THE UNIVERSITY OF SYDNEY

Assessment Plan

Template for courses and their components

Course and component name

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Assessment plan for Bachelor of Science (Physics)

Overview and instructions

Assessment plans articulate the assessment approach for a curriculum, map learning outcomes and graduate qualities against units and assessment tasks and provide a comprehensive overview of the assessment framework across the whole curriculum.

- For all degrees, assessment plans demonstrate how graduate qualities and course learning outcomes are assured – complete Part 1.
- For liberal studies, professional and specialist degrees that rely on components (majors, streams and programs) to assure learning, assessment plans must demonstrate separately how each component achieves this in combination with degree core – complete Part 2 for each component.

Part 1: Course

Faculty: [INSERT NAME OF FACULTY/SCHOOL]
Degree coordinator: [INSERT NAME OF COORDINATOR]

Description

[INSERT DESCRIPTION OF COURSE]

Section 1: Course learning outcomes (CLOs)

Complete Table 1, showing the relationship between the graduate qualities and the course learning outcomes (CLOs).

Changes to CLOs and external consultation
[BRIEFLY DESCRIBE ANY MODIFICATIONS MADE TO CLOs]
[BRIEFLY DESCRIBE ENGAGEMENT WITH PROFESSIONAL BODIES, ACCREDITING BODIES, INDUSTRY]

- Professional body XX advised that …
- Representatives from XX and YY in business/industry indicated that graduates needed …
- CLO2 used to focus on XX and now has been reworded to focus on YY …

Table 1: Current state mapping of course learning outcomes to the graduate qualities.

Course learning outcome	1. Depth of Disciplinary Expertise	2. Critical Thinking & Problem Solving	3. Communication (oral and written)	4. Information & Digital Literacy	5. Inventiveness	6. Cultural Competence	7. Interdisciplinary Effectiveness	8. Integrated, Professional, Ethical & Personal Identity	9. Influence
1. Demonstrate a coherent understanding by articulating the methods of science and explaining why current knowledge is both contestable and testable by further inquiry.	X	X							
2. Explain the role and relevance of science to society across a range of cultural settings.	X	X	X			X			
3. Exhibit depth and breadth of knowledge by demonstrating well-developed knowledge in at least one disciplinary area.	X	X							
4. Demonstrate knowledge in at least one other disciplinary area.	X	X							
5. Critically analyse and solve problems by gathering, synthesising and critically evaluating information from a range of sources.	X	X		X					
6. Design and plan an investigation.		X		X	X				
7. Select and apply practical, conceptual and/or theoretical techniques or tools in order to formulate and model problems or conduct an investigation.		X		X	X				
8. Collect, accurately record, interpret and draw conclusions from data.		X		X					
9. Be effective communicators of reasoning, results, information, or arguments, to a range of audiences, for a range of purposes, and using a variety of modes.			X		X	X			X
10. Be accountable for their own learning and scientific work by being independent and self-directed learners.								X	
11. Work effectively, responsibly and safely in an individual or team context.			X			X	X	X	
12. Demonstrate knowledge of the regulatory frameworks relevant to their disciplinary area and personally practice ethical conduct.	X					X		X	

Section 2: Current state mapping of degree core units to CLOs

Complete Table 2, showing how the assessments in the degree core units contribute to the development and assurance of the course learning outcomes (CLOs).

Notes

- Map assessments in each degree core unit to the CLOs. If there is no degree core, do not complete this section.
- For each assessment-CLO cell, indicate if the assessment aims to:
    (1) Serve as an introduction to the knowledge/skills/dispositions related to the CLO and help students acquire these.
    (2) Serve as a way for students to further develop their knowledge/skills/dispositions related to the CLO and help students retain these
    (3) Serve to verify mastery of the knowledge/skills/dispositions related to the CLO and confirm that students can transfer these to other contexts. This level of mastery satisfies the requirements of the AQF level of the award program.
- It is only essential to map the secure assessments. It is optional to map open assessments.
- Where the core is covered by a list of selectives, include these only where they assure the same CLOs.
- At the end, you should indicate how many CLOs are covered at the mastery/transfer/achievement (3) level.

Section 3: Current state opportunities to develop AI literacy

[Brief description of where in the program students have opportunities to develop AI literacy, noted against CLOs, units, assessments, and graduate qualities]

- In CORE1001, students …
- The graduate quality of information and digital literacy maps to CLO1, which is developed …

Section 4: Plan for 2026

[Brief description …]

- Revision of CLOs and supporting consultations
- Redesign of assessment map – consolidating secure assessments at a program level; ensuring coverage of all CLOs at transfer/mastery/achievement level
- Building in opportunities to develop AI literacy

Table 2: Current state mapping of the assessments in the degree core units to the course learning outcomes.

