

ASSESSMENT PROCEDURES 2011

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Signature:
Name: Associate Professor Tony Masters, Chair, Academic Board

1 Purpose and application

- (a) These procedures are to give effect to Part 14 of the [Coursework Policy 2014](#) (“the **policy**”).
- (b) These procedures apply to:
 - (i) all coursework programs offered by the University; and
 - (ii) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

- (1) These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.
- (2) Sub-clause 5(7) commences in 2017 on a date to be determined by the Registrar.

3 Interpretation

- (1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 5 of the policy.

- (2) In these procedures:

academic unit means a faculty, University school, board of studies, school, of the University.

assessment rubrics means marking guides that state the criteria against which an assessment will be marked.

Dean	means: <ul style="list-style-type: none"> • In relation to a faculty, the Dean of the relevant faculty; • In relation to a University school, the Head of School and Dean of the relevant University school
due date	means the later of: <ul style="list-style-type: none"> • the date originally specified for submission of a piece of assigned work or any amended date; • the date specified for submission of a piece of assigned work after grant of a simple extension under clause 14A; or • the date specified for submission of a piece of assigned work after a grant of special consideration, special arrangements or reasonable adjustments
examination	means the final examination of a unit of study, which is held during the formal examination period
Examinations Office	means the University administrative unit responsible for the management of all examinations held during the formal examination period
Faculty	means a faculty or a University school.
formal examination period	means weeks 15 and 16 of each semester
late results	means results that are not entered into the student management system by the date determined by the Registrar for that purpose.
peer assessment	means students commenting upon and evaluating the work of a fellow student.
replacement examination period	means week 18 of each semester, in which replacement examinations for the formal examination period take place.
retention period	means the mandatory period for which records must be maintained, as mandated by the NSW State Records Authority under the State Records Act 1998 (NSW) . Note: See also the University Recordkeeping Manual
self assessment	means students evaluating their own learning, both in relation to their process of learning and its outcomes.
standards-based assessment	means awarding marks to students to reflect the level of performance (or standard) they have achieved. Students' grades are therefore not determined in relation to the performance of others, nor to predetermined distributions. Note: See clause 7

Student Identification Number	means the unique identification number assigned to each student upon their first enrolment at the University
test	means any test not conducted consistently with clause 8 of these procedures

4 Application of implementation statements to assessment principles

- (1) These procedures set out the implementation statements designed to give effect to the assessment principles established by the policy.
- (2) Schedule 1 to these procedures is a table correlating assessment principles to implementation statements.

5 Assessment standards, design and quality assurance - Principles 1 to 4

- (1) Standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work.
- (2) Standards should typically be defined in the context of the discipline, course or level of the unit.
- (3) Standards (including threshold or pass standards) should be benchmarked against comparable disciplinary and/or professional standards, within the University and beyond.

Note: See also the [Learning and Teaching Policy 2015](#)

- (4) Peer review or moderation of assessment tasks should be used to ensure the appropriateness of the tasks set and their conformity with the policy.
- (5) Program learning outcomes must be consistent with the [Learning and Teaching Policy 2015](#), and assessed at appropriate points throughout the degree.
- (6) Students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades.
- (7) In examinations, test or other assessments consisting of written elements, students should be identified on scripts, essay books or answers sheets by Student Identification Number only. Names should not be used.
- (8) Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student's time, such as other assessments or the requirements of other units of study.
- (9) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.
- (10) Feedback on student work should be sufficiently timely to allow improvement where necessary.
- (11) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.

- (12) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.
- (13) Evaluative feedback from students in relation to assessment should be incorporated by teachers, where appropriate, into teaching and learning strategies and future assessments.

6 Informing students – Principles 1 and 2

- (1) The scope and nature of the assessment for each unit of study should be explicitly stated in the unit of study outline and published no later than one week prior to the commencement of the semester or teaching period in which the unit is offered. This statement should include:
 - (a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;
Note: The University's requirements for assessments are set out in section 19 of the [Learning and Teaching Policy 2016](#), section 10 of the [Learning and Teaching Procedures 2016](#) and section 60 of the [Coursework Policy 2014](#).
 - (b) the standards against which performance will be measured;
 - (c) an assessment table, with:
 - (i) the weighting of items and of tasks or papers;
 - (ii) the due date for submission or testing;
 - (iii) the conditions under which examinations will be sat;
 - (d) the conditions for extensions of time (if any); and
 - (e) the penalties for lateness or violation of assessment specifications (e.g. length).
- (2) All new units of study commencing from semester 1, 2018 should use the standard assessment table in Schedule 2.
- (3) Changes to the nature, weighting or due date of assessment tasks made after the publication of unit of study outlines may only be made in exceptional circumstances.
- (4) Unit of study outlines must comply with the requirements of the [Learning and Teaching Policy 2015](#) of the Academic Board.
- (5) Any necessary modifications to the scope or nature of any assessment task must be communicated in writing to all students enrolled in the unit before the halfway point of the unit, and must be applied so that no student is differentially disadvantaged by the modification.
- (6) Students must be 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 course discipline, in accordance with the [Academic Honesty in Coursework Policy 2015](#).
- (7) Students must be informed of the faculty's required method for applying for simple extensions.

Note: See clause 11A of these procedures, and clause 66A of the [Coursework Policy 2014](#).

