

Student Assessment Procedures 2025

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Part 1 Purpose and application

1.1 Purpose

- (1) This procedural document outlines the process for collecting relevant evidence and making informed judgments to evaluate student learning outcomes for students enrolled in USPP. It aims to ensure equity and consistency in assessment procedures.

1.2 Start date

- (1) This policy commences the day after the day on which it is registered.

1.3 Application

- (1) This policy applies to students enrolled in the University of Sydney Preparation Program.

Part 2 Forms of assessment

- (1) Forms of assessment may include, but are not limited to:
 - (a) Assignments - tasks like essays, projects, presentations, or experiments, among other activities meant to evaluate learning. Written assignments often include essays, reports, case studies, and portfolios.
 - (b) Essays - extended pieces of writing or other formats used to present arguments or ideas. They typically have a structured format, including an introduction, body, conclusion, and references. Essays may be completed in class, outside of class, or through a combination of both.
 - (c) Presentations – formal discussions where students research specific topics and present their findings to an audience.
 - (d) Projects – promote independent or group exploration of particular interests. Students ask questions, gather and analyse information, and summarise their findings into a final report. These are usually completed outside of class.
 - (e) Practical Assignments/Projects – hands-on assignments or projects that test their skills or problem-solving abilities.
 - (f) Practical Experiment Reports – For these, students describe the steps followed in an experiment and explain their conclusions based on the results. Experiments are often supervised in class, but reports can be written either during or after the class.
 - (g) Tests and Exams – time limited and invigilated assessment. They may be closed-book (no external materials allowed) or open-book (where students can use notes and other resources). Exams often include a mix of short-answer questions, multiple-choice questions, problem-solving tasks, and essays.

Part 3 Assessment design and implementation practices

- (1) The College will make sure that assessment is an important and connected part of the teaching and learning process.
- (2) The College will use different assessment methods, including diagnostic, formative, and summative assessment, to help students learn.
- (3) The College will ensure students know what is expected in assessments and provide advice and training to support them.
- (4) Academic staff and teaching affiliates will take part in professional development to create fair and valid assessment tasks.
- (5) Academic staff and teaching affiliates will design assessments to support student learning. They will also give informal assessment tasks and feedback during different stages of formal assessment tasks.
- (6) Academic staff and teaching affiliates will take part in assessment moderation as explained in the Assessment Moderation Policy and Procedures.
- (7) The College will promote good assessment practices, educate students and staff about academic integrity, and may use software programmes to check the integrity of assessments. See the Academic Integrity Policy for more details.
- (8) In summary, assessment tasks should be designed to be:
 - (a) Valid – to assess the learning outcomes and accurately reflects a student's knowledge, skills or understanding.
 - (b) Reliable – to produce stable and consistent results.
 - (c) Fair – to not discriminate against or disadvantage any student or group of students.
 - (d) Compliant – to meet the requirements associated with relevant regulatory frameworks and standards.
 - (e) Reasonable – in terms of work volume and time expectations.
 - (f) Transparent - clearly referenced to criteria or standards against which student work will be assessed; and
 - (g) Enabling – to provide timely, constructive, specific, and respectful feedback to students which clearly indicates how they can improve.

Part 4 Timing and weighting of assessments

- (1) Module Outlines informs students in the first week how each assessment task will contribute to their overall mark for the Module.
 - (a) the type and weighting of each assessment that contributes to the overall mark
 - (b) due dates and rules regarding penalties applied to late submissions and academic misconduct; and
 - (c) expectations for how students should present their work for assessment.
- (2) Assessment tasks are designed to recognise that student learning happens gradually and builds over time. They will reflect the importance of individual assessment tasks in helping students meet the Module objectives. Formal assessment tasks will be kept to a minimum to prevent students from being overloaded.
- (3) Ongoing assessment tasks will be set, submitted, marked, and returned to students, allowing them to evaluate their progress. Students will also have opportunities for self-assessment and for practising continuous skill development. Regular feedback will be provided to students to help them track their progress.
- (4) Students are informed that their final grade for a subject will undergo moderation. This may lead to a grade that differs from the marks given for individual assessment tasks.
- (5) Apart from examination scripts, assessed work will be returned to students. Students have the right to seek clarification or appeal their assessment results.

Part 5 Communicating assessment requirements to students

- (1) Assessment outlines containing the scope and nature of assessment are provided to students a week prior to the commencement of the task.
- (2) Any necessary changes to the scope or nature of any assessment task are approved by the relevant Academic Manager and communicated to all affected students at the first opportunity.
- (3) Students are informed of college expectations regarding their behaviour during assessments and/or examinations.
- (4) Students receive education on appropriate referencing conventions and requirements, the degree of cooperation permitted between students, what constitutes academic misconduct, and the Schedule of Penalties, as outlined in the Academic Integrity Policy and Procedures.
- (5) Students are informed that failure to adhere to assessment and/or examination rules is dealt with in accordance with the Academic Integrity Policy and Procedures.
- (6) Students are given information on how to apply for appeals, extensions, and/or special consideration.

