

ASSESSMENT PROCEDURES 2024

Issued by: Deputy Vice-Chancellor (Education)
Dated: 25 November 2024
Last amended: 4 December 2024 (administrative amendments)
Signature:
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1 Purpose and application

- (a) These procedures are to give effect to Part 14 of the [Coursework Policy](#) (“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 25 November 2024.

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.

automated writing tools	has the same meaning as that given in the Academic Integrity Policy which, at the date of these Procedures, is: software tools that improve or alter writing by any of: <ul style="list-style-type: none">• translating;• paraphrasing;• improving writing style;• clarifying expression. It does not include: <ul style="list-style-type: none">• word processing;• tools that only correct spelling and grammar.
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
early feedback task	means an assessment conducted prior to the census-date of the semester or teaching block in which the unit is offered. A pre-census assessment task will normally have a low weight in the assessment framework for the unit and may have no weight (0%).
examination	means the final examination of a unit of study, which is: <ul style="list-style-type: none">• held during the formal examination period; or• the final examination in a teaching block or faculty calendar.
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 the two weeks following the end of the study break.

generative artificial intelligence	<p>has the same meaning as that given in the Academic Integrity Policy which, at the date of these Procedures, is:</p> <p>technologies that generate content in response to user prompts. This includes any of:</p> <ul style="list-style-type: none">• text• code• data• images• multimedia• audio• video
late results	<p>means results that are not entered into the student management system by the required date.</p> <p>Note: See University of Sydney (Delegations of Authority) Rule</p>
peer assessment	<p>means students commenting upon and evaluating the work of a fellow student.</p>
remote online examinations or test	<p>means an examination or test taken online in a space decided by the student.</p>
replacement examination period	<p>means a period set by the Academic Board during which replacement examinations may be held. Examinations during this period are replacements for those held in any scheduled examination period, including second or subsequent examination periods.</p>
retention period	<p>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).</p> <p>Note: See also the Recordkeeping Policy</p>
self assessment	<p>means students evaluating their own learning, both in relation to their process of learning and its outcomes.</p>
standards-based assessment	<p>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.</p> <p>Note: See clause 7</p>
Student Identification Number	<p>means the unique identification number assigned to each student upon their first enrolment at the University</p>

- study break (also Stu-Vac)** means the week following the last week available for teaching in a semester.
- test** means any test which is not an examination.

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 6

- (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 the [Learning and Teaching Policy](#)

- (4) Assessment tasks must be subject to a process of quality assurance and integrity risk assessment, including:
 - (a) peer review or moderation; and
 - (b) monitoring of tasks by the faculty or school to check conformity with the policy.

Note: See clause 6 of the [Academic Integrity Procedures](#).

- (5) Program learning outcomes must be consistent with the [Learning and Teaching 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) In examinations, test or other assessments consisting of written elements, students should be identified on scripts, essay books or answer 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) Assessment tasks for submitted work must be released to students:
 - (a) during the teaching block for the unit; and
 - (b) at least 72 hours before the due submission time.

- (10) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.
- (11) Feedback on student work should be sufficiently timely to allow improvement where necessary.
- (12) All 1000 and 2000 level unit of study subjects must include an assessment task identified as 'early feedback tasks' in the unit outline. This assessment:
 - (a) provides students with early feedback on whether they are ready for academic success in the unit;
 - (b) may have low weight or no weight in the assessment framework for the unit; and
 - (c) is used for academic staff to communicate with students about their progress, and available support services.

Note: The Deputy Vice-Chancellor (Education) may exempt a 1000 or 2000 level unit of study from the requirement to have an early feedback task. See clause 7 and Schedule 3 of the [Support for Students Policy](#).
- (13) Special consideration is not available for early feedback tasks that have a weighting of 0%.
- (14) 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.
- (15) 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 two weeks prior to the commencement of the semester or teaching block 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 clause 22 of the [Learning and Teaching Policy](#), clause 10 of the [Learning and Teaching Procedures](#) and clause 74 of the [Coursework Policy](#).

