Assessment – Academic Pathway Programs

1. Purpose and scope

1) This procedure sets out the principles and requirements for Academic Pathway Programs (Standard Foundation, Accelerated Foundation, Tertiary Preparation Program (TPP), Bridging Courses) at UQ College (we, our, us, the College, UQC):

   a. the design and management of summative assessment,

   b. submission of assessment and extensions to due dates,

   c. assessment re-mark,

   d. finalisation of grades, and

   e. supplementary assessment.

2) This procedure applies to all students enrolled in an Academic Pathway Program, and all UQ College staff involved in the delivery and administration of Academic Pathway Programs.

3) For design and management of examinations, this procedure should be read in conjunction with the Examinations Procedure.

2. Process and key controls

4) All assessment will be designed and delivered in line with the *Assessment Policy (pending approval and publication)* and this procedure.

5) Final grades will be awarded using the grading system outlined in this procedure.

6) Assessment design, delivery, and outcomes will be regularly reviewed to ensure quality and fairness.

7) You may request a reconsideration of a mark or grade under specific conditions.

8) You may raise assessment-related complaints and grievances in through the Complaints and Appeals Policy.

9) The College may verify documentation you submit to support an application. If evidence is found to be falsified, action will be taken under the Student Integrity and Misconduct Policy and Procedure.

3. Key Requirements

3.1 Design and delivery of assessment

10) Assessment will be designed to help you demonstrate progress toward the learning outcomes of each course and the overall program.

DOCUMENT NAME	Assessment Procedure – Academic Pathway Programs				
CONTENT OWNER	Chief Executive Officer	DOCUMENT AUTHORS	Associate Director, Academic Pathways and Programs; Senior Managers, Academic Pathways and Programs; Associate Director, Student and Corporate Services		
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11) Each assessment task will be clearly linked to specific learning goals and include transparent criteria explaining how your work is judged and how grades are determined.

12) Your course tasks will include multiple assessment tasks or multi-part assignments. No single task will contribute more than 60% of your final grade.

13) Assessment will focus on the quality of your learning and meaningful contribution, not just on attendance.

14) Where possible, assessment due dates will be scheduled to minimise clashes with other courses.

15) A significant portion of assessment will include identity-verification processes.

16) Assessment tasks will allow you to demonstrate achievement across a full range of performance—from meeting minimum standards to achieving excellence.

17) The weighting of each task will reflect the importance of the learning outcomes it measures.

18) Assessments will be designed to uphold academic integrity by using approaches that reduce opportunities for cheating and ensure fairness.

19) Tasks will be structured so that memorising information or reusing previous answers alone is not sufficient to pass.

20) Assessment design will consider available resources and be appropriate to the context of the course.

21) All formal assessments will be collaboratively designed and reviewed by at least two qualified teachers to ensure accuracy, fairness, alignment with learning outcomes, and consistency with academic standards. This process also supports moderation and reduces bias.

22) Marking will be carried out by appropriately qualified markers using approved assessment criteria and rubrics.

23) Examination results will undergo independent review and moderation of a representative sample—including high-performing, borderline, and failing scripts—to ensure consistent application of standards and alignment with approved learning outcomes. Any inconsistencies will be addressed before results are finalised and released.

24) Criteria and performance standards for each task will be clearly defined and aligned with grade descriptors.

25) Only work completed within the current study period (including approved extensions) can be submitted for assessment. Reusing work from previous courses or external sources is not permitted without written approval.

26) Final grades will be awarded using the grade descriptions in this procedure.

3.1.1　Group work

27) Group assessment will only be used when:

   a. group work is specified as a learning outcome in the course profile, and

   b. you have had the opportunity to learn how to work effectively in teams—either through training provided in the course, a prerequisite course, or an online module.

28) Your Course Coordinator(s) will provide resources and support to help manage group work challenges. Information about these resources will be available in the Learning Management System (LMS).

29) Course Coordinators are encouraged to refer to The University of Queensland's (UQ) Group Work Guideline when designing group assessments.

