

# NUR141 Introduction to Nursing Practice

School: School of Health - Nursing

2024 | Semester 2

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Caboolture

**BLENDED  
LEARNING**

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

*Please go to [usc.edu.au](http://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

In this introductory course, you will develop, foundational nursing knowledge and skills using a person-centred approach. This is underpinned by the National Safety and Quality Health Service Standards and Aged Care Quality Standards. You will develop your critical thinking and problem-solving skills in tutorials and the nursing laboratory. In a 80 hour professional experience placement, you will have the opportunity to provide care for people in aged care and community residential care settings. You will be supported and supervised by experienced practitioners. You will critically appraise your practice and your facilitator will evaluate your performance using the NMBA Registered nurse standards for practice at an introductory level.

### 1.2. How will this course be delivered?

| ACTIVITY   | HOURS | BEGINNING WEEK  | FREQUENCY |
|--|-------|-----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                 |           |
| <b>Learning materials</b> – Online asynchronous learning and teaching recording.       | 1hr   | Week 1          | 13 times  |
| <b>Tutorial/Workshop 1</b> – On campus tutorial  | 2hrs  | Week 1          | 13 times  |
| <b>Laboratory 1</b> – Nursing laboratory   | 2hrs  | Week 1          | 13 times  |
| <b>Tutorial/Workshop 2</b> – One 6 hour workshop prior to commencing nursing placement | 6hrs  | Not applicable  | Once Only |
| <b>Placement</b> – PEP   | 80hrs | Refer to Format | Once Only |

### 1.3. Course Topics

Foundational nursing knowledge and skills using a person-centred approach

Person centred assessment

Preparation for practice in aged care and community residential care settings.

Introduction to NSQHS, ACQ standards.

The role of nursing in contemporary health care. Leadership and advocacy.

Mathematical concepts to support medication administration

NMBA Registered nurse standards for practice

Professional Experience Placement.

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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... | Nursing and Midwifery Board of Australia                   |
| 1 Interpret and use evidence and critical thinking skills in person-centred assessment and care planning that are appropriate for the person's identity, culture, and experiences. | Creative and critical thinker  | 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 4.1, 4.2, 4.4, 5.2           |
| 2 Demonstrate effective communication when applying nursing knowledge to assessment and care planning.   | Knowledgeable<br>Creative and critical thinker                         | 1.4, 1.5, 1.6, 2.1, 2.5, 4.3                               |
| 3 Demonstrate knowledgeable, safe nursing practice within the multidisciplinary team in a simulated environment.   | Creative and critical thinker  | 1.4, 1.6, 2.1, 2.2, 2.5, 3.4, 4.3, 5.1, 5.2, 5.3, 5.4      |
| 4 Demonstrate a satisfactory level of nursing practice according to the NMBA Registered nurse standards for practice at an introductory student level.                             | Ethical<br>Engaged   | 1, 2, 3, 4, 5, 6, 7  |
| 5 Know and behave in accordance with the NMBA Code of Conduct for nurses and ICN Code of Ethics.   | Ethical<br>Engaged   | 1.4, 1.5, 2.9, 3.4, 6.2                                    |
| 6 Have completed the allocated practice hours for the course.  | Engaged  | 1.2, 1.4, 1.5, 2.8, 3.3, 3.6, 5.1, 5.2, 5.3, 5.4, 6.2, 6.5 |
| 7 Apply principles and practices of academic writing and referencing   | Knowledgeable<br>Ethical   |  |
| 8 Demonstrate ethical use of intellectual property   | Ethical  |  |