7 Marking and determination of grades – Principles 2 and 3

- (1) Grades must be applied consistently in accordance with clause 66 and Schedule 1 of the policy, including the use of prescribed grade descriptors.
- (2) Tasks must be marked according to the published criteria provided to students.
Note: See [Learning and Teaching Policy 2015](#).
- (3) Assessment must be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.
- (4) In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students.
 - (a) In this approach, grades are allocated using pre-determined standards. Students' grades are not determined in relation to predetermined distributions.
- (5) Faculties should implement the following aspects of standards-based assessment.
 - (a) At unit of study level, where possible, examples of students' work should be identified which are characteristic of achievement for at least two different merit grades (benchmarks).
 - (b) If samples involve examples of real students' work, then a copy of the signed permission of the student author must be kept for as long as the example is used for this purpose.
 - (c) When it is not possible to provide samples of work, a suitable description of the task and expected standards associated with different levels of achievement should be provided.
 - (d) The differences between work at different achievement levels should be described in information given to students. These grade descriptors should be statements such as:

At HD level, a student demonstrates a comprehensive understanding of the unit material, and exhibits initiative and self-reliance in critically evaluating and synthesizing ideas related to the unit.
 - (e) Assessments and examinations must be graded against the benchmarks and outcomes discussed among colleagues teaching within the unit and in similar units to refine the standards.
- (6) Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.
- (7) All students within a unit of study will be assessed according to the same standards and using the same or comparable assessment instruments.
- (8) Assessment related decisions which may impact on a student's progression or graduation:
 - (a) must be based solely on the assessments specified for that purpose; and
 - (b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.
- (9) When marks from tasks are combined, the methods used should be statistically and educationally defensible.
- (10) Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.

7A Late penalties

- (1) Subject to any contrary provision in any applicable faculty or course resolution, if penalties are applied for work submitted after the due date they must be consistent with this clause.
- (2) For any assessment task:
 - (a) late penalties may be applied, consistently with this clause; or
 - (b) late submission may be prohibited, with consequences as specified in the unit of study outline; or
 - (c) late penalties may be excluded from applying;provided that these conditions must be expressly stated in the unit of study outline.
- (3) Written work submitted electronically after 11.59 pm on the due date will be considered to have been submitted late.
- (4) For every calendar day up to and including ten calendar days after the due date, a penalty of 5% of the maximum awardable marks will be applied to late work.
 - (a) The penalty will be calculated by first marking the work, and then subtracting 5% of the maximum awardable mark for each calendar day after the due date.
- (5) For work submitted more than ten calendar days after the due date a mark of zero will be awarded. The marker may elect to, but is not required to, provide feedback on such work.
- (6) Copies of late work, including work which is not marked, must be retained consistently with the requirements of the [Recordkeeping Policy 2017](#) and the [Recordkeeping Manual](#).

Note: See also [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2016](#)

8 Conduct of examinations - Principles 1 to 4

- (1) The principal examiner is responsible for:
 - (a) complying with and completing all administrative requirements for the examination by the specified deadline;
 - (b) providing the examination paper to the Examinations Office by the specified deadline;
 - (c) securing working papers developed in preparation for examinations; and
 - (d) accounting for all secure papers.
- (2) Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point to a maximum of 3 hours. A shorter time is acceptable, especially when students are also assessed progressively.
- (3) Examinations should typically be of a higher weight than tests or other assessments required in a unit of study.
- (4) Examinations may consist of written elements, non-written elements or a combination of both.
- (5) All examinations other than those which include non-written elements must be administered by the Examinations Office.

- (6) In relation to all examinations, the Examinations Office is responsible for:
 - (a) managing examination venue bookings;
 - (b) security protocol and printing examination papers;
 - (c) retaining final examination papers in the University archives;
 - (d) scheduling examinations generally;
 - (e) scheduling examinations in postgraduate coursework units of study, as far as practicable, at times consistent with class times; and
 - (f) recruiting and training examination invigilators; and
 - (g) preventing students from leaving the examination venue with examination materials.
- (7) All examinations must be of one of the following durations:
 - (a) 1 hour;
 - (b) 1.5 hours;
 - (c) 2 hours;
 - (d) 2.5 hours; or
 - (e) 3 hours.
- (8) All examinations, except for those in the University of Sydney Law School, must provide for ten minutes reading time in addition to the stated examination duration. Examinations in the University of Sydney Law School must provide 30 minutes reading time.
- (9) All examinations must be invigilated by University trained invigilators.
- (10) Any unit of study with a value of six or fewer credit points should be examined in no more than one examination, apart from exceptional cases approved by the relevant dean.
- (11) Any unit of study with a value of more than six credit points should be examined in no more than two examinations sessions.
- (12) No student may be required to sit for more than two examinations on the same day. Where a student has three examinations scheduled for the same day, the Examinations Office must provide for one to be taken at an alternative time.
- (13) To avoid examination timetable clashes, end of semester take-home tests should have a scheduled due date on either the last day before the formal examination period, or the last day of the formal examination period.
- (14) Tests may be held during classes provided that faculties ensure that the overall assessment practices in all units of study are reasonable and not structured in a way that may disrupt attendance at other classes.
- (15) The week after the end of teaching in each semester will be a study break (Stu-Vac, week 14) with the formal examination period to commence the following week, week 15.
- (16) Principal examiners seeking to directly administer written examinations without the involvement of the Examinations Office must obtain the Registrar's written permission to do so each year. Such requests must:
 - (a) set out the reason why the examination cannot be administered by the Examinations Office; and

- (b) detail the arrangements for secure printing and storage of examination papers.
- (17) In relation to written examinations administered other than by the Examinations Office, the principal examiner is responsible for:
 - (a) providing the Examinations Office with all necessary information to schedule the examination, within the timeframes specified by the Examinations Office;
 - (b) arranging the Examinations Office to book an appropriate examination venue;
 - (c) arranging secure printing and storage of examination papers;
 - (d) providing a copy of the final examination paper to the Examinations office for retention in the University archives; and
 - (e) arranging for invigilation of the examination by University trained invigilators.