3.1.2 Assessment integrity

30) Assessment tasks will be designed to ensure that the person who receives credit is the one who completes the work. This includes measures to reduce opportunities for cheating and, where possible, confirm your identity.

31) The security of assessments—how well they protect academic integrity—will be reviewed during academic program reviews or when assessment methods or technologies change (e.g., new AI tools or cheating detection software).

32) Any situations where cheating is likely will be identified and addressed. Course Coordinators use guidelines to help design assessments that support academic honesty and encourage you to do the right thing.

33) If academic misconduct occurs, it will be managed according to the Student Integrity and Misconduct Policy and Procedure.

3.1.3 Reasonable adjustments to assessment

34) A reasonable adjustment to assessment may be made in specified circumstances to ensure all students can participate equitably.

35) If you need a reasonable adjustment, you must follow the process outlined in *Reasonable Adjustments Policy and Procedure (pending approval and publication)*.

36) Any adjustments made will maintain the essential learning outcomes for the course or program.

3.1.4 Timing and scheduling of assessment

37) Assessment tasks will be scheduled to ensure they are appropriately spaced across the study period, helping you manage your workload effectively.

38) All assessment items will be due during a scheduled class between 9:00am to 5:00pm, Monday to Friday.

4. Communication of assessment requirements

39) Each course profile will include, or specify where to find, all required information about assessment:

   a. a description of the assessment, including marking criteria, standards, and due dates,

   b. how individual assessment items are weighted and aggregated, any hurdle requirements, and how your final grade will be determined,

   c. whether the assessment item is eligible for an extension request,

d. how generative artificial intelligence may be used,

e. for oral or practical assessments, whether the item will be recorded, and

f. the format of any exam, including permitted materials and equipment, as outlined in the Exam Procedure.

40) A link to the course profile will be available in the LMS.

41) You are responsible for complying with assessment requirements, including due dates and extension application deadlines, as outlined in the course profile and related policies and procedures.

42) Assessment details will not be changed after the assessment lockdown date (five days after the start of the relevant study period). Any changes after this date must be approved by the Associate Director, Academic Pathways and Programs.

43) If any changes are made, they will be communicated to you promptly via email or an announcement on the LMS. The course profile will also be updated to reflect the change.

5. Submission of assessment

44) You will normally be required to submit summative assessment items electronically through the LMS, unless this is not practical (e.g., assessments completed during scheduled classes, written exams, physical artefact submissions, or performance-based tasks).

45) Electronic submission methods will be selected to provide authoritative proof of the date and time of submission and to support academic integrity—for example, by generating a Turnitin similarity report.

46) Where text-matching software (such as Turnitin) is used, you will be given the opportunity—where possible—to submit a draft and review the similarity report before submitting your final assignment.

47) You are responsible for retaining evidence that you submitted your assessment by the due date. This may include a screenshot, email confirmation, photo, or an unaltered copy of the submitted work.

5.1 Penalties for late submission

48) If you submit an assessment item late (including supplementary assessment, excluding exams) without an approved extension, and the late submission does not affect course delivery (e.g., delay feedback to the cohort), penalties will apply.

Late period recorded from time submission is due	Penalty (see following clause for alternatives)
First 7 periods of 24 hours (or part thereof)	10% per 24 hours of the maximum possible mark for the assessment item, or one grade per 24 hours if graded on a scale of 1-7, or equivalent penalty if an alternative grading approach is used. For example, an assignment worth a maximum of 40 marks, submitted 28 hours late will attract a penalty of 8

Late period recorded from time submission is due	Penalty (see following clause for alternatives)
	marks, calculated as 2 periods of 24 hours x 10% x 40 marks
More than 7 periods of 24 hours	100%

49) In some cases, an alternative penalty or time frame for late submission may be applied, provided it is academically justified, inclusive of diverse student needs, and clearly communicated in the course profile.

