

# OCC312 Enabling Occupation: The Older Person

**School:** School of Health - Occupational Therapy

2025 Semester 1

UniSC Sunshine Coast

**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

This course covers complex knowledge of enablers and barriers to occupational performance for older persons. Function and occupational adaptation will be explored with consideration of typical changes with ageing, and conditions which may be experienced in older adulthood. You will apply learning from this and previous courses, to effectively address issues experienced in older adulthood and to articulate your clinical reasoning. These include, life transitions, maintenance of skills, the use of adaptive equipment, changing occupational roles and coping with changes in functional capacity.

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

| ACTIVITY   | HOURS | BEGINNING WEEK  | FREQUENCY |
|--|-------|-----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                 |           |
| <b>Learning materials</b> – Pre class learning activities  | 1hr   | Week 1          | 13 times  |
| <b>Tutorial/Workshop 1</b> – Workshop one Online, recorded, scheduled 2 hours weekly   | 2hrs  | Week 1          | 13 times  |
| <b>Tutorial/Workshop 2</b> – Face-to-face, on campus, 2 hour workshop. Not recorded. Scheduled activity.   | 2hrs  | Week 1          | 13 times  |
| <b>Placement</b> – This course will include a placement component. Placement dates and times may vary, full details will be provided to students in a timely way via Canvas. | 12hrs | Refer to Format | Once Only |

### 1.3. Course Topics

- Ageing in Australia
- Changes in function that occur with natural ageing and age-related conditions
- Impact of ageing-related changes on occupational performance
- Activities and participation changes across the lifespan
- Service delivery in Australia, with a focus on occupational therapy interventions
- Clinical reasoning and the occupational therapy process

## 2. What level is this course?

300 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...                                       | Occupational Therapy Council of Australia Ltd                  |
| 1 Analyse and evaluate relevant social-emotional, neurological, physiological and physical changes that occur with natural ageing and age-related conditions and influence the occupational performance of older clients.                          | Knowledgeable<br>Creative and critical thinker<br>Empowered  | 2.1, 2.2, 2.5, 3.1, 3.2  |
| 2 Analyse and evaluate the occupational needs of older adults to enable access to meaningful occupations, explore implications of age-related changes and use of occupation to facilitate better health and well-being.                            | Knowledgeable<br>Creative and critical thinker<br>Empowered<br>Ethical<br>Engaged<br>Sustainability-focussed | 1.11, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.8, 3.10, 3.11, 3.13 |
| 3 Explain the role of occupational therapy in addressing barriers to occupational performance and demonstrate the application of occupational therapy interventions to enable function and occupational adaptation when working with older adults. | Knowledgeable<br>Creative and critical thinker<br>Empowered<br>Ethical<br>Sustainability-focussed            | 1.1, 1.2, 1.6  |
| 4 Apply clinical reasoning to select and explain interventions that are appropriate for enabling occupation for older adults within the context of the occupational therapy process.   | Knowledgeable<br>Creative and critical thinker<br>Ethical<br>Engaged<br>Sustainability-focussed              | 2.2, 3.1, 3.2, 3.3, 3.4, 3.10                                  |

### \* Competencies by Professional Body

| CODE   | COMPETENCY   |
|--|--|
| <b>OCCUPATIONAL THERAPY COUNCIL OF AUSTRALIA LTD</b> |  |
| 1.1  | Complies with the OTBA standards, guidelines and code of conduct   |
| 1.2  | Adheres to legislation relevant to practice.   |
| 1.6  | Incorporates and responds to historical, political, cultural, societal, environmental and economic factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples. |
| 1.11   | Maintains professional competence and adapts to change in practice contexts.   |
| 2.1  | Applies current and evidence informed knowledge of occupational therapy and other appropriate and relevant theory in practice.   |
| 2.2  | Applies theory and frameworks of occupation to professional practice and decision-making.  |

| CODE | COMPETENCY  |
|------|---|
| 2.3  | Identifies and applies best available evidence in professional practice and decision-making.  |
| 2.5  | Maintains current knowledge for cultural responsiveness to all groups in the practice setting.  |
| 3.1  | Addresses occupational performance and participation of clients, identifying the enablers and barriers to engagement.   |
| 3.2  | Performs appropriate information gathering and assessment while identifying a client's status and functioning, strengths, occupational performance and goals. |
| 3.3  | Collaborates with the client and relevant others to determine the priorities and occupational therapy goals.  |
| 3.4  | Develops a plan with the client and relevant others to meet identified occupational therapy goals.  |
| 3.8  | Identifies and uses practice guidelines and protocols suitable to the practice setting or work environment.   |
| 3.10 | Reviews, evaluates and modifies plans, goals and interventions with the client and relevant others to enhance or achieve client outcomes.                     |
| 3.11 | Evaluates client and service outcomes to inform future practice.  |
| 3.13 | Uses appropriate assistive technology, devices and/or environmental modifications to achieve client occupational performance outcomes.                        |

## 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

(OCC201 or OCC100) and OCC212 and OCC222 and OCC232 and enrolled in SC440

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

You will have a sound knowledge of occupational therapy theory, occupation and society and causes of occupational dysfunction.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

This course has been designed so that the workshops will provide you with opportunities to practice skills and applying knowledge relevant to every assessment. The learning activities within the workshops have been constructively aligned with both Tasks 2 and Task 3.