 - (b) the standards against which performance will be measured;
 - (c) an assessment table, with:
 - (i) the weighting and type of examinations, submitted work, in-class assessments, groupwork and skill based assessments;
 - (ii) the due date for submission or testing;
 - (iii) the conditions and settings in which examinations will be taken, including the examination type (e.g. online or in person); and

- (iv) instructions which clearly indicate whether students are allowed to use automated writing tools and generative artificial intelligence. If permitted, the instructions will specify which tools are allowed;
 - (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 units of study should use the standard assessment table in Schedule 2.
 - (3) Unit of study outlines must comply with the requirements of the [Learning and Teaching Policy](#).
 - (4) After the unit of study outline is published, changes to the nature, weighting or due date of assessment tasks may only be made:
 - (a) in exceptional circumstances; and
 - (b) with the approval of the Associate Dean, in consultation with the PVC (Educational Innovation); and
 - (c) for examinations, in consultation with the Examinations Office.
 - (5) In addition to the requirements of clause 6(3), changes to the scope or nature of any assessment task must be:
 - (a) approved consistently with faculty requirements;
 - (b) communicated in writing to all students enrolled in the unit before the halfway point of the unit; and
 - (c) applied so that no student is differentially disadvantaged.
 - (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 Integrity Policy](#).
 - (7) Students must be informed of the University's and the faculty's required method for applying for simple extensions.
- Note:** See clause 14A of these procedures, and clauses 81 and 81A of the [Coursework Policy](#).

6A Assessment and integrated program design – Principle 5

- (1) For each degree and curriculum component an assessment plan must demonstrate integration of assessment practice and course and curriculum design.

Note: See clause 22A of the [Learning and Teaching Policy](#) for information about curriculum components.
- (2) Assessment plans must demonstrate how curriculum learning outcomes and graduate qualities will be achieved and validated for each student completing the curriculum.
- (3) Assessment plans must map curriculum learning outcomes and graduate qualities to assessment tasks within the units that make up the curriculum.

- (4) Assessment plans may map assessments in collections of units to measure and aggregate learning outcomes for a defined level, group, component or degree. Assessments may be mapped across:
 - (a) a single level (e.g. all or selected 1000 level units);
 - (b) group (e.g. all core units); or
 - (c) curriculum (e.g., all or selected units in a major or degree).

6B Assessment, contemporary capabilities and ethical practice – Principle 6

- (1) Unit of study coordinators must specify for each assessment task, whether, and if so which automated writing tools (including translation software, grammar checkers, reference generators) and generative artificial intelligence are permitted, and indicate that, where used, they must be acknowledged.
- (2) Assessments designed to assure learning unaided by artificial intelligence must be secured by in-person supervision or other appropriate means and risk-assessed against possible integrity breaches.
- (3) Where artificial intelligence or other writing assistance tools are permitted for an assessment, learning outcomes should be written so as to capture the knowledge and skills that arise from ethical use of such tools.

Note: See clause 16 of the [Academic Integrity Policy](#).

7 Marking and determination of grades – Principles 2 and 3

- (1) Grades must be applied consistently in accordance with clause 80 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](#).

- (3) Assessment must be evaluated solely based on 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) Before any results are released, marks and grades for each unit must be formally moderated against standards. The school or faculty assessment board must monitor the moderation process.
 - (9) Assessment related decisions which may prevent, delay or impact negatively 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.
 - (10) When marks from tasks are combined, the methods used should be statistically and educationally defensible.
 - (11) Due account must be taken of any special consideration granted under clauses 82 and 83, and reasonable adjustment under clause 84 of the policy.
 - (12) Open Learning Environment units will be graded on a pass or fail basis only and will result in a grade of either satisfied requirements (SR) or failed requirements (FR).
- Note:** See subclause 80(3) and Schedule 1 of the Coursework 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](#).

