

EDU424 Professional Experience: Individual Learner Needs

School: School of Education and Tertiary Access

2025 Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

You will develop specialised knowledge about supporting learners who have a range of abilities (physical, sensory, cognitive, language and/or social) using differentiated curriculum. You will investigate and interpret policies, legislation and research that influence classroom practices for individual learning needs. You will develop a deep understanding of pedagogies of equity and inclusivity. You will analyse concepts of gifted and talented, at risk, high support needs, disabilities, impairments, learning difficulties. This course includes a 25-day Professional Experience component.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – A blended learning approach is used to deliver this course. You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – You are expected to attend and participate in on-campus tutorials.	2hrs	Week 1	10 times
Placement – 25 days placement	150hrs	Week 11	Once Only
ONLINE			
Learning materials – A blended learning approach is used to deliver this course. You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – You are expected to attend and participate in scheduled Zoom tutorials.	2hrs	Week 1	10 times
Placement – 25 days placement	150hrs	Week 11	Once Only

1.3. Course Topics

- Legislation, policies and practices in relation to inclusive practices: Global, national, state.
- Embracing inclusion: Teacher attitudes, values, beliefs.
- Using a strengths-based approach to instructional design: Universal Design for Learning.
- Supporting students with a disability (Intellectual, ADHD).
- Supporting students with a disability (Hard of Hearing, Vision Impaired).
- Supporting students with a disability (Autism Spectrum Disorder).
- Learning difficulties vs learning disabilities (including literacy and numeracy).
- Working ethically, sensitively and confidentially with students and parents/carers.
- Working collaboratively with colleagues/support team/external agencies.
- Supporting mental health and well being challenges.
- Managing challenging behavioural needs.
- Preparing for Professional Experience.

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Critically reflect on your beliefs, values and understanding as a teacher working with a wide range of individual learner needs and how this relates to your interactions with students, and your teaching design, planning, assessment and pedagogy.	Knowledgeable Ethical	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5, 5.1, 5.2, 5.3, 5.4
2 Know and discuss the broad range of ethical and inclusive practices that support participation of all students in schools, including knowledge of legislation, policies and procedures.	Empowered Ethical	1, 1.1, 1.2, 1.3, 1.4, 1.5, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 7.1, 7.2
3 Apply your knowledge, understanding and skills as a professional educator to interpret, implement, integrate and adapt learning for individual needs.	Empowered Ethical	5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4
4 Identify and promote the importance of professional collaborations with colleagues, parents/carers and the community to facilitate productive relationships with all stake-holders to achieve positive educational outcomes for individual students.	Ethical Engaged	3.7, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2, 7.3, 7.4
5 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct.	Empowered Ethical Engaged	

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it

CODE	COMPETENCY
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4	PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5	PROFESSIONAL PRACTICE: Assess, provide feedback and report on student learning
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

CODE	COMPETENCY
------	------------

6 PROFESSIONAL ENGAGEMENT: Engage in professional learning

6.1 Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

6.2 Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers

6.3 Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

7 PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2 Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

7.3 Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4 Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

EDU328 and enrolled in Program AE304, ED315 or SE303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU419

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

In week 3 of this course students will be given formative feedback on their understanding and implementation of the Code of Conduct during tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1a	Activity Participation	Individual	2 online quizzes (20 minutes) An APST Evidence grid (3 weeks) plus in-class presentation and peer review (10 minutes)	Week 3	Online Assignment Submission with plagiarism check and in class
All	1b	Activity Participation	Individual	Ongoing throughout the duration of the course.	Refer to Format	To be Negotiated
All	2a	Oral and Written Piece	Individual	A detailed lesson plan (750 words), plus annotations and justifications (250 words) plus an in-class peer review (15 + 5 minutes)	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	2b	Oral and Written Piece	Individual	10 minute individual presentation to the Learning Support Team (class). 2-page presentation summary plus reference list	Week 8	Online Assignment Submission with plagiarism check and in class
All	3	Placement performance	Individual	25 days	Refer to Format	SONIA
All	4	Activity Participation	Individual	2 hour workshop	Refer to Format	In Class

All - Assessment Task 1a: Professional Competencies, including Code of Conduct Acknowledgement and Quiz

