



Faculty of Dentistry Assessment and Progression Policy 2011

This Policy supercedes all previous Assessment and Progression Policies

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Policy Quick Reference

Appeals

Students have the right to appeal against academic decision. In the first instance, before considering an appeal, students must contact the relevant Year Sub-dean/Postgraduate Coordinator/Course Director.

More detailed information on the appeals process can be found in part 7 of this policy.

Attendance

All programs in the Faculty of Dentistry have a 90% attendance policy for all compulsory components of Units of Study. This includes PBLs and all practical sessions.

Extensions

Students wishing to apply for an extension should follow the process for Special Consideration and, where a Professional Practitioner Certificate is not appropriate, a Statutory Declaration must be completed.

Reassessment

The opportunity for remediation and reassessment is not an automatic right granted following an unsatisfactory result. However, when granted, completion of a remediation learning contract is required.

More detailed information on reassessment can be found in part 5 of the policy.

Special Consideration

Detailed information on Special Consideration can be found in part 6 of this policy

If a student is ill or has experienced a misadventure on or within 24 hours before the day of an assessment, the student must contact the appropriate Faculty Office immediately and inform the Associate Dean of Students or the delegated officer

Sydney Dental Hospital	nicole.taylor@sydney.edu.au	9351 8304
Westmead Centre Oral Health	marty.darragh@sydney.edu.au	9845 9029 or 9845 7281
BOH Mons Rd Westmead	dianne.smith@sydney.edu.au	8890 4729
Associate Dean of Students	evelyn.howe@sydney.edu.au	

A Special Consideration form and /or Professional Practitioner Certificate must be submitted within 5 working days.

These principles are the official statement of Faculty Policy and as such shall take precedence over all other available information.

PART 1 – PRELIMINARY

1.1 Preamble

The assessments in the Faculty of Dentistry reflect and reinforce the aims of the curriculum. Assessments are a representative test of the knowledge, understanding and skills to be achieved by successful completion of the curriculum, which aims to provide the student at graduation with the attributes, competencies (skills, knowledge and attitudes) required for the practice of dentistry in the community. The curriculum is based on prescribed competencies that an oral health therapist, dental practitioner and specialist dentist must have to be able to provide oral health care. This policy is applied by the Faculty of Dentistry in assessment of student performance in the following programs:

Bachelor of Oral Health

Bachelor of Dentistry

Doctor of Clinical Dentistry

Graduate Diploma in Clinical Dentistry (Oral Implants)

Graduate Diploma of Clinical Dentistry (Conscious Sedation)

1.2 Conventions of Terminology

Staff and students of the Faculty of Dentistry will be familiar with the majority of terms included in this document. However, 'level of assessment' refers to whether the assessment is formative or summative. 'Methods of assessment' refer the type of assessment technique adopted, for example, single best answer items.

1.2 Commencement

Confirmed by Learning and Teaching Committee, 22nd September 2010; Faculty of Dentistry to apply from January 4 2011.

1.3 Purpose

To define policy for assessment in the Faculty of Dentistry for all staff and students.

1.4 Authority

Dean, Faculty of Dentistry: delegated to the Learning and Teaching Committee and the Assessment and Evaluation Committee.

1.5 Revision

February 2012

1.6 Related Documents:

This policy refers to and should be read in conjunction with, the following Academic Board Policies:

- Student Appeals against Academic Decisions: Senate Resolutions
- Student Appeals against Academic Decisions: Undergraduate and Postgraduate Course Awards: Academic Board Resolutions
- Academic Board Resolutions: Academic Honesty in Coursework
- Policy and Procedure Student Academic Progression Policy
- Assessment and Examination of Coursework,
- Good Practice in Teaching and Learning at the University of Sydney
- Code of Conduct for Students

and the Faculty Policy:

- Clinical and Academic Professionalism Policy

1.7 Authorship of this policy.

This document was drafted by the Assessment and Evaluation Committee (AEC) of the Faculty of Dentistry.

1.8 Acknowledgements

The following documents were used in the preparation of this policy and are gratefully acknowledged:
Sydney Medical Program Progression Policy
Sydney Medical Program Attendance Policy
Resolutions of the Sydney Medical School relating to the Degrees of Bachelor of Medicine and Bachelor of Surgery

PART 2 – DEVELOPING AND APPROVING ASSESSMENTS

2.1 Statement of Principles

The Faculty of Dentistry is guided by the University's principles of assessment which can be found in the Academic Board Resolutions: Assessment and Examination of Coursework

http://www.usyd.edu.au/ab/policies/Assess_Exam_Coursework.pdf

In addition to this, the principles listed below aim to enable assessments to best support learning and teaching and to inform students and staff in the Faculty of Dentistry.

- Assessments foster and support: problem-solving skills, clinical skills, teamwork and self-directed learning.
- Criterion-referenced grading is the scoring system of choice.
- Summative assessments are under central control of the Faculty Assessment Office and are developed in consultation with the Learning and Teaching Committee.