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

8 Conduct of examinations – Principles 1 to 4

- (1) Rescinded.
- (2) 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 and first replacement 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.
- (3) If an examination paper and first replacement examination paper are not received by the Examinations Office by the required date, the Examinations Office will request follow up:
 - (a) from the Associate Dean after two working days;
 - (b) from the Dean after four working days; and
 - (c) from the Provost after seven working days.
- (4) No single examination may have an assessment weighting of greater than 60% of the total marks for the unit of study.
- (5) Examinations may consist of written elements, non-written elements or a combination of both.
- (6) All examinations other than those which include non-written elements must be administered by the Examinations Office.
- (7) In relation to all examinations, the Examinations Office is responsible for:
 - (a) managing examination bookings, including consulting with the relevant faculty about:
 - (i) remote online examinations;
 - (ii) remote online tests; and
 - (iii) remote online replacement examinations.
 - (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;
 - (f) providing or arranging for provision of appropriately trained examination invigilators; and
 - (g) preventing students from leaving the examination venue with examination materials.
- (8) Except with the permission of the Associate Dean and the Pro-Vice-Chancellor, (Educational Innovation), all examinations must be of one of the following durations:
- (a) 1 hour;
 - (b) 1.5 hours;
 - (c) 2 hours; or
 - (d) 2.5 hours.
- (9) Except for examinations in the University of Sydney Law School, all examinations must provide for ten minutes reading time in addition to the stated duration.
- (a) Examinations in the Law School must provide 30 minutes reading time.
 - (b) The specified durations do not include time for login, registration and uploading for online remote examinations.
- (10) All examinations and in-semester tests must be invigilated by University approved invigilators.
- (11) Units of study worth six or fewer credit points must be examined in no more than one examination.
- (a) The relevant Dean may approve more than one examination in exceptional cases.
- (12) Units of study worth more than six credit points should be examined in no more than two examinations sessions.
- (13) 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.
- (14) For examinations which are not remote online examinations:
- (a) students arriving after the published start time will be admitted during the following 30 minutes;
 - (b) no-one will be admitted more than 30 minutes after the published start time; and
 - (c) no additional time will be allowed at the end of an examination for students arriving late.
- (15) For remote online examinations, students arriving late may be admitted according to the published procedures for the examination.

- (16) Written assignments:
- (a) may have a scheduled due date which is:
 - (i) any day before the commencement of the study break; or
 - (ii) any day during the formal examination period;
 - but:
 - (b) must not be during the study break.
- (17) Except with the prior approval of the Associate Dean and Pro-Vice Chancellor (Educational Innovation), all invigilated in-semester tests must take place in classes scheduled through the timetabling process.
- (18) Subject to subclause 8(17), tests may be held during classes if 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.
- (19) The week after the end of teaching in each semester will be a study break (Stu-Vac) with the formal examination period to commence the following week.
- (20) Principal examiners seeking to directly administer written examinations without the involvement of the Examinations Office must obtain the Deputy Vice-Chancellor (Education)'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.
- (21) 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 approved invigilators.
- (22) For units of study of 6 credit points or less, no more than one written examination per unit of study may be scheduled during the formal examination period.
- (23) For units of study of more than 6 credit points, not more than one written examination per 6 credit points may be scheduled during the formal examination period.
- (24) All examinations and in-semester tests conducted online must be managed and administered in accordance with the [Examinations Process Guide](#) published by the Examinations Office.

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) Online examinations must only be delivered using examination software approved by the Deputy Vice-Chancellor (Education).
- (3) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.
- (4) Examination questions must not be reused except as permitted under the [Academic Integrity Policy](#).

Note: See subclauses 21(2) and (3) of the [Academic Integrity Policy](#).

- (5) 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 six months. See the [Archives and Records Management website](#) for further assistance.

- (6) 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.
- (7) 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.

Note: See [Academic Integrity Policy](#) and [Academic Integrity Procedures](#).

- (8) If a paper's security may have been compromised, it should be re-set.

10 Emergencies 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 plan 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, for use in the replacement examination period or provide an alternative assessment.
- (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.
- (12) Where the emergency is in connection with online examinations, the Examinations Office will apply the [Online Exam Outage Decision Protocol](#).

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:
 - (a) laptop or personal computers (except if it is the device on which the examination is taken or is specifically permitted);
 - (b) mobile phones;
 - (c) tablet computers;
 - (d) smart watches;
 - (e) headphones, earphones or earbuds; and
 - (f) other wearable digital or communication devices except those required for health reasons including hearing and sight assistance.
- (2) Students who bring such devices must switch them off and leave them in their bags or under their desk in the examination venue.
 - (a) For remote online examinations, switch them off and remove them from the room in which they are taking the examination.
- (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.

12 Reasonable adjustments – Principle 3

- (1) Students who have registered with the University's Inclusion and Disability Services, and have satisfied the University's requirements for supporting documentation, may be eligible for reasonable adjustments.
- (2) Faculties and Student Administration Services are responsible for implementing the reasonable adjustments detailed in students' Academic Plans.
- (3) Staff should familiarise themselves with the [Disability Standards for Education \(2005\)](#) and discuss any concerns about a student's Academic Plan with Inclusion and Disability Services.
- (4) Inclusion and Disability Services will contact eligible students prior to the formal examination period to confirm required examination adjustments or accessible arrangements.
- (5) Adjustments applicable to the formal examination period also apply to, and must be provided in, the replacement examination period.
- (6) Subject to subclause 8(7)(a), 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: Inclusion and Disability Services helps 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 reasonable adjustments must be made to the revised assessment.
- (d) 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 82 of the policy.

