



School of Nursing, Midwifery and Social Work

Assessment Guide

Students

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Assessment in the School of Nursing, Midwifery and Social Work

This guide provides an overview of the assessment requirements in the School of Nursing, Midwifery and Social Work with emphasis on written assessments. It offers advice on how to approach an assessment task and also refers to the University policies and assessment criteria that apply to all items of assessment in every course.

Student rights and obligations

Rights

Students have the right to:

- expect that the assessment requirements in their courses will be linked to the objectives for that course, and these objectives should be clearly laid down at the beginning of each course
- know in advance the nature and extent of the assessment, the marking criteria for each assessment, and its relative contribution towards the final grade
- know who assessed their work in order to facilitate questions or comments that they may have
- receive adequate feedback on their work which relates to the assessment criteria mentioned above. For a detailed explanation of the feedback on assessment to which you are entitled, students should consult the policy on Provision of Feedback on assessment: [PPL3.10.02b \(4.5\)](#)
- appeal a mark. There are certain steps you can take if you believe that you have a case for your result to be [reviewed](#)
- be assessed free from harassment of any kind from other students or staff. The university has a discrimination and harassment policy, and students should direct any such concerns to the appropriate place. Information about this policy can be located at: [PPL1.70.06](#)

Obligations:

The University including the School expects students to:

- attend classes. For all courses, the Coordinator may stipulate minimum participation as a requirement for passing the course
- advise their lecturer before the due date if they are unable to submit their assessment
- submit assessments on the due date, and if not student will be penalised for late submissions without prior arrangement for extension with the submission of appropriate documentation. Students are expected to familiarise themselves with the relevant policies

and procedures for late submission of assessment. Please refer to the ECP section 5.3 or [myAdvisor](#) for further details

- familiarise themselves, and comply with the UQ Examinations Policy [PPL3.10.11](#) and also requests for central [Deferred Examinations / Supplementary Assessment](#)
- be familiar with the university's policies on [Student Integrity and Misconduct](#)
- prepare for and participate in learning activities. Competence in communication is seen as a key skill of the curriculum and is a core skill of practice
- treat their student peers and any facilitators with the same courtesy they would expect in return. For example, students must advise if they withdraw from the group or course, change groups, change the focus of their part of the paper or learning activity, or make any decisions that might impact upon the group product or process
- contribute fairly to the group work process. Capacity to work effectively within a group is a key skill required in practice in all disciplines within the School
- Behave courteously at all times to all School staff and student peers
- All students and staff at the University are bound by the [Student Charter](#)

Why assess?

Assessment provides a structure for the teaching and learning of course content. Each course within the School has a set of clearly identified learning objectives on which the assessment will be based.

The main purpose of assessment is to ensure that students achieve the learning objectives for the course. It allows the student to monitor their own progress and can identify areas requiring more work.

It also assists lecturers in assigning students a grade for the course. A student's final grade represents the results of their various assessments undertaken throughout the course.

Developing the skills for assessment

This online guide focuses primarily on preparing written assessments. However, [UQ Student Services](#) offer a wide range of services for students that can assist them in developing their skills and set them up for academic success.

Student Services workshops are delivered on campus or can be accessed online. Alternatively, there is a wide range of information contained in the online learning guides. This includes detailed information on the following areas:

- Assignment Writing
- Reading, researching and note-taking
- Exam Preparation
- Time and Study Management
- Presentation Skills
- Group Work
- Statistics Support

For further information, please proceed to the [Student Services website](#).

Types of assessment you may encounter

The unique nature of the practice of the disciplines taught in the School is reflected in the various programs curricula and their assessment requirements. Many programs require not only a theoretical understanding but also the ability to apply knowledge and skills within a clinical setting and also demonstrate advanced interpersonal skills. As such, courses are designed to promote the development of highly skilled, professional and more importantly versatile graduates.