2.2 Criteria for Effective, Efficient and Acceptable Assessment

Development of assessment

Assessments need to be developed in accordance with the protocol set out by the Assessment Office, which aims to ensure that assessments reflect the stated learning outcomes and that the questions are unambiguous.

Assessment blueprints will be created by small working parties comprising the following members:

Head of Theme/Associate Directors/Unit of Study Coordinator (Chair)
Year Sub-dean/Year Co-ordinator
Theme Committee
Heads of Discipline
Course coordinator

This will provide a transparent and consistent depiction of the assessment content. It is the responsibility of the Heads of Theme/Unit of Study Coordinator/Associate Directors to produce the assessment blueprint for ratification by the AEC.

The Assessment Officer is responsible for the production of assessments and will follow the procedure outlined in Appendix I.

2.3 Rights and Responsibilities.

Attendance is a professional responsibility required of all students admitted to academic programs within the Faculty of Dentistry.

The course requirements cannot be satisfied if more than 10% of any section of a course is missed for any reason thus preventing a student from completing that course. Unexplained absence has implications for final assessment, results in PPD point demerits and has Progression consequences.

The definition for satisfactory attendance is set out in the *Clinical and Academic Professionalism Policy*.

2.4 Levels of Assessment

2.4.1 Formative assessments give students feedback on their progress in learning. Some formative assessments are designated as 'Required' Formative Assessments (RFAs). Non attendance of RFAs is deemed unprofessional and will result in the generation of a PPD Report leading to PPD point demerits. Results of RFAs are not taken into account in making decisions

about progression or graduation for that student. Formative assessment also enables the Faculty to identify students experiencing difficulties and track student progress.

2.4.2 Summative assessments are necessary to certify that students have met the required standard for progression and graduation.

2.5 Methods of Assessment

Written, oral and practical/clinical assessments are held in all years of the programs.

Written

- Single best answer (SBA) (one of 4 or 5)
- Extended matching questions (EMQ)
- Open ended questions (short answer and essay)
- Extended written work (e.g. project reports, poster presentations)
- Logbooks, journals, portfolios

Practical/Clinical

- Direct observation of performance and behaviours (e.g. continuous clinical assessment, mentor reports, clinical and pre-clinical competencies assessments)
- Multiple station examinations (e.g. OSCA)
- Structured oral examinations (Oral comprehensive, Viva voce)
- Oral presentations (e.g. case presentations)
- Structured reports (e.g. elective supervisor assessment)
- Required Competencies Assessments

2.6 Clinical assessment methods used by the Faculty are described below.

2.6.1 Clinical Competencies Assessments (CCAs)

These are assessments of clinical skills and reasoning skills, specifically related to dentistry. These assessments test clinical theory, knowledge and pre-clinical and clinical skills (competencies) and feature written and physical demonstration modalities.

Four components are currently used in CCAs:

1. OSCA is an assessment where students move through a series of consecutively timed stations featuring models or articles requiring written short-answers; the emphasis is on assessment of diagnostic skills & interpretation skills in clinical settings.
2. Pre-clinical Assessment requires the student to complete a set of specific tasks on clinically-relevant simulation models
3. Clinical Assessment requires the student to complete patient care with live patients
4. Communications Assessment requires students to demonstrate communications skills in a controlled scenario using standardised patients and professional communicators.

The knowledge and skills in Clinical Competencies Assessments are cumulative, that is, skills assessed in Year 2 are based on basic skills mastered in Year 1.

2.6.2 Required Competencies Assessments (RCAs)

These are specific summative assessments, held in various years in both the BDent and BOH programs. A satisfactory performance in each RCA is required to advance to patient care in that specific area.

Students will have only one opportunity for reassessment which will be preceded by brief structured remediation.

Each RCA must be passed independently to meet progression requirements.

RCA's are held in Tooth Conservation and Clinical Practice in BDent1; and Tooth Conservation, Clinical Practice, Radiology, Endodontics and Local Anaesthesia/Exodontia/Anatomy in BDent2. In BDent 3, RCA's are held in Fixed Prosthodontics, Endodontics and prior to Integrated Clinical Practice. In the Bachelor of Oral Health, RCA's are sequenced in BOH 1 prior to Hygiene Practice and in BOH 2 prior to Therapy Practice.

These are all areas in the clinical practice of dentistry in which a very high level of proficiency is expected in order to optimise patient outcome.

2.6.3 Clinical Sessional Assessments

Clinical sessional assessment occurs during each clinical session, for example integrated clinical care sessions, rotations and extramural placements.

These assessments aim to determine student development of clinical competency in patient care at each session.

For every session the allocated Clinical Educator uses defined criteria and grades to assess clinical competency and reasoning. A PPD grade assessing professionalism, patient and practice management and communication is also given. These grades are tabulated and averaged and are used to guide students. The assessments also contribute to progression decisions.

2.6.4 Case Presentations

These assessments aim to facilitate student learning about integrated clinical dental care by sharing learning experiences of the clinic and by discussing problems encountered in management planning. The emphasis is on comprehensive examination, history, diagnosis and systematic management planning and encouragement of organisation and processing of clinical data and effective communication.