9 Security of examination papers - Principles 1 to 4

- (1) In the preparation of examination papers, it is essential to ensure the security of questions and papers, so that examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.
- (2) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.
- (3) When questions are re-used in subsequent examination papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.
- (4) Students' examination scripts should be retained by the faculty for the specified retention period, after which they should be destroyed.

Note: At the date of these procedures this is 6 months. See the [Recordkeeping Manual](#).
- (5) Students are entitled to access their own written scripts, provided the request is made during the script retention period.
 - (a) Written work which answers questions from examinations not secured for re-use may be copied by students.
 - (b) Written work which answers questions from secured or confidential examination papers may not be copied, and may only be viewed by appointment, either individually or in groups, under appropriate academic supervision.
- (6) All possible breaches of security or incidences of misconduct during an examination must be reported to the principal examiner and, if appropriate, to the Registrar. All unusual events, breaches of security or difficulties encountered in the setting, transport, marking or entering of results should be reported to the head, if possible before the head determines the results of the examination.
- (7) Any paper whose security may have been compromised should be re-set.

10 Emergency evacuations during examinations - Principles 1 to 4

- (1) If an emergency evacuation is required:
 - (a) invigilators must:

- (i) make a note of the time at which the examination is stopped; and
 - (ii) adhere to the instructions of Campus Security staff and emergency services;
 - (b) the relevant precinct officer must contact the Examinations Office to inform them of the evacuation.
- (2) Precinct officers and or security staff will direct students and invigilators to an appropriate area, where they must await further information. Unless otherwise instructed by precinct officers or security staff, students must remain in the immediate vicinity.
- (3) Invigilators must inform students that there must be no communication between them and that the use of electronic or smart devices is not permitted.
- (4) If an emergency evacuation impacts one or more examination venues, the Examinations Office will:
 - (a) determine to resume the examination if:
 - (i) 30 minutes or less has elapsed since the time of evacuation; and
 - (ii) Campus Security or emergency services have confirmed that it is safe to do so;
 - or
 - (b) determine to abandon the examination if:
 - (i) more than 30 minutes has elapsed since the time of evacuation;
 - (ii) Campus Security or emergency services advise that the venue is not safe for the examination to resume; or
 - (iii) advised that the integrity of the examination paper has been compromised during the evacuation.
- (5) Immediately after a decision to resume or abandon an examination, the Examinations Office will notify the following by email:
 - (a) the principal examiner;
 - (b) all relevant Associate Deans (Education);
 - (c) the Deputy Vice-Chancellor (Education); and
 - (d) all relevant precinct officers.
- (6) Invigilators will:
 - (a) inform students of the decision to resume or abandon the examination; and
 - (b) if the examination is abandoned, advise students that:
 - (i) the Examinations Office will contact them through their University email account about arrangements for a replacement examination; and
 - (ii) they must remain close to campus until informed to the contrary by the Examinations Office, because they may be required to re-sit the examination on the same day.
- (7) If the examination is resumed, invigilators will allow students the full time lost to the emergency evacuation plus an additional five minutes, to compensate for the disruption.
- (8) If an examination is abandoned:

- (a) students' work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking;
 - (b) the principal examiner will arrange for the faculty to retain the examination work until the end of the next semester after the examination: and
 - (c) the Examinations Office will consult with the principal examiner to make arrangements for the impacted students to re-sit the examination as soon as possible.
- (9) If the original examination paper has been compromised the principal examiner must either:
- (a) instruct the Examinations Office to use the replacement examination paper; or
 - (b) provide the Examinations Office with a new examination paper.
- (10) If the replacement examination paper is used, the principal examiner must provide the Examinations Office with a third paper, by close of business Monday week 18, for use in the replacement examination period.
- (11) All University policies, including those relating to illness and misadventure, apply in the circumstances of the re-sitting of an abandoned examination as they would have to the original examination.

11 Use of handheld computing devices in examinations - Principle 3

- (1) Personal computers, electronic communication devices, recording devices, items with internet connectivity, Bluetooth connectivity or smart technology capability are not normally permitted in examinations. This includes, but is not limited to:
- (a) laptop computers;
 - (b) mobile phones;
 - (c) tablet computers;
 - (d) smart watches; and
 - (e) headphones, earphones or earbuds
- (2) Students who bring such devices must switch them off and leave them in their bags or under their desk in the examination venue.
- (3) Invigilators must report any use or attempted use of an unauthorised device in an examination.
- (4) Faculties may develop examinations and assessments in which such devices are permitted but in doing so must consider the equity, supervisory and logistical implications of their use.
- (5) The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.
- (a) A copy of this list is available on the University website:
<https://sydney.edu.au/students/exams/>
- (6) Students must have non-programmable calculators approved by the Student Centre before they can be used in an examination

12 Accessible examination and assessment arrangements - Principle 3

- (1) Students who have registered with the University's Disability Services, and have satisfied the University's requirements for supporting documentation, may be eligible for reasonable adjustments or accessible examination and assessment arrangements.
- (2) University staff are generally required to implement the examination and assessment adjustments or arrangements notified by Disability Services, with the exceptions described in the [Disability Standards for Education \(2005\)](#).
- (3) Staff should familiarise themselves with the Disability Standards for Education (2005) and discuss any concerns about notified adjustments with Disability Services.
- (4) Disability Services will contact eligible students prior to the formal examination period to confirm required examination adjustments or accessible arrangements.
- (5) Disability Services in consultation with the relevant delegate will determine the adjustments and accessible examination arrangements which will apply to each registered student in relation to a given assessment or examination.
- (6) Adjustments applicable to the formal examination period also apply to, and must be provided in, the replacement examination period.
- (7) In-faculty-coordinated examinations, tests, take home tests, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:
 - (a) notifying students in a timely manner of
 - (i) the confirmed adjustments or arrangements; and
 - (ii) the time and location of any adjusted examination;
 - (b) providing notified adjustments and accommodations, including supervision, scribes or equipment;
Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and invigilators.
 - (c) providing adjustments or arrangements to the original examination or assessment for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be notified.
- (8) The provision of reasonable adjustments or accessible arrangements does not preclude a student from claiming special consideration due to illness or misadventure.
Note: See also clause 14 of these procedures and clause 67 of the policy.
 - (a) All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU).
Note: See schedule 3 of these procedures