The different types of assessment students can be asked to complete includes but are not exclusive the following:

- Written essays, reports, synopsis and other assignments
- Oral presentations
- Recording of pieces of intervention
- Project work in the field
- Clinical/professional skills, either in a simulated environment or in a clinical /field setting
- Physical Examinations
- Professional standards portfolio
- Multiple Choice Quizzes
- Written Examinations
- Viva voce (oral examinations)
- Participation in learning activities

Participation in learning activities

Tutorials, PBL group sessions and workshops are an integral part of most courses and marks may be allocated for participation. They are all an important source of learning in the course, and students require some basic skills if they are to maximise the utility of these sessions.

It is important to understand the purpose of each session. What is it about? What is it covering? What am I here for? This can usually be found in the course overview. This will help you to participate effectively in the session.

It is important to undertake any required preparation for the session; this may include reading textbook chapters, researching journals, responding to quizzes and surveys, or viewing a video / DVD. Sessions are of little use to students without undertaking this work, and the lecturer/tutor have prepared learning activities on the basis that the prescribed preparation work has been done.

It is important to consider others. Sitting and chatting with close friends, or passing notes, can destroy the atmosphere of the activity and the learning potential of the group. Mixing with new people can additionally enhance your social and educational networks, as well as open you to new ideas and perspectives.

It is important to be aware of how you present in the group. Try not to either dominate or withdraw, as both are distracting for the lecturer/tutor and the group. Try to use the communication skills you are developing in order to engage in active listening, make valuable and considered contributions, and ask appropriate questions.

It is important to remember that follow-up is just as important as preparation. If questions remain unanswered after the PBL session or tutorial, student should follow them up with the lecturer/tutor, other students or through own research. If they are still unclear, raise them at the next session.

Oral Presentations

For many people preparing and giving an oral presentation is a challenging aspect of assessment. However, as professionals, we require competent speaking and presentation skills in a variety of contexts

The key to a good oral presentation is preparation. This involves not only preparation of the content of the presentation, but of the actual delivery as well. You should rehearse the presentation until you feel comfortable with the material. This does not mean learning it by rote, but ensuring you are familiar with all the key concepts.

The following are important areas to remember:

- Ensure that you understand the task required of you. Read the task and the attached assessment criteria thoroughly. After you have prepared your presentation, look back at the criteria and ensure that you have met them
- Give your presentation some structure, so that listeners and markers alike can see where you are going and the argument you are making. Focus on your introduction and conclusion: these are what people recall most
- Practise your presentation, especially where there is a time limitation. Generally, you will be asked to stop when your time elapses, so ensure you can cover your major points at least within that period
- Do not read entirely from your notes. This is disengaging for the audience and the marker and often seen as a 'boring' distraction. Talk to your notes, not from them – use them as prompts
- Know the room you are to present in well, so that you are able to use equipment (computer, data projector, document reader, VCR / DVD), and this does not add further to your possible assessment stress
- Be interesting (don't read just from notes or slides) and involved in your topic
- Learn from other presentations you have seen. Borrow techniques and ideas
- Be prepared to take questions. Think about the things people might ask in advance and have some ideas prepared. Being receptive to questions demonstrates that you know the topic well and are confident and relaxed with it

Successfully preparing your assignment

Answering a question

Your assignment, essay, or project may have a specific topic, require you to choose from a range of topics, or ask you to define a topic of your own. A common mistake that students make is attempting to cover or choosing a topic that is too large or not clearly defined. The following points are designed to help you begin to refine your ideas.

- Identify the **TOPIC** that you intend to address.
- Write down some descriptors, or **KEY WORDS**, relevant to that topic. You can then check these key words against the subject catalogue in the library to see which of them in fact appear there. This will make you aware of other possible key words as well as helping you to focus your attention on a manageable portion of the field. You should now be ready to think about a title.
- Now you may want (or need) to refine your topic further. What terms in your title, or related to your topic, need to be **DEFINED**? Remember that dictionaries or Wikipedia are not

specialist academic or scientific texts and therefore are not often the best places to go for definitions in this context. A definition might be a discussion of the possible approaches to a subject rather than a formula.

