ASSESSMENT PROCEDURES 2011

Issued by: Academic Board

Date: 9 November 2011

Signature:

Name: Associate Professor Peter McCallum

Position: Chair, Academic Board

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1 Purpose and application

(1) These procedures are to give effect to the *Assessment Policy 2011* ("the **policy**").

(2) These procedures apply to:

(a) all coursework programs offered by the University; and

(b) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.

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 6 of the policy.

(2) In these procedures:

academic unit	means a faculty, academic college, board of studies, school, department, centre or interdisciplinary committee of the University.
assessment rubrics	means marking guides that state the criteria against which an assessment will be marked.

peer assessment	means students commenting upon and judging the work of a fellow student.
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,* which at the date of this policy can be found at http://sydney.edu.au/arms/records_mgmt/uni_rec_manual.shtml

The *State Records Act 1998 (NSW)* can be found at: http://www.legislation.nsw.gov.au

self assessment	means students making judgments about their own learning, both in relation to their process of learning and its outcomes.
standards-based assessment	means the awarding of 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.

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/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 *Improving Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy*

(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 *General Attributes of Graduates Policy,* 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) 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.

(8) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.

(9) Feedback on student work should be sufficiently timely to allow improvement where necessary.

(10) 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.

(11) 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.

(12) 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 at the beginning of delivery of the unit. This statement should include:

- (a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;
- (b) the standards against which performance will be measured;
- (c) the weighting of items and of tasks/ papers;
- (d) the due date for submission or testing;
- (e) the conditions under which examinations will be sat;
- (f) the conditions for extensions of time (if any); and
- (g) the penalties for lateness or violation of assessment specifications (e.g. length).

(2) Unit of study outlines must comply with the requirements of the *Management and Evaluation of Coursework Teaching* resolutions of the Academic Board.

(3) 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.

(4) 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 Dishonesty and Plagiarism in Coursework Policy.*

7 Marking and determination of grades - Principles 2 and 3

(1) Grades must be applied consistently in accordance with clause 12 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 for example the unit of study provisions in the Academic Board resolutions *Management and Evaluation of Coursework Teaching*

(3) Assessment must be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes. In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students. In this approach, grades are allocated using pre-determined standards.

(4) Faculties and departments 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.

(5) Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.

(6) All students within a unit of study will be assessed according to the same standards and using the same or comparable assessment instruments.

(7) 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.

(8) When marks from tasks are combined, the methods used should be statistically and educationally defensible.

(9) Due account must be taken of any special consideration granted under clause 13, and reasonable adjustment under clause 15 of the policy.

8 Conduct of assessment - Principles 1 to 4

(1) The principal examiner is responsible for:

(a) complying with and completing all administrative requirements for assessment;

(b) providing, as appropriate, a copy of any examination paper to the Examinations Office by the specified deadline, or, failing this, printing the examination paper(s) locally;

(c) providing copies of all final examination papers to Examinations Office for retention in the University archives; and

(d) ensuring security of working papers developed in preparation for examinations;, and

(e) ensuring that all secure papers are accounted for.

(2) Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point. A shorter time is quite acceptable, especially when students are also assessed progressively.

(3) Examinations during the formal period should normally be no longer than 2 hours. The responsible dean may make provision for 3 hour examinations or those that which are in total longer than the equivalent of 30 minutes per credit point.

(4) Where a final examination is conducted for a unit of study:

(a) any unit of study with a value of 6 or fewer credit points should be examined in no more than one examination in the formal examination period, apart from exceptional cases approved by the relevant dean;

(b) any unit of study with a value of more than 6 credit points should be examined in no more than 2 examinations sessions; and

(c) no student may be required to sit for more than 2 examinations on the same day. Where a student has 3 examinations scheduled for the same day, provision must be made for one of those examinations to be taken at an alternative time.

(5) To avoid examination timetable clashes, end of semester take-home examinations should have a scheduled due date on either the last day before the formal examination period, or the last day of the examination period.

(6) Although there is no formal provision for supplementary examinations, departments are encouraged to timetable replacement examinations through the Examinations Office. Replacement examinations should typically be conducted 3 weeks after the date of the original examination.

Note: See also clauses 13 and 14 of these procedures.

(7) Examinations other than final examinations 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.