\* Competencies by Professional Body

|     |  |
|-----|--|
| 1   | Standard 1: Thinks critically and analyses nursing practice  |
| 1.1 | The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice   |
| 1.2 | The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice  |
| 1.3 | The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures |
| 1.4 | The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions   |
| 1.5 | The RN uses ethical frameworks when making decisions   |
| 1.6 | The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision- making, actions and evaluations  |
| 2   | Standard 2: Engages in therapeutic and professional relationships  |
| 2.1 | The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships   |
| 2.2 | The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights  |
| 2.3 | The RN recognises that people are the experts in the experience of their life  |
| 2.5 | The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity  |
| 2.8 | The RN participates in and/or leads collaborative practice   |
| 2.9 | The RN reports notifiable conduct of health professionals, health workers and others.  |
| 3   | Standard 3: Maintains the capability for practice  |
| 3.3 | The RN uses a lifelong learning approach for continuing professional development of self and others  |
| 3.4 | The RN accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities                               |
| 3.6 | The RN actively engages with the profession  |
| 4   | Standard 4: Comprehensively conducts assessments   |
| 4.1 | The RN conducts assessments that are holistic as well as culturally appropriate  |
| 4.2 | The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice   |
| 4.3 | The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral                        |
| 4.4 | The RN assesses the resources available to inform planning   |
| 5   | Standard 5: Develops a plan for nursing practice   |
| 5.1 | The RN uses assessment data and best available evidence to develop a plan  |
| 5.2 | The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons   |
| 5.3 | The RN documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes   |
| 5.4 | The RN plans and negotiates how practice will be evaluated and the time frame of engagement  |
| 6   | Standard 6: Provides safe, appropriate and responsive quality nursing practice   |
| 6.2 | The RN practises within their scope of practice  |

| CODE | COMPETENCY   |
|------|--|
| 6.5  | The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation |
| 7    | Standard 7: Evaluates outcomes to inform nursing 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

Enrolled in Program SC392

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 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

NUR141 - Introduction to Practice Competencies in Nursing will include early assessment (not a substantial assessment task) that provides formative feedback on academic progress, including identifying the need for additional support. In week 3 of this course you will demonstrate your knowledge of assessment and develop a plan of care that will be peer reviewed in the tutorial. Feedback provided will support development around understanding the importance of planning care for clients.

### 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           | 1        | Activity Participation | Individual          | 2 hours / Weekly               | Throughout teaching period (refer to Format) | In Class  |
| All           | 2a       | Written Piece          | Group               | 1 hour                         | Week 4                                       | In Class  |
| All           | 2b       | Written Piece          | Individual          | 1200 words                     | Week 8                                       | Online Assignment Submission with plagiarism check and in class |
| All           | 3a       | Activity Participation | Individual          | 15 minutes                     | Week 7                                       | In Class  |
| All           | 3b       | Activity Participation | Individual          | 15 minutes                     | Week 13                                      | Online Submission   |
| All           | 4        | Placement performance  | Individual          | 80 hours                       | Throughout teaching period (refer to Format) | SONIA   |

**All - Assessment Task 1:** Check In Check Out Assessment

|                  |  |                                  |
|------------------|--|----------------------------------|
| <b>GOAL:</b>     | The goal of this task is for you to actively participate in the nursing laboratories to develop the knowledge and skills required for safe nursing practice.   |                                  |
| <b>PRODUCT:</b>  | Activity Participation   |                                  |
| <b>FORMAT:</b>   | You are required to submit evidence of preparation for practice through participation in the nursing laboratories linked to your Check In and Check Out, your learning needs and aligned to the NBMA, NSQHS & ACQ for 11 of the 13 weeks. Information about the assessment is available in Canvas. |                                  |
| <b>CRITERIA:</b> | <b>No.</b>   | <b>Learning Outcome assessed</b> |
|                  | 1 Active participation in nursing laboratories   | 1 3                              |

**All - Assessment Task 2a:** In class case study assessment and plan of care

|                  |   |                                  |
|------------------|---|----------------------------------|
| <b>GOAL:</b>     | The goal of this formative task is for you to identify and apply evidence-based assessment principles and use critical thinking skills to plan and document safe, quality, person centred nursing care.   |                                  |
| <b>PRODUCT:</b>  | Written Piece   |                                  |
| <b>FORMAT:</b>   | You will prepare responses to the assessment of a person and plan care relating to the provided case study. You will then consider which NMBA Registered nurse standards for practice, apply to the case. |                                  |
| <b>CRITERIA:</b> | <b>No.</b>  | <b>Learning Outcome assessed</b> |
|                  | 1 Application of evidence to patient assessment and care planning   | 1                                |
|                  | 2 Alignment of chosen assessment procedures with case   | 1                                |
|                  | 3 Person centred plan of care   | 2                                |
|                  | 4 Quality of documentation  |                                  |
|                  | 5 Selection of relevant NMBA Registered nurse standards for practice that apply to the case   | 5                                |
|                  | 6 Application of principles and practices of academic writing and referencing   | 7                                |
|                  | 7 Demonstration of ethical use of intellectual property   | 8                                |