6. Extensions to assessment due date

6.1 Grounds for requesting an extension

50) You may be eligible for an extension if:

a. You experience extenuating circumstances that prevent you from meeting the deadline (e.g. illness, serious personal issues, or approved Equity Access Plan).

b. You are applying for a discretionary extension (once per semester, for up to 2 calendar days, no documentation required).

c. You have a valid medical reason, supported by documentation obtained on or before the due date.

d. You have an Equity Access Plan that includes extension provisions.

e. You are affected by exceptional circumstances that are serious, beyond your control, and directly impact your ability to complete the assessment.

51) Extensions will not be granted for reasons such as:

a. Computer or internet issues

b. Holidays or travel plans

c. Misreading due dates

d. Minor time loss close to the deadline

e. Difficulty adjusting to study

f. Financial or visa issues

g. Everyday stress or regular commitments

h. Poor group dynamics or underperformance by group members.

6.2 Key conditions

52) Extensions apply to assignments and other tasks with set due dates, not exams.

53) For group assessments, one request must be submitted on behalf of the group, with at least 50% agreement.

54) Extensions during the study period must not exceed two weeks.

55) If you need more than two weeks, you must meet with a Learning Adviser and Student Services.

56) If the task is submitted electronically, the extension will match the number of days supported by your documentation.

6.3 How to apply

57) Submit your request via the UQ College Student Portal as soon as possible—no later than one calendar day after the original due date.

58) Include supporting documentation (scanned copy or image is acceptable).

59) You may have up to three approved extensions for the same task.

60) If you apply for a third extension, you must complete an Assessment Management Plan and submit it with your request.

61) Late requests may be considered at the discretion of the Associate Director, Student and Corporate Services (or their delegate).

6.4 Approval and outcomes

62) Your request will be reviewed by the Senior Manager, Student Administration and Wellbeing Services or their delegate.

63) If approved but the original task is no longer suitable (e.g. answers have been shared), an alternative will be arranged.

64) In exceptional cases, an extension beyond two weeks may be approved by the Associate Director, Student and Corporate Services (or their delegate), in consultation with the Associate Director, Academic Pathways and Programs (or their delegate).

65) If you're unhappy with the decision, you may appeal through the Student Complaints and Appeals process.

7. Provision of feedback on assessment

66) You will receive prompt feedback on all assessment items, along with your mark or grade. This feedback helps you improve future work and supports decisions about re-marks, supplementary assessment, or re-enrolment.

67) Feedback will be appropriate to the task's weighting, timing, and context, and will refer to the assessment criteria and standards.

68) Where possible, you'll receive early formative feedback before the Census date (for TPP only) to help you track your progress and prepare for summative tasks.

69) If you need more detailed feedback, you can submit a written request to your Course Coordinator. Feedback will usually be provided within 14 calendar days.

8. Assessment judgements

8.1 How your work is marked

70) Your assessments will be marked using clear criteria and standards that reflect your performance.

71) Every submission will be reviewed and given a mark or grade based on those criteria.

72) Negative marking (e.g., deducting marks for wrong answers) is not allowed.

73) If your submission has formatting issues (e.g., incorrect referencing), it will still be marked for content—formatting will be assessed separately.

74) Missing sections will receive zero marks or be marked as per the assessment criteria and/or rubric, but the rest of your work will be marked as normal.

75) If you exceed the word limit, your content will still be assessed, but marking may stop at the limit.

76) If your submission format makes it impossible to assess (e.g., printed code that can't be run), it may not be marked.

8.2 Ensuring fairness and consistency

77) If more than one staff member is marking the same task, they will agree on how to apply standards and check for consistency after marking.

78) Moderation ensures fairness across different students, classes, markers, and semesters.

79) The Course Coordinator is responsible for making sure moderation happens.

80) Anonymous marking will be used where feasible to reduce bias.

81) Staff with a close personal connection to a student must not mark their work or determine their final grade.

    a. If this is not possible or practical, the matter must be discussed with a Senior Manager or the Associate Director, Academic Pathways and Programs.