Workshop 2 will provide you with opportunities to apply content learned to client scenario Case Studies and questions that relate to the Viva case analysis of Task 3.

### 6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT                     | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT?                          |
|---------------|----------|--|---------------------|-------------|--------------------------------|-----------------------|--|
| All           | 1        | Quiz/zes                               | Individual          | 0%          | 20 minutes                     | Week 4                | In Class   |
| All           | 2a       | Artefact - Creative, and Written Piece | Individual          | 40%         | Equivalent to one A1 sheet.    | Refer to Format       | Online Assignment Submission with plagiarism check |
| All           | 2b       | Oral                                   | Individual          | 10%         | 5 minutes                      | Week 7                | In Class   |
| All           | 3        | Oral                                   | Individual          | 50%         | 20 minutes                     | Exam Period           | Exam Venue   |
| All           | 4        | Activity Participation                 | Individual          | 0%          | 20 hours                       | Refer to Format       | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: Quiz

| <b>GOAL:</b>           | To check your knowledge and understanding of course by week 4.  |     |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
|------------------------|---|-----|---------------------------|---|--|---|---|--|---|---|--|---|---|--|---|---|--------------------------|---|---|---|---|--|
| <b>PRODUCT:</b>        | Quiz/zes  |     |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| <b>FORMAT:</b>         | Individual, in class, online quiz   |     |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| <b>CRITERIA:</b>       | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Contemporary Australian context – Theories of ageing</td> <td>1</td> </tr> <tr> <td>2</td> <td>Neuromuscular and skeletal changes with ageing</td> <td>1</td> </tr> <tr> <td>3</td> <td>Cardiovascular and pulmonary changes with ageing</td> <td>1</td> </tr> <tr> <td>4</td> <td>Areas of leisure and self-care to consider for occupational therapy with the older adult</td> <td>2</td> </tr> <tr> <td>5</td> <td>Elder abuse and advocacy</td> <td>2</td> </tr> <tr> <td>6</td> <td>Sensory changes with ageing and considerations for occupational therapy-neurological and cognitive changes with ageing-occupational therapy assessments and intervention-grief and loss-carer support</td> <td>1</td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 | Contemporary Australian context – Theories of ageing | 1 | 2 | Neuromuscular and skeletal changes with ageing | 1 | 3 | Cardiovascular and pulmonary changes with ageing | 1 | 4 | Areas of leisure and self-care to consider for occupational therapy with the older adult | 2 | 5 | Elder abuse and advocacy | 2 | 6 | Sensory changes with ageing and considerations for occupational therapy-neurological and cognitive changes with ageing-occupational therapy assessments and intervention-grief and loss-carer support | 1 |  |
| No.                    | Learning Outcome assessed   |     |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| 1                      | Contemporary Australian context – Theories of ageing  | 1   |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| 2                      | Neuromuscular and skeletal changes with ageing  | 1   |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| 3                      | Cardiovascular and pulmonary changes with ageing  | 1   |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| 4                      | Areas of leisure and self-care to consider for occupational therapy with the older adult  | 2   |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| 5                      | Elder abuse and advocacy  | 2   |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| 6                      | Sensory changes with ageing and considerations for occupational therapy-neurological and cognitive changes with ageing-occupational therapy assessments and intervention-grief and loss-carer support   | 1   |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Information literacy  |     |                           |   |  |   |   |  |   |   |  |   |   |  |   |   |                          |   |   |   |   |  |