13 Special arrangements for assessment or examinations - Principle 3

- (1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.
- (2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student's absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.
- (3) A student seeking special arrangements for assessment or examination should make a request:
 - (a) in the case of religious commitments that might have an impact on the types of assessment or examination they can undertake, at the date of commencement of semester; and
 - (b) in the case of other types of commitment, as soon as the student becomes aware of a requirement to be absent from the University.
- (4) Faculties must advise students of any cut-off dates for requests for special arrangements for assessments or tests.
- (5) Late requests for special arrangements for assessment or examination will be considered only where the student provides a reasonable explanation for the delay.
- (6) Requests for special arrangements for examinations must be lodged, with all necessary forms and supporting documentation, no later than the close of business 14 days after the publication of the examination timetable.
- (7) A request for special arrangements must be accompanied by sufficient and relevant supporting documentation, in English. This may include, but is not limited to:
 - (a) in the case of religious beliefs, a supporting letter from the student's imam, pastor, rabbi or equivalent spiritual or community leader;
 - (b) in the case of compulsory absence, a copy of the summons, subpoena, court order or notice of selection for jury duty;
 - (c) in the case of sporting, cultural or political/ union commitments, supporting documentation from the organising body;
 - (d) in the case of parental or adoption commitments, a certificate from a medical practitioner or midwife stating the expected date of birth or documentation from the relevant adoption agency stating the expected date of placement;
 - (e) in the case of defence force or emergency services commitments, supporting documentation from the student's brigade or unit;
 - (f) in the case where continuing employment would be jeopardised, supporting documentation from the student's employer;
 - (g) in the case of other situations, such documentation as is considered necessary by the University.
- (8) Students requesting special arrangements must provide contact details for those individuals or organisations providing supporting documentation, so that further information or advice may be obtained.

14 Special consideration due to illness, injury or misadventure - Principle 3

- (1) All requests for special consideration will be considered in the same manner across the University, although the response may vary according to the circumstances.
 - (a) Schedule 3 to these procedures prescribes the standard responses to the most common circumstances.
- (2) Occasionally circumstances of a longer term nature may have a substantial impact on a student's ability to study and undertake assessments. In such cases, affected students should discuss their circumstances with an advisor or counsellor within or outside their faculty before lodging a request for special consideration.
- (3) Multiple and recurring requests for special consideration may be an indicator of a student at academic risk, and may be referred to the faculty for consideration under Part 15 of the policy.
- (4) Requests for special consideration should be lodged no later than three working days after the assessment.
 - (a) Where circumstances preclude this, a student may still request special consideration but must provide a reasonable explanation for the delay.
 - (b) The University will not decline a request on the grounds of late lodgement where a reasonable explanation is provided.
- (5) A request for special consideration must:
 - (a) use the electronic form specified for this purpose by the University;
 - (b) clearly set out the basis for the request;
 - (c) for illness or injury, provide an appropriate professional practitioner certificate completed by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:
 - (i) the practitioner's name, contact details, provider number and signature;
 - (ii) the date of consultation;
 - (iii) an evaluation of the duration and degree of impact on the student's ability to attend classes, learn or complete assessment requirements; and
 - (iv) the date the certificate was written and issued; or
 - (d) where a professional practitioner certificate is not possible, include a statutory declaration:
 - (i) setting out the duration and degree of impact of the illness, injury or misadventure on the student's ability to attend classes, learn or complete assessment requirements; and
 - (ii) attaching relevant supporting documents; and
 - (e) provide details of any group work which might be affected.
- (6) The University may contact the author of a professional practitioner certificate or other supporting document to verify its authenticity.

- (7) Students must retain the originals of any documents submitted in support of a special consideration request until their degree has been conferred, or their candidature is otherwise terminated.
- Note:** The University may require students to supply the originals of any documents submitted in support of a special consideration request at any time during their candidature.
- (8) International students suffering illness, injury or misadventure should also contact the University for information about possible impacts on visa and other arrangements.
- (9) A student may withdraw a request for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the earlier of:
- (a) release of results for that assessment; or
 - (b) completion of a replacement assessment.
- A student may seek academic advice before doing so, but not from an academic associated with the assessment.
- (10) The University will maintain detailed records of the process of determination, and outcome, of any special consideration request.
- (11) The relevant delegate will determine the form of special consideration to be provided if a request is successful.
- Note:** Where appropriate, the University will apply standard determinations on the form of special consideration to be provided, based on precedents approved by the relevant delegate. Where a special consideration request falls outside the scope of an approved precedent, the University will refer the request to the relevant delegate for determination.
- (12) The following forms of special consideration may be provided in relation to individual work.
- (a) *Replacement assessment.*
 - (i) This may be made available where a request relates to an examination or test. Subject to the provisions of sub-clauses 13(a)(v) to (viii), all students who make a successful request for special consideration relating to an examination will receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.
 - (ii) A replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment.
 - (iii) Where a successful request for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment including replacement examinations will be treated as a first attempt and the original attempt at the assessment will be deemed not to have occurred.
 - (iv) The relevant delegate is responsible for setting the date of the replacement assessment, except for replacement examinations which are held in the replacement examination period and managed by the Examinations Office.
 - (v) A student may lodge a further request for special consideration if they believe that their performance was impacted or they were unable to