The assessment given for the presentation is based on quality of material presented, the standard of clinical reasoning, evidence of accurate diagnosis and appropriate treatment, organisation and presentation style.

2.6.5 Oral Comprehensive

The Oral Comprehensive is a structured oral assessment that involves students evaluating patient data from an unseen case, developing and discussing a management plan, and then answering questions related to the case integrating knowledge derived from all learning areas of the program. This assesses a student's ability to think through a dental problem (i.e. clinical reasoning) and communicate with peers concerning a clinical case (i.e. professional communication skills) (Ryding & Murphy, 1999).

2.6.6 Mentor reports

These are reports based on clinical progress.

Clinical mentors will complete a report about each student in their group at the end of each semester in BDent3.

Students who have not received a satisfactory result for the Semester 1 mentor report will attend an interview with the appropriate academic to ensure that a learning contract is established to support their learning throughout Semester 2.

2.7 Information given to students about assessments

2.7.1 Students need to be aware of the requirements for progression in the program and in which assessments a satisfactory result is independently required.

2.7.2 Consistent with Academic Board Policy, the information provided to students must include:

- Date of the assessment/submission date
- Scope and weighting of assessment
- Assessment method used (e.g. EMQ, SBA etc)
- Format of assessment (e.g. 2 hours duration, panel of 3 assessors)
- Marking criteria and standards
- Implications for course progression
- PPD implications, including academic dishonesty
- Review and feedback details
- Details of contact person

PART 3 – GRADES AND PROCESSING

3.1 Principles

- 3.1.1 In the Bachelor of Dentistry program all assessments will be graded either pass or fail. A pass is denoted by an R (satisfied requirements) on the official University transcript. For units of study in the first semester of BDent years 1-4, the grade awarded is unit of study continuing, denoted by UCN.
- 3.1.2 The Bachelor of Oral Health will be graded as high distinction, distinction, pass or fail.
- 3.1.3 Assessments may be marked by hospital staff, academics from other educational institutions and allied professionals external to the Faculty. The selection of appropriate assessors is at the discretion of the Faculty of Dentistry.

3.2 Marking of Written Assessments

The marking system is criterion-referenced, that is, answers are marked based on their alignment to a preferred answer. Preferred Answers are developed by the content expert and reflect the criteria that respond appropriately to the question. Prior to a clinical or pre-clinical assessment, there will be opportunity for assessor calibration to minimise individual assessor variation.

One marker should mark the same question in all the student's scripts, to ensure consistency.

Assessments that impact on student progression should not be marked by a single marker. Independent 'double marking' of questions is encouraged. Separate mark-sheets are to be used when marking summative assessments to allow independent double marking/remarking.

An automatic marking review will occur for unsatisfactory scripts and those lying 3% either side of the designated passing score. Independent remarking is encouraged to determine whether the script is 'Satisfactory' or 'Unsatisfactory'. Where there is an adverse outcome, academic judgements are to be well supported by clear evidence that the required standards were not met by the student.

- 3.2.1 **Marking of SBA and EMQ**
Single-Best Answer written assessments are marked electronically using a prepared answer sheet.
- 3.2.2 **Marking of short answer and essay questions**
Preferred answers accompanied by criteria and standards are applied when marking open ended questions.
- 3.2.3 **Marking of Clinical Assessments**
Faculty educators notify results of Clinical Competencies Assessments in the following categories. The student may receive an overall mark reflecting their performance in specific elements. In general, some students will receive either a "satisfactory", "not satisfactory" or "excellent" for each of their assessment components.

EXCELLENT Skill/knowledge and attitude displays a more comprehensive / superior understanding or exhibition of clinical skill/knowledge and attitudes than that required for a SATISFACTORY. Substantially exceeds the requirements for a SATISFACTORY.
SATISFACTORY Skill/knowledge and attitude satisfies criteria specified for an adequate and competent demonstration of skill/knowledge and attitudes. Good Quality Patient care is assured and of a high standard.
NOT SATISFACTORY Skill/knowledge and attitudes are incorrect, shows minimal or no understanding of topic, or contains misconceptions even if the answer meets the formal criteria for a SATISFACTORY. Patient care was terminated.

3.2.4 Marking of Clinical Sessional Assessments (Patient Care)

Faculty educators notify results of Clinical Sessional Assessment. The student may receive an overall mark reflecting their performance in specific elements of patient care. In general, most students will receive either a "Proficient", "Satisfactory", "Beginner", "Not Satisfactory", "Not Assessable" or "Absent" for each of their assessment components.

