

PTY101 Introduction to Physiotherapy Practice B

School: School of Health - Physiotherapy

2025 | Semester 2

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 learn how to assess passive range of movement, muscle strength and length, and begin to interpret findings and suggest implications for physiotherapy treatment. Principles of exercise prescription in relation to pain, reduced range of movement, muscle weakness, and lack of flexibility will be introduced. You will also be orientated to different roles and responsibilities of allied health assistants and learn how to assist and support allied health professionals in their care of clients in clinical practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Seminar – Seminars will be scheduled to orientate students to the course, to facilitate complex clinical reasoning development, and provide briefing and support with regards to assessment items. Seminars will be required in weeks 1, 2, 5, 6, 8, 13.	1hr	Week 1	6 times
Tutorial/Workshop 1 – Workshops will be utilised to teach content related to allied health assistance training (and include external guests). These will be scheduled in weeks 9-12, and include the full student cohort. Ideally these will be scheduled at same time as seminars.	1hr	Week 9	4 times
Laboratory 1 – Lab classes will occur X2/week for 11 weeks (all weeks except weeks 4 and 8). These support students in applying learning to clinical contexts and practical skill development and will take place within the physiotherapy practice laboratories.	4hrs	Week 1	11 times

1.3. Course Topics

- Revision and extension of musculoskeletal anatomy and applications to physiotherapy assessment and treatment
- Assessment of pain, active and passive range of movement, interpretation and grading of findings, documentation and consideration of implications
- Assessment of muscle length and strength, interpretation and grading of findings, documentation and consideration of implications
- Demonstrating professionalism, effective communication, interpersonal skills and collaboration with clients and other health professionals
- Orientation to allied health assistant roles and responsibilities in different workplace settings and with different disciplines
- Working within scope of practice and limitations as an allied health assistant, physiotherapy student and physiotherapist
- Monitoring health status of the client, conducting screening tests, reporting progress and seeking help when indicated
- Educating in the use of assistive technology, and managing, maintaining and fitting assistive technology
- Use of augmentative and assistive devices for communication, documentation of client services and practice administration
- Safe positioning, posture, transfers and mobilisation of clients in collaboration with other health professionals
- Implementing prescribed therapy, exercise, and life skills training as an allied health assistant in a safe and effective manner
- Critically reflecting on personal strengths and limitations and undertaking relevant learning and activities to improve capabilities

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 Demonstrate a safe, effective, and sensitive approach to assessing pain, active and passive range of movement, muscle length, and muscle strength	Empowered	1.1, 1.3, 4.4
2 Apply clinical reasoning skills and knowledge of anatomy, physiology, and psychology to identify factors contributing to movement impairments and implications for treatment	Knowledgeable Creative and critical thinker Empowered Engaged	1.1, 1.2, 1.3
3 Prescribe simple joint-specific exercises in a safe and effective manner to reduce pain, improve range of movement, muscle length and strength	Creative and critical thinker Empowered	1.2, 1.3, 3.1, 4.4, 6.1
4 Safely implement screening tools, therapy and exercise programs prescribed by allied health professionals and monitor the health status and response of clients	Empowered Engaged	1.1, 1.2, 1.3, 4.4, 4.5, 5.2, 6.1, 7.2
5 Critically reflect on learning and client needs, recognise personal and professional limitations and seek help and assistance as required.	Creative and critical thinker Empowered Engaged	1.3, 1.4, 4.1, 4.2, 4.4, 4.5, 5.1, 5.2
6 Communicate clearly, professionally, and ethically and complete clinical documentation and administrative duties in a timely and effective manner	Empowered Ethical	2.1, 2.2, 3.1, 3.2, 7.1

* 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
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
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
5.2	Engage in safe, effective and collaborative interprofessional practice
6.1	Use education to empower themselves and others
7.1	Organise and prioritise their workload and resources to provide safe, effective and efficient physiotherapy autonomously and, where relevant, as a team member
7.2	Lead others effectively and efficiently within relevant professional, ethical and legal frameworks

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

PTY100 and enrolled in 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

Early feedback will be provided via online quizzes within each module, worth 5% each (from week 3). Students will also have regular formative feedback within laboratory sessions regarding their progress.

