

# PTY100 Introduction to Physiotherapy Practice A

**School:** School of Health - Physiotherapy

2026 | Trimester 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

In this course you will be introduced the profession of physiotherapy, including areas and scope of practice, regulatory and professional bodies, ethical and legal responsibilities, and practice thresholds. You will also be orientated to client-centred care and evidence-based practice. You will also begin to develop effective communication, documentation, critical reflection skills relevant to conducting client interviews; begin to observe, describe and analyse movement, posture and function; and develop introductory skills in assessing pain and range of movement.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Workshops orientate the full student cohort to course/program, work integrated learning, inherent requirements, and fit for placement requirements, and support students in completing and preparing for assessments.	2hrs	Week 1	6 times
<b>Laboratory 1</b> – Lab classes will support students in applying learning to clinical contexts and practical skill development. These will take place within the physiotherapy practice laboratories on a bi-weekly basis.	4hrs	Week 1	12 times

### 1.3. Course Topics

- Introduction to physiotherapy profession in Australia including different roles, scope, areas, and settings of practice
- Ethical and legal responsibilities, regulatory and professional bodies for registered physiotherapists
- Physiotherapy practice thresholds and AHPRA code of conduct and relevance to physiotherapy study
- Introduction to key principles of physiotherapy practice (e.g. bio-psycho-social model, person centred care, evidence based practice)
- Orientation to International Classification of Functioning, Disability and Health
- Guidance and practice in conducting person-centred interviews to explore functioning and disability
- Development of effective communication, interpersonal and documentation skills relevant for physiotherapy practice
- Guidance and practice in critical reflection (including orientation to Gibb's cycle of reflection)
- Practice giving and receiving constructive feedback in relation to interviews and physical assessments
- Observation and description of movement, posture and function using appropriate anatomical terminology and professional language
- Exploring variations in posture, movement and function across the lifespan and changes with aging and development
- Introductory assessment of pain, active and passive range of movement in a safe, professional, and effective manner

### 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...	Physiotherapy Board of Australia
1 Describe the scope of practice and role of physiotherapists within different settings and identify opportunities for physiotherapy interventions and collaboration with other professions	Knowledgeable Empowered	1.1, 1.2, 1.3, 4.5
2 Explain the professional, ethical, legal and registration requirements to practice physiotherapy in Australia, and implications for students and graduates	Knowledgeable Empowered Ethical	1.4, 2.1, 2.2, 4.1, 4.2, 4.5
3 Demonstrate a safe, person-centred, and culturally sensitive approach to interviewing clients and conducting physical assessments of pain, movement and function	Knowledgeable Empowered Ethical Engaged	1.1, 1.3, 3.1, 4.4, 4.5, 5.1
4 Demonstrate effective communication skills, critical reflection, and ability to give and receive feedback in a professional manner within academic and clinical contexts	Creative and critical thinker Empowered Ethical Engaged	2.3, 3.1, 3.3, 4.1, 4.2, 6.1
5 Begin to observe, assess, describe, and document the movement, posture, and function of clients across the lifespan using appropriate anatomical terms and professional language	Creative and critical thinker Empowered Engaged	1.1, 1.3, 3.1, 3.2
6 Apply the International Classification of Functioning and Disability model to physiotherapy assessment and clinical reasoning through findings to identify client strengths, challenges and priorities	Knowledgeable Creative and critical thinker Empowered Engaged	1.1, 1.2, 1.3, 5.1

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>PHYSIOTHERAPY BOARD OF AUSTRALIA</b>	
1.1	Plan and implement an efficient, effective, culturally responsive and client-centred physiotherapy assessment
1.2	Involve the client and relevant others in the planning and implementation of safe and effective physiotherapy using evidence-based practice to inform decision-making
1.3	Review the continuation of physiotherapy and facilitate the client's optimal participation in their everyday life
1.4	Advocate for clients and their rights to health care
2.1	Comply with legal, professional, ethical and other relevant standards, codes and guidelines
2.2	Make and act on informed and appropriate decisions about acceptable professional and ethical behaviours
2.3	Recognise the need for, and implement, appropriate strategies to manage their physical and mental health and resilience
3.1	Use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others
3.2	Record and effectively communicate physiotherapy assessment findings, outcomes and decisions
3.3	Deal effectively with actual and potential conflict in a proactive and constructive manner