- attend the first replacement assessment, due to injury, illness or misadventure.
- (vi) If the further request for special consideration is successful, the faculty should where practicable arrange a second replacement assessment, which should be held within three weeks of the date of the first replacement assessment.
 - (vii) If the student is unable to attempt the second replacement assessment due to injury, illness or misadventure, previously approved exchange or study abroad commitments, or compulsory experiential placement, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).
 - (viii) If the faculty is unable to arrange any form of appropriate or appropriately timed second replacement assessment, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).
- (b) *Extension.*
- (i) This may be made available in relation to a non-examination assessment task which is not an examination or test.
 - (ii) The relevant delegate will determine the length of any extension, and in doing so must consider the extent to which the student's ability to prepare was affected.
 - (iii) Extensions of up to 20 working days may be granted.
 - (iv) Extensions longer than 20 working days may only be granted if doing so would not advantage the student against the rest of the cohort. If unfair advantage would occur, an alternative assessment should be set.
- (c) *Reweighting or averaging.*
- (i) This may be made available in relation to assessments that repeat on a regular basis. These are typically assessments that occur throughout the semester (such as weekly class tests, tutorial participation marks or laboratory work) where each assessment alone is not worth a high percentage of the total unit mark.
 - (ii) The non-completion of a minor component of assessment must not compromise the integrity of the assessment of the curriculum. Where re-weighting is inappropriate on academic grounds this should be declared in the description of assessment for the unit of study or curriculum. In these cases an alternative assessment should be provided.
 - (iii) Should a student miss more than 30% of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.
- (13) The following provisions will apply where one or more members of a group involved in group work suffer an illness, injury or misadventure.
- (a) Consideration must be given to the interests of:
 - (i) the member(s) suffering the illness injury or misadventure; and
 - (ii) the remaining group members whose ability to complete the task as originally assigned may be impacted, and may therefore also be

considered to have suffered a form of misadventure. Ideally special consideration requests should be submitted by all affected parties.

- (b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.
 - (c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.
 - (d) If the relevant delegate considers that the group can no longer function, the assessment task will be redefined for the remaining active members, based on the contributions they were to make.
 - (i) Assessment will then be based on the redefined task.
 - (ii) The lecturer or teacher may also allow an extension of time.
 - (iii) The group member(s) who suffered the illness, injury or misadventure will, if their request is accepted, be given an alternative assessment.
 - (e) If a group submits a request for special consideration on the basis of an absence of one or more members, and no matching request is submitted by the relevant member(s), the group request should be considered on its merits in accordance with this policy even if the relevant delegate has no knowledge of the absent member(s) suffering any illness, injury or misadventure.
- (14) Aegrotat and posthumous awards may be made in circumstances involving serious illness or death. For the purposes of clause 92A of the Coursework Policy, a Dean will not recommend the conferral of an aegrotat or posthumous award unless the conditions for the award have been substantially met.

14A Simple extensions - Principle 3

- (1) Students may apply for a simple extension, as provided in clause 66A of the [Coursework Policy 2014](#).
- (2) The faculty must determine the method for applying for simple extensions in that faculty, provided that the method must require written communication between the student and the relevant unit of study co-ordinator which records at least:
 - (a) the student's name;
 - (b) the student's student identification number; and
 - (c) the unit of study code.

15 Processing and release of results - Principles 1 to 4

- (1) The Registrar will determine in advance, and publish, dates for release of results to students. The Registrar may also determine, and publish the determination, that results for a specific unit of study be released on an earlier date than the originally determined date, if requested to do so by the relevant dean or associate dean.
- (2) Principal examiners must:
 - (a) assemble all marks and records of assessment for the unit of study;
 - (b) ensure security of marks;

- (c) arrange the collation of marks;
 - (d) verify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of meetings in case an appeal process requires such evidence;
 - (e) submit the results to the relevant head of academic unit by the required date; and
 - (f) keep appropriate records to justify the final mark.
- Note:** See [Recordkeeping Manual](#).
- (3) The Dean and head of the relevant academic unit must ensure that:
 - (a) the results for all units of study comply with applicable policies, procedures and local provisions;
 - (b) appropriate information and training about processes for entering results is provided to those who require it; and
 - (c) final results are entered and agreed in the student management system by the date determined by the Registrar.
 - (4) Late results must be:
 - (a) approved by the head of the relevant academic unit;
 - (b) entered into the student management system as soon as they become available; and
 - (c) released as soon as possible after the release date determined by the Registrar.
 - (5) Changes to marks or grades after entry into the student management system must be:
 - (a) approved by the relevant delegate after consideration of an explanation for the change;
 - (b) submitted and entered in the manner specified by the Registrar; and
 - (c) released as soon as possible after the release date determined by the Registrar.
 - (6) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the date determined by the Registrar for the date to convert all IC results to AF, the grade will be automatically converted either to “absent fail” (AF) or, if an incomplete mark has been entered with the IC grade, to the grade corresponding to that mark (note: an incomplete mark entered with an IC grade should be the maximum mark to which the student would be entitled if the assessment remains incomplete).
 - (7) The Registrar must ensure that results are released to students by the dates determined.
 - (a) Final results of students in completed units of study will be provided to students through the student management system.
 - (8) Faculties must, on request, provide students with the numerical mark for each assessment task which comprises the final numerical mark reported on the student’s Examination Result Notice.
 - (a) Records of such marks must be retained for 12 months.
 - (9) To ensure confidentiality, students’ results must not be displayed in public places.

- (10) The faculty must establish mechanisms for review of results, including those for students affected by illness or misadventure, in accordance with applicable University policies.

