

ASSESSMENT POLICY

1.0 Purpose

This policy establishes the principles and requirements for assessment across all higher education courses delivered by Endeavour. It ensures assessment is fair, transparent, rigorous, and aligned to learning outcomes, AQF levels, and professional standards.

2.0 Scope

This policy applies to:

- All higher education courses and subjects delivered by Endeavour.
- All students and academic staff involved in assessment design, delivery, marking, or moderation.

3.0 Principles

Assessment at Endeavour is guided by the following principles:

- 3.1. **Constructive Alignment:** Assessment is aligned to subject learning outcomes, graduate attributes, AQF level, and course design.
- 3.2. **Transparency:** Assessment requirements, criteria, and grading standards are clearly communicated in Subject Outlines.
- 3.3. **Equity:** Assessment practices are fair, inclusive, and provide reasonable adjustments where required. Feedback on assessment is timely, constructive, and supports ongoing learning.
- 3.4. **Authenticity:** Assessment tasks reflect professional and real-world contexts and incorporate a variety of formative and summative methods.
- 3.5. **Progression:** Assessment scaffolds student development from discipline-specific skills to integrative, self-directed learning, and is designed and weighted to avoid excessive workload.
- 3.6. **Quality Assurance:** Assessment methods are valid, reliable, and regularly moderated and reviewed to ensure consistency, fairness, and the maintenance of academic and professional standards.

4.0 Assessment Rules

- 4.1 Each subject must include a minimum of two assessment items.
- 4.2 At least one formative assessment to be completed by Week 4 of the teaching period
- 4.3 At least one item must be due by Week 7 of the teaching period.
- 4.4 Assessment load is limited to:
 - 4.4.1 4 credit points or higher: maximum of four items.
 - 4.4.2 Clinical and practical subjects may include hurdle requirements or pass/fail tasks.



- 4.5 To pass a subject, students must:
- 4.5.1 Achieve a minimum overall mark of 50%.
 - 4.5.2 Complete and pass all hurdle requirements.
 - 4.5.3 Submit all assessment tasks.
- 4.6 Clinical and practical subjects include non-negotiable pass/fail requirements or minimum grade thresholds to ensure graduates achieve the professional standards required for safe practice. Students must also demonstrate professionalism, including maintaining client confidentiality and escalating duty of care concerns. These requirements are specified in the Subject Outline and marking criteria.
- 4.7 Assessment tasks may take a variety of written, oral, practical, and creative forms. The types of assessment used in higher education courses are defined and described in the *Assessment Procedure*.

5.0 Grading

- 5.1 Assessment items are weighted and aggregated to determine the final grade, with methods clearly stated in the Subject Outline.
- 5.2 Grades awarded through advanced standing (Exemption, EX) do not contribute to the Grade Point Average (GPA).
- 5.3 Incomplete grades may be applied where assessment or clinic requirements remain outstanding. Incomplete grades must be finalised within published timeframes; otherwise, they will revert to a Fail (F). The categories and conditions for incomplete grades are defined in the Assessment Procedure.
- 5.4 The College follows a standard seven (7) point grading system that is common in Australia for assigning a subject grade. This system is as follows:

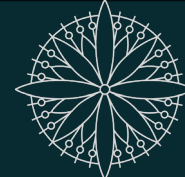
	Description	Grade	Percentage	Description
HD	High Distinction	7	85 - 100%	Exceptional performance indicating complete and comprehensive understanding of the subject matter, genuine mastery of the relevant skills, demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative, and mastery of all the learning outcomes of the subject.
D	Distinction	6	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 learning outcomes of the subject.
C	Credit	5	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 learning outcomes of the subject, although some minor elements of outcomes may not be fully achieved.