- (e) 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 clauses 82 and 83 of the policy and clause 14 of these procedures.



- (2) In cases of likely extended absence, which is identified before the applicable census date, 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 or teaching block; 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. The University will require supporting documentation 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, political or 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 primary parental responsibility for a child who has suffered illness, injury or misadventure:
 - (i) an appropriate professional practitioner certificate; or
 - (ii) a statutory declaration;attesting to the impact of the illness, injury or misadventure on the student's ability to undertake the assessment or examination;
 - (f) in the case of carer's responsibilities, any of the following:
 - (i) an appropriate professional practitioner certificate;
 - (ii) a letter from an NDIS provider or appropriate professional practitioner;or



- (iii) a statutory declaration;
attesting to the nature of the carer's responsibilities and their impact on their ability to undertake the assessment or examination;
Note: See the definition of carer in clause 5 of the policy.
 - (g) in the case of defence force or emergency services commitments, supporting documentation from the student's brigade or unit;
 - (h) in the case where continuing employment would be jeopardised, supporting documentation from the student's employer;
 - (i) 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) for misadventure which is not an illness or injury, include a statutory declaration:
- (i) setting out the duration and degree of the impact of the 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.
- (5A) Where a professional practitioner certificate is not available, or where the application is on grounds of misadventure, a student should include a student declaration in the form of Schedule 4, along with secondary evidence:
- (a) Where a student does not provide requested supporting evidence for a Special Consideration application within 10 days, the application will be closed.
- (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) For assessments other than examinations, if a further request for special consideration is successful the faculty will arrange a second replacement assessment, which should be held within three weeks of the date of the first replacement assessment.
 - (vii) For examinations, if a further request for special consideration is successful the Examinations Office will schedule a second replacement examination during the second replacement examination period, unless informed by the faculty that the faculty will organise its own second replacement examinations for a specified discipline or group. In such cases, the faculty should organise the second replacement examination within three weeks of the first replacement examination.
 - (viii) Where a faculty decides that extenuating circumstances exist, the faculty may organise assessment, extension, alternative assessment or reweighting beyond the second replacement assessment.
- (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.
- (d) *Not examinable under extenuating circumstances.*
 - (i) The relevant delegate will apply an NE (i.e. not examinable) outcome where a student is unable to attempt a second replacement examination, alternative assessment or meet the requirements of any extension granted under subclause 14(12)(b) due to any of ongoing injury, illness or misadventure, previously approved exchange or study abroad commitments, or compulsory experiential placement.
 - (ii) A student who receives an NE grade in accordance with (i) above may apply for a DC grade under clause 92 of the [Coursework Policy](#).
- (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 based on 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 117 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 81 of the [Coursework Policy](#).
- (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 relevant delegate will determine in advance, and publish, dates for release of results to students. The delegate 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.

Note: See [University of Sydney \(Delegations of Authority\) Rule](#)

- (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 website](#).

- (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) the moderation of marks and grades against pre-determined standards is overseen by a faculty or school examination board.
 - (c) appropriate information and training about processes for entering results is provided to those who require it; and
 - (d) final results are entered and agreed in the student management system by the date determined by the relevant delegate.
- (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 relevant delegate.
- (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 Deputy Vice-Chancellor (Education); and
 - (c) released as soon as possible after the release date determined by the relevant delegate.
 - (d) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the required date 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).
- (6) The Executive Director, Student Administration Services 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.
- (7) 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.
- (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 \(Student Academic Appeals\) Rule](#)

- (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 [Archives and Records Management Services](#).

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 \(Student Academic Appeals\) Rule](#).
- (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 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) The Educational Innovation team will ensure staff responsible for assessment design of online examinations are provided with training on the security of online examination content.
- Note:** Staff will be required to follow the security protocol for online final examinations as outlined in the [Examinations Process Guide](#).
- (4) 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:
 - (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).