Note: See also clause 16 of these procedures and [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#)

- (11) The faculty will determine the award of honours degrees and the levels at which they are awarded.
- (12) After the expiry of the applicable retention period, examination scripts and marking sheets may be destroyed. The destruction must be authorised by the head of the unit and documented as required by the [Recordkeeping Manual](#).

16 Appeals - Principles 1 to 4

- (1) Students may appeal against the procedures used to arrive at an academic decision, as provided in the [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#).
- (2) If an appeal is made:
- all documentation relevant to that student's assessment must be placed on the student's appeal file;
 - all other annotated scripts must be retained together for each examination for the appeal period;
 - mark sheets must be retained for 12 months; and
 - minutes of meetings must be centrally filed.

17 Professional development - Principles 2 and 4

- (1) Staff with teaching responsibilities should be provided with professional development opportunities related to design, implementation, moderation and quality assurance of assessment.
- (2) Faculties should provide opportunities for recognition and sharing of effective assessment practices. The University will also provide such opportunities on a University-wide basis.
- (3) Professional development support will be provided by Educational Innovation in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of assessment policies - Principle 4

- (1) The Academic Board will ensure that the effectiveness of its policies is measured:
- through a comparison of the University's standards with those adopted elsewhere;
 - through information available from Academic Board faculty reviews; and
 - through feedback from students on assessment (directly and via unit of study evaluations and related feedback tools).

NOTES

Assessment Procedures 2011

Date adopted:	9 November 2011
Dates amended:	28 February 2017, effective 6 March 2017 20 April 2017 (Administrative amendments only) 4 May 2017 (Administrative amendments only) 10 October 2017 12 June 2018, effective 1 January 2019 3 September 2019 (commencing 10 September 2019)
Date commenced:	1 January 2012
Administrator:	Executive Officer, Academic Board
Review date:	7 December 2021
Related documents:	

Disability Discrimination Act 1992 (Cth)

Disability Services for Education

University of Sydney (Student Discipline) Rule 2016

University of Sydney (Coursework) Rule 2014

University of Sydney (Student Appeals Against Academic Decisions) Rule 2016

University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

Academic Honesty in Coursework Policy 2016

Coursework Policy 2014

Learning and Teaching Policy 2016

Academic Honesty Procedures 2016

Recordkeeping Manual

AMENDMENT HISTORY

Provision	Amendment	Commencing
Clause 14(8)	Amended to allow the consideration of further information with the discretion of the Faculty	4 October 2012
Clause 3(2)	Amended to insert definition of late result	3 July 2014
Clause 14 (14)(a)(v)	Amended to align processing time with new student information system	3 July 2014
Clause 15 (1)	New clause inserted on determination of results dates	3 July 2014
Clause 15 (2)	Amended to clarify the responsibilities of principal examiners	3 July 2014
Clause 15 (3)	Amended to clarify the responsibility of deans and heads of academic units	3 July 2014
Clause 15 (4) (5) (6)	Inserted to clarify processing of late results, changes to marks or grades and incompletes	3 July 2014
Clause 15 (7)	Amended to clarify release of results	3 July 2014
Various	Updated references to the <i>Coursework Policy 2014</i> and relevant parts and clauses	22 January 2015
Clause 14(16)	Updated following the addition of clause 92A to the <i>Coursework Policy 2014</i>	25 March 2015
9(4) note	Updated retention period to reflect <i>Recordkeeping Manual</i> – administrative amendment only.	25 March 2015
8(6) (deleted), 13, 14	Amended to align with changes to the <i>Coursework Policy 2014</i> related to the administration of special consideration and special arrangements.	1 January 2016
6(1), 6(2) (added)	Amended to clarify that amending assessment requirements should not disadvantage students	4 April 2016
Clause 6(6)	Added	29 June 2016
Clause 11A	Added	29 June 2016
Clause 2(2)	Added	3 January 2017
Clause 3(2)	Definitions added for examination, Examinations Office, formal examination period, replacement examination period, Student Identification Number and test Definitions amended for academic unit, peer assessment, self assessment, standards-based assessment and test	3 January 2017

Provision	Amendment	Commencing
Clause 5(7)	Added	3 January 2017
Clause 6(1)	Additional details added including updated references to other relevant documents and details regarding assessment tables	3 January 2017
Clause 6(2)	Added	3 January 2017
Clause 7(3) and 7(4)	Clause broken into different clauses and details regarding how grades are not determined added	3 January 2017
Clause 8	Amendments including addition of new clauses covering conduct of examinations and to reflect changes in terminology	3 January 2017
Clause 10(13)	Amended to reflect changes in terminology	3 January 2017
Clauses 10, 11 and 12	References to supervisors changed to invigilators throughout	3 January 2017
Clause 11(1)	Amendments regarding hand held computing devices	3 January 2017
Clauses 13(4) (5), 14(13)(a)(i), 14(13)(b)(i)	Minor amendments to reflect changes in terminology	3 January 2017
Clauses 7(3) (4), 8(4) (15) (16) (17), 14(13)(a)	Amendments to clarify requirements regarding replacement examinations and to reflect changes in terminology	3 January 2017
Schedule 2	Added	3 January 2017
Clause 11A	Former clause 11A deleted and relocated to become clause 14A	3 January 2017
Clause 14A	Former clause 11A becomes clause 14A	3 January 2017
Clause 7(4)(b)	Clause deleted	6 March 2017
Clause 7(4)(c)	Former clause 7(4)(c) deleted and relocated to become clause 7(4)(a)	6 March 2017
Clauses 14(2) and 14(2)(a)	Amendments including addition of new clause for schedule 3	6 March 2017
Clause 13(c)(iii)	Amendment to clarify weighting of regular assessment components	6 March 2017