GOAL:	This task enables you to demonstrate Professional Competencies associated with the teaching profession. These include: i) understanding of and compliance with the Code of Conduct for the School of Education and Tertiary Access (SETA). ii) LANTITE EVIDENCE OR PLAN iii) APST evidence.	
PRODUCT:	Activity Participation	
FORMAT:	This assessment task has three distinct parts: Part One: Code of Conduct statement via quiz. After studying the Code of Conduct in class and independently, you will complete the Code of Conduct Quiz to demonstrate and acknowledge understanding of the content and expectations. Part Two: LANTITE PLAN via quiz. Here you will provide evidence of either your successful completion of Lantite or your specific plan to complete it this semester. Part Three: Present your completed APST grid based on the evidence you have collected to date and highlight areas requiring attention (on the template provided) accompanied by ideas to address evidence gaps. Quizzes will be completed in tutorials. Submitted by Week 3. In class presentation of Evidence Grid in Week 4.	
CRITERIA:	No.	Learning Outcome assessed
	1 Evidence of Code of Conduct_Acknowledgement and Understanding	2 5
	2 Evidence of LANTITE	1
	3 Identification, and reflection on the APSTs which require further attention.	1
	4 Written communication skills and academic literacies including grammar, English expression and technical accuracy	1 2 3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy	

All - Assessment Task 1b: Code of Conduct Adherence

GOAL:	The goal of this task is to reflectively operate within the SETA Code of Conduct.	
PRODUCT:	Activity Participation	
FORMAT:	You must conduct yourself in accordance with the SETA Code of Conduct for the duration of the course and operate within its guidelines for the duration of the course. This period of time includes the university-based activities (workshops, tutorials, Zoom sessions and discussion board) and the school-based components of this course. The SETA Code of Conduct is located in Canvas for this assessment task and in Sonia online.	
CRITERIA:	No.	Learning Outcome assessed
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy	

All - Assessment Task 2a: Differentiated Lesson Plan with Annotations and Evaluation

GOAL:	The goal of this task is to develop a lesson plan (using UDL guidelines and mock class data provided) that demonstrates your ability to differentiate for a range of diverse learner needs in your class.	
PRODUCT:	Oral and Written Piece	
FORMAT:	Prepare one detailed lesson plan (45-70 minutes in duration) in your specialisation (use UDL guidelines and mock class data provided) that includes strategies for catering to individual learner needs. You must demonstrate your knowledge of research and legislation for individual learner needs by incorporating differentiated practices (eg learning goals, strategies, resources and assessment adjustments) for the full range of abilities (physical, social and intellectual), to cater for literacy and numeracy needs, and to manage challenging behaviours. Include PCK for your specialisation, and safe and ethical use of ICT resources for students. Consider the involvement of parents/carers in your planning. Embed appropriate types of feedback to students in the lesson. Your lesson plan must include an evaluation section at the bottom in which you justify your choices of differentiation and classroom management strategies that you have used. In addition, your evaluation will identify your professional learning needs in regard to this course and APST 4.3, 6.1, 6.2,6.3, 7.1, 7.2, 7.3, 7.4. You will upload your detailed lesson plan by the end of week 5. In week 6 you will work in pairs to share your lesson plan, annotations, and evaluation with each other and to give and receive feedback, using the template provided.	
CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge and understanding of educational research and legislation evident in lesson planning. 2
	2	Implementation of engaging teaching strategies (pedagogical knowledge for your specialisation) and (formative) assessment processes for student learning. 1 3
	3	Evidence of inclusion, differentiation and classroom management strategies, including challenging behaviour and the use of ICT and parental involvement where appropriate 1 3 4
	4	Evaluation of the lesson plan and your professional learning needs. 1 3
	5	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy 1 2 3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving	

All - Assessment Task 2b: Professional Conversation: Individual Learner Needs

GOAL:	The goal of this task is to demonstrate your capacity to work collaboratively with colleagues and parents to discuss, negotiate and formulate appropriate support plans for your class and for a specific student with individual learner needs.																
PRODUCT:	Oral and Written Piece																
FORMAT:	<p>Submit: 2 page document in Week 8. Presentations: Weeks 8 and 9.</p> <p>Using the mock class data provided, you are required to make a presentation to the school's Learning Support Team for consultation and collaboration on future support plans for your class as a whole and for one student in particular.</p> <p>The presentation: You are to upload a 2-page written summary of the key points of your presentation to Canvas before your scheduled Week 8 tutorial. You will provide your tutor with a copy of your summary before your presentation. Information should be referenced with current literature, legislation, and learning theories included. You will present your class and student to the Student Support Team (your tutorial class) in either Week 8 or 9 tutorial (to be negotiated with your tutor) for feedback and suggestions on future action plans. You will also act as a member of the LST, providing feedback to others who are presenting a student to the team.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding: inclusive and ethical practices support individual and community needs (including research and documentation of legislative requirements and teaching strategies that support student participation and learning).</td> <td>1 2 3 4</td> </tr> <tr> <td>2</td> <td>Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario that contain a range of challenging issues</td> <td>3</td> </tr> <tr> <td>3</td> <td>Collaborative skills: working effectively, sensitively and confidentially with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback).</td> <td>4</td> </tr> <tr> <td>4</td> <td>Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management.</td> <td>1 2 3 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge and understanding: inclusive and ethical practices support individual and community needs (including research and documentation of legislative requirements and teaching strategies that support student participation and learning).	1 2 3 4	2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario that contain a range of challenging issues	3	3	Collaborative skills: working effectively, sensitively and confidentially with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback).	4	4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management.	1 2 3 4	
No.		Learning Outcome assessed															
1	Knowledge and understanding: inclusive and ethical practices support individual and community needs (including research and documentation of legislative requirements and teaching strategies that support student participation and learning).	1 2 3 4															
2	Application of skills: interprets, integrates, adapts learning and assessment for individual needs in a given scenario that contain a range of challenging issues	3															
3	Collaborative skills: working effectively, sensitively and confidentially with parents, support team and other internal and external parties (listening, responding, questioning, engaging with feedback).	4															
4	Oral communication skills: presents key ideas in a synthesised manner using inclusive language and effective time management.	1 2 3 4															
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy																