19 Rescissions and replacements

This document replaces the *Assessment Procedures 2011* which is rescinded as from the date of commencement of this document.

NOTES

Assessment Procedures 2024

Date adopted:	25 November 2024
Dates amended:	4 December 2024 (administrative amendments)
Date commenced:	25 November 2024
Document owner:	Deputy Vice-Chancellor (Education)
Review date:	25 November 2029
Rescinded documents:	Assessment Procedures 2011
Related documents:	<i>Disability Discrimination Act 1992 (Cth)</i> <i>Disability Services for Education</i> <u>University of Sydney (Student Discipline) Rule</u> <u>University of Sydney (Coursework) Rule</u> <u>University of Sydney (Student Academic Appeals) Rule</u> <u>University of Sydney (Delegations of Authority) Rule</u> <u>Academic Integrity Policy</u> <u>Coursework Policy</u> <u>Learning and Teaching Policy</u> <u>Academic Integrity Procedures</u>

AMENDMENT HISTORY

Provision	Amendment	Commencing
11(1)(f)	Correcting formatting error	4 December 2024
19	new clause 'Rescissions and replacements' added	4 December 2024
Notes	Rescinded documents added	4 December 2024

SCHEDULE 1 – IMPLEMENTATION TABLE

Principle and implementation statements	Assessment Procedures
1. Assessment practices must promote learning, evaluate outcomes and facilitate reflection and judgment	Clause
(1) Assessment practices align with course goals, context, learning activities and learning outcomes.	5
(2) Assessment tasks are varied and practical for students and staff.	5
(3) Students receive constructive and timely feedback within a unit of study to help them improve their performance.	5
(4) Collectively assessment tasks measure learning and progress within each unit of study and across programs; may help identify students who need additional support within units of study and across programs and support academic judgements and advice; promote learning; and foster engagement and collaborative learning.	5
2. Assessment practices must be clearly communicated	
(1) Unit of study outlines are available two weeks prior to the start of the semester or teaching block in which the unit is offered and explain how the assessment task relates to the learning outcomes, and the purposes, timing, weighting and scope of assessment in enough detail to allow students and support services to plan their approach to assessment and explain the marking process and how individual marks will be combined.	6
(2) Staff involved in teaching a unit of study share a common understanding of assessment practices.	5, 6
3. Assessment practices must be inclusive, valid and fair	
(1) Assessment tasks are designed to provide all students with an equitable opportunity to demonstrate their abilities.	5

Principle and implementation statements	Assessment Procedures
(2) Assessment tasks are appropriate to the students' knowledge and skills, and to the disciplinary or professional context.	7-10
(3) Assessment tasks are measured solely on the basis of students' achievement against predetermined criteria and standards specified to align with learning outcomes.	7
(4) Assessment outcomes should be moderated against standards across courses, course components and year groups to address equity, before final grades are determined.	7, 11A-14
4. Assessment practices must be regularly reviewed	
(1) Assessment tasks are evaluated through academic peer review and student feedback.	5
(2) The security, purpose and effectiveness of assessment tasks are updated to align with learning outcomes, graduate qualities and new technologies (such as artificial intelligence).	5-7
(3) All teaching staff have access to professional development opportunities about assessment design, implementation and moderation.	17
5. Assessment practices must be integrated into program design	
(1) Assessment and feedback are integrated to support learning across units of study, courses, course components and year groups.	6A
(2) Assessment and feedback are designed to support each student's development of knowledge, skills and qualities from enrolment to graduation.	6A
(3) Students' learning attainment can be validated across their program at relevant progression points and before graduation.	6A
(4) Assessments equip students for success in their studies and in their future, using appropriate technologies.	6A
(5) Academic judgement of student achievement occurs over time through multiple, coherent, and trustworthy assessment tasks.	5, 6A

Principle and implementation statements

**Assessment
Procedures**

6. Assessment practices develop contemporary capabilities in a trustworthy way

- | | | |
|-----|---|-------|
| (1) | Assessment practices enable students to demonstrate disciplinary and graduate skills and the ability to work ethically with technologies (including artificial intelligence). | 6B |
| (2) | Supervised assessments are designed to assure learning in a program. | 6B |
| (3) | Unsupervised assessments are designed to motivate and drive the process of learning. | 5 |
| (4) | Where possible, authentic assessments will involve using innovative and contemporary technologies. | 6, 6B |
| (5) | Students are accountable for the form and content of all work submitted for assessment, including its accuracy, quality and integrity. | 5 |
| (6) | The use of artificial intelligence in assessment and feedback is transparent and documented by staff and students. | 6B |