- What **LINES OF THOUGHT** does your title suggest? Make sure that your title doesn't include references to an area that you don't want to deal with or, alternatively, omits a major aspect of your argument.
- Can you present arguments both **FOR AND AGAINST** the topic?

Where an essay question is provided, students often fail to do what the question asks of them. Take note of the following list of directive words and make sure you are fulfilling the markers' expectations

Common Specific Instructions used in Assessment Questions

Assignment tasks you will be asked to complete will use a set of common instructions. You should read these instructions carefully and interpret the directive verbs outlined below accordingly.

Analyse: Identify and explain each component and show how they relate to each other.

Compare: Describe the similarities and differences and evaluate likely outcomes.

Contrast: Present an overview of two points of view and set them in opposition to bring out the differences.

Criticise: Give your judgement about the merit of theories or opinions about truth of facts, and back your judgement by a discussion of the evidence.

Debate: Weigh both sides of a controversial argument fairly and thoroughly, reviewing each side.

Define: Set down the precise meaning of a word or phrase and show why the distinctions implied in the definition are necessary by expanding on particular elements that may be sources of confusion or misunderstanding.

Describe: Give a detailed explanation and clarification.

Discuss: Investigate an issue by examining the positive and negative arguments and by exploring interesting alternatives.

Evaluate: Make an appraisal on the basis of pre-established criteria, explore other points of view and, perhaps, include your personal opinion.

Examine: Present in depth and investigate the implications.

Explain: Clarify by the use of explanation, model and example.

Illustrate: Use a model to clarify a particular point or use examples taken from everyday reality.

Interpret: Expand the meaning of a particular issue or event.

Justify: Show the basis for a decision or conclusion by the use of an appropriate model or relevant evidence.

List: Display a series of names, items or figures printed.

Outline: Describe the major features of an issue or theory omitting minor details and emphasising structure and key conclusions.

Prove: Demonstrate truth or falsity by presenting evidence.

Relate: Show how things are connected to each other and how they influence each other.

State: Present in brief, clear form.

Summarise: Give a brief overview of the key points of a matter, omitting details and examples.

Trace: Follow the development of a topic from some point of origin.

A worked example

Below are some fictitious examples of how the same information/idea can be tailored to meet the requirements of the assessment piece. (Note: if these were real assignment, referencing would be required).

Question: Explain the views of Baxter in relation to contemporary Australian popular music.

Your answer might look like this:

Baxter (2025) examines contemporary Australian popular music in an attempt to explain how it provides a vehicle for the marginalised voice of young people in Australian society. She provides evidence of the lack of mainstream opportunities for young people to express their disappointment and rage at issues such as high youth unemployment and the rising cost of education. She then uses examples of lyrics from performers such as "Jebediah", "Powderfinger" and "The Whitlams" to support her argument.

Question: Contrast the views of Baxter and Cadbury in relation to contemporary Australian music.

Your answer might look like this:

While Baxter's (2025) argument focuses on the social exclusion of young people and how this is reflected in contemporary Australian popular music, Cadbury (2015) asserts that this music is not actually a genuine product of young people at all. He contends that both its content and form are dictated by large-scale media interests and their perception of the anxieties and desires of young people. Although both share the view that young people experience social exclusion, they differ in their perceptions about the effectiveness of music in responding to this.

Question: Critique Baxter's views in relation to contemporary Australian music.

Your answer might look like this:

Baxter's (2025) argument finds strong support for some of its propositions. Both Cadbury (2015) and Lindt (2015) concur that young people experience a high degree of exclusion from key social institutions. Ferrero (2030) argues that Baxter's (2025) research is also extremely strong in this area. However, she fails to make the link between this exclusion and the content of popular music. She does not consider, as Cadbury (2015) does, the influence of capital on the music industry. Lindt (2015) notes that her methodology in selecting lyrics is somewhat selective. Ferrero (2030) also criticises her lack of adequate explanation of competing evidence. Therefore, on the whole, her argument is incomplete and unsupported by the weight of evidence.