Provision	Amendment	Commencing
Clause 17(3)	Reference to Institute for Teaching and Learning changed to Educational Innovation	6 March 2017
Schedule 2	'Closing date' column added	6 March 2017
Schedule 3	Added	6 March 2017
Schedule 3; notes	Administrative amendments only	20 April 2017
Notes	Reference to <i>By-law</i> changed to <i>University of Sydney (Student Discipline) Rule 2016</i>	20 April 2017
Schedule 3	Administrative amendments only	4 May 2017
Schedule 3	Administrative amendments only to footnote 2 and 4	23 May 2017
10(6); 14(13(a)(iv)-(v))	Consequential amendments arising from <i>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</i>	10 October 2017
14(1)	Rescinded	10 October 2017
3; 7(5); 9(4); 10(12); 10(15)(b); 11(2); 12(4); 15(8); 15(2)(d); 16(2)(d); Schedule 3	Consequential amendments arising from organisational design changes	10 October 2017
Clause 12	Amendments including addition of new clauses covering conduct of examinations and role of Disability Services	10 October 2017
Clause 13 (a)(i) and 9v)	Amended to clarify possibility of replacement assessment	10 October 2017
Schedule 3	Administrative amendments only	10 October 2017
Clause 3(2)	Definition added for due date	1 January 2019
Clause 7A	Added to stipulate a common system of late penalties	1 January 2019
Clause 8(6)	New subclause 8(6)(g) added	3 September 2019
Clause 10	Clause deleted and replaced.	3 September 2019
Clause 11 (1); (3); (5)(a)	Subclause 11(1) deleted. New subclauses 11(1) – (3) added. New subclause 11(5)(a) added. Clause 11 renumbered accordingly.	3 September 2019

SCHEDULE 1 – IMPLEMENTATION TABLE

Principle and implementation statements	Assessment Procedures
1. Assessment practices must advance student learning	Clause
(1) Assessment practices align with goals, context, learning activities and learning outcomes.	5
(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.	5
(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.	5
(4) Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.	5
2. Assessment practices must be clearly communicated to students and staff	
(1) Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.	6
(2) Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.	5, 6
(3) Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.	5
(4) The process of marking and of combining individual task marks is explicitly explained in the unit outline.	5, 7
3. Assessment practices must be valid and fair	
(1) Assessment tasks are authentic and appropriate to disciplinary and/or professional context.	5
(2) Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.	7-10
(3) Assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.	7

Principle and implementation statements

Assessment Procedures

- (4) Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

11A-14

4. Assessment practices must be continuously improved and updated

- (1) Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.
- (2) Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.
- (3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

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SCHEDULE 2 – STANDARD ASSESSMENT TABLE FOR ALL NEW UNITS OF STUDY COMMENCING SEMESTER 1, 2018

Assessment title	Assessment category	Example of Assessment type	Description of Assessment type	Exam / Quiz type	Individual or Group	Length / duration	Weight	Due date and time ¹	Closing date
Free format text to name each assessment		Valid Assessment type values for each			Specify for each assessment (select one)	Specify word limit or time limit for each assessment	Specify percentage contribution to final mark (%) for each	Specify for each	Specify for each
Name of assessment task	Exam	Final exam	Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.	Final exam					
		In-semester exam	Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.	In-semester exam					
Name of assessment task	Skills-based assessment	Placements	Professional experience placement, internship, or site visit.						
		Skills base evaluation Creative assessments / demonstrations	Clinical skills assessment or lab skills assessment. Performance, recital or jury-assessment performance, or exhibition.						

Valid values for individual assessments (see note over page)

¹ Due date may be expressed as a time period when exact date not known e.g. final exam period, week 7. Time to be included where assessment must be submitted by a cut-off time e.g. 23:59 EST.

Assessment title	Assessment category	Example of Assessment type	Description of Assessment type	Exam / Quiz type	Individual or Group	Length / duration	Weight	Due date and time ¹	Closing date
Name of assessment task	Submitted work	Assignment	Essay, report, case study, proposal, literature review, portfolio, or design.						
		Honours thesis	Non-HDR thesis.						
		Dissertation							
Name of assessment task	In-class assessments	Tutorial quiz, small test or online task	Worth less than 30%.			Tutorial quiz, small test or online task			
		Small continuous assessment	Worth less than 30%.						
		Presentation	Oral presentation.						
		Optional assignment or small test	Includes formative assessments.		Optional small test				
		Participation							
Name of assessment task	Group work	Presentation							
		Assignment	Written, non-written elements.						

Valid values for individual assessments (see note)

Note: Valid values for all assessments must comply with the requirements of section 19 of the [Learning and Teaching Policy 2015](#), section 10 of the [Learning and Teaching Procedures 2016](#), and section 60 of the [Coursework Policy 2014](#).

SCHEDULE 3 – DECISIONS MATRIX SPECIAL CONSIDERATION AND SPECIAL ARRANGEMENTS

The Decisions Matrix is a summary table, indicating how standard requests for special consideration and special arrangements are processed. It is intended only to reflect the University's policies on special consideration and special arrangements (sections 13 and 14, Assessment Procedures (2011)).

All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU) who use the Decisions Matrix (Special Consideration and Special Arrangements, refer to sections 13 and 14 above) to ensure that all requests are considered in the same manner (section 14 clause 2 above).

Assessment types or decisions not explicitly covered in the Decisions Matrix are considered non-standard decisions and are referred to the UOS Coordinator to determine the appropriate form of consideration.