CODE	COMPETENCY
4.1	Assess their practice against relevant professional benchmarks and take action to continually improve their practice
4.2	Evaluate their learning needs, engage in relevant continuing professional development and recognise when to seek professional support, including peer review
4.4	Proactively apply principles of quality improvement and risk management to practice
4.5	Recognise situations that are outside their scope of expertise or competence and take appropriate and timely action
5.1	Engage in an inclusive, collaborative, consultative, culturally responsive and client-centred model of practice
6.1	Use education to empower themselves and others

## 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

Must be enrolled in program BH001

### 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

Standard Grading (GRD)

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

### 6.2. Details of early feedback on progress

Students have regular opportunities for informal feedback in class regarding communication, subjective questioning, and physical assessment skills. Students will also receive feedback on portfolio tasks throughout the trimester.

### 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	Portfolio	Individual	20%	1. VLOG - 5 minute video and short answer response to peer on discussion board 2. IPE task & reflection - one page inter-professional care plan for simulated client and 500 word written reflection report	Refer to Format	Online Submission
All	2	Quiz/zes	Individual	10%	45 minute time limit	Week 7	Online Test (Quiz)
All	3	Oral and Written Piece	Individual	30%	There are 2 parts to this assessment: Part A - Client Video (15 minutes) Part B - Written Assignment (1500 words)	Week 9	Online Assignment Submission with plagiarism check
All	4	Practical / Laboratory Skills, and Written Piece	Individual	40%	50 minutes including 10 minute reading time	Exam Period	Exam Venue

**All - Assessment Task 1:** Portfolio

<b>GOAL:</b>	<p>1. Video Log (VLOG) - To support first year students transitioning into university by facilitating introductions/interaction between peers and teaching staff, give students practice uploading files online and using technology, and provide opportunities for students to reflect on their culture, different roles of physiotherapy and personal and career aspirations.</p> <p>2. Interprofessional Education (IPE) task and reflection - To encourage participation and reflection during the interprofessional education session for health students focused on increasing role clarity and communication and think about implications for client care, teamwork, and collaboration in practice settings.</p>	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>1. VLOG (contributes 10%) Students will post the 5-minute video to the private discussion board on the Canvas site in Week 2. Students will then need to comment and answer a question from at least one of their peers posed on their Vlog in Week 3 on the discussion board.</p> <p>2. IPE Task &amp; Reflection (contributes 10%) Students need to upload written submission to CANVAS. Due the week after inter-professional education event. See Canvas for details.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	VLOG: Submits on time in correct location, incorporating required information/reflection and provides appropriate response to peer's question demonstrating professionalism, respect and effective communication <span style="float: right;">4</span>
	2	VLOG: Demonstrates awareness/understanding of physiotherapy roles and scope, personal insight into culture, motivation, capabilities, career reflection and planning and commitment to learning <span style="float: right;">1 2 4</span>
	3	IPE EVENT TASK & REFLECTION: Submits interprofessional team summary completed during event and written reflection on time and correct location, appropriate structure, within 500 word limit <span style="float: right;">1 4</span>
	4	IPE EVENT TASK & REFLECTION: Comprehensive and appropriate interprofessional care plan, insightful reflection of perceived collaboration competencies and specific/concrete plan for improvement and application in academic and clinical contexts <span style="float: right;">1 2 4</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies	

**All - Assessment Task 2:** Across the Lifespan Quiz

<b>GOAL:</b>	To provide evidence of student developing competency in observing and describing movement, posture and function across the lifespan. Students will also need to consider observations within the context of client age and development, and reflect on communication and assessment variation in physiotherapy practice for babies, children and older adults.										
<b>PRODUCT:</b>	Quiz/zes										
<b>FORMAT:</b>	Online CANVAS Quiz - The quiz will consist of a combination of multiple choice and short answer questions where students will need to observe and describe posture, movement and function related to images, videos, and case study information.										
<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>Correctly observes, describes and documents information regarding a client's posture, movement, and function using appropriate terminology</td> <td>5</td> </tr> <tr> <td>2</td> <td>Considers client age, and stage of growth and development in planning physiotherapy assessment and communication/interaction</td> <td>1 3 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Correctly observes, describes and documents information regarding a client's posture, movement, and function using appropriate terminology	5	2	Considers client age, and stage of growth and development in planning physiotherapy assessment and communication/interaction	1 3 4 5	
No.		Learning Outcome assessed									
1	Correctly observes, describes and documents information regarding a client's posture, movement, and function using appropriate terminology	5									
2	Considers client age, and stage of growth and development in planning physiotherapy assessment and communication/interaction	1 3 4 5									
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy										