In all other cases, or when in doubt, consult your tutor. Your aim should be a simple, clear style. Always spell out what you mean rather than leaving things ambiguous in the mind of the reader. A good general guide is N. Hudson's (1993) *Modern Australian Usage*, Melbourne, Oxford University Press.

Use of non-discriminatory and formal language

Non-discriminatory language

Great care must be taken not to use discriminatory language in academic writing. Depending on the context, disparaging terms can occur in relation to race, age, gender, sexuality, culture, religion, background, and disabilities. The most common, and yet normally unintentional, form of discriminatory language is sexist language. It includes terms such as his, him, her or she when referring to a position which could be held by either a male or female; mankind instead of humankind; or manned instead of staffed; air hostess instead of flight attendant, and so on.

The University of Queensland's Equity Office has produced a number of leaflets that are available, free of charge, to students and staff. One, called 'A Guide to using Inclusive Language' is available [online](#).

Also see the section on [Direct Quotations](#) below for how to paraphrase or recast quotations that you may want to use that employ discriminatory language.

Academic Writing

Academic writing relies on formal language and presentation style. The objective of academic writing is to achieve clear communication (American Psychological Association, 2010). Academic writing relies upon formal language use, objectivity, use of correct grammar and punctuation, avoidance of abbreviations and is free from jargon and gender biased language. Some examples are:-

- In an academic paper, numbers consisting of two or more digits are written numerically, e.g. 10, 234, and single digit numbers are written out in full, for example, one, seven. There are some exceptions to this general rule. For example:-
 - Any number that begins a sentence is written out in words; for example: Twenty-eight per cent of the sample.....
 - Common fractions; for example: one fifth of the audience
 - Universally accepted usage; for example: the Twelve Apostles
 - Numerals are used (ignoring the number of digits) in abstracts; for tabulation; statistical discussion and decimal points; sums of money; addresses; dates; time; units of measurement; scores and points on a scale; and page, chapter and volume numbers.
- Do not use abbreviations. Write the terms out in full. For instance, instead of 'e.g.' write 'for example'.
- Acronyms are acceptable only if they are displayed in full the first time they are utilised and the acronym in brackets immediately following the use. For example: Injury in Australia is the leading cause of inpatient hospital occurrences (Australian Institute of Health and Welfare [AIHW], 2004).
- Be consistent in all you do. For instance, the citation in your assignment must be written in the same way as the citation in the reference list; the form of citation used must be the same throughout your paper; and the size and style of headings must be consistent throughout your paper.
- Apart from reflective journals, in most instances avoid the use of first person (I, me, we, us), and of second person (you) when writing academic papers. Use of third person is, for

example the use of terms such as, A basic approach..., Health Professionals must..., An individual's perception...

- Avoid judgemental language. When making an argument, or critiquing behaviour, research or standards, aim for neutral language, for example: "The researchers did not consider..." rather than "The researchers completely ignored..."

Format

The style and presentation of assignments are important. Your assignments should be easy to read and be presented in a way that shows you have organised your material to present your argument clearly. In addition, your assignments should be referenced where appropriate and literature cited in the text should be accurately documented.

Although there are variations in writing style required by different academic disciplines, different journals, different universities, and even different schools within the one university, the guidelines provided in this section should be followed unless you have been given specific instructions to the contrary.

It is strongly recommended that you use this section as a check-list before you submit every assignment.

General points

1. Unless otherwise stated, all written assessment should be submitted via Turnitin on the Course companion Blackboard site
2. All pages are to be consecutively numbered
3. Assignments must be word processed, not handwritten
4. Ensure that your printout is clear and easy to read
5. Check the spelling and grammar in your assignment carefully, do not rely solely on computer software spelling checks (the incorrect word may be inserted!)
6. Keep a copy of your assignment to be able to supply this as an electronic or paper copy if required
7. Keep your draft copies, research notes, and resources used in compiling your assignment and be able to supply these if requested
8. Identify each page of your assignment with your student ID number only (eight digits). Do not include your name
9. Meet the prescribed word limit within a range of $\pm 10\%$
10. Start your reference list on a new page, with the heading 'References'

Tables and Figures

Tables, graphs and other illustrations reproduced or adapted from other sources have the same status as quotations of words, and must be acknowledged and referenced. This may mean referring to Census data and other official statistics, or figures and calculations made by other researchers. You should consult the relevant Reference Manuals in the library or visit the library website.

