

FACULTY OF DENTISTRY

ASSESSMENT PROVISIONS 2017

1. Definitions

assessment blueprint	means a transparent and consistent statement of the assessment requirements for a unit of study, compiled in the format specified by the Faculty Assessment Office.
component	those elements that are assessed as listed in the unit of study assessment blueprint
co-ordinator	means, as appropriate to each award course, any of: <ul style="list-style-type: none">• unit of study co-ordinator• academic co-ordinator• theme co-ordinator• strand co-ordinator• postgraduate co-ordinator
formative assessment	means an assessment designed to provide students with feedback on their progress in learning, the results of which are not taken into consideration for purposes of academic progression.
postgraduate programs	means any or all of the following programs: <ul style="list-style-type: none">• Graduate Certificate in Clinical Dentistry• Graduate Diploma in Clinical Dentistry• Doctor of Clinical Dentistry
summative assessment	means an assessment designed to evaluate and summarise students' learning at a particular point in time, and which is taken into consideration for the purposes of academic progression.
theme	means a unit of study within the Doctor of Dental Medicine award course.

2 Development of assessment tasks

- (1) At the beginning of each year, the Faculty Assessment Office will issue a table of assessments for each award course for that year. Assessments must be developed in accordance with that table.
- (2) Assessment blueprints will be prepared for each unit of study by working parties consisting of the relevant co-ordinator (Chair) and representatives of relevant disciplines.
- (3) Assessment blueprints will be submitted to the Curriculum and Assessment Strategy Group (CASG), a subcommittee of the Learning and Teaching Committee for review and ratification.

3 Assessment methods

- (1) Assessments will cover material from the current year of study and any preceding years.
- (2) The Faculty employs the assessment methods set out below.
- (3) **Written assessments**, which may be:
 - (a) single best answer questions;
 - (b) extended matching questions;
 - (c) open ended questions (short answer and essay);
 - (d) extended written work (research, project reports, poster presentations and assignments);
 - (e) logbooks, journals and portfolios; or
 - (f) thesis, treatise or dissertation.
- (4) **Practical or clinical assessments** which assess clinical and reasoning skills specific to dentistry or oral health. The assessments focus on clinical theory, knowledge and pre-clinical and clinical competencies and include written answer and physical demonstration requirements.
 - (a) Direct observation of student performance and behaviours.
 - (i) Continuous pre-clinical or clinical assessment, which occurs throughout the year and is undertaken by clinical educators who apply defined criteria and grades.
 - (ii) Practical pre-clinical competency assessment, which requires completion of a set of specific tasks on clinically relevant simulation models.
 - (iii) Practical clinical competency assessment, which requires completion of care with patients
 - (iv) Communications assessment, which requires students to demonstrate communications skills in a controlled scenario.
 - (b) Structured oral examinations, which are comprehensive oral or viva voce examinations. These require students to evaluate data from an unseen case, develop and discuss a management plan and answer questions relating to the case. The assessments focus on the student's clinical reasoning and professional communication skills.
 - (c) Oral presentations. These are case presentations in which students share learning experiences within the clinic and discuss problems encountered. The assessments focus on comprehensive examination, history, diagnosis and systematic management planning. They encourage organisation and processing of clinical data and effective communication.
 - (d) Structured reports.
 - (e) Practical assessments, which focus on specific skills for patient care in particular areas. Each must be passed in order to progress.
- (5) **Other**
 - (a) Multiple station examinations, or Objective Structural Competencies Assessments (OSCA). These require students to move through a series of consecutively timed stations featuring models or articles (diagrams, photographs and radiographs) requiring written short answers. The

assessment focuses on diagnostic and interpretation skills in clinical settings.

- (b) Oral presentations, such as Oral Health Promotion, Life Science presentations and research presentations.

4 Grading schemes

Doctor of Dental Medicine, Bachelor of Oral Health and Post Graduate Coursework courses will be graded consistently with Schedule 1 of the [Coursework Policy 2014](#).

5 Grading written assessments

- (1) Marking will be criterion referenced, i.e. answers will be assessed on the basis of their alignment to a preferred answer.
- (2) One marker should mark the same question in all students' scripts to ensure consistency.
- (3) All scripts awarded marks between 45% and 50% inclusive will be double marked. The relevant unit of study co-ordinator will decide whether other scripts will be double marked.
- (4) Single best answer questions and extended matching questions may be marked electronically using prepared answer sheets.

Open ended questions will be marked by reference to preferred answers accompanied by criteria and standards.