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	25%	<p>*Students will complete an anatomical workbook associated with learning across weeks 1-7 and submit this online via CANVAS at the end of week 7.</p> <p>* Students will undertake 3X 15 minute quizzes in relation to anatomy online learning, lab activities and application in clinical scenarios by the end of weeks 3, 5 and 7.</p> <p>* The physiotherapy practice threshold workbook introduced in Semester 1 with PTY100 will need to be continually refined, and added to in Semester 2, and submitted as part of PTY101 assessment at the end of week 13 (and programmatic assessemnt).</p>	Throughout teaching period (refer to Format)	Online Submission

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	2	Practical / Laboratory Skills, and Written Piece	Individual	40%	The practical OSCE will consist of 5 stations of 10 minutes duration each (total 50 minutes).	Week 8	Exam Venue
All	3	Practical / Laboratory Skills, and Written Piece	Individual	35%	The OSCE consists of 5 stations of 10 minutes duration each (total 50 minutes).	Exam Period	Exam Venue

All - Assessment Task 1: Portfolio

GOAL:	The purpose of this portfolio is to guide student learning of anatomy content to complement clinical reasoning associated with physiotherapy assessment and treatment, and provide early feedback on learning via online quizzes. The portfolio also will enable programmatic tracking of learning and achievement of physiotherapy practice thresholds across year 1 of the physiotherapy program. Students will need to reflect on learning and development and link examples of evidence of learning and achievement in relation to practice thresholds within their PebblePad workbook.		
PRODUCT:	Portfolio		
FORMAT:	<p>The portfolio will consist of a:</p> <ol style="list-style-type: none">1. Completed anatomy workbook submitted online via Canvas (contributes 5% towards course grade)2. Completion of 3 X 15 online quizzes on Canvas (automatically submitted when completed, each quiz contributing 5% towards course grade)3. Completion of physiotherapy practice thresholds Pebble Pad workbook (submitted via ATLAS with links on CANVAS, contributing 5% towards course grade). <p>The marking schema for the portfolio will be provided on CANVAS.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate a safe, effective, and sensitive approach to assessing pain, active and passive range of movement, muscle length, and muscle strength	1
	2	Apply clinical reasoning skills and knowledge of anatomy, physiology, and psychology to identify factors contributing to movement impairments and implications for treatment	2
	3	Prescribe simple joint-specific exercises in a safe and effective manner to reduce pain, improve range of movement, muscle length and strength	3
	4	Safely implement screening tools, therapy and exercise programs prescribed by allied health professionals and monitor the health status and response of clients	4
	5	Critically reflect on learning and client needs, recognise personal and professional limitations and seek help and assistance as required.	5
	6	Communicate clearly, professionally, and ethically and complete clinical documentation and administrative duties in a timely and effective manner	6
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: Practical OSCE (Module 1 & 2)

GOAL:	The purpose of this practical OSCE exam is to test student ability to safely and effectively assess impairments (e.g. passive range of movement, muscle length and strength) of the lower limb, spine and upper limb and to interpret and document findings.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
FORMAT:	<p>Students will cycle through 5 stations. The first station will be a reading station where the students can review questions and prepare for the next station(s). Stations 2-4 will require students to demonstrate assessments of the lower limb, spine and upper limb and interpret/explain findings. The final station is a clinical documentation station.</p> <p>Note:</p> <ul style="list-style-type: none"> * Practical OSCE times will be scheduled around student classes in week 8 and will take place in physiotherapy practice labs. * The assessment schedule will be provided via CANVAS. Students should review both therapist and client times (they will act as simulated patients for their peers). * Students must achieve 50% in this assessment item to pass the course and progress to clinical placement in PTY200 Core Physiotherapy Skills A where they will assess and treat clients under supervision as a physiotherapy student and allied health assistant. 		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrates professional behaviour (e.g. introductions), attire (i.e. clinical uniform), and respect in all interactions with the client and examiner	6
	2	Ensures client position is task appropriate, the client is comfortable and if required the relevant joint/body area is exposed and patient is disrobed and draped appropriately	1 4
	3	Asks client regarding any resting symptoms and pain, monitors response during and after movement or activity, and responds appropriately to ensure safety	1 4
	4	Clearly instructs patient on required movement or activity without use of technical jargon, demonstrates movement or activity as appropriate	1 4 6
	5	Physically assists or supports client with movement or activity as appropriate for purpose of task and to accommodate client abilities and limitations in a safe and effective manner	1 4
	6	Assesses or instructs on the correct movement and activity, ensures the movement or activity is performed appropriately and provides reassurance, encouragement and feedback	1 4 6
	7	Assesses performance of movement and activity in a safe, accurate and specific manner, using measurement equipment correctly when required (e.g. goniometer)	1 4
	8	Answers examiners questions clearly and accurately in relation to client impairments and implications, and different allied health assistant scenarios	2 5 6
	9	Documents assessment and activities undertaken in OSCE using a SOAP format with all required information and measurements, and appropriate abbreviations	6
	10	Complies with infection control requirements, demonstrates safe manual handling, works within scope of practice and ability, and seeks help when required	1 4 5 6
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies		

All - Assessment Task 3: Practical OSCE (Module 3)