The same conventions apply for electronically published material as for hard copy publications. You will find the Internet an excellent source of information on a wide range of topics and many websites are very well produced for academic use. However, if author(s) and full publication details are not provided, information should not be cited as supporting documentation in your essay. See further information in the manual for each reference system on how to reference material from the web.

The Australian Government Printing Service Style Guide is an excellent source of guidance on referencing and stylistic conventions.

Word Count

Students can gain advantage through submitting written pieces that are longer than specified in the assessment instruction/criteria. For this reason, it is necessary to include deterrents to these practices to ensure fairness and equity. These deterrents are stated in the ECP and students are responsible to be made aware of them for each relevant piece of assessment. The word limit must be stated in the assessment instruction/ criteria in the ECP.

The School convention in relation to word limit is that the following are included in the word count: citations/references in text, Tables, Figures, Quotes, and Appendices.

The following are not included: reference list, bibliography.

If there are specific conditions in relation to the word count for an assessment these have to be stated in the ECP. For example if specific documents are required as appendices they may be excluded from the word count.

Penalty in relation to word count

A word count that is within $\pm 10\%$ of the set length (word limit) is acceptable. A word count that is outside these 10% will be penalised through a reduction of 10% of the total mark available for the assessment.

For further detailed guidance on academic writing, please refer to [Student Services website](#) and the [Library Reference Guides](#).

Referencing

Referencing is an important part of assessment. It will be taken into account in allocating the final mark for an assessment piece, and mastery of its appropriate usage is essential to avoid allegations of plagiarism and collusion. Referencing enhances the credibility of your information, and also allows interested markers/readers to use your sources for follow up information.

Using a Referencing style

A referencing style is a set of rules telling you how to acknowledge the thoughts, ideas and works of others in a particular way.

Referencing is a crucial part of successful academic writing and is key to your assignments and research.

Which referencing style should I use?

- There is no standard style used at UQ
- In some cases there is a standard style used by a particular school or discipline. In the School of Nursing, Midwifery and Social Work, the preferred systems for referencing are the [Harvard](#), [APA](#) or [Vancouver](#). However, the main emphasis is on ensuring the referencing system that you choose to use is applied consistently throughout your paper.
- Students should confirm referencing style requirements required for their courses by checking the electronic course profile or with course coordinators at the commencement of the course
- Researchers submitting a paper for publication in a journal should check the journal's Instructions for Authors, which will normally be available on the journal's website

When should I reference?

The question frequently asked by students is how to reference, but just as important is the initial consideration of when to reference. Most students would be aware that they are required to reference direct quotes, but feel confused as to other occasions when they should reference. There are three main reasons why full referencing is essential.

The first is that when another writer's work is used without being referenced the act of plagiarism has been committed. The second reason for referencing is so that anyone reading the paper can follow up any ideas or concepts that have been presented. This is especially important in academic writing where people involved in research may read the paper. The third reason why referencing is

important is that it adds credibility to the argument that you are presenting. If an argument is to have any credibility it must be supported by evidence. That evidence must be referenced.

A good general rule is that authors must acknowledge the source of both information and ideas. Here are a few hints for when it is a good idea to reference your ideas:

Direct quotations: where you directly use another author's words, this must be acknowledged by the use of quotation marks. This includes the situation where a direct quotation is drawn from another source, e.g. (Adams and Freeman 1980 cited in Jones and May 1992:62)

Longer quotations (i.e. more than approximately 40 words) should be set apart from the body of the text by introducing the quote with a colon, leaving a line above and below the quote, indenting from the left and using single spacing when the rest is double spaced.