(8) Examinations other than final examinations should typically be of lesser weight than the final examinations.

(9) The week after the end of teaching in each semester will be a study break (Stu-Vac) with final examinations to commence the following week.

(10) Faculties whose examination processes are fully quarantined or contained may conduct examinations outside the requirements of these procedures, but

consistently with their spirit. This dispensation does not apply, however, when it leads to timetable clashes (e.g. in the case of combined degree students).

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 department for the specified retention period, after which they should be destroyed.

Note: At the date of these procedures this is 4 months. See the *University Recordkeeping Manual:* http://sydney.edu.au/arms/records_mgmt/uni_rec_manual.shtml)

(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 evacuation is required, presiding examination supervisors:

(a) should make a note of the time at which the examination is stopped;

(b) should adhere to the instructions of precinct officers or security staff;

(c) if time permits, should attempt to 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) Examination supervisors should inform students that, until otherwise instructed, there must be no communication between them and that the use of mobile

phones or other communication devices is not permitted except in exceptional circumstances and under strict supervision.

(4) If, after 20 minutes have elapsed from the time of evacuation, a student's circumstances require them to make electronic contact (for example, to telephone someone for whom they have carer's responsibilities or to an employer so as to ensure their employment is not adversely affected), the student may make a communication which is:

(a) as brief as possible; and

(b) under the direction and supervision of an examination invigilator.

(5) When notified that an examination room has been evacuated, the Examinations Office must notify:

(a) the principal examiner;

(b) the relevant dean;

(c) the director of the Student Centre; and

(d) the Registrar.

(6) The relevant dean will determine whether the examination is to be resumed at the earliest opportunity, or whether it must be re-sat by the affected students. If the dean is not available, the following persons will be consulted, in the order below, and the first available will make the determination:

(a) the appropriate associate or sub-dean;

(b) the head of the relevant school or department.

(7) In making a determination under clause10(6), the decision maker will consult with security staff and or precinct officers as appropriate to determine whether a continuing threat exists and, if not, whether the examination rooms were secured at all times.

(8) The examination will be deemed to have been abandoned if:

(a) none of the individuals referred to in clause 10(6) of these procedures is available; or

(b) the emergency or evacuation has compromised the examination room itself.

(9) When a decision is taken to abandon an examination, the Examinations Office will notify the relevant presiding supervisors who will inform students that the University will contact them as soon as possible about alternative arrangements.

(10) If an examination is abandoned due to an evacuation, only the examination sessions in the affected room(s) are deemed to have been abandoned. Where the examination is also being held in other locations unaffected by the emergency, those sessions will continue as normal.

(11) When an examination is abandoned, students' work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking.

(12) After an examination has been abandoned, the Examinations Office will consult with the examiners and departments concerned and make arrangements for the affected students to re-sit the examination(s) as soon as possible.

(13) Students affected by an abandoned examination are advised to remain in Sydney and not make any travel plans until the official end of the examination period.

(14) 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.

(15) Serious incidents affecting more than one examination location should be assessed immediately by the Registrar, who should obtain the advice of the Campus Security Unit, the Examinations Office and the director of the Student Centre.

(a) The Registrar should determine as soon as possible whether some examinations may proceed or the entire examination session should be postponed.

(b) All relevant deans, heads of departments, examiners and students should be notified immediately.

(16) If an examination is re-commenced after an evacuation, the presiding supervisors must allow students the full time lost to the evacuation, along with an additional 5 minutes to compensate for the disruption involved.

11 Use of handheld computing devices in examinations - Principle 3

(1) Hand held computing devices, including computers, calculators and internet-capable devices, are not normally permitted in invigilated final examinations.

(2) Departments 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.

(3) 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 must be provided to:

(i) students sitting examinations which permit use of non-programmable calculators;

(ii) principal examiners who specify that non-programmable calculators may be used by candidates for their papers; and

(iii) examination supervisors.

(b) Examination supervisors must report any use of an unauthorised device in an examination.

(4) Students who own a non-programmable calculator which they wish to use in an appropriate examination may take the unit to the Examinations Office for approval, where the unit will be marked indelibly if it is approved for use.

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) At the time the examination timetable is released, Disability Services will send registered students an email asking students to submit their examination adjustment requirements by a specific date for accessible examination and assessment conditions to be provided.