8.3 Record-keeping and transparency

82) Clear records will be kept showing how assessments were judged, even for tasks without physical evidence (e.g., practicals). This may include:

    a. Two assessors

    b. Recording the assessment

83) If you complete an oral or practical task worth 20% or more of your final grade, it will be recorded and retained.

8.4 Grades and results

84) Your final grade will reflect your overall achievement across tasks, based on grade descriptions.

85) Grade boundaries may be adjusted after the assessment lockdown date if there's a valid academic reason. Any changes must be approved by the Associate Director, Academic Pathways and Programs (or their delegate).

8.5 Access to your results

86) You will only be able to see your own marks and grades—they won't be posted publicly or shared in forums.

87) Marks for finalised tasks (except the final one) will be released through the LMS as soon as possible, ideally before the final assessment.

88) Marks for the final assessment will be released after your final course grade is published, unless early release is approved.

89) Staff must not share your results with anyone who is not authorised to receive them.

9. Assessment re-mark

9.1 Grounds for requesting a re-mark

90) You may request a re-mark only if all the following apply:

   a. The original marking can be reviewed (e.g., there is a record of the performance).

   b. You've received feedback and, where available, seen model answers or comments.

   c. You submit a clear written explanation showing how the mark does not align with the published criteria and standards.

   d. You submit your request within the required timeframe.

91) Re-mark requests will not be approved if:

   a. You don't provide a strong academic case.

   b. The assessment was marked by two or more examiners and underwent moderation.

   c. Your reason is one of the following:

      i. Wanting extra marks to improve your grade

      ii. Doing well in other courses

      iii. Disagreeing with feedback comments

      iv. Poor performance due to illness or conditions (these may be grounds for a grievance)

      v. Needing to pass the course to graduate

9.2 What is a re-mark

92) A re-mark involves reviewing the academic judgement applied to your assessment.

93) You can request a re-mark for both individual and group assessments:

Assessment type	Who can request
Individual submission	You submit the request
Group work with individually marked components	You request your own component
Group work with a shared mark	At least 50% of group members must agree
Peer assessment factor	You may request a re-mark of your peer assessment score

94) If your mark is incorrect due to a mathematical or procedural error, this is not a re-mark. These errors will be corrected separately.

95) If your result was affected by non-academic factors, follow the [Complaints and Appeals Policy](#).

96) Only one re-mark is allowed per assessment item.

9.3 How to apply

97) Submit your request via the UQ College Student Portal.

98) For group assessments with a shared mark, attach a [Group Member Acknowledgement Form](#).

99) Requests must be submitted:

    a. Within 21 calendar days of the mark being released (during semester), or

    b. Within 7 calendar days of receiving feedback (with final grades).

100) Late requests may be considered in special cases.

9.4 What happens next

101) A Senior Manager (or delegate) will review your request with academic staff.

102) If approved, your assessment will be re-marked, and you'll receive feedback.

103) If your final grade changes, the College will update your record.

9.5 How re-marks are conducted

104) Where possible, a different marker will complete the re-mark using performance benchmarks.

105) Re-marks should be completed within 14 calendar days of approval.

106) For peer-assessed tasks, an independent marker may review the process and consult assessors.

107) If the re-mark affects other students (e.g., shared marks), they will be informed and may provide input.

108) Normally, the entire assessment item will be re-marked, unless an exception is approved.

109) If a broader issue is identified, the College may re-mark the same item for other students.

110) If the re-mark changes your result by 10% or more, or shifts your grade by a full level, moderation will be triggered.

111) The re-marked result will replace the original and may result in a higher or lower grade.

    a. If you've already completed the course, the Associate Director, Student and Corporate Services will make the final decision.

10. Grading system

10.1 Numeric grade descriptors

112) Grade descriptors for numeric grades 1-7 are detailed in the following table. In addition to these, the grade descriptors in the following provisions ('Grade Descriptors for Non-Graded Pass and Fail', 'Grade Descriptors for Supplementary Assessment' and 'Other Grade Descriptors') may also apply under specific circumstances.