Short quotations can be integrated in the text as part of the sentence by using single or double quotation marks. For example: Jones and May state that "services that are provided under public auspice are subject to a range of public accountability requirements" (1992:94).

If you choose to abridge a quotation you must use three dots to indicate where you have left out words within a sentence and four dots if you have left out words in more than one sentence.

Paraphrasing: this involves using basically the same information as an author you have read, but changing the words so that they are more your own. While we do this often in academic writing, where the information, central contention, or idea is someone else's, it should be referenced as such. Your assessment however should not be continuous quotes.

Ideas: As noted above, many of our ideas are borrowed from or inspired by the authors we read or hear in our university careers. This is natural and desirable. However, as above, where an idea belongs substantially to another author, that source should be acknowledged.

Lecturer and Tutor's Notes and handouts: Lecturers and tutors should NOT be cited or referenced in assessment, unless you are reporting their published work.

Resources for University writing: should be based on academic books and journals. Non-peer reviewed Internet sites should not be cited, as the content of such sites cannot be verified. Wikipedia is not an academic Internet site and therefore should not be cited.

Direct Quotations

You may find yourself wanting to use direct quotations that employ sexist language such as the so-called generic man, for example, "Man is by nature a political animal" (Aristotle). Whether this is

sexist or not depends on whether you are discussing Aristotle's life and works or the nature of people generally. If you are bothered by the use of such quotations, you can:

- Paraphrase or recast in a direct quotation;
- Follow the otherwise offensive term with [sic], which indicates that the mistake originates with the text you are citing, rather than with you. [Note that the same notation would apply whenever you cite a text containing a typographical or syntax error. Otherwise, you shoulder the blame!]

Quotations and acknowledgements

Certain formalities must be observed whenever you use a direct quotation in an essay.

- You must copy exactly the wording of the original text. If, for reasons of comprehension or grammatical coherence, additions or omissions are essential, use the following recognised procedures: square brackets for additions, dots for omissions. BEWARE your changes do not distort the author's original meaning.
- Include quotations in text within quotation marks if less than 40 words long. If longer, indent, use single space typing and do not use quotation marks.
- Every direct quotation must be followed by a full reference to its source, including its author, year, and the precise page number(s) of the material cited.
- If you find relevant materials that are quoted, you must then give the name of the original author (and year of publication), and the full citation of the author of the work you are using.
- Any printed materials from which you quote must be included in your reference list.
- You must acknowledge the source in the form of (author, year, page number), whenever you are quoting the exact words of another writer.
- You must acknowledge the source in the form of (author, year), whenever you are:
 - closely summarising a passage from another writer; or
 - using an idea or material which is directly based on the work of another writer

Submission

Electronic submission

All assessment tasks other than non-text based assessment pieces must be lodged online through the course Blackboard site (e.g. via Turnitin). Merge all document into one word file (.doc, .docx) since only single file upload are permitted.

When you submit to Turnitin be aware of the following text in Turnitin, which points out the importance of the University's Integrity Module :

“By submitting your assignment, you are certifying that it is your original work and that where you have used the ideas or writing of other authors this has been acknowledged according to accepted academic guidelines. Further it has not been previously submitted for assessment in any other course at university (unless resubmission is part of the requirements for the course assessment). You need to ensure you have completed the university's [academic integrity module](#) before you submit your assignment. “

Assessments must be submitted by the due date and time, as specified in the relevant ECP (5.1) and the course Blackboard site.

Hard copy submission

Only non-text based assessment pieces such as counselling aids or physical posters may be submitted, as directed by the course coordinator and ECP. These items need to be accompanied by an '[Assessment Cover Sheet](#)' and are to be submitted in the "Assignment Deposit" slot on level 3 of the Chamberlain Building no later than 4pm on the due date.

Mailed non-text based assessment must be 'postmarked' and mailed on or before the date that the assessment is due.

Penalties for late submission

Penalties apply for all pieces of assessment that are submitted late when an extension has not been granted. The relevant penalty is stated in the ECP under section 5.3.