GOAL:	The purpose of this OSCE is to assess student ability to act safely and effectively as an allied health assistant as per delegated task including (1) screening and outcome assessment, (2) exercise prescription and supervision, (3) assisting mobility and transfers in a safe and effective manner. Students will also need to document findings in a SOAP format.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
FORMAT:	<p>Students will rotate around 5 stations. The first station is where students can review questions and prepare for next station(s), stations 2-4 is where students will complete delegated AHA tasks and station 5 is where students will document findings as per SOAP format.</p> <p>Note:</p> <ul style="list-style-type: none"> * The assessment schedule in the examination period will be provided via CANVAS. OSCE times will be timetabled around centrally scheduled exams. * Students should review both therapist and client times (they will act as simulated patients for their peers). * Students must achieve 50% in practical OSCE assessments to pass the course and progress to clinical placement in PTY200 Core Physiotherapy Skills A. 		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrates professional behaviour (e.g. introductions), attire (i.e. clinical uniform), and respect in all interactions with the client and examiner	6
	2	Ensures client position is task appropriate, the client is comfortable and if required the relevant joint/body area is exposed and patient is disrobed and draped appropriately	1 3
	3	Asks client regarding any resting symptoms and pain, monitors response during and after movement or exercise, and responds appropriately to ensure safety	1 3 6
	4	Clearly instructs patient on required movement or exercise without use of technical jargon, demonstrates movement or exercise as appropriate.	1 3 6
	5	Physically assists or supports client with movement or exercise as appropriate for purpose of task and to accommodate client abilities and limitations in a safe and effective manner	1 3
	6	Assesses or instructs on the correct movement or exercise, ensures the movement or exercise is performed appropriately and provides reassurance, encouragement and feedback	1 3 6
	7	Assesses performance of movement and exercise in a safe, accurate and specific manner, using measurement equipment correctly when required (e.g. goniometer)	1 3
	8	Answers examiners questions clearly and accurately in relation to client impairments and implications, and exercise prescription and monitoring.	1 2 3 5
	9	Document assessment and exercise undertaken in OSCE using a SOAP format with all required information and measurements, and appropriate abbreviations	6
	10	Complies with infection control requirements, demonstrates safe manual handling, works within scope of practice and ability, and seeks help when required	1 3 5 6
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation		

6.4. Assessment to competency mapping

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

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Portfolio	Portfolio	1.3	Taught, Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.1	Taught, Practiced, Assessed
			4.2	Taught, Practiced, Assessed
			4.3	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			4.5	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			5.2	Taught, Practiced, Assessed
			6.1	Taught, Practiced, Assessed
			7.1	Taught, Practiced, Assessed
	Practical / Laboratory Skills, and Written Piece	Practical OSCE (Module 1 & 2)	1.1	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed
			4.4	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
		Practical OSCE (Module 3)	1.1	Taught, Practiced, Assessed
			1.2	Taught, Practiced, Assessed
			1.3	Taught, Practiced, Assessed
			2.1	Taught, Practiced, Assessed
			2.2	Taught, Practiced, Assessed
			3.1	Taught, Practiced, Assessed
			3.2	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.4	Taught, Practiced, Assessed
			4.5	Taught, Practiced, Assessed
			5.1	Taught, Practiced, Assessed
			5.2	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
Weeks 1-4 Module 1	Assessment Skills & Clinical Reasoning (Part 1) - Observation, Palpation, AROM & PROM, Anatomy
Weeks 5- 8 Module 2	Assessment Skills & Clinical Reasoning (Part 2) - Muscle length, strength and control
Weeks 9-13 Module 3	Allied Health Assistant Roles & Introduction to Exercise Prescription

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	Karen Sladyk, Sally E. Ryan	2015	Ryan's Occupational Therapy Assistant	n/a	Slack

8.2. Specific requirements

As per all PTY courses, 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 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. Students will also need to wear their clinical uniform for clinical assessments and simulations in this course.

Students must achieve a minimum of 50% in each of the two practical objective structured clinical examinations in order to pass this course and progress to clinical placement in PTY200 Core Physiotherapy Skills A. This is to ensure students can safely apply skills when assessing and treating clients under supervision on placement. Students will have one re-sit examination opportunity for Practical OSCE (Module 1&2) and/or Practical OSCE (Module 3). The re-sit opportunity will be offered if students fail their first attempt given the potentially stressful nature of an OSCE, and need for students to achieve 50% in these assessment items to progress to year 2 courses and future clinical placements. Students who re-sit and pass the OSCE will receive a maximum of 50% for the relevant assessment item. They will receive feedback following their first attempt to support preparation and revision for their second attempt.

Physiotherapy students also will need to have completed their vaccination requirements to meet "Fit for placement" requirements in order to participate in the intensive anatomy wet lab classes on Thursday and Friday at Griffith University in week 4. Bus transport and overnight accommodation will be provided for students.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the 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 (Module 1&2) and/or Practical OSCE (Module 3). The re-sit opportunity will be offered if students fail their first attempt given the potentially stressful nature of an OSCE, and need for students to achieve 50% in this assessment items to progress to year 2 courses and future clinical placements. 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