Final Grade	Generic Descriptor	Example Criteria
7	High Distinction. Demonstrated evidence of exceptional achievement of course learning outcomes.	• Mastery of content • Expert and critical evaluation of data, cases, problems and their solutions, and implications • Significant and sophisticated insights in identifying, generating and synthesising competing arguments or perspectives • Original, novel and/or creative application of knowledge and skills • Exploits the conventions of the discipline to communicate at an expert level
6	Distinction. Demonstrated evidence of advanced achievement of course learning outcomes.	• Substantial knowledge of fundamental concepts of the field of study • Critical evaluation of data, cases, problems and their solutions, and implications • Perceptive insights in identifying, generating and synthesising competing arguments or perspectives • Extensive application of knowledge and skills • Uses the conventions of the discipline to communicate at a professional level
5	Credit. Demonstrated evidence of proficient achievement of course learning outcomes.	• Good knowledge of fundamental concepts of the field of study • Considered evaluation of data, cases, problems and their solutions, and implications • Develops or adapts convincing arguments and provides coherent justification

Final Grade	Generic Descriptor	Example Criteria
		• Effective application of knowledge and skills • Uses the conventions of the discipline to communicate at an effective level
4	Pass. Demonstrated evidence of functional achievement of course learning outcomes.	• Adequate knowledge of fundamental concepts of the field of study • Identifies data, cases, problems and their solutions, and implications • Develops routine arguments or decisions • Acceptable application of knowledge and skills • Uses some of the conventions of the discipline to communicate appropriately
3	Marginal Fail. Demonstrated evidence of developing achievement of course learning outcomes.	• Superficial understanding of the fundamental concepts of the field of study • Attempts to identify data, cases, problems and their solutions, and implications • Presents undeveloped arguments • Emerging ability to apply knowledge and skills • Communicates information or ideas with limited clarity and inconsistent adherence to the conventions of the discipline
2	Fail. Minimal evidence of achievement of course learning outcomes.	• Deficiencies in understanding the fundamental concepts of the field of study • Inability to identify data, cases, problems and their solutions, and implications • Presents inappropriate or unsupported arguments Inability to apply knowledge and skills

Final Grade	Generic Descriptor	Example Criteria
		• Communicates information or ideas in ways that are frequently incomplete, confusing, and not appropriate to the conventions of the discipline
1	Low Fail. Absence of evidence of achievement of course learning outcomes.	• Some engagement with the assessment tasks; however, no demonstrated evidence of understanding of the concepts in the field of study

10.2 Grade descriptors for competent or not yet competent

113) Grade descriptors in the table below apply to competent or not yet competent.

Grade	Description	Criteria
NYC	Not yet competent	Insufficient demonstration of meeting evidence requirements
C	Competent	Demonstrated evidence of competency

10.3 Other grade descriptors

114) In certain circumstances, the grade descriptors in the table below may also apply.

Grade	Description
G	Credit cancelled or refused (generally on disciplinary grounds) (see Student Integrity and Misconduct Policy)
INC	Incomplete: additional work required before grade can be awarded. A deadline for submission must be given to the student in writing.
IP	In progress: completion of course expected in a later semester and only used when a course spans more than one semester. IP is for multi-semester programs/courses.
K	Course cancelled with academic penalty by the student after the relevant Census Date
M	Senate determined that credit for course be cancelled or refused
SP	Deferred examination approved
RW	Results withheld normally granted pending payment of fee or fine, failure to produce identification during an examination, during a period of provisional enrolment dependent on the outcome of a grievance/appeal, or during a disciplinary investigation

Grade	Description
T	Course credit transferred
W	Course cancelled without academic penalty
X	No assessable work received

115) For grades of G, M, K or X, an equivalent numerical grade of 0 will be applied for the purpose of GPA calculation.

11. Finalisation of grades

11.1 Certification and release of final grades

116) Your Course Coordinator is responsible for ensuring that your final grade accurately reflects your performance, has been correctly calculated, and has undergone moderation where required.