**All - Assessment Task 3:** Client Interview and Assignment

<b>GOAL:</b>	To provide opportunity for students to apply learning and skills that are progressively taught in this course including (1) communication, interviewing and documentation skills; (2) clinical reflection, responding feedback, personal responsibility for learning; (3) describing and analysing movement and functional ability using the International Classification of Functioning and Disability (ICF); and (4) researching potential roles of physiotherapy and client outcomes and describing options for treatment citing credible academic literature.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>Submit online to CANVAS</p> <p>Part A - Video file of client interview via Canvas Studio</p> <p>Part B. Written Assignment including</p> <ul style="list-style-type: none"> <li>- critical reflection and development plan from interview</li> <li>- discussion and ICF analyses of client function and disability and treatment priorities</li> <li>- potential role of physiotherapy supported by research evidence</li> </ul> <p>Assignment details and marking schema available on CANVAS.</p> <p>Additional appendices will also be required to demonstrate appropriate documentation of client interview, appropriate mapping of client function and disability with the ICF model, and declaration regarding use of Gen AI software and academic integrity.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	PART 1 (Interview): Demonstration of professionalism, effective verbal and nonverbal communication and appropriate documentation during the client interview <span style="float: right;">2 3 4</span>
	2	PART 1 (Interview): Demonstration of respect, active listening and empathy during the client interview and seeks feedback <span style="float: right;">2 3 4</span>
	3	PART 1 (Critical Reflection): Critical reflection on the client interview and feedback to generate personal plan for improvement <span style="float: right;">4</span>
	4	PART 2 (ICF): Description of client functioning using the International Classification of Functioning and Disability and identifies opportunities for physiotherapy input <span style="float: right;">6</span>
	5	PART 2 (Physio Role): Description of potential physiotherapy interventions which may assist the client, referencing peer-reviewed research evidence to support ideas <span style="float: right;">1</span>
	6	PART 1&2 (Written Report): Demonstration of effective academic writing and referencing skills and complies with word limit and referencing requirements <span style="float: right;">4</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

#### All - Assessment Task 4: Objective Structured Clinical Examination

<b>GOAL:</b>	To evaluate student ability to assess pain and range of movement of the upper limb, lower limb, and spine in a safe, professional, and effective manner. Students will also need to obtain informed consent, comply with infection control and safe manual handling principles, document findings using a SOAP format and answer examiner questions regarding relevant anatomy, factors potentially limiting movement, and linked functional activities.		
<b>PRODUCT:</b>	Practical / Laboratory Skills, and Written Piece		
<b>FORMAT:</b>	<p>Students will cycle through 5 X 10 minute stations:</p> <ul style="list-style-type: none"> <li>* At Station 1, students can review their case study and allocated questions, and prepare for their following stations.</li> <li>* At Stations 2-4 students will be required to assess pain, active and passive range of movement of peripheral joints, and assess pain, posture and active range of movement of the spine, as well as answer examiner questions.</li> <li>* At Station 5 students will finalise their SOAP documentation at the final station.</li> </ul> <p>Please see CANVAS for the marking schema and schedule of assessment within the examination period (this will be timetabled around centrally scheduled examinations). Please note your therapist and client times (peers will act as simulated clients).</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Obtains informed consent and complies with infection control and manual handling requirements, i.e. wash hands, plinth brakes on, height of plinth, patient and therapist position	2 3
	2	Demonstrates professional behaviour (e.g. introductions), attire (i.e. clinical uniform), and respect in all interactions with the client and examiner	2 3
	3	Ensures relevant joint/body area is exposed and patient is disrobed and draped appropriately for physical assessment.	3
	4	Asks client regarding any resting symptoms or pain, and monitors response during and after movement (including location, intensity of symptoms).	3 4
	5	Clearly instructs patient on required movement of joint without use of technical jargon, and demonstrating movement as appropriate.	3 4
	6	Instructs and assesses correct joint and movement, ensures the movement is active/passive as indicated, within pain limits, and follows appropriate plane/axes of movement.	3 4 5
	7	Asks the client regarding limiting factors to movement, and compares movement to the unaffected side.	3 4 5
	8	Uses appropriate anatomical landmarks to position the goniometer or measurement device and accurately measures and records active range of movement of affected side +/- unaffected side (visual estimation is acceptable for passive range of movement)	3 4 5
	9	Answers examiners questions clearly and accurately in relation to relevant anatomy, posture, limiting factor of movement, and/or linked functional activities to the specific movement.	4 5
	10	Document physical assessment undertaken in OSCE using a SOAP format with all required information and measurements, and appropriate abbreviations.	3 4
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies		