P	Pass	4	50 - 64%	Satisfactory performance indicating an adequate understanding of the subject matter, development of relevant skills to an adequate level; demonstration of adequate interpretive and analytical ability, and achievement of the learning outcomes for the subject although some elements of the outcomes may not be fully achieved. Where a Pass grade is awarded following supplementary assessment, it is denoted as SP.
SP	Pass following supplementary assessment	4	≥ 50% for supplementary assessment	Where a Pass grade is awarded following supplementary assessment, it is denoted as SP.
F	Fail	0	49% or less*	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 the learning outcomes for the subject. Students have failed to obtain a pass mark using the aggregation of all individual pieces of assessment or have failed to complete a summative assessment item. Students may have also withdrawn after Friday of Week 13 to receive this grade.
TF	Technical Fail	0	N/A	A Technical Fail is awarded when a student has an overall mark of ≥ 50% however has not meet the subject pass criteria due to failure to meet attendance requirements or failure to meet a required performance level in an assessment item.
WF	Withdrawal with Failure	0	N/A	Student cancelled enrolment in the subject with penalty after the census date and before Friday of Week 13 and is awarded a Fail grade for the subject.
FNS	Failure no assessments submitted	0	0	Student remained enrolled in subject for the duration of the teaching period but did not submit any assessment items.

6.0 Supplementary Assessment

- 6.1 Supplementary assessment is available only in non-clinical subjects.
- 6.2 It may be offered where:
 - 6.2.1 A student has achieved 47–49.9% overall, or
 - 6.2.2 A student has achieved >50% overall but failed a hurdle requirement.
- 6.3 Supplementary assessments are assessed on a pass/fail basis only. Where a student passes, the final grade recorded for the subject will be 'Supplementary Pass (SP)', regardless of the standard achieved in the supplementary task.



7.0 Grade point average

- 7.1 A grade point average (GPA) on a scale of 0-7 is calculated once the student has completed all subjects for a course, and it is recorded on the course transcript.

$$\text{GPA} = \frac{\text{Sum of (subject grade point X subject credit points)}}{\text{Total credit points attempted}}$$

- 7.2 Advanced Standing credit obtained via Recognition of Prior Learning, Credit Transfer, or Informal or Formal Articulation, does not contribute to the GPA. Please refer to the [Recognition of Prior Learning Policy](#).

8.0 Reviews and Appeals

- 8.1 Students may request a review of an assessment mark or subject grade where they believe an error has occurred in marking, recording, or the application of policy or procedure.
- 8.2 Requests must be submitted within the published timelines.
- 8.3 Reviews and appeals are considered in accordance with the [Academic Complaints and Appeals Policy](#).
- 8.4 Outcomes of a review or appeal may confirm, increase, or decrease the original grade.

9.0 Relevant Legislative and Regulatory Documents

- Higher Education Standards Framework (Threshold Standards) 2021

10.0 Version Control History

Version	Date Approved	Approved By	Summary of Changes
1.0	October 2010	College Council	Policy created
2.0	November 2011	College Council	Addition to Attendance and Deferred Exams sections; correction of policy links; updated referenced document links; updated college definition.
3.0	August 2012	College Council	Policy reviewed and rewritten as a principle-based document; grading information retained.
4.0	January 2014	College Council	Clarified distinction between Application for Extension of Written Assessment and Deferred Examination Form; added hyperlinks; added wording regarding word counts.
5.0	February 2015	College Council	Clarified decision-maker for extensions; added clarification on clinic professionalism and late submission penalties; removed requirement for students to attempt all items to pass a subject.
6.0	April 2018	College Council	Major review: added definitions; restored resits/remarks section; updated grading banding (dual system for cohorts); updated related policies and references.
7.0	October 2018	College Council	Added Appeals section (moved from Grievance Policy); added classifications for Incompletes; clarified appeals process for resubmissions/resits.
8.0	February 2019	College Council	Changed deferral weighting to 15%; terminology amended for consistency; references updated.
9.0	May 2020	College Council	Updated reference to "Review of Marking Decision eForm"; included online proctoring for exams.



10.0	March 2023	Academic Council	Updates for implementation of new SMS processes; added Technical Fail (TF) grade.
11.0	January 2024	Academic Council	Added Failure – No Assessments Submitted (FNS) grade; updated wording of assessment principles.
12.0	September 2025	Academic Council	Policy streamlined to governance-level focus; procedural detail on grading codes, assessment strategy, and reviews/appeals relocated to Assessment Procedure and Academic Complaints and Appeals Policy. Policy reference updated from ACA-006 to 2.4.1 Assessment Policy