117) The Associate Director, Academic Pathways and Programs oversees the processes used to ensure moderation, accurate calculation, and determination of grades.

118) Once your grade is officially released it becomes a final grade.

119) If you have completed a deferred exam or supplementary assessment, the date your final grade is released will be considered the official release date.

120) If your final grade cannot be released immediately (e.g., due to a deferred exam), it will be released as soon as practicably possible.

11.2 Amendments to grades

121) Grades may only be changed to correct a procedural error or comply with relevant assessment practices. Any change must be approved by the Associate Director, Academic Pathways and Programs or their delegate.

11.3 Non-finalised and incomplete grades

122) If you have been granted a deferred exam or extension, your grade will be temporarily classified as:

    a. Non-finalised, if you were granted a deferred exam, or

    b. Incomplete, if you were granted an extension.

12. Supplementary assessment

12.1 Purpose and outcome

123) Supplementary assessment gives you another chance to show you've met the required learning outcomes, helping you progress to an undergraduate program at UQ.

124) The highest grade you can receive from supplementary assessment is a 4.

12.2 Who is eligible?

125) If you receive a grade of 3 in up to two courses, you will be offered supplementary assessment.

126) You can complete a maximum of two supplementary assessments, including for repeated courses.

127) You do not need to apply—eligible students are automatically offered supplementary assessment after final grades are released.

12.3 Format and timing

128) The format may vary (e.g., oral, written, exam) and will be tailored to the learning outcomes you need to demonstrate.

129) You'll be informed in advance about the format, content, and duration of your assessment.

130) Supplementary assessments will be held:

   a. On campus, face-to-face (or online, only in exceptional cases with approval).

   b. No later than the end of Week 2 of the final exam period for Semester 2.

131) Supplementary assessments cannot be deferred.

12.4 Final grades

132) Your final grade will be based only on the result of the supplementary assessment (unless stated otherwise in the course profile).

133) Grades will be finalised:

   a. As soon as practicable for written exams held during the designated exam period.

   b. Within 10 calendar days of submission for other types of assessment.

13. Quality assurance and quality enhancement

13.1 Monitoring assessment effectiveness and security

134) The College collects and monitors evidence of assessment outcomes—including academic integrity considerations—to ensure the quality and effectiveness of assessment at both the course and program level.

135) Assessment practices are regularly reviewed and improved based on analysis of assessment outcomes and course grades.

13.2 Audit of grade changes

136) The Associate Director, Student and Corporate Services is responsible for ensuring that procedures are in place to verify the accuracy of any processed grade changes.

13.3 Institutional support for assessment

137) Academic staff are supported and encouraged to design authentic, engaging, and sustainable assessment. They are also encouraged to undertake appropriate professional development in assessment design and delivery.

138) Staff contributions to assessment are recognised through the annual performance development process and Excellence in Education Awards.

14. Complaints and appeals

139) For details on procedures related to complaints and appeals regarding assessment, refer to the Complaints and Appeals Policy.

15. Past examination papers

140) UQ College does not grant access to past exam paper questions.

16. Academic misconduct

141) Academic misconduct is treated in accordance with the Student Integrity and Misconduct Policy and Procedure.

17. Monitoring, Review and Assurance

142) Associate Directors are responsible for monitoring all aspects of assessment including assessment design, academic integrity, compliance with processes, moderation of results, and finalisation of grades.

143) Review of and compliance with this procedure is overseen by the Associate Director, Student and Corporate Services.

18. Recording and reporting

144) Grades are recorded in the designated student management system.

145) We must keep appropriate records of all assessment results, and the evaluation of assessment, per the Privacy Policy. The *Protecting Grade Integrity Guideline (pending approval and publication)* is available to academic and professional staff.

146) Unless authorised, course material containing assessment, completed exam scripts and uncollected student assignments must be retained for a minimum of 12 months from the date of certification of grades. For the requirements associated with the release of exam papers see the Examinations Procedure.