Resubmission

Except for an assessment component that must be satisfied in order to pass the course ([hurdle requirement](#)), students are not permitted to revise and resubmit a piece of assessment after the date of submission for a better mark on that piece. In the case where an assessment requires a pass grade (hurdle) to be able to pass the course the student must be provided with the opportunity to resubmit/resit the failed piece of assessment, after receiving feedback. The Course Coordinator informs the student in writing about the time and date for the resubmit/resit. The student is only able to resubmit/resit the failed piece of assessment once, and receives no higher than a pass mark. The mark given to the resubmitted assignment will stand as the final mark. A student who does not turn up to a resit assessment time or does not resubmit at the stated due date and time will not be offered another opportunity

Extensions

In line with the Guidelines for Late Submission of Progressive Assessment under *my Advisor* a submitted application for extension must use the [Application for Extension of Progressive Assessment](#) form.

Either a medical certificate or documentation to support the exceptional circumstances must be attached to the application. A student's declaration on the application form or a statutory declaration is not sufficient corroboration (proof) of exceptional circumstances. An extension made on medical grounds will be for the number of days for which the medical certificate indicates the student was unwell. Students who are ill for more than 14 days may wish to apply for withdrawal without academic penalty.

The application must be submitted before the assessment is due, or if for medical reasons as soon as possible.

All applications must be submitted electronically to nmsw@uq.edu.au. Applications are not to be submitted to the course coordinator directly. The course coordinator will assess and approve or deny the extensions.

The outcome of the application will, generally, be emailed to the student within two (2) business days, counted from when the submission of the application for extension is being made. Where an extension is not approved penalties will apply for late submission of the work.

Students on a Student Access Plan (Disability) SAPD with a clause on extension requests being accepted by the Course Coordinator must still adhere to the extensions request policy outlined. If medical certificates / supporting documentation have already been supplied centrally to Student Services, students may outline their current situation in a note attached to the application, with reference to the access plan.

Examinations

The Learning Assistance unit at Student Support Services accessible via MyUQ helps students in developing appropriate and effective approaches for exam preparation. [Please click here for some useful tips in dealing with Exam anxiety.](#)

Examinations can be either centrally administered or School based. The timing can be mid semester during class, or mid semester outside scheduled class. End of semester; during Exam Period (Central), during Exam Period (School) or outside Exam Period (School)

For further general information in respect to Examination and Assessment, see [my.UQ](#)

Deferred Examinations

The University recognises that on occasion a medical condition or other exceptional circumstances may impair your ability to attend an examination at the scheduled date and time. Depending on the circumstances, you may be eligible for a deferred examination, and be permitted to sit your mid-semester or end of semester examinations at a later scheduled time.

Alternatively, students are eligible to apply for a one-off discretionary deferred exam if you haven't previously applied for one. The purpose of a discretionary deferred exam is to let you apply for a reason that wouldn't be accepted as exceptional and unavoidable circumstances.

For further information and information about how to apply see: [Deferred Examinations](#)

Supplementary Examinations

If you fail a course (generally with a grade of three), you may be permitted a second chance to pass the course by being granted a supplementary assessment. Please refer to the specific conditions under which supplementary assessment may be granted as described in [PPL 3.10.09 Supplementary Assessment Procedures](#).

For further information see: [Supplementary Assessment](#).

Request for Assessment Remark

If you believe a mark you've been given doesn't accurately reflect your performance according to the relevant assessment criteria, you can apply for a re-mark. Students who are dissatisfied should use the following process:

- First, approach the marker for comments/feedback.
- If you are not satisfied and you wish to proceed with an official remark request you may submit a [Request for Assessment Remark](#) to the Student Centre.
- Make sure you address how the mark awarded does not reflect your performance with respect to the published assessment criteria for the piece of assessment. Applications which do not provide a sound academic case will not be approved.

- The re-mark will replace the original mark for the piece of assessment, which may result in a higher or lower mark and/or grade.
- For further Information see [my.UQ Querying a result](#) and [PPL 3.10.10 Assessment Re-mark](#).