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 or in-semester test	Final exam	Written exam, written exam with non-written elements, or non-written exam, however administered. Worth between 30-60%.	Final exam					
		In-semester test	Written test, written test with non-written elements, or non-written test, however administered. Worth between 20-60%.	In-semester test					
Name of assessment task	Skills-based assessment	Placements Skills base evaluation Creative assessments / demonstrations	Professional experience placement, internship, or site visit. 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 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 not more than 30%.	Tutorial quiz, small test or online task					
		Small continuous assessment	Worth not more 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](#), section 10 of the [Learning and Teaching Procedures](#), and section 74 of the [Coursework Policy](#).

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 (2024)).

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
Examinations or in-semester tests	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>	<p>Where the student is unable to attempt a second replacement exam or a valid form of replacement or alternative assessment is not possible:</p> <p>(1) for units of study with a census date prior to or on 31 December 2021, apply a DC (discontinue not to count as failure) outcome if appropriate</p> <p>(2) for units of study with a census date on or after 1 January 2022, certify that the faculty has taken all reasonable action to facilitate the student's request for special consideration and refer the matter for consideration under clause 92 of the Coursework Policy</p>	<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
Examinations and in-semester tests	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>Where the student is unable to attempt a second replacement exam or a valid form of replacement or alternative assessment is not possible:</p> <p>(1) for units of study with a census date prior to or on 31 December 2021, apply a DC (discontinue not to count as failure) outcome if appropriate</p> <p>(2) for units of study with a census date on or after 1 January 2022, certify that the faculty has taken all reasonable action to facilitate the student's request for special consideration and refer the matter for consideration under clause 92 of the Coursework Policy</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
Examinations and in-semester tests	In-semester test	Written test, worth between 20-60% (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 test for in-semester test		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 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); or For specified short-release	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
Submitted work	Honours Thesis	Non-HDR thesis	assignments notified by faculty, replacement short-release assignment.	2. The new due date ² is prior to the return date ³ .			
	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 a second replacement exam, meet an extension granted under subclause 14(12)(b), or a valid form of replacement or alternative assessment is not possible: (1) for units of study with a census date prior	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
In-class assessments	Dissertation			2. The new due date ⁴ is after the return date ⁵		to or on 31 December 2021, apply a DC (discontinue not to count as failure) outcome if appropriate (2) for units of study with a census date on or after 1 January 2022, certify that the faculty has taken all reasonable action to facilitate the student's request for special consideration and refer the matter for consideration under clause 92 of the Coursework Policy	
	Tutorial quiz, small test or online task	Worth not more than 30% Students will be encouraged to	Mark adjustment (refer to section 14.13(c) above)	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	Check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application					<p>Make mark adjustment (re-weight, average etc.)</p> <p>Provide an alternative assessment where a student has missed more than one third of the regular assessment components</p>
	Tutorial quiz, small test or online task	Worth not more than 30% (refer to section 14.13(c)(iii) above)	New or varied assessment	On "no mark adjustment allowed" list	Select standard form of consideration from Decisions Matrix		Download special consideration report
	Small continuous assessment						Determine new or varied assessment
							Schedule and inform student of new or varied assessment 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
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
	Attendance or participation	Requirement to attend lectures, tutorials, laboratory session or other learning experiences	Determine appropriate form of consideration	Any attendance requirement that is not skill-based		Absence noted. Alternative arrangements as required	Absence noted Alternative arrangements as required



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

SCHEDULE 4 – STUDENT DECLARATION

Student Declaration

Name:

SID:

I solemnly and sincerely declare to the University of Sydney that:

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and I make this declaration conscientiously believing its contents to be true.

I understand and agree that:

- (a) in accordance with the University's [Student Charter](#), I am required to act honestly and ethically in all dealings with the University and members of its community;
- (b) the University may take steps to confirm the authenticity and accurateness of the contents of this declaration at any time during my candidature; and
- (c) knowingly making a false declaration will constitute student misconduct, and may result in the imposition of a penalty under the [University of Sydney \(Student Discipline\) Rule](#), including the suspension or termination of my candidature, or my temporary exclusion or permanent expulsion from the University.

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Signature

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Date