PROFICIENT Skill/knowledge and attitude corresponds to ability to complete the patient care procedures and management in reasonable time, at a high standard of understanding and skill. Good Quality Patient care is assured and of a high standard.
SATISFACTORY Skill/knowledge and attitude corresponds to ability to complete the patient care procedures and management at an acceptable standard of understanding and skill. Good Quality Patient care is assured.
BEGINNER Skill/knowledge and attitude corresponds to ability to complete the patient care procedures and management but needing significant assistance and/or guidance. Good Quality Patient care is assured requiring Clinical Educator support.
NOT SATISFACTORY Patient care was not commenced or was terminated. Skill/knowledge and attitude corresponds to inability to complete the patient care procedures and management. Includes poor preparedness for the session, lacking expected level of understanding or skill, breach of a medico-legal requirements or infection control.
NOT ASSESSABLE Insufficient work completed to enable assessments or explained absence.
ABSENT Absent from session without explanation

Professionalism (PPD) Assessment –

In addition, an assessment of Personal and Professional Development is also conducted at each Clinical Session. The student may receive a mark, however, generally an assessment is made using the following categories:

PROFICIENT Able to manage the patient, meet all requirements of clinic protocols and communicate effectively with the dental team and complete the procedure, in reasonable time, at a high standard of understanding and skill.
SATISFACTORY Able to manage the patient, meet all requirements of clinic protocols and communicate effectively with the dental team and complete the procedure at an acceptable standard of understanding and skill.
BEGINNER Able to meet some requirements of patient, clinic and / or team management but requiring significant assistance and/or guidance.
UNSATISFACTORY Any breach of medico-legal requirements, protocols or infection control, initiating treatment without permission of tutor and / or patient, lack of expected level of understanding or skill, poor preparation, failure to complete procedure safely or in reasonable time, poor communication with patients or staff, poor acceptance of feedback, poor management of personal stress, poor time management, poor record keeping or any form of unethical or ill-mannered behaviour.,
NOT ASSESSABLE Insufficient work completed to enable assessment, or explained absence.
ABSENT Absent from session without explanation. Note, this has implications for progression.

Self Assessment/Reflection

Students are also asked to self-reflect on their own clinical session in a formative statement with completion of the following statements.

Summary of Session/ Main Treatment Provided.....
Something done well.....
Something learnt during session.....
Something to improve upon.....

3.3 Determination and Processing of Results

Reports will be written by faculty members to summarise results of summative assessments and reassessments for the Chair of the Progression Committee, to clearly outline why any students who have failed have not met the standard. Reports written following reassessments must include details of remediation prior to reassessment.

3.3.1 Processing Results of Written Assessments

Results from written assessments are processed and analysed by the Assessment Officers in consultation with the Chairs of the Working Groups, Heads of Disciplines, Heads of Theme, Unit of Study Coordinators and Associate Directors.

Theme or unit of study assessment meetings are held prior to Progression Meetings so that the Heads of Theme, Unit of Study Coordinators and Associate Directors can collate results and organise reports prior to the Progression Meeting. Following an assessment, the Chair of the relevant AEC working party, Chair of the AEC and the Assessment Officer shall convene to process and re-check all results.

3.3.2 Progression Committee Meetings

The results are given to the Chair of the Progression Committee to enable academic progression judgments (Summative results) within the Progression Committee.

Summative Progression Committees are appointed for BDent 1&2, BDent 3&4, BOH and Post Graduate Programs. The membership for each committee is as follows:

- Dean (ex officio)
- Chair of Assessment and Evaluation Committee (AEC) (Chair)
- Associate Dean of Education
- Associate Dean of Students
- Chair of the relevant AEC Working Group (Post Graduate, BDent 1&2, BDent 3&4 or BOH)
- All Heads of Theme or Stream or their delegate
- Relevant Year Sub-Dean/Year Co-ordinator
- Assessment Officer (non-voting member)
- Curriculum Services Manager (non-voting member)

The role of the Progression Committee is to receive recommendations and to determine eligibility for progression or graduation as the case may be. This decision shall be based solely on student performance in the relevant summative assessments and for the *Progression Requirements for Each Year (Attachment VII)* but taking into account any appropriately documented

requests for *Special Consideration (Part 6 of this document)* on account of illness or misadventure

A quorum of 4 academics is required to determine progression. Decisions will be made following the majority rule. In a situation where the vote is equal, the Progression Committee Chair will cast the deciding vote.

The Progression Committee may refer a special case to the Dean of the Faculty for final determination. The Assessment Officers will be responsible for forwarding the results to the Student Records Office of the University by the due date.

3.3.3 Notification of results

All students receive notification of results for individual assessment tasks through the Faculty Office. In circumstances where electronic notification is not suitable or possible, written notification will be issued. Final Unit of Study grades can be accessed through MyUni. An assessment results notice will be sent out from the Students Centre at the completion of a Unit of Study.

3.3.4 Feedback to students

Feedback will be provided following formative and some summative assessments. Group feedback sessions are generally held after assessments. Some disciplines may choose to employ alternate forms, such as online or written feedback. Students will receive feedback ideally within six weeks of an assessment.

For students with 'Unsatisfactory' results, a group feedback session will be conducted with the discipline or theme representatives. This session is an opportunity to assist the student in identifying deficiencies and weaknesses. Immediately following the feedback session, students will attend a meeting with the relevant Year Sub-Dean, or representative, to develop a Remediation Learning Contract.

