

PTY200 Core Physiotherapy Skills A

School: School of Health - Physiotherapy

2026 | 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 taught principles of acute assessment, management, and prevention of orthopaedic and sports injuries. You will reflect on and extend your communication skills to interact effectively with Aboriginal and Torres Strait Islander peoples and diverse clientele. You will also practice applying massage, tape, braces/supports, prescribing exercise, and working safely and effectively under supervision as a physiotherapy student, allied health assistant and sports trainer. Approximately 60 hours of work-integrated learning is embedded in this course.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Students need to engage with online learning resources before practical laboratory sessions	2hrs	Week 1	13 times
Laboratory 1 – Practical Laboratory 1	2hrs	Week 1	13 times
Laboratory 2 – Practical Laboratory 2	2hrs	Week 1	13 times
Placement – As per allocation on SONIA	60hrs	Refer to Format	Once Only

1.3. Course Topics

- Communication with clients of different ages, abilities, language and culture, including Aboriginal and Torres Strait Islander peoples
- Reflection on and application of client-centred and evidence-based practice principles and interprofessional collaboration with clinical scenarios
- Orientation to use of electronic note software and clinical service aspects, and practice completing clinical documentation
- Screening clients for red flags, suitability for massage, tape and exercise, and referring clients for health professional review as indicated
- Safe and effective application of soft tissue massage, tape, braces/supports and prescription/supervision of exercise
- Differentiating the scope, roles & responsibilities, legal, professional, and insurance requirements for physiotherapists, student allied health assistants, and sports trainers
- Working as allied health assistant to support and supervise clients to complete therapy, mobilise or undertake exercises as prescribed by allied health professional
- Applying sports trainer skills to respond appropriately to acute orthopaedic and sports injuries (e.g. screening, stabilisation, safe transfer/handover, documentation)
- Common orthopaedic and sports injuries e.g. clinical presentation, assessment, diagnosis, medical imaging, treatment and prevention
- Stages and time frames for tissue healing and repair, pathophysiology underlying pain and inflammation, impact of aging and degeneration of tissues
- Emergency response and management of orthopaedic and sports injuries, including use of systems approach tool and reporting requirements
- Risk factors for different sports injuries, effectiveness of different injury prevention strategies, and how to support an injured athlete to safely return to sport
- Extend skills and experience as a physiotherapy student, allied health assistant, and sports trainer supervised by an appropriate health professional in clinical practice

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 effective, culturally safe and respectful communication and complete clinical documentation in a timely and accurate manner	Empowered Ethical	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2
2 Describe the clinical presentation, assessment, treatment and prevention of common orthopaedic and sports injuries and explain implications for physiotherapy	Knowledgeable Empowered Engaged	1.1, 1.2, 1.3, 1.4, 4.3, 4.4, 4.5, 5.2
3 Comply with occupational health and safety requirements, identify and manage risks, and work in a safe, ethical and responsible manner with other health professionals	Empowered Ethical Engaged	1.2, 2.1, 2.2, 4.4, 4.5, 5.1, 5.2
4 Apply massage, taping, braces/supports, and prescribe exercise in a safe and client-centred manner under the supervision of a suitably qualified health professional	Knowledgeable Empowered Engaged	1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2
5 Critically reflect on learning, skills and capacity, and work safely within scope of practice as an allied health assistant, sports trainer or physiotherapy student	Creative and critical thinker Empowered Ethical	2.1, 2.2, 2.3, 4.1, 4.2, 4.4, 4.5, 5.2

* 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
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
4.3	Efficiently consume and effectively apply research and commit to practice informed by best available research evidence and new knowledge

CODE	COMPETENCY
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

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

PTY101 and enrolled in BH001

5.2. Co-requisites

SPX201

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 receive immediate feedback on completion of online quizzes (for MCQ questions) and the first quiz will take place in week 3. Students also receive formative feedback on knowledge and skills in practical laboratory sessions and simulations.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	30%	45 minutes in total. Each quiz will take 15 minutes to complete, and contributes 10% towards course grade. Multiple choice questions (MCQs) will focus on applied understanding of content within different case scenarios. Quizzes are due in week 3, 5 and 7.	Refer to Format	Online Test (Quiz)

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	Report	Individual	30%	Maximum 1500 words, 500 words per reflection. Each reflection will contribute 10% towards course grade. Reflection reports will be due in Weeks 4, 6 and 13.	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	30%	90 minutes	Exam Period	Online Test (Quiz)
All	4	Placement performance	Individual	10%	* 60 hours of clinical placement will be scheduled in association with this course as per allocation on SONIA. * Clinical educators will complete a short one page assessment at the end of a placement. Please note: Students also will be required to complete a clinical experience log and reflective survey in relation to this placement to meet program and external accreditation requirements.	Refer to Format	SONIA

All - Assessment Task 1: Online Quizzes

GOAL:	To encourage student understanding, reflection and engagement with learning and activities which prepare students to provide safe and effective care on clinical placement. Students will be provided with immediate feedback on accuracy of their response to quizzes and be able to seek clarification and assistance to improve their knowledge and skills. Scheduling quizzes throughout the session will provide students with feedback on their learning and progress as they move their curriculum.																			
PRODUCT:	Quizzes																			
FORMAT:	<p>Three Online Quizzes with Multiple Choice Questions on Canvas including:</p> <p>Assessment Item 1a (Due Week 3) * Quiz 1: Culture & Communication</p> <p>Assessment Item 1b (Due Week 5) * Quiz 2: Massage & Evidence Based Practice</p> <p>Assessment Item 1c (Due Week 7) * Quiz 3: Sports Trainer & Allied Health Assistant Roles</p>																			
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy																			

All - Assessment Task 2: Reflection Report

GOAL:	<p>To facilitate student reflection on learning, capacity, and skills, and to encourage ongoing personal and professional development, and empower students to work safely and effectively in clinical practice.</p> <p>Students will need to critically reflect on 3 specific compulsory course activities they attended: Yarning session, Massage Clinic Simulation, Sports Trainer Simulation. Students will be asked to reflect on what they have learnt from this experience, and how this can assist them in their professional development and future career as a physiotherapist. Students will be expected to use the Gibb's Reflective Cycle to facilitate depth of critical reflection and writing of their report (Gibbs, 1988).</p> <p>Reference Gibbs, G. (1988). Learning by Doing: A guide to teaching and learning methods. London: Further Education Unit.</p>	
PRODUCT:	Report	
FORMAT:	<p>The written reflection report consists of 3 reflections:</p> <ul style="list-style-type: none"> * Assessment Item 2a (Due Week 4) - Reflection on Yarning Session with Aboriginal health care worker * Assessment Item 2b (Due Week 6) - Reflection on Massage Clinic Simulation * Assessment Item 2c (Due Week 13) - Reflection on Sports Trainer Simulations 	
CRITERIA:	No.	Learning Outcome assessed
	1	Reflection reports will be assessed using marking schema provided on CANVAS. 1 2 3 4 5
	2	The marking criteria will include: Demonstrate effective, culturally safe and respectful communication and complete clinical documentation in a timely and accurate manner 1
	3	The marking criteria will include: Describe the clinical presentation, assessment, treatment and prevention of common orthopaedic and sports injuries and explain implications for physiotherapy 2
	4	The marking criteria will include: Comply with occupational health and safety requirements, identify and manage risks, and work in a safe, professional and responsible manner in clinical contexts 3
	5	The marking criteria will include: Safely apply massage, taping, braces/supports, and prescribe specific exercises under the supervision