The SAS PSU undertake data gathering from the faculty, University school, or school before the commencement of every semester to compile the "non-repeatable" and "no mark adjustment allowed" lists. The Decisions Matrix is applied to the first special consideration request for each assessment item. Additional requests (for the same assessment item) are non-standard decisions and are referred to the UOS Coordinator for a consideration decision.

A special consideration report listing all assessments and the form of consideration granted is available to UOS Coordinators.

Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Exams	Final exam	Written exam	Replacement exam	Final exam scheduled and managed centrally	<p>Select standard form of consideration from Decisions Matrix</p> <p>Schedule and manage replacement exam</p> <p>Manage and implement Disability Services adjustments</p> <p>Inform student of the replacement exam schedule</p>	Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate	<p>Provide replacement exam paper by specified deadline</p> <p>Download special consideration report</p> <p>Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam</p>



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Exams	Final exam	Written exam with non-written elements or non-written exam	Replacement exam	Final and replacement exams may be managed by faculty, University, school, or school	<p>Select standard form of consideration from Decisions Matrix</p> <p>For exams managed centrally, SAS will:</p> <p>Schedule and manage final and replacement exam;</p> <p>Manage and implement Disability Services adjustments; and</p> <p>Inform student of the schedule</p>	<p>For final and replacement exams managed by faculty, University school, or school the relevant area will schedule and manage the exam including managing and implementing Disability Services adjustment and informing the student of the schedule</p> <p>Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate</p>	<p>Provide final and replacement exam paper</p> <p>Download special consideration report</p> <p>Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam</p>



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Exams	In-semester exam	Written exam, worth 30% or greater (refer to section 14.13(c)(iii) above) Exam type could be any of the following: written exam, written exam with non-written elements, or non-written exam, however administered.	Replacement exam for in-semester exam		Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and manage replacement exam Provide replacement exam Inform student of replacement exam schedule Manage and implement Disability Services adjustments
	Placements	Professional experience placement, internship, or site visit	New or varied placement		Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied placement details
Skills based assessment	Skills based evaluation	Clinical skills assessment or lab skills assessment	New or varied evaluation	Not on "non-repeatable" list	Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied evaluation details



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Skills based assessment	Skills based evaluation	Clinical skills assessment or lab skills assessment	Alternative assessment	On “non-repeatable” list (e.g. evaluations with specialised resource requirements)	Select standard form of consideration from Decisions Matrix		Download special consideration report Determine appropriate alternative assessment Schedule and inform student of alternative assessment
	Creative assessments/demonstrations	Performance, recital or jury-assessment performance, or exhibition	New or varied evaluation	Not on “non-repeatable” list	Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied evaluation
Skills based assessment	Creative assessments/demonstrations	Performance, recital, jury-assessment performance, or exhibition	Alternative evaluation	On “non-repeatable” list, (e.g. assessments/demonstrations with specialised resource requirements)	Select standard form of consideration from Decisions Matrix		Download special consideration report Determine appropriate alternative evaluation Schedule and inform student of alternative evaluation details
Submitted work	Assignment	Essay, report case study, proposal, literature review, portfolio or design	Extension of time (refer to section 14.13(b) above)	1. Impacted period is 20 or fewer working days (refer to section 14.13(b)(iii) above) and	Select standard form of consideration from Decisions Matrix		Download special consideration report Apply extension of time to due date

Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
	Honours Thesis	Non-HDR thesis		2. The new due date ² is prior to the return date ³ .			
Submitted work	Dissertation						
	Assignment	Essay, report, case study, proposal, literature review, portfolio or design	Determined by faculty or University school	1. Impacted period is more than 20 working days (refer to section 14.13(b)(iv) above) or	Refer to UOS Coordinator for form of consideration	Where the student is unable to attempt the replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate	Determine appropriate form of consideration Determine consideration longer than 20 working days or set an alternative assessment in cases where remaining student cohort would be disadvantaged
	Honours Thesis	Non-HDR thesis					

² New due date is the revised submission date for the assessment.

³ Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.

Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
	Dissertation			2. The new due date ⁴ is after the return date ⁵			
In-class assessments	Tutorial quiz, small test or online task	Worth less than 30% Students will be encouraged	Mark adjustment (refer to section)	Not on "no mark adjustment allowed" list	Select standard form of consideration from Decisions Matrix		Download special consideration report

⁴ New due date is the revised submission date for the assessment.

⁵ Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
	Small continuous assessment	to check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application.	14.13(c) above)				Make mark adjustment (re-weight, average etc.) Provide an alternative assessment where a student has missed more than one third of the regular assessment components
	Tutorial quiz, small test or online task	Worth less than 30% (refer to section	New or varied assessment	On "no mark adjustment allowed" list	Select standard form of consideration from Decisions Matrix		Download special consideration report



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
	Small continuous assessment	14.13(c)(iii) above)					Determine new or varied assessment Schedule and inform student of new or varied assessment details
In-class assessments	Presentation	Oral presentation	New or varied presentation		Select standard form of consideration from Decisions Matrix		Download special consideration report Schedule and inform student of new or varied presentation details Provide alternative assessment if new or varied presentation is unable to be provided
	Optional assignment or small test	Includes formative assessments	No action required		None	None	None



Assessment category	Assessment type (refer to schedule 2 above)	Assessment description	Form of consideration	Conditions for standard decision	SAS	Faculty, University school, or school	UOS Coordinator
Group work (refer to section 14 above)	Presentation		Extension of time or alternative assessment for the impacted student		Select standard form of consideration from Decisions Matrix		Download special consideration report Provide the extension of time or alternative assessment for impacted student Impact on other group members to be noted during marking
	Assignment	Written, non-written elements	Extension of time or alternative assessment for the impacted student		Select standard form of consideration from Decisions Matrix		Download special consideration report Provide the extension of time or alternative assessment for impacted student Impact on other group members to be noted during marking