Part 6 Submission of assessment tasks

- (1) Students are required to submit assessment tasks according to the time, date and manner specified in the Assessment Outline.
- (2) When submitting assessments, students sign a Moodle built-in declaration that they declare the submission is their own work, except where they have acknowledged the use of the works of other people.
- (3) The time and date of submitted assessments are recorded.

Part 7 Late submissions and penalties

- (1) An assessment task submitted after the assessment due date, without an approved extension or without approved mitigating circumstances, is penalised.
- (2) Written work submitted electronically after 11.59 pm on the due date will be considered to have been submitted late.
- (3) For every calendar day up to and including five calendar days after the due date, a penalty of 10% of the maximum awardable marks is applied to late work. The penalty is calculated by first marking the work and then subtracting 10% of the maximum awardable mark.
- (4) For work submitted more than five calendar days after the due date, a mark of zero is awarded. The marker may elect to, but is not required to, provide feedback on such work.
- (5) The penalty for late submission is waived if a student completes the Medical Health Form (MHF) and provides a valid medical certificate that covers the relevant period of illness. Alternatively, students submit satisfactory evidence of extenuating or approved circumstances, as outlined in Special Consideration in Assessment.

Part 8 Reasonable adjustments in assessment

- (1) Resubmission and/or resit of an unsecured and/or secured assessment is permitted at the approval of the Academic Director or their delegate.
- (2) Resubmissions or resits use equivalent tasks and follow comparable marking criteria to ensure the integrity and validity of assessment outcomes.
- (3) Resubmissions and resits are considered a learning opportunity, and students are encouraged to reflect on the feedback provided to enhance their understanding of the material.
- (4) Students must complete resubmissions within a timeframe determined by the Academic Director or their delegate. Resits are scheduled by the Academic Team, and students are notified accordingly. Late submissions or resits are not accepted unless exceptional circumstances apply.
- (5) Assessment procedures, materials and tools are subject to reasonable adjustment where a student has a disability. When determining the reasonableness of adjustment, the requirements of the learning outcomes of the subject are considered.

- (6) Students must make requests for reasonable adjustment in accordance with the Student Disability Policy and Procedures.

Part 9 Special consideration in assessment

- (1) Students can apply for special consideration in assessment if:
 - (a) they are unable to undertake an assessment due to sickness, a critical incident, or reasons beyond their control, or
 - (b) they believe their performance in an assessment is adversely affected due to mitigating circumstances.
- (2) Students make a written request to the relevant Academic Manager (or delegate) within 24 hours after the due date of the assessment task or examination. Where the College is aware that a critical incident has occurred, the process for special consideration is initiated by the College.
- (3) A decision on the student's application will be made based on:
 - (a) the circumstances, background, nature, and severity of the event; and
 - (b) the student's performance in other assessment tasks in the subject.
- (4) Students whose ability to submit or attend an assessment task is affected by sickness or other circumstances beyond their control, may receive special consideration. Students may receive special consideration for sickness if a completed Medical/Health Form is provided within 3 working days of the due date of the assessment task.
- (5) No consideration is given when the condition or event is unrelated to the student's performance in the assessment, or when it is considered not to be a serious factor.
- (6) An application for special consideration may result in any one of the following outcomes:
 - (a) no action is taken.
 - (b) an alternative assessment is undertaken and may take a different form from the original assessment.
 - (c) the deadline for assessment is deferred, or
 - (d) the student may be given an estimated grade based on prior performance.
- (7) Students may apply for an extension to the deadline for an assessment by submitting a completed Medical/Health Form.
- (8) The student is informed in writing of the final decision regarding their application for special consideration within 5 working days.
- (9) The grade is recorded as 'RP' (results pending) if an alternative assessment is approved. This is a temporary grade only and must be finalised before the end of the following term. The grade awarded after resolution of 'RP' is not limited.
- (10) Special consideration may be given when technical difficulties arise in the use of invigilation software in online assessments. Students who have successfully completed the invigilation training may be:

- (a) awarded an estimate on assessments tasks or complete an alternative equivalent task.
- (11) Special consideration is granted when extenuating circumstances prevent a student from completing an assessment, and an alternative assessment cannot be arranged due to the nature of the assessment. In such cases:
 - (a) An estimated grade may be awarded based on the student's prior performance in the module or other documented contributions to the assessment.
 - (b) The Academic Director or delegate is responsible for approving special consideration applications and ensuring that decisions align with the learning outcomes of the module and the student's circumstances.