(3) Disability Services will notify Examinations – Student Centre of approved reasonable adjustments.

(4) In-department examinations, within-semester assessment, practical and oral assessments are managed by the faculty. Faculty responsibilities include:

(a) notifying students in a timely manner of the confirmed adjustments, and 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 supervisors.

(c) ensuring that adjustments approved for the original formal examination period apply to and are delivered for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be informed.

(5) University staff are generally required to implement the examination and assessment adjustments notified by Disability Services, with the exceptions described in the *Disability Standards for Education (2005).*

Note; As at the date of these procedures, these can be found at: http://www.comlaw.gov.au/Details/F2005L00767

(6) Staff should familiarise themselves with the *Disability Standards for Education (2005)* and discuss any concerns about notified adjustments with Disability Services.

(7) Even if registered with Disability Services and reasonable accommodations or adjustments have been provided, a student with a disability may still make a claim for special consideration due to illness or misadventure.

Note: See also clause 14 of these procedures and clause 13 of the policy.

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 13 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 advise the relevant faculty:

(a) in the case of religious beliefs or commitments relating to moveable feasts, prayer or worship times or other religious requirements which might have an impact on the types of assessment or examination they can undertake, at the time of enrolment in the 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 examinations other than those held in formal University examination periods.

(5) Requests for special arrangements for assessments or examinations held in formal University examination periods 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.

(6) An application 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 relevant dean or faculty.

(7) 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 by the faculty.

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

(1) All claims for special consideration should be considered in the same manner across the University, although the response may vary according to the 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 formal application for special consideration.

(3) Multiple and recurring claims for special consideration may be an indicator of a student at academic risk.

Note: See the *Student Academic Progression Policy and Procedure*

(4) Informal applications for special consideration (simple extensions) must be made to the lecturer or teacher most immediately involved with the assessment.

(a) The student must clearly set out the basis for the claim.

(b) The request and the response must be recorded in writing (e.g. in an exchange of emails).

(c) The lecturer or teacher involved must consider the extent to which the applicant's ability to prepare was affected and balance this against equity, fairness and consistency for all students.

(d) The outcome of such an application, if accepted, will be a simple extension of up to 5 working days.

(5) A student whose informal application is not accepted may make a formal application for special consideration.

(6) Formal applications for special consideration should be lodged no later than 5 working days after the assessment.

(a) Where circumstances preclude this, a student may still apply for special consideration but must provide a reasonable explanation for the delay.

(b) A faculty must not decline an application on the grounds of late lodgement where a reasonable explanation is provided.

(7) A formal application for special consideration must:

(a) use the form specified for this purpose by the faculty;

(b) clearly set out the basis for the claim;

(c) 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 date of consultation;

(ii) an evaluation of the severity, duration and effect on the student's ability to attend classes, learn or complete assessment requirements; and

(iii) the date the certificate was written and issued.

(d) provide a statutory declaration and any other relevant supporting documents in circumstances where a professional practitioner certificate is not appropriate; and

(e) provide details of any group work which might be affected.

(8) A formal application for special consideration must either provide all relevant supporting information, or describe any further information which will be provided but is unavailable at the time of submission. Information not supplied with or noted in the original application will not be considered except at the discretion of the faculty.

(9) International students suffering serious illness, injury or misadventure should also contact the International Student Office for information about possible impacts on visa and other arrangements.

(10) A student may withdraw an application for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the release of results of that assessment. A student may seek academic advice before doing so, but not from an academic associated with the assessment.

(11) At least two academic staff must be involved in reaching an academic judgement regarding a formal application for special consideration.

(12) Detailed records must be maintained of the process of determination, and outcome, of any special consideration application.

(13) The relevant faculty will determine the form of special consideration to be provided if an application is successful.

(14) The following forms of special consideration may be provided in relation to individual work.

(a) *Replacement assessment*.

(i) This may be made available where an application relates to an examination based assessment, typically a final examination. Other forms of examination, 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 claim for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment will be treated by the faculty as a first attempt and the original attempt at the assessment will be deemed not to have occurred.

(iv) The faculty is responsible for setting the date of the replacement assessment. A student may lodge a further claim for special consideration if they are unable to attend the replacement assessment due to injury, illness or misadventure.