Core units	Assessment	Lane	Weight	Blocks progress*?	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9	CLO 10
CORE1001	Q&A	Secure	10	Yes		1		1		1				
	Practical exam	Secure	30	Yes		1		1		1				
CORE1002	Interactive oral	Secure	25	Yes		1		1		1				
	Final exam	Secure	40	Yes		2		2		1				
CORE2001	In person creative task	Secure	30	Yes		2		2						
	Q&A	Secure	10	Yes		2		2						
ICPU3001	In person practical task	Secure	25	Yes		3		3						
	Oral exam	Secure	25	No		3		3						
PROJ3002	Q&A	Secure	20	Yes		3		3						
	Oral exam	Secure	40	Yes		3		3						
Number of assessments where CLO is covered at '3' mastery/transfer/attainment level						4		4						
Number of assessments which block progress where CLO is covered at '3' mastery/transfer/attainment level						3		3						

* Block progress e.g. through hurdle or weighting greater than 50%

Part 2: Component

School/discipline: xxxxx
Component type: Stream/Program/Major
Component coordinator: xxxxxxx

Description

[INSERT DESCRIPTION OF COMPONENT]

Section 1: Mid-level learning outcomes (MLOs)[†]

Complete Table 3, showing the contribution of the learning outcomes for the component (MLOs) to those of the parent course.

Changes to MLOs and external consultation
[BRIEFLY DESCRIBE ANY MODIFICATIONS MADE TO MLOs]
[BRIEFLY DESCRIBE ENGAGEMENT WITH PROFESSIONAL BODIES, ACCREDITING BODIES, INDUSTRY]

- Professional body XX advised that …
- Representatives from XX and YY in business/industry indicated that graduates needed …
- MLO2 used to focus on XX and now has been reworded to focus on YY …

[†] The learning outcomes of degree components such as streams, programs and majors are known as **mid-level learning outcomes** (MLOs).

Table 3: Current state contribution of the component (mid-level) learning outcomes to those of the parent course.

Mid-level learning outcome	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	CLO 8	CLO 9	CLO 10	CLO 11	CLO 12
1. Exhibit a broad understanding of foundation concepts in physics and the mathematical skills necessary to formalise these concepts.		X										
2. Explain how physical theories are formulated and tested, and how they are used to explain and interpret observations.	X	X	X			X						
3. Explain the role and relevance of physics to society and describe its role in the development and application of technology.	X	X										
4. Investigate and solve physics problems using experimental, computational, and theoretical tools and techniques.	X	X										
5. Evaluate experimental or computational data in physics, including uncertainties, and use the results to draw conclusions.	X	X		X								
6. Communicate physics to a variety of audiences through a range of modes using evidence-based arguments, and evaluate arguments presented by others.		X		X	X							
7. Source, collect, synthesise and critically evaluate information on issues in physics from a range of relevant sources.		X		X	X							
8. Identify how fundamental physics concepts are applicable in different contexts and apply physics knowledge and techniques to solve problems outside the discipline.		X		X								
9. Design, plan and conduct a physics experiment or project.			X		X	X			X			

10. Address authentic problems in physics, working professionally, responsibly and ethically and with consideration of cross-cultural perspectives, within collaborative, interdisciplinary teams.								X				

Section 2: Current state mapping of component core units to MLOs

Complete Table 4, showing how the assessments in the component core units contribute to the development and assurance of the component (mid-level) learning outcomes (MLOs).

Notes

- For each assessment-MLO cell, indicate if the assessment aims to:
    (1) Serve as an introduction to the knowledge/skills/dispositions related to the MLO and help students acquire these.
    (2) Serve as a way for students to further develop their knowledge/skills/dispositions related to the MLO and help students retain these
    (3) Serve to verify mastery of the knowledge/skills/dispositions related to the MLO and confirm that students can transfer these to other contexts. This level of mastery satisfies the requirements of the AQF level of the award program.
- It is only essential to map the secure assessments. It is optional to map open assessments.
- Where the core is covered by a list of selectives, include these only where they assure the same MLOs.
- At the end, you should have an indication of how many MLOs are covered at the mastery/transfer (3) level.

Section 3: Current state opportunities to develop AI literacy

[Brief description of where in the program students have opportunities to develop AI literacy, noted against MLOs, units, assessments, and graduate qualities]

- In DISC1001, students …
- The graduate quality of information and digital literacy maps to MLO1, which is developed …

Section 4: Plan for 2026

[Brief description …]

- Revision of MLOs and supporting consultations
    - E.g. The graduate quality of information and digital literacy maps to MLO1, which is developed …
- Redesign of assessment map – consolidating secure assessments at a program level; ensuring coverage of all MLOs at transfer/mastery/achievement level
    - E.g. In DISC1001, students …
- Building in opportunities to develop AI literacy
- …

Table 4: Mapping of the assessments in the component core units to the component (mid-level) learning outcomes.

Core units	Assessment	Lane	Weight	Blocks progress‡?	MLO 1	MLO 2	MLO 3	MLO 4	MLO 5	MLO 6	MLO 7	MLO 8	MLO 9	MLO 10
DISC1001	Written test	Secure	20	Yes	1			1		1				
	Q&A	Secure	20	Yes	1			1		1				
DISC1002	Practical test	Secure	30	Yes	1			1		1				
	Interactive oral	Secure	20	Yes	2			2		1				
DISC2001	Q&A	Secure	15	Yes	2			2						
	Final exam	Secure	40	Yes	2			2						
DISC3001	In person practical task	Secure	15	Yes	3			3						
	Oral exam	Secure	20	No	3			3						
DISC3001	Q&A	Secure	10	Yes	3			3						
	Oral exam	Secure	30	Yes	3			3						
Number of assessments where MLO is covered at '3' mastery/transfer/attainment level					4			4						
Number of assessments which block progress where MLO is covered at '3' mastery/transfer/attainment level					3			3						

‡ Block progress e.g. through hurdle or weighting greater than 50%

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