3.4 Security of Assessment Papers and Results

Marked scripts from summative assessments will be held by the Faculty for the recommended script retention period and are available to be viewed on site by students according to faculty defined process.

Faculty of Dentistry assessment material is classified as secure and confidential and as such remains the property of the faculty. All results are held in a Faculty database under password protection.

3.5 Waivers for Recent Australasian Medical Graduates

- The assessment of the combined Dent/Med PBLs and associated learning sessions is waived.
- However a medical graduate will be assessed in a separate exam on the Dental/Oral relevance of the PBLs, including the Oral Learning Topics and on the BOLS learning sessions.
- The Head and Neck Anatomy course will be assessed independently.
- All other aspects follow the assessment policy. These assessments are all summative and have progression implications.

3.6 Time limit

Please refer to the Faculty Resolutions in the Faculty Handbook. These can be found online in the following location:

http://sydney.edu.au/handbooks/handbooks_admin/dentistry.shtml

PART 4 – PROGRESSION

4.1 Bachelor of Dentistry Progression Requirements

- Satisfactory performance in a graduate entry program requires a 65% pass, ie: credit pass.
- Progression at the end of each year depends on a satisfactory performance in all courses of the themes / units of study of the program, and the PPD Licence (including attendance).
- Assessments will cover material from the current year of study and any preceding years.
- A student who fails to meet the requirements of sessional clinical assessment or demonstrate adequate depth and breadth of clinical experience will not be eligible for remediation and reassessment and will be required to repeat the year of study.
- A student who fails to meet the theme criteria in one or two (but no more) themes will be reassessed in those themes at the end of the year, or in the January of the following year. Reassessment is not available in the clinical component of TPC.
- A student who fails to meet the theme criteria in more than two themes will be required to repeat the year of study. A student who meets the theme criteria after reassessment will be permitted to progress to the subsequent year.
- A student who fails to meet the theme criteria and is repeating a year of study will be identified as a student at risk according to the Student Academic Progression Policy.
- A student who fails to meet the theme criteria after repeating a year of study will be required to show cause why he/she should be permitted to re-enrol in that year of study.
- For students repeating the year, no exemptions from normal course requirements will be permitted due to the integrated nature of the program.
- Electronic assessment blueprints are located on the Learn Site which detail specific assessment tasks.

4.2 Bachelor of Oral Health Progression Requirements

- Satisfactory performance in summative assessments requires a 50% pass.
- RCA's must be passed at a high distinction level , ie: 85%.
- Weighting of topics in units of study is based on the allocated timetable space.
- A pass in each unit of study assumes the student has made satisfactory progress across all topics in that unit of study.
- All topics in a unit of study need to be passed.
- A student who fails to meet the requirements of continuous clinical assessment will not be eligible for remediation and reassessment and will fail the semester.
- If the overall aggregate for a unit of study is below 50%, or the student fails a number of topics, as specified in the BOH Assessment Weighting document at the commencement of each semester, remediation and reassessment will not be offered and the Unit of Study will need to be repeated.
- If remediation and reassessment results in a grade of 'fail' for any topic, the entire semester will need to be repeated.
- Electronic assessment blueprints are located on the Learn Site which detail specific assessment tasks.

PART 5– REMEDIATION AND REASSESSMENT

Reference is made to the Academic Board Policy: “Student Academic Progression Policy”. In addition to the provisions of that policy, the Faculty has the following procedures to support students.

5.1 Diagnostic Interview Program

A student who achieves a grade in any required formative assessment which suggests that they may have experienced some difficulties with learning and/or assessment, will be invited to an interview with the Head of the relevant Theme, Stream or the Year Sub-Dean. The interview should provide a valuable opportunity for these students to review both their understanding of the curriculum content and their approach to study.

5.2 Implications of failing a summative assessment

Remediation and reassessment is dependent on academic achievement across the program and the nature of the assessment and is not an automatic right of a student achieving an unsatisfactory result.

If a student does not satisfy the requirements of any summative written assessment or summative clinical assessment, reassessment will be subject to meeting the progression requirements detailed in part 4 of this policy. The student must ensure that a Remedial Learning Contract is undertaken prior to reassessment. Re-assessment may also be offered to students who missed a summative assessment due to illness or misadventure accepted by the Faculty.

If a student does not satisfy the requirements of continuous clinical assessment or demonstrate adequate depth and breadth of clinical experience they are not eligible for remediation or reassessment and the result is failure in the year (BDent) or semester (BOH) of study. With consideration of the time limits for course completion, the student may be permitted to repeat the year with no exemption from normal course requirements,

5.3 Remediation

The student will have the opportunity to remediate prior to any re-assessment. A Remediation Learning Contract should be negotiated outlining the details of the remediation needs (see appendix II). Academic support will be given to students to clarify errors and misunderstandings. Suggestions may be given to the student about additional resources and further independent research that may assist in learning. The prime responsibility for remediation lies with the student concerned.