All - Assessment Task 3: PEx Report

GOAL:	The goal of this task is to engage in learning and teaching experiences in schools related to one of your teaching areas.							
PRODUCT:	Placement performance							
FORMAT:	<p>You will engage in 25 days of Supervised Professional Experience. During this time you will undertake teaching, observations and reflections of learning and engage with the school community to explore professional practice. During this professional experience, you will be focused on developing your ability to design learning experiences that support diverse learners and developing your skills at managing the learning of individuals, small groups and the class as a whole group. You will also develop strategies to involve parents and carers as appropriate.</p> <p>Submission: PEx Report: automatically added to SONIA at the completion of the placement.</p>							
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Supervised Professional Experience Report form 1. Application of knowledge of lesson planning: individual, small group and whole class. 2. Application of knowledge of differentiation strategies. 3. Facilitation of student engagement</td> <td>1 2 3 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Supervised Professional Experience Report form 1. Application of knowledge of lesson planning: individual, small group and whole class. 2. Application of knowledge of differentiation strategies. 3. Facilitation of student engagement	1 2 3 4 5	
No.		Learning Outcome assessed						
1	Supervised Professional Experience Report form 1. Application of knowledge of lesson planning: individual, small group and whole class. 2. Application of knowledge of differentiation strategies. 3. Facilitation of student engagement	1 2 3 4 5						
GENERIC SKILLS:								

All - Assessment Task 4: Impact and Evidence Debrief

GOAL:	To collaborate with your peers and tutor regarding your PEx implementation. You will complete a range of activities during a workshop and share your evidence of how you: i) learned about your students' needs and how they learn ii) differentiated lesson planning iii) gathered further evidence against the APSTs iv) added to your Professional Experience folder.	
PRODUCT:	Activity Participation	
FORMAT:	<p>The Debrief will take place in Week 16. Face-to-face participation is compulsory and expected in order to pass this course.</p> <p>You are required to bring to class your PEx folder with evidence of:</p> <ul style="list-style-type: none"> - Your differentiated lesson planning - Your evidence grid (Task 1C) - Examples of new evidence gained while on PEx. <p>To pass this course you must conduct yourself in accordance with the SETA Code of Conduct for the duration of the course and operate within its guidelines for the duration of the course. This includes this university-based workshop and the activities to be completed.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	You will communicate professionally with your peers about your Professional Experience. The focus will be on differentiation for identified or known needs and evidence gathered against the APSTs, as well as compliance with the UniSC Code of Conduct. 1 2 3 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Activity Participation	Professional Competencies, including Code of Conduct Acknowledgement and Quiz	7.1	Taught, Practiced, Assessed
			7.2	Taught, Practiced, Assessed
		Impact and Evidence Debrief	1.1	Taught, Practiced
			1.5	Practiced
			6.1	Assessed
			7.1	Taught, Practiced, Assessed
	Oral and Written Piece	Differentiated Lesson Plan with Annotations and Evaluation	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.5	Taught, Practiced, Assessed
			1.6	Taught, Practiced
			3.4	Practiced
			3.7	Taught, Practiced
			4.3	Taught, Assessed
			4.4	Practiced, Assessed
			4.5	Taught
			6.1	Assessed
		7.2	Assessed	
		Professional Conversation: Individual Learner Needs	6.2	Taught, Practiced
			6.3	Practiced
			7.3	Taught, Practiced
7.4	Taught, Assessed			

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Hyde, M., Dole, L., & Tait, K.	2021	Diversity, Inclusion and Engagement	(Fourth Edition)	Oxford University Press, USA

8.2. Specific requirements

Professional attire suitable for undertaking school-based Professional Experience (PEX) will be required during the 25 day placement component of this course. You will need to access suitable transport to supervised professional experience venues for the duration of your supervised professional experience.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au