**All - Assessment Task 2b:** Case study assessment and plan of care

|                 |  |  |
|-----------------|--|--|
| <b>GOAL:</b>    | The goal of this task is for you to identify and apply evidence-based assessment principles and use critical thinking skills to plan and document safe, quality person centred nursing care              |  |
| <b>PRODUCT:</b> | Written Piece  |  |
| <b>FORMAT:</b>  | You will prepare responses to the assessment of a person and plan care relating to the provided case study. You will then consider which NMBA Registered nurse standards for practice apply to the case. |  |

| CRITERIA: | No. | Learning Outcome assessed   |   |
|-----------|-----|---|---|
|           | 1   | Application of evidence to patient assessment and care planning                           | 1 |
|           | 2   | Alignment of chosen assessment procedures with case                                       | 1 |
|           | 3   | Person centred plan of care, consider the person's identity, culture and experiences      | 2 |
|           | 4   | Quality of documentation  |   |
|           | 5   | Selection of relevant NMBA Registered nurse standards for practice that apply to the case | 5 |
|           | 6   | Application of principles and practices of academic writing and referencing               | 7 |
|           | 7   | Demonstration of ethical use of intellectual property                                     | 8 |

#### All - Assessment Task 3a: Scenario-based clinical assessment preparation and peer assessment

| <b>GOAL:</b>    | The goal is to demonstrate your knowledge of a clinical skill, and mechanisms to improve related practice.  |  |                           |
|-----------------|---|--|---------------------------|
| <b>PRODUCT:</b> | Activity Participation  |  |                           |
| <b>FORMAT:</b>  | In the nursing laboratory, you will complete a scenario-based clinical assessment. In pairs, you will complete the assessment and seek feedback from your peer and tutor. The scenario will be based on the previous learning and will be available to you in week 5. |  |                           |
| CRITERIA:       | No.   |  | Learning Outcome assessed |
|                 | 1   | Communicate effectively to ensure safe nursing practice.   | 2                         |
|                 | 2   | Interpret and use evidence and critical thinking skills in patient assessment and care planning. | 1                         |
|                 | 3   | Apply nursing knowledge to assessment and care planning  | 3                         |
|                 | 4   | Demonstrate knowledgeable, safe nursing practice in a simulated environment                      | 3                         |

#### All - Assessment Task 3b: Scenario-based clinical assessment

| <b>GOAL:</b>    | The goal of this task is to demonstrate requisite knowledgeable, safe nursing practice required for progression to PEP in NUR141.  |   |                           |
|-----------------|--|---|---------------------------|
| <b>PRODUCT:</b> | Activity Participation   |   |                           |
| <b>FORMAT:</b>  | In the nursing laboratory, you will complete a scenario-based clinical assessment. You will be allocated a scenario that incorporates a clinical skill. The scenarios will be available to you in week 11. |   |                           |
| CRITERIA:       | No.  |   | Learning Outcome assessed |
|                 | 1  | Communicate effectively to ensure safe nursing practice.  | 2                         |
|                 | 2  | Interpret and use evidence and critical thinking skills in patient assessment and care planning, that are appropriate for the person's identity, culture and experience | 1                         |
|                 | 3  | Apply nursing knowledge to assessment and care planning   | 3                         |
|                 | 4  | Demonstrate knowledgeable, safe nursing practice in a simulated environment   | 3                         |