The nature of the remediation will be based upon the individual student's problem area/s and may involve the student carrying out a structured task, for example, a written assignment. or preclinical practical activities.

5.4 Reassessment

Re-assessment methods and criteria will be similar to the first assessment, unless all students requiring reassessment agree to a different assessment format. A re-assessment will be offered after a suitable period of time, relative to the year of the program, to maximise the opportunity for students to appropriately remediate themselves. If a student gains an unsatisfactory result from a re-assessment, no further opportunity for reassessment will be offered.

Students are strongly advised against entering into travel, or other arrangements that may be disrupted if they are required to undertake remediation and reassessment in the period specified by the faculty. No further opportunities will be available for students who do not attend remediation and reassessments at the time specified by the faculty.

5.5 Personal and Professional Development (PPD) licence

Where PPD misdemeanour reports or demerits are issued, the Year Sub-dean or Associate Dean may wish to interview the student with respect to remediation. Refer

to the *Clinical and Academic Professionalism Policy* for a full description of this licence.

5.6 Student Academic Progression

The Faculty of Dentistry is committed to identification and support of students not meeting academic progression requirements and as such follow the University Student Academic Progression Policy found at http://sydney.edu.au/ab/policies/Academic_Progression_Policy.pdf

Additionally, student progression in the Faculty of Dentistry will be ascertained by:

- attendance of no less than 90% for all compulsory course components (*Clinical and Academic Professionalism Policy*)
- meeting PPD Licence requirements (*Clinical and Academic Professionalism Policy*)
- successful completion of all academic progression requirements (*Part 4 above*)

PART 6 – SPECIAL CONSIDERATION DUE TO ILLNESS AND MISADVENTURE

The Faculty's guidelines to assist students who believe that they have grounds for special consideration on account of documented illness or misadventure follow those set down by the Academic Board Resolutions "Assessment and Examination of Coursework". Please refer to this document for details on the scope of the policy, required documentation and other details.

http://www.usyd.edu.au/ab/policies/Assess_Exam_Coursework.pdf

- 6.1 Principles for dealing with cases of special consideration
Applications for special consideration can be made in a number of serious circumstances for example:
- student illness (for longer than 5 days)
 - family bereavement
 - illness of a close family member

For a full list of circumstances where Special Consideration is not accepted please follow the link above.

- 6.2 In the case of a short term (1-5 days) student absence due to illness from compulsory learning activities, a Professional Practitioners Certificate or Statutory Declaration must be provided for the period of absence to the relevant Curriculum Services Officer within 5 working days of the absence. For periods of absence greater than 5 days, or in the case where a student has suffered adverse factors affecting their performance and/or attendance for examination, an Application for Special Consideration form must be completed and submitted to the relevant Curriculum Services Officer either prior to the absence, as soon as practicable and within 5 working days of the event.

- 6.3 In the case of a serious illness or circumstance requiring substantial absence from the program (more than 5 weeks for BDent 1 and 2 and more than 4 weeks for BDent 3 and 4 and BOH), the student will be required to repeat the year without academic penalty, as though it were the student's first enrolment in the year.

- 6.4 Should the need for special consideration become apparent on the day of an examination, students should notify the Associate Dean of Students and the appropriate Faculty Office. A Professional Practitioners Certificate or a Statutory Declaration must be provided with applications for special consideration.

Students who are unable to sit examinations at the end of the first semester, or at the end of the academic year, and have not therefore met the progression requirements of that year, are required to submit a special consideration form. In reviewing the request for special consideration, the Faculty Progression Committee may, depending on the duration and seriousness of the circumstances that have been satisfactorily documented by the student, determine either:

- i. the student shall sit the missed assessment (or similar) at a time determined by the Progression Committee.
- ii. the student shall undertake a specified remedial program and reassessment. and if satisfactory results are obtained upon reassessment, the student meets the requirements for progression.
- iii. the student shall repeat the year without penalty (as though it were the student's first enrolment in the year).

The arrangements for, and nature of the assessment (or re-assessment), will depend on the assessment task missed. The Faculty of Dentistry will not aggregate or average marks or grant concessional passes under any circumstances. All students will need to demonstrate through assessment that they have met the required standard.

A student undertaking remediation and reassessment who obtains satisfactory results upon reassessment, then meets the requirements for progression. A student

undertaking remediation and reassessment who fails to meet the assessment requirements will be required to repeat the semester (BOH) or year (BDent).

- 6.5 The decision to accept or reject the Application for Special Consideration is made by the Associate Dean of Students in consultation with an appropriate academic staff member. The student will receive a response by the Faculty Office acknowledging their Special Consideration Application in writing within 15 working days.

Submission of a special consideration form does not necessarily mean that a student is granted further assessment opportunity. Staff will assess the request carefully to determine whether it provides sufficient credible information to cause them to grant special consideration. For example, if a professional practitioner certificate is submitted, staff will consider whether the certificate complies with the University's requirements for such documents, whether it covers the period of the assessment and the preparation time beforehand. Also whether it includes a medical professional's assessment of the extent to which the student would have been incapacitated by the complaint, and the duration of the incapacity.