6 Grading clinical assessments

- (1) Except in relation to clinical and academic professionalism, assessment components will be graded as follows.
 - (a) Excellent, meaning that the student displays a comprehensive or superior understanding and exhibits clinical skill, knowledge and attitudes to a degree substantially in excess of that required for a satisfactory grade. Excellent patient care is assured.
 - (b) Satisfactory, meaning that the student displays adequate understanding and exhibits competent clinical skill, knowledge and attitudes. A high standard of patient care is assured.
 - (c) Unsatisfactory, meaning that the student displays incorrect, minimal or inadequate understanding or exhibits incomplete clinical skill, knowledge and attitudes. Patient care is inadequate.
- (2) Clinical and academic professionalism will be assessed against the [Faculty of Dentistry – Professionalism Expectations Provisions 2015](#).
- (3) Students will be required to complete a self-reflection at the end of each clinical session. This will not be assessed or graded.

7 Grading pre-clinical and clinical sessional assessments

Assessment components will be graded as follows.

- (a) Proficient**



- (i) Outstanding application of knowledge and understanding resulting in excellent patient outcomes.
 - (ii) Requires minimal guidance.
 - (iii) Excellent patient- centred approach.
 - (iv) Good application of evidence-based dentistry.
 - (v) Exceptional technical ability resulting in excellent treatment outcomes.
 - (vi) Requires minimal assistance.
 - (vii) Excellent time management.
- (b) Satisfactory**
- (i) Acceptable application of knowledge and understanding resulting in good patient outcomes.
 - (ii) Requires some guidance.
 - (iii) Good patient-centred approach.
 - (iv) Suitable application of evidence-based dentistry.
 - (v) Acceptable technical ability resulting in good treatment outcomes.
 - (vi) Requires some assistance.
 - (vii) Good time management.
- (c) Beginner**
- (i) Limited application of knowledge and understanding.
 - (ii) Requires moderate guidance.
 - (iii) Compromised patient- centred approach.
 - (iv) Incomplete application of evidence-based dentistry.
 - (v) Limited technical ability.
 - (vi) Requires moderate assistance.
 - (vii) Inefficient time management.
- (d) Unsatisfactory**
- (i) Lack of or inability to apply knowledge and understanding.
 - (ii) Requires significant guidance.
 - (iii) Lack of patient-centred approach.
 - (iv) Inadequate application of evidence-based dentistry.
 - (v) Lack of technical ability.
 - (vi) Requires significant assistance to ensure a safe outcome.
 - (vii) Poor time management.
- (e) Not assessable**, meaning that the student undertook insufficient clinical work during the session.
- (f) Absent**, meaning that the student was absent from the session.

8 Feedback from assessments

- (1) Feedback will be provided for all formative assessments, and some summative assessments.
- (2) The form of feedback will be determined by the relevant discipline.
- (3) Feedback should be provided within six weeks of the date of an assessment, or at the beginning of the next semester.

9 Special consideration

- (1) Penalties will be applied to late work, as set out in the [Faculty Handbook](#), unless special consideration is granted.

Special consideration will only be granted consistently with the [Coursework Policy 2014](#).

- (2) An application for a simple extension of up to two working days may be made by email to the Unit of Study Coordinator, with the words "Simple Extension" and the course code in the title.
Note: See clause 66A of the [Coursework Policy 2014](#).
- (3) An application for an extension of more than two working days requires an application for special consideration, and will be dealt with according to the [Assessment Procedures 2011](#).
- (4) Absence from compulsory learning activities for periods up to five days will be dealt with according to the [Faculty of Dentistry – Attendance Provisions 2015](#).
- (5) Applications for special consideration must be lodged directly with the University using the online application link provided in Blackboard under [Student Resources](#)
- (6) Special consideration in the form of an extension for periods longer than three weeks cannot be given in the Doctor of Dental Medicine, Bachelor of Oral Health or Doctor of Clinical Dentistry programs. In such circumstances the student will be:
 - (a) awarded a grade of "Discontinued not to count as failure" (DC) and no mark; and
 - (b) subject to time limits for completion of the relevant award course, required to repeat the year.
- (7) If the need for a special consideration application becomes apparent only on the day of an assessment, the student should notify the Faculty Office and the relevant Academic Co-ordinator on the day, in addition to submitting a formal application within the usual time.
- (8) Students unable to meet progression requirements because of an inability to sit end of semester or end of year examinations must:
 - (a) apply for special consideration; and
 - (b) be able to demonstrate, through assessment, that they have met the required standard.
- (9) The Faculty will not grant special consideration in the form of aggregated or average marks or concessional passes.
- (10) A decision whether or not to grant special consideration is an academic decision, and can be appealed in accordance with the [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#).