#### All - Assessment Task 4: Assessment of clinical practice

| <b>GOAL:</b>     | The purpose of this assessment is for you to demonstrate satisfactory performance based on the NMBA Registered nurse standards for practice at an introductory student level as measured using the Australian Nursing Standards Assessment Tool (ANSAT) and completion of your allocated placement hours for this course  |                           |  |                           |   |   |   |   |  |   |   |   |   |
|------------------|---|---------------------------|--|---------------------------|---|---|---|---|--|---|---|---|---|
| <b>PRODUCT:</b>  | Placement performance   |                           |  |                           |   |   |   |   |  |   |   |   |   |
| <b>FORMAT:</b>   | <p>You will have a progressive assessment of practice which provides you with the opportunity to work with your facilitator to reflect on your practice during the initial period of the PEP, review your progress against the criteria using the ANSAT, and develop a plan to support your successful completion of this PEP.</p> <p>Finalisation of assessment: The clinical facilitator/preceptor will use the ANSAT to finalise the assessment. You need to complete all the required hours and meet a satisfactory level of performance in all standards for practice. The summative ANSAT will be submitted to the course coordinator for final judgement. Ultimate accountability for assessing students in relation to clinical practice resides with the course coordinator and results and course grades are finalised through the UniSC assessment policy and procedures.</p> <p>Please note: You will also receive ongoing feedback throughout your PEP as a formative and developmental process. If you are not meeting satisfactory standards for practice at any point, learning processes will be implemented to guide and support you to satisfactorily meet each standard. Unsatisfactory performance which put patient/client safety at risk or practices that do not adhere with the NMBA Code of Conduct for nurses and/or ICN Code of Ethics may result in removal from your PEP at any time during the clinical placement and failure of the course. If a learning plan is required during your PEP, you must meet all the requirements and standards for practice at a satisfactory level to proceed to a final assessment.</p> |                           |  |                           |   |   |   |   |  |   |   |   |   |
| <b>CRITERIA:</b> | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Satisfactory practice as measured against the NMBA Registered nurse standards for practice by achieving a level of 3 across all domains of the ANSAT.</td><td>4</td></tr><tr><td>2</td><td>Evidence of adherence to the Code of Conduct for Nurses and Code of Ethics for Nurses.</td><td>5</td></tr><tr><td>3</td><td>Completion of allocated practice hours (80)</td><td>6</td></tr></tbody></table>  | No.                       |  | Learning Outcome assessed | 1 | Satisfactory practice as measured against the NMBA Registered nurse standards for practice by achieving a level of 3 across all domains of the ANSAT. | 4 | 2 | Evidence of adherence to the Code of Conduct for Nurses and Code of Ethics for Nurses. | 5 | 3 | Completion of allocated practice hours (80) | 6 |
| No.              |   | Learning Outcome assessed |  |                           |   |   |   |   |  |   |   |   |   |
| 1                | Satisfactory practice as measured against the NMBA Registered nurse standards for practice by achieving a level of 3 across all domains of the ANSAT.   | 4                         |  |                           |   |   |   |   |  |   |   |   |   |
| 2                | Evidence of adherence to the Code of Conduct for Nurses and Code of Ethics for Nurses.  | 5                         |  |                           |   |   |   |   |  |   |   |   |   |
| 3                | Completion of allocated practice hours (80)   | 6                         |  |                           |   |   |   |   |  |   |   |   |   |

### 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  | Audrey Berman, Shirlee Snyder, Tracy Levett-Jones, Trish Burton, Nichole Harvey  | 0    | Skills in Clinical Nursing                            | (2nd edn)    | n/a                      |
| Required  | Tracy Levett-Jones, Kerry Reid-Searl, Sharon Bourgeois   | 2018 | The Clinical Placement                                | n/a          | Elsevier Health Sciences |
| Required  | AUDREY & FRANDSEN BERMAN (GERALYN & SNYDER, SHIRLEE ET AL.), GERALYN Frandsen, Shirlee Snyder, Tracy Levett-Jones, Adam Burston, Trudy Dwyer, Majella Hales, Nichole Harvey, Lorna Moxham, Tanya Langtree, Kerry Reid-Searl, Flora Rolf, David Stanley | 2020 | Kozier and Erb's Fundamentals of Nursing, Volumes 1-3 | 5th edition  | n/a                      |
| Required  | Julie Martyn, Mathew Carey, John D. Gatford, Nicole Phillips   | 2022 | Gatford and Phillips' Drug Calculations               | 10th edition | Elsevier                 |

## 8.2. Specific requirements

If your mandatory requirements for your clinical placement have not been met by the published date provided by the Clinical Placement Office your clinical placement will be cancelled. If this occurs you will be advised to withdraw from your current enrolment and reenrol in the next available offering. This will impact your progression in the program. Should you not withdraw from the course you will be allocated a UF grade for the course.

Prior to commencing the first nursing laboratory class in week 1 you will be required to complete the Nursing Laboratory Induction and Quiz which is available on Canvas. You are required to wear fully enclosed shoes and uniform during all nursing laboratory classes.

All clinical laboratory classes must be attended

You need to refer to the Student Clinical Handbook for details of requirements for your clinical placement.

## 9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of UniSC.

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.

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)