Staff might decline to grant a request for special consideration in a number of circumstances – for example:

- the application is submitted later than 5 days after the assessment (unless there are good reasons for this);
- the illness or other event is not serious or has little or no impact on performance;
- the student concerned makes repeated requests for special consideration (unless they have a continuing medical or other disability and are registered with the Student Welfare Service).

- 6.6 Unexplained absence or late submission
Unaccountable absence from a compulsory learning activity e.g. clinical sessions and PBLs will be penalised by PPD point demerits. In cases of more frequent absence, the student will be required to meet the year Sub-dean/Course Director. If a student fails to comply with the 90% attendance requirement of the faculty they will not be eligible for progression and will be required to repeat the year (BDent) or semester (BOH).

- 6.7 An extension to an assignment submission date will not be granted. Assignment submission dates are agreed by the Assessment and Evaluation Committee and moving one due date will have an impact on other assessments. Thus, changes made during semester have to be considered seriously and involve discussions with affected staff members. However, in special circumstances requests may be considered. Students wishing to apply for an extension should follow the process for Special Consideration and where a Professional Practitioner Certificate is not appropriate, a Statutory Declaration must be completed. Theme Heads will notify the relevant Curriculum Services Officer of an extension request for recording. Heads of Themes will not necessarily approve requests for extension of time, especially where there are considerations of equity. Staff will document the reasons for their decision and advise the student promptly. As it is an academic decision, the decision to decline a request for extension could be subject to appeal by the student concerned.

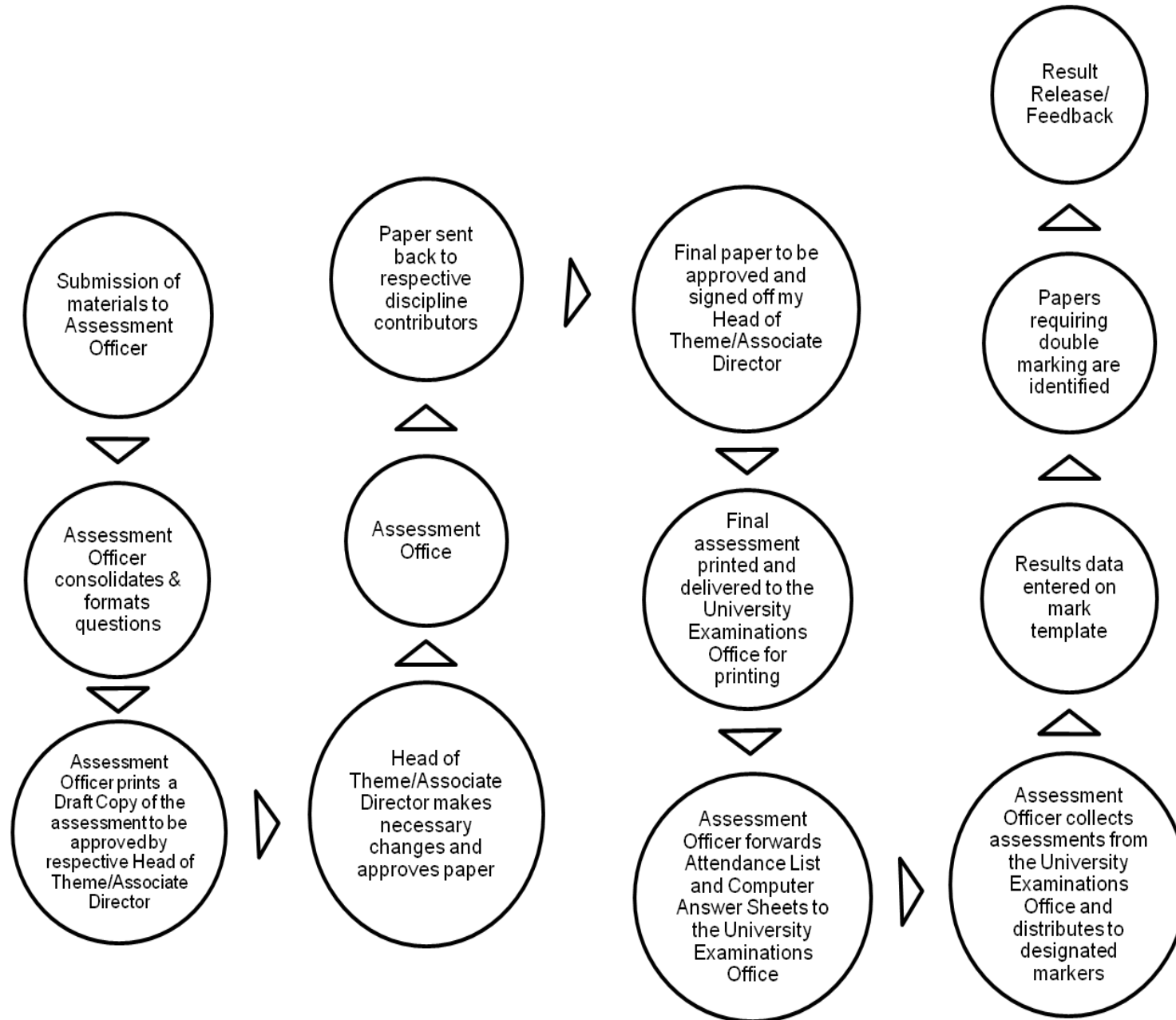
- 6.8 Assignments that are submitted after the due date will receive the following penalties:

