

Assessment

1. Purpose

- 1) The purpose of this policy is to establish key principles and values relating to assessment at UQ College.
- 2) The policy is supported by the following procedures and guidelines:
 - a. assessment procedure(s),
 - b. examination procedure(s),
 - c. academic progress and intervention procedure(s),
 - d. Protecting Grade Integrity Guideline, and
 - e. [Student Integrity and Misconduct Policy](#).
- 3) This policy applies to all students enrolled in, and all staff involved in the delivery of programs and courses at UQ College.

2. Principles and key requirements

- 4) Assessment is a process of evaluating how well students' work meets the set standards and confirming that they have achieved the learning goals.
- 5) At UQ College, we use both summative and formative assessment to achieve the following purposes:
 - a. provide evidence of course- and program-level learning outcomes,
 - b. ensure comprehensive, accurate, consistent and trustworthy results for individual student achievement and program learning outcomes
 - c. engage students in productive learning,
 - d. provide feedback to guide improvement,
 - e. inform teaching and learning decision-making, and
 - f. maintain professional and disciplinary standards.
- 6) We are committed to the provision of high quality, summative and formative assessment practices according to the following principles:
 - a. **Assessment is clear:** Both students and teachers can see how assessment tasks, criteria, and grades are connected.
 - b. **Assessment is secure:** It provides a verified measure of student performance and teaches students the importance of academic integrity and ethical standards.

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CONTENT OWNERS	Associate Director, Student and Corporate Services; Associate Director, Academic Pathways and Programs; Associate Director, English Pathways and Programs		
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- c. **Assessment uses clear criteria:** Students' performance is assessed based on clear, set criteria, and a process is used to define the minimum level needed to pass.
 - d. **Assessment is accurate:** It measures what it's supposed to and reliably shows how well students are performing.
 - e. **Assessment is realistic:** Tasks are meaningful and reflect real-life skills, processes and knowledge.
 - f. **Assessment is fair:** It respects and accommodates different learners' needs, ensuring no one is unfairly advantaged or disadvantaged.
 - g. **Assessment is manageable:** It's doable for both teachers and students within a reasonable workload.
 - h. **Formative assessment helps students learn** and involves activities that help students learn to judge the quality of their own and others' work.
 - i. **Formative assessment is part of teaching:** It's an essential part of course design and involves quality checks, feedback and collaboration to make it a valuable experience for students.
 - j. **Formative assessment is a shared responsibility:** Teachers provide opportunities and feedback for students to show their learning, and students need to demonstrate their learning and use feedback to improve.
- 7) The design and conduct of assessment according to these principles requires effective collaboration between several stakeholders associated with teaching and learning including members of academic and professional staff across UQ College.

3. Roles, responsibilities and accountabilities

- 8) The academic roles and accountabilities associated with implementation of this policy are specified in the Teaching and Learning Governance Framework (pending approval and publication).

4. Monitoring, review and assurance

- 9) Review of, and compliance with, this policy is overseen by the College's Executive Leadership Team.

5. Recording and reporting

- 10) Details of assessment is recorded in the relevant Program Outline or Course Profile.
- 11) Student records including the final grades, applications and our decisions are recorded in Ready Student and Blackboard Gradebook.

6. Definitions

Term	Definition
Academic integrity	The moral code or ethical policy of academia, including: <ol style="list-style-type: none"> 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.
Criterion	A property or characteristic by which the quality of something may be judged.
Standard	A definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement, or performance) for each criterion.
Standard setting	Standard setting is a process of systematically determining the score of an assessment that represents the minimum acceptable level of performance. The systematic determination is done by subject matter experts.

7. Associated information

- [Assessment Procedure – Academic Pathway Programs](#)
- [Assessment Procedure – Bridging English](#)
- Exam Procedure – Academic Pathways)
- Protecting Grade Integrity Guideline
- [Student Integrity and Misconduct Policy](#) and [Procedure](#)
- [Teaching and Learning Roles, Responsibilities and Governance Policy](#) (UQ)
- Academic Progress and Support Procedure – Academic Pathway Programs
- Academic Progress and Support Procedure – ELICOS

8. Document history

Version	Summary of changes	Author(s)	Action date
1.0	New policy created	Kellie Brady	29 April 2025
1.1	Minor review and update	Kellie Brady	25 August 2025
1.2	Review and update following consultation with relevant stakeholders	Kellie Brady; Scott Leisemann; Iain Mathieson	12 February 2026