10 Special arrangements

- (1) Where a student is unable to undertake an assessment on the grounds of religious or other types of commitments, they may request for special arrangements.
- (2) Special Arrangements will only be granted consistently with the [Coursework Policy 2014](#).

Note: See clause 69 of the [Coursework Policy 2014](#)

- (3) A request for special arrangements should follow the process for applying for special consideration specified in the [Assessment Procedures 2011](#).

Note: See clause 13 of the [Assessment Procedures 2011](#).

11 Accessible examination and assessment arrangements

A student who has registered with the University of Sydney Disability Services may be eligible for reasonable examination adjustments consistent with the [Coursework Policy 2014](#) and [Assessment Procedures 2011](#).

Note: See clause 68 of the Coursework Policy 2014 and clause 12 of the [Assessment Procedures 2011](#).

12 Remediation and reassessment

- (1) There is no automatic entitlement to remediation or reassessment.
- (2) Remediation and reassessment will be offered, consistently with the progression requirements for the award course, on the basis of a student's academic achievement across the relevant program and the nature of the relevant assessment.
- (3) Any student who considers that they are having difficulties with learning or assessment in a subject should seek an interview with a relevant staff member to discuss appropriate remediation. Staff may also initiate such interviews.
- (4) The purpose of such an interview is to review the student's approach to study and understanding of the curriculum content. Consideration will be given to whether it would be appropriate for the student to enter into a formal learning contract in that area of study.
- (5) Remediation, involving academic support to clarify errors and misunderstandings, will be offered prior to any reassessment which may be granted. This will be based on the individual student's problem areas and may involve the student carrying out a structured task or further independent research.
- (6) The student is responsible for ensuring that he or she undertakes any remediation conscientiously.
- (7) Where reassessment is offered:
 - (a) the reassessment will take place after a suitable period during which students can undertake remediation;
 - (b) the reassessment methods and criteria will be similar to those used in the original assessment. In exceptional circumstances a different assessment format may be used if the relevant co-ordinator determines this to be appropriate, after consultation with the affected students.
- (8) Reassessment will not be offered for the following components:

- (a) continuous sessional clinical or pre-clinical assessment;
 - (b) clinical and academic professionalism assessment;
 - (c) attendance requirements; or
 - (d) clinical experience.
- (9) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the Faculty. No further opportunities for remediation or reassessment will be provided.
- (10) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.

13 Progression requirements

Progression requirements are specified in the relevant course resolutions and in part 15 of the [Coursework Policy 2014](#).

14 Waiver of requirements

- (1) Students who have relevant prior learning may apply for waiver of the requirement to complete particular units of study in their course, in accordance with the [Coursework Credit Procedures 2015](#).
- (2) Applications for such a waiver must be made in writing and must be accompanied by appropriate documentary supporting evidence.
- (3) Waivers may be granted conditionally upon the student undertaking and passing an assessment in the relevant subject area.
- (4) A decision about granting a waiver is an academic decision for the purposes of the [University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#).

NOTES

These provisions replace the Faculty of Dentistry – Assessment and Progression Provisions 2015.

Faculty of Dentistry - Assessment Provisions 2017

Date adopted: 4th May 2017
Date registered 18th May 2017
Date commenced: 18th May 2017
Approved by: Prof Chris Peck

Signature:

Related documents:

[Academic Honesty in Coursework Policy 2015](#)

[Assessment Procedures 2011](#)

[Coursework Credit Procedures 2015](#)

[Coursework Policy 2014](#)

[Faculty of Dentistry – Attendance Provisions 2015](#)

[Faculty of Dentistry - Professionalism Expectations Provisions 2015](#)

[Faculty of Dentistry – Professionalism Provisions 2017](#)

[Faculty Handbook](#)

[University of Sydney \(Coursework\) Rule 2014](#)

[University of Sydney \(Student Appeals Against Academic Decisions\) Rule 2006](#)

AMENDMENT HISTORY

Provision	Amendment	Commencing
Related Documents	Reference to the Faculty of Dentistry Professionalism and Satisfactory Progress Provisions 2015 amended to the Faculty of Dentistry Professionalism Provisions 2017.	5 June 2017