Up to 7 days late Licence	1 point demerit from the PPD
More than 7 days but less than 14 days Licence	2 point demerits from the PPD
More than 2 weeks late	2 PPD point demerits from the PPD Licence and a mark of 0 for that assignment.

In cases of special consideration, the year sub-dean/course director in agreement with the unit of study co-ordinator will decide on an appropriate assignment submission date on a case by case basis. The date will not fall after the return of work to others.

PART 7 – APPEALS

- 7.1 If a student is concerned about an academic decision, prior to considering submission of an appeal, s/he must make contact with the relevant Year Sub-dean /Assessment Co-ordinator/Postgraduate Co-ordinator within 15 working days of having been advised of the academic decision and must expect to meet with the relevant year sub-dean/postgraduate co-ordinator/course director within 5 working days of making contact.
- 7.2 The Year Sub-Dean/Assessment Co-ordinator/Postgraduate Co-ordinator will give a full explanation of the reasons for the academic decision to the student. This may include consultation with the relevant Discipline Head. The Curriculum Services Officer will be in attendance at this meeting to make notes of the discussions which will be emailed to the student within 5 working days of the meeting.
- 7.3 If the students' concerns are not resolved, the Year Sub-Dean/Assessment Co-ordinator/Postgraduate Co-ordinator will explain the next steps in the procedure and advise the student how to access the document, *Student Appeals Against Academic Decisions – Academic Board Resolutions*, online.
- 7.4 The student must put his or her concerns in writing within 15 working days of the outcome of discussions above. The student will submit written concerns to the respective Associate Dean [(L&T), (Postgraduate)] and should outline:
- i. the reason for the appeal;
 - ii. the response of the Year Sub-Dean/Assessment Co-ordinator/Postgraduate Co-ordinator
 - iii. reasons why the student is not satisfied with the response of the Year Sub-dean/Assessment Co-ordinator/Postgraduate Co-ordinator.
- 7.5 The Associate Dean will acknowledge receipt of the formal appeal in writing within 3 working days.
- 7.6 The Associate Dean will undertake the initial review and provide a report with recommendations to the Dean.
- 7.7 This report will be considered by the Dean or his or her nominee.
- 7.8 The Faculty must try to resolve the complaint within 10 working days of receiving the complaint, and then advise the student in writing of the Faculty's decision:
- a. setting out the reasons;
 - b. advising that if the student does not agree with the decision, then the student has a right of appeal; and
 - c. informing the student how to access the document, *Student Appeals Against Academic Decisions – Academic Board Resolutions*, online. This outlines further steps if the student wishes to appeal further against this academic decision.
- 7.9 The principles and procedures related to appeals within the University of Sydney are set out in the Academic Board Policy "Student Appeals against Academic Decisions – Academic Board Resolutions" at <http://policy.rms.usyd.edu.au/0000062.pdf>



Student Name:

**BDent/BOH Year:
Discipline:**

Date:

Stage 1

<p>What incident/event made you think about what you want to learn?</p>	
<p>What are you going to learn? (Learning outcomes)</p>	
<p>How are you going to learn it? (Resources and Strategies)</p>	
<p>What is the timeframe? What are your milestones? (Structured learning)</p>	
<p>How are you going to know that you have learned it? What evidence can you show?</p>	

Interim progress: notes on your learning (Reflection & Evaluation)	Date: Comments:
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Stage 2

Did you achieve what you set out to achieve? (Reflection on /Evaluation of learning)	
How will you continue the learning (EBP & Continuing Education)	

I am satisfied/not-satisfied with my self-directed learning as set out in this learning contract. I am aware it is my responsibility to implement this contract.

Student signature:

Supervising staff:

Date:

Note: The preparation and execution of the learning contract is a self-directed student learning activity, supervised and supported by a faculty representative. Please refer to the Faculty of Dentistry Attendance and Progression policy for further details on learning contracts.

Policy History	
<i>Developer(s)</i>	Learning and Teaching Committee
<i>Policy Officers</i>	W. Currie, Ai Lin
<i>Initial development date</i>	September 2010--March 2011
<i>Confirming committee/group</i>	The Faculty of Dentistry
<i>Confirmation Date</i>	3 rd March 2011
<i>Revised Sharepoint version</i>	25 October 2011 (format corrections)
<i>Review date</i>	October-November 2012