

PTY100 Introduction to Physiotherapy Practice A

School: School of Health - Physiotherapy

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 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 active range of movement.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Seminar – Seminars will orientate students to course/program, work integrated learning, inherent requirements, and fit for placement requirements, and support students in completing and preparing for assessments. These will occur in weeks 1-3, 5, 7 and 9.	1hr	Week 1	6 times
Laboratory 1 – 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 weekly basis.	2hrs	Week 1	13 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
Laboratory 2 – 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 weekly basis.	2hrs	Week 1	13 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
- Introductory assessment of pain and active 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	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, rapport building, 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 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	Knowledgeable Creative and critical thinker Empowered Engaged	1.1, 1.2, 1.3, 5.1

* Competencies by Professional Body

CODE	COMPETENCY
PHYSIOTHERAPY BOARD OF AUSTRALIA	
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
4.1	Assess their practice against relevant professional benchmarks and take action to continually improve their practice

CODE	COMPETENCY
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 will receive feedback on draft client interview questions in week 4. Students will also have regular opportunities for informal feedback in class regarding interview and physical assessment skills.

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	Artefact - Creative, and Oral	Individual	10%	5 minute Vlog & response to peer online	Refer to Format	Online Submission
All	2	Oral and Written Piece	Individual	45%	There are 3 parts to this assessment: 1. 10 minute client interview and feedback (worth 10%) 2. 1500 words written assessment (worth 30%) 3. 5-10 minute online quiz (worth 5%)	Week 9	Online Assignment Submission with plagiarism check
All	3	Practical / Laboratory Skills, and Written Piece	Individual	45%	40 minutes including 10 minute reading time.	Exam Period	Exam Venue

All - Assessment Task 1: Introductory Vlog

GOAL:	The goal of this assessment task is 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 different roles of physiotherapy and personal and career aspirations.		
PRODUCT:	Artefact - Creative, and Oral		
FORMAT:	Students will introduce themselves to their practical group and peers using a Vlog format. They will post the 5-minute video to the private discussion board on the Canvas site in Week 2 of semester. Within their vlog students need to: 1. Introduce themselves and where they from 2. Why they want to study physiotherapy and chose to study at UniSC 3. What type of role and setting of physio practice to they aspire to work in, and why 4. Pose at least one question regarding physiotherapy study at UniSC. Students will then need to comment and answer a question from at least one of their peers on their Vlog in Week 3 of semester.		
CRITERIA:	No.		Learning Outcome assessed
	1	Submits Vlog and response to peer's Vlog on time and in the correct online location.	4
	2	Incorporates all requested information in Vlog and provides appropriate response to peer's Vlog.	4
	3	Demonstrates professionalism in communication, attire and presentation in the Vlog and online discussions.	2 4
	4	Demonstrates awareness and understanding of different roles and areas of practice in physiotherapy.	1
	5	Demonstrate depth of insight and reflection regarding personal motivations and reasons for pursuing a physiotherapy career (and area of practice).	1 4
	6	Demonstrates friendliness/warmth, respect, and individual personality in Vlog and online discussions.	4
	7	Demonstrates commitment to learning and engagement with task and respectful interaction with peers and tutor online.	2 4
	8	Communicates clearly and effectively in an oral format, at an appropriate speed, and with appropriate verbal and non verbal language.	4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies		

All - Assessment Task 2: Client Interview and Written Assignment

GOAL:	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; (4) researching potential roles of physiotherapy and client outcomes and (5) recognising the relevance of the physiotherapy practice thresholds and AHPRA code of conduct to learning and clinical practice.		
PRODUCT:	Oral and Written Piece		
FORMAT:	<p>1. Video of client interview and feedback (worth 10%)</p> <p>2. Written assignment consisting of:</p> <p>(a) Critical reflection on interview and personal development plan (500 words, worth 10%)</p> <p>(b) ICF map and discussion of client function/disability and treatment priorities (500 words, worth 10%)</p> <p>(c) Potential role of physiotherapy supported by research evidence (500 words, worth 10%)</p> <p>3. Online quiz on CANVAS to identify relevance of physiotherapy practice thresholds and code of conduct to assessment task (worth 5%)</p> <p>All aspects of this assessment are due in Week 9 - the specific due date and time will be provided via CANVAS along with the marking schema. Written material needs to be submitted via Turnitin on CANVAS, while the video can be uploaded to CANVAS without submitting via Turnitin. The online quiz is available on CANVAS and is automatically submitted on completion.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	PART 1 (Interview): Demonstration of professionalism, effective verbal and nonverbal communication and appropriate documentation during the client interview	2 3 4
	2	PART 1 (Interview): Demonstration of respect, active listening and empathy during the client interview and seeks feedback	2 3 4
	3	PART 2a (Critical Reflection): Critical reflection on the client interview and feedback to generate personal plan for improvement	4
	4	PART 2b (ICF): Description of client functioning using the International Classification of Functioning and Disability and identifies opportunities for physiotherapy input	6
	5	PART 2c (Physio Role): Description of potential physiotherapy interventions which may assist the client, referencing peer-reviewed research evidence to support ideas	1
	6	PART 2 (Written Report): Demonstration of effective academic writing and referencing skills and complies with word limit and referencing requirements	4
	7	PART 3 (Online Quiz): Identification of all physiotherapy practice thresholds and AHPRA code of conduct principles that are relevant to the assessment task.	2
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Objective Structured Clinical Examination