19. Definitions

Term	Definition
Academic integrity	The moral code or ethical policy of academia, including:

Term	Definition
	1. a commitment to the values of honesty, responsibility, transparency, respect, trust, and courage, and 2. the ethical principles that underpin academia and student life, such as maintenance of academic standards, honesty and rigour in assessment responses, research, and academic publishing.
Academically justified	The pedagogy underpinning the assessment design aligns with this Procedure and fulfils the requirements listed in the *Assessment Policy (pending approval and publication)*.
Assessment	How students demonstrate both what they are learning and what they have learned. It requires the teacher to make judgements about the ongoing and cumulative learning of each student against criteria and standards.
Assessment sequence	An assessment sequence is a set of two or more assessment tasks of similar nature or common purpose, which may be used as developmental learning opportunities for students or to comprehensively assess a particular learning outcome.
Criterion	A property or characteristic by which the quality of something may be judged.
Deferred exam	An exam (sat at a specified later date) that may be approved where extenuating or exceptional circumstances affected attendance on the day of the original exam (such as illness or unexpected personal circumstances).
Due date	The date and time specified for submission.
Equity Access Plan	The document that sets out the reasonable adjustments that have been approved. This plan is drafted by the Student Wellbeing Team and communicated to those staff members who need to know, to put the adjustments in place.
Formative assessment	Guides ongoing learning and provides feedback that can be used by students to support and develop their learning techniques, and by teachers to understand student progress and improve teaching. Formative assessments usually contribute little or nothing towards the final grade.
GPA	Grade Point Average (GPA) is defined as the average of the grade of results obtained by the student in all courses in which the student is enrolled, weighted by the unit value of each course per the following formula: $$\sum(GP)/\sum(P)$$ where: G = the grade of result in a course; and P = the unit value of that course.

Term	Definition
	If a student is enrolled in a course but gets no result, G=0.
Hurdle requirement	An assessment requirement identified in the course profile that must be satisfied to receive a specific grade.
LMS	Learning management system (e.g., Blackboard).
Moderation	A process for developing consistency or comparability of assessment judgements that applies in a range of assessment contexts and at all stages of assessment.
Reasonable adjustments for students	Measures taken to enable students to participate on the same basis as a student without a disability in areas of the University's operations, including: • admission and enrolment, • academic activities, • curriculum development, assessment, and certification requirements, • physical access to buildings and facilities, • information access, and • support services. Reasonable adjustments are to be provided in consultation with the student, within a reasonable time after notification of the need for adjustments. When making an adjustment it is reasonable for the College to maintain the academic requirements of the course that are inherent in or essential to its nature (per the Disability Standards for Education (2005), however, this does not mean that all assessment or activities must be the same for all students.
Re-mark	Reconsideration of a mark or grade awarded for an item of assessment against the marking criteria and standards following a formal procedure of application.
Supplementary assessment	Assessment offered after a failing final grade of 3 or N that is designed to provide a second opportunity for a student to demonstrate that they have achieved all the required learning outcomes for a course.
Standard	A definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement, or performance) for each criterion.
Study period	A semester, session, or teaching period.
Summative assessment	Evaluates the student's performance against specified criteria. Summative assessments contribute towards the final grade.

20. Associated information

Documents

- Assessment Policy (pending approval and publication)
- Complaints and Appeals Policy
- Exam Procedure (to be created)
- Group Work Guideline (UQ)
- Protecting Grade Integrity Guideline (pending approval and publication)
- Reasonable Adjustments for Students Policy (pending approval and publication)
- Reasonable Adjustments for Students Procedure (pending approval and publication)
- Student Integrity and Misconduct Policy

Website Links

- Acceptable Evidence for Extensions to Assessment Due Dates
- ITaLI - Assessment Security Guidelines
- Requirements for Medical Certificates (UQ)

21. Relevant contacts

UQ College Academic Pathways

Phone	+61 7 3346 6770
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22. Document history

Version	Summary of changes	Author(s)	Action date
1.0	New procedure created in consultation with relevant stakeholders	Kellie Brady Scott Leisemann Ash Moor Andrew Cowan	12 February 2026