Part 10 Conduct and security of examinations

- (1) The Academic Integrity Policy and Procedures sets out the procedures for the conduct and security of examinations.

Part 11 Marking, allocation of grades and results

- (1) Marking is conducted in accordance with the criteria provided to students for either individual or group assessments.
- (2) All students studying a subject are assessed according to the same standards and using the same or comparable assessment tasks.
- (3) Grades are applied consistently and allocated using the grading system established by the College. Grades are moderated in accordance with the Assessment Moderation Policy and Procedures.
- (4) The College considers any special consideration and/or reasonable adjustment requests made as part of this policy.
- (5) Results are finalised by the relevant Academic Manager and released to students by the College Director.
- (6) The student's academic transcript includes the approved grades for the Modules in the course.
- (7) Records of all assessments are retained in accordance with the Records Management Policy and Procedures.

Part 12 Grade outcome appeals

- (1) A student makes an internal appeal concerning the grade awarded for an assessment or the final grade awarded for the Module. A student cannot appeal the grade awarded for the same assessment more than once.
- (2) Students are encouraged to initially discuss their concerns with the relevant teacher.

- (3) Students can submit a Student Internal Appeals Form (Phase 3) to the College within 3 working days of formal notification of the result, in accordance with the processes outlined in the Student Complaints and Appeals Policy and Procedures.
- (4) Appeals can be requested if the student believes that an error has been made in the calculation of the grade, the student's grade is inconsistent with the published assessment requirements or assessment criteria or there has been a failure in due process.
- (5) Students should note that each grade outcome appeal is determined on its own merit without reference to other applications.
- (6) The Appeal Officer (or delegate) will normally respond to the request for a grade outcome appeal in writing within 5 working days of the receipt of the Student Internal Appeals Form (Phase 3) and may confirm or vary the original decision.

Part 13 Training and professional development of teaching staff

- (1) Training is provided to incoming teaching staff on examination and assessment rules, use of the common referencing style guide, appropriate use of copyright, and use of invigilation and text-matching software.
- (2) Academic staff and teaching affiliates receive training on college expectations regarding academic integrity, identifying academic misconduct, and taking appropriate action in accordance with the Academic Integrity Policy. Academic staff complete the compulsory Navitas Epigeum Academic Integrity training.
- (3) Academic staff and teaching affiliates are provided with professional development opportunities in curriculum design and implementation.
- (4) Academic staff and teaching affiliates are encouraged to collaborate and share best practice strategies in assessment design and implementation.

Part 14 Continuous improvement and quality assurance

The College is responsible for monitoring and analysis of assessment practices and making recommendations to improve overall assessment design, implementation and broader teaching and learning practices.

Part 15 Notes

Recissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

STUDENT ASSESSMENT POLICY AND PROCEDURES 2021

USPP Student Assessment Procedures 2025

Date adopted	30 June 2025
Approver:	USFP Board of Studies
Owner:	College Director
Review date:	At least once every 5 years from the date of commencement.
Rescinded documents	STUDENT ASSESSMENT POLICY AND PROCEDURES 2021
Related documents	<p>Competition and Consumer Act 2010 (Cth)</p> <p>Corporations Act 2001 (Cth)</p> <p>Education Services for Overseas Students (ESOS) Act 2000 (Cth)</p> <p>Education Services for Overseas Students Regulations 2019 (Cth)</p> <p>Higher Education Standards Framework (Threshold Standards) 2021</p> <p>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code)</p> <p>National Standards for Foundation Programs</p> <p>Privacy Act 1988 (Cth)</p> <p>Medical/Health Form</p> <p>Student Internal Appeals Form (Phase 3)</p> <p>Critical Incidents Involving Students Policy and Procedures</p> <p>Academic Integrity Policy and Procedures</p> <p>Assessment Moderation Policy and Procedures</p> <p>Monitoring Course Progress Policy and Procedures</p> <p>Records Management Policy and Procedures</p> <p>Student Attendance Policy and Procedures</p> <p>Student Complaints and Appeals Policy and Procedures</p> <p>Student Code of Conduct</p> <p>Student Disability Policy and Procedures</p> <p>Student Enrolment Terms and Conditions</p> <p>Student Learning Assistance Policy and Procedures</p>

Student Misconduct Policy and Procedures

Student Privacy Policy

Student Sexual Misconduct and Sexual Harassment

Part 16 Amendment history

Register Version	Approved by	Clause	Amendment	Commenced