GOAL:	To evaluate student ability to assess pain and active range of movement of the upper and lower limb joints in a safe, professional, and effective manner and to document findings. Students will also need to obtain informed consent, comply with infection control and safe manual handling principles and answer examiner questions.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
FORMAT:	<p>Students will cycle through 4 X 10 minute stations. The first station is a reading station where students can review their allocated questions, and prepare for their following stations. The second station and third station are practical stations where students will assess pain and active range of movement of the upper limb and lower limb (as specified by assessment questions). Peers will act as simulated patients. The examiner will also ask questions regarding relevant anatomy, factors limiting movement, and linked functional activities. The fourth station is where students can finalise documentation of their physical assessment.</p> <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.</p>		
CRITERIA:	No.		Learning Outcome assessed
	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, 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 range of movement of affected side +/- unaffected side.	3 4 5
	9	Answers examiners questions clearly and accurately in relation to limiting factor of movement, major muscles/muscle groups that may create the 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
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
PHYSIOTHERAPY PRACTICE THRESHOLDS IN AUSTRALIA AND AOTEAROA NEW ZEALAND				
All delivery modes	Artefact - Creative, and Oral	Introductory Vlog	2.1	Assessed
			2.2	Assessed
			3.1	Assessed
			3.2	Assessed
			4.2	Assessed
			6.1	Assessed
			6.2	Assessed
	Oral and Written Piece	Client Interview and Written Assignment	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			2.2	Assessed
			3.1	Assessed
			3.2	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			6.1	Assessed
			7.1	Assessed
	Practical / Laboratory Skills, and Written Piece	Objective Structured Clinical Examination	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			3.1	Assessed
			3.2	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			7.1	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 the physiotherapy profession, ethical and legal requirements, different roles and key principles	Week 1 Seminar 1 - Introduction to program and PTY100 Online resources Lab 1 - Scope of practice, different areas/settings, practice thresholds Lab 2 - Ethical and legal requirements, AHPRA code of conduct

PERIOD AND TOPIC	ACTIVITIES
Module 2: International Classification of Functioning and Disability model and applications to physiotherapy	<p>Week 2</p> <p>Seminar 2 - Work integrated learning in physiotherapy and "fit for placement" requirements</p> <p>Online resources</p> <p>Lab 1 - ICF - Impairments, activity limitations, participation restrictions</p> <p>Lab 2 - ICF - Personal and environmental factors</p> <p>Assessment 1 (10%) - Upload VLog to private group discussion board within lab group</p>
Module 3: Client interview skills, communication and documentation	<p>Week 3</p> <p>Seminar 3 - Briefing regarding Assessment 2 - Overview of tasks & criteria, client interview</p> <p>Online resources</p> <p>Lab 1 - Effective communication skills, building rapport, demonstrating empathy</p> <p>Lab 2 - Interview questions, process and technique</p> <p>Assessment 1 cont. (10%) - Comment on a peer's Vlog on the private group discussion board and answer a peer's question</p> <p>Week 4</p> <p>Online resources</p> <p>Lab 1 - Clinical documentation of interview findings and relevance to ICF model</p> <p>Lab 2 - Simulated client interview and documentation - practice and feedback with peers</p> <p>Bring draft client interview questions to Lab 2 for feedback</p>
Module 4: Critical reflection, and giving and receiving feedback	<p>Week 5</p> <p>Seminar 4 - Briefing regarding Assessment 2 - Critical reflection & feedback, relevance of practice thresholds and AHPRA code of conduct</p> <p>Online resources</p> <p>Lab 1 - Critical reflection</p> <p>Lab 2 - Feedback</p>
Module 5: Observation and description of movement, posture and function	<p>Week 6</p> <p>Seminar 5 - Briefing regarding Assessment 2 - ICF template & identifying physiotherapy roles, research & referencing</p> <p>Online resources</p> <p>Lab 1 - Movement of lower quadrant</p> <p>Lab 2 - Movement of upper quadrant</p> <p>Week 7</p> <p>Online resources</p> <p>Lab 1 - Static posture</p> <p>Lab 2 - Dynamic posture</p> <p>Week 8</p> <p>Online resources</p> <p>Lab 1 - Function - Lower quadrant</p> <p>Lab 2 - Function - Upper quadrant</p>

PERIOD AND TOPIC	ACTIVITIES
Module 6: Lower limb basic anatomy and assessment of pain and movement	<p>Week 9</p> <p>Assessment 2 (45%) - Client interview, written assignment and online quiz due this week</p> <p>Seminar 6 - Briefing regarding Assessment 3 - Practical OSCE</p> <p>Online resources</p> <p>Lab 1 - Overview/process, Knee</p> <p>Lab 2 - Ankle and Foot</p> <p>Week 10</p> <p>Online resources</p> <p>Lab 1 - Hip</p> <p>Lab 2 - Lower limb revision</p>
Module 7: Upper limb basic anatomy and assessment of pain and movement	<p>Week 11</p> <p>Online resources</p> <p>Lab 1 - Overview/process, wrist</p> <p>Lab 2 - Elbow, hand</p> <p>Week 12</p> <p>Online resources</p> <p>Lab 1 - Shoulder</p> <p>Lab 2 - Upper limb revision</p>
Module 8: Spinal basic anatomy and assessment of pain and movement (and OSCE preparation and revision)	<p>Week 13</p> <p>Online resources</p> <p>Lab 1 - Spine & clinical documentation</p> <p>Lab 2 - OSCE preparation</p>
Formal examination period	<p>Assessment 3 (45%) - Practical OSCE exam will be scheduled around scheduled examination times. Please note you will need to act as a therapist AND a patient for a peer within the OSCE exam. Please see timetable on CANVAS.</p>

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 also have one re-sit examination opportunity for Practical OSCE. The re-sit opportunity will be offered if students fail their first attempt given the potentially stressful nature of an OSCE. Students who re-sit and pass the OSCE will receive a maximum of 50% for the relevant assessment 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.

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