**All - Assessment Task 2a:** Infographic

|                        |   |   |
|------------------------|---|---|
| <b>GOAL:</b>           | To communicate your knowledge through an infographic of changes related to ageing and their influence on meaningful occupations and occupational performance. Describe how the specific occupation can facilitate health and well-being.  |   |
| <b>PRODUCT:</b>        | Artefact - Creative, and Written Piece  |   |
| <b>FORMAT:</b>         | You will create an infographic featuring an assigned common occupation as performed by older people. Infographics utilise words, phrases, graphics, symbols, and or arrows. Your infographic must be evidence-based so a reference list is required, using Vancouver referencing style.<br>Your infographic will be submitted to Canvas prior to your in-class presentation (see Canvas for the due date/time of upload). |   |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b>  |
|                        | 1   | Identifies and describes typical physiological and neurological changes associated with ageing. Information is supported by scholarly sources of evidence. <b>1</b>     |
|                        | 2   | Identifies and describes the health benefits associated with engagement in the assigned occupation. Information is supported by scholarly sources of evidence. <b>2</b> |
|                        | 3   | Clear and succinct communication; including sentence structure, flow, word selection, spelling, and grammar. Vancouver referencing style applied accurately. <b>1 2</b> |
|                        | 4   | Depicts age-related changes for the older person and the occupation through graphics, symbols, and linkages. <b>1 2</b>   |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Applying technologies   |   |

**All - Assessment Task 2b:** Infographic Presentation

|                        |   |  |
|------------------------|---|--|
| <b>GOAL:</b>           | To share your knowledge of the health-giving attributes of a specific occupation and present how age-related changes can impact performance skills and occupational performance of that occupation. |  |
| <b>PRODUCT:</b>        | Oral  |  |
| <b>FORMAT:</b>         | In-class presentation   |  |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b>   |
|                        | 1   | Clear explanation of the age-related changes impacting occupational performance <b>2</b> |
| <b>GENERIC SKILLS:</b> | Communication, Information literacy   |  |

### All - Assessment Task 3: Case Analysis Interview

| <b>GOAL:</b>           | Demonstrate clinical reasoning process in a case study scenario.  |                           |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
|------------------------|---|---------------------------|--|---------------------------|---|---|-----|---|---|---|---|--|---|---|--|---|---|--|---|---|---|---|
| <b>PRODUCT:</b>        | Oral  |                           |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| <b>FORMAT:</b>         | You will be provided with a case study which you will have time to analyse before presenting an overview summary and responding to a set of questions focusing on intervention planning. See Canvas for full details and schedule.  |                           |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
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| No.                    |   | Learning Outcome assessed |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| 1                      | Knowledge of occupation and occupational performance in older adulthood   | 1 2                       |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| 2                      | Knowledge of the service needs of the older adult   | 3                         |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| 3                      | Knowledge of common intervention approaches used with older people  | 3                         |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| 4                      | Application of intervention approaches and formulation of intervention to clinical cases  | 3                         |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| 5                      | Formulation of intervention plans for clinical cases  | 3                         |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| 6                      | Application of clinical reasoning to select and explain interventions that are appropriate for enabling occupation for adults   | 4                         |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Organisation, Information literacy  |                           |  |                           |   |   |     |   |   |   |   |  |   |   |  |   |   |  |   |   |   |   |

### All - Assessment Task 4: Placement

| <b>GOAL:</b>           | Apply learning from the course in a practical setting.   |                           |  |                           |
|------------------------|--|---------------------------|--|---------------------------|
| <b>PRODUCT:</b>        | Activity Participation   |                           |  |                           |
| <b>FORMAT:</b>         | This course has a placement component which includes briefing; attending practice education at a community-based organisation. See Canvas for details about what you need to do to complete this task. |                           |  |                           |
| <b>CRITERIA:</b>       | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody></tbody></table>   | No.                       |  | Learning Outcome assessed |
| No.                    |  | Learning Outcome assessed |  |                           |
| <b>GENERIC SKILLS:</b> | Communication, Organisation  |                           |  |                           |

## 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  | Bette R. Bonder, Vanina Dal Bello-Haas | 2018 | Functional Performance in Older Adults | 4e      | F.A. Davis Company |

## 8.2. Specific requirements

### Specific requirements for students

Students should access Canvas and SONIA for all course and practice education requirements. General queries regarding assessment will be addressed via email to the placement coordinator; other issues can be discussed with your course coordinator via appointment. Current certifications and placement mandatory requirements for this placement can be found in Sonia. Student uniform and ID badge (unless otherwise advised); proof of required vaccinations; additional site-specific requirements as relevant e.g., SCHHS Student Information Form, Qld Health requirements; travel and other expenses incurred on placement will be the student's responsibility unless otherwise advised. There is minimal health and safety risk in this course because you will be provided with a Workplace Health and Safety Orientation within the first week of your placement. It is your responsibility to request this if it is not provided and to ensure you orientate yourself to WH&S policies and procedures applicable to the placement setting. Students are required to disclose any health, disability or other concerns that may impact performance on placement and/or contribute to risk, through completion of the Student Placement Agreement: Placement Disclosure Statement, and Ongoing Disclosure form if required.

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

Health and safety risks for this course have been assessed as low. 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

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 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)