(v) The faculty and the student must use their best endeavours to complete the replacement assessment within 6 weeks of the date of the final examination in the unit of study, or within such longer period as the faculty decides.

(vi) If the student is unable to attempt the replacement assessment within the specified time, or the faculty is unable to construct a valid form of assessment, the faculty will determine alternative means of assessment. If this is not possible, the faculty will award a grade of DNF.

(b) *Formal extension*.

(i) This may be made available in relation to a non-examination based assessment task.

(ii) The faculty 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 one third 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.

(15) 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 applications should be submitted by all affected parties.

(b) If the faculty 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 faculty 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 faculty 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 application is accepted, be given an alternative assessment.

(e) If a group submits an application for special consideration on the basis of an absence of one or more members, and no matching application is submitted by the relevant member(s), the group application should be considered on its merits in accordance with this policy even if the faculty has no knowledge of the absent member(s) suffering any illness, injury or misadventure.

(16) *Aegrotat* and posthumous awards may be made in circumstances involving serious illness or death. In such circumstances the relevant dean must authorise the Registrar to certify that the conditions for the award of the degree or diploma have been met.

15 Processing and release of results - Principles 1 to 4

(1) 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) justify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of departmental meetings in case an appeal process requires such evidence;

(e) sign off on the results sheet for the relevant unit of study; and

(f) transmit final results to the relevant head by the date specified by the head.

(2) The head must scrutinise and attest to the signed off results sheet.

(3) Final results, appropriately checked and validated, should be transmitted electronically (with appropriate security protocol) to the Student Records Office, or if this is not possible, delivered by hand.

(4) Records not forwarded to the Student Records Office by the due date must be approved by the dean then forwarded to the Student Records Office.

(5) Departments should normally make results available to students directly after they have been confirmed by the head.

(6) The Registrar must ensure that results are released to students as soon as possible after receiving them from the head.

(a) Final numerical marks obtained by students in completed units of study will be printed on Examination Result Notices forwarded to the students.

(7) Departments 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.

(8) To ensure confidentiality, students' results must not be displayed in public places.

(9) 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*

(10) The faculty will determine the award of honours degrees and the levels at which they are awarded.

(11) 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 University *Recordkeeping Manual.*

Note: As at the date of these procedures the *Recordkeeping Manual* can be found at http://sydney.edu.au/arms/records_mgmt/uni_rec_manual.shtml

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:

(a) all documentation relevant to that student's assessment must be placed on the student's appeal file;

(b) all other annotated scripts must be retained together for each examination for the appeal period;

(c) mark sheets must be retained for 12 months; and

(d) minutes of departmental 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 the Institute for Teaching and Learning in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of the Assessment Policy - Principle 4

(1) The Academic Board will ensure that the effectiveness of the policy is measured:

(a) through a comparison of the University's standards with those adopted elsewhere;

(b) through information available from Academic Board faculty reviews; and

(c) 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

Date registered:

Date commenced: 1 January 2012

Administrator: Manager, Secretariat.

Review date: 9 November 2016

Related documents:

Disability Discrimination Act 1992 (Cth)

University of Sydney By-law 1999 (NSW) (as amended)

Disability Services for Education

University of Sydney (Coursework) Rule 2000 (as amended)

University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

Academic Dishonesty and Plagiarism in Coursework Policy

General Attributes of Graduates Policy

Improving Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy

Management and Evaluation of Coursework Teaching Resolutions

Student Academic Progression Policy and Procedures

Assessment Procedures 2011

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

SCHEDULE 1 – Implementation table

Principle and implementation statements	***Assessment Procedures***
1. Assessment practices must advance student learning	clause
1.1 Assessment practices align with goals, context, learning activities and learning outcomes.	5
1.2 A variety of assessment tasks are used while ensuring that student and staff workloads are considered.	5
1.3 Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.	5
1.4 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	
2.1 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
2.2 Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.	5, 6
2.3 Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.	5
2.4 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	
3.1 Assessment tasks are authentic and appropriate to disciplinary and/or professional context.	5
3.2 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
3.2 Assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.	7
3.4 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.	12-14
4. Assessment practices must be continuously improved and updated	
4.1 Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.	5
4.2 Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.	5
4.3 Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.	17