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND</b>				
			1.1	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Oral and Written Piece	Client Interview and Assignment	1.3	Practiced, Assessed
			2.1	Practiced
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.4	Practiced, Assessed
			5.1	Practiced, Assessed
	Portfolio	Portfolio	1.1	Taught, Practiced, Assessed
			1.2	Practiced
			1.3	Practiced
			1.4	Practiced
			2.1	Practiced, Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			4.1	Practiced, Assessed
			4.2	Practiced, Assessed
			4.4	Practiced
			4.5	Practiced
			5.1	Practiced
			5.2	Practiced, Assessed
	Practical / Laboratory Skills, and Written Piece	Objective Structured Clinical Examination	1.1	Taught, Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			5.1	Taught, Practiced
	Quiz/zes	Across the Lifespan Quiz	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			5.1	Taught, Practiced, 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.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1: Introduction to Physiotherapy and UniSC	Workshops, Online Learning and Laboratory Sessions
Module 2: Movement, Posture and Function Across the Lifespan	Workshops, Online Learning and Laboratory Sessions
Module 3: Assessing Pain and Range of Movement	Workshops, Online Learning and Laboratory Sessions

## 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	Hazel Clarkson	2019	Musculoskeletal Assessment	4	LWW
Recommended	Joy Higgs, Megan Smith, Gillian Webb, Margot Skinner	2017	Contexts of Physiotherapy Practice (e-book)	n/a	Churchill Livingstone

### 8.2. Specific requirements

Students need to review inherent academic requirements to studying the Bachelor of Physiotherapy (Honours) program and if they perceive any potential difficulties in meeting these requirements should consult AccessAbility and the Head of Discipline for a confidential discussion. Reasonable adjustments may be possible for you to continue studying physiotherapy.

Students will need to be prepared to disrobe to suitable underwear, swimwear and/or singlet/shorts for practical class activities, and to practice bone and soft tissue palpation, and assessment of body movement with their peers (regardless of gender). Students will need to inform the tutor of any injuries, illnesses or concerns in participating in simulation as a patient (or therapist) within practical laboratory classes and explore work-around options. All students will also need to complete a physiotherapy lab induction and comply with infection control and manual handling procedures to reduce risk of illness or injury. These requirements are the same for all physiotherapy courses (coded PTY).

Students will also need to purchase a clinical uniform in preparation for practical assessment in this course (and for subsequent use in clinical assessments, simulations and placements in the program). The navy 'Physiotherapy Student' embroidered short sleeve ladies' blouse, men's shirt or unisex tunic will be able to be ordered online from Game Clothing and shipped directly to students. Orders may take up to four weeks to arrive so should be ordered promptly upon start of session.

Additional UniSC Uniform requirements include: Navy or black tailored trousers or shorts (knee-length), Navy, charcoal or black closed-in shoes and a plain, dark coloured jacket, jumper or cardigan if required. When a clinical uniform is required, students also need to:

- \* Display and attach their student ID card to their uniform.
- \* Keep jewellery, make-up and scent (e.g. perfume, deodorant, aftershave) to a minimum.
- \* Hair, whatever the style, should be professional looking and tidy.
- \* Fingernails kept short, clean, and free of nail polish. No artificial nails of any kind are permitted.

## 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

#### 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

Please note: Students will need to achieve 50% in the OSCE to pass PTY100 and progress to clinical placement. Students will also have one re-sit examination opportunity for the OSCE if they fail their first attempt. The re-sit opportunity is offered given the potentially stressful nature of an OSCE. Students who re-sit and pass the OSCE will receive a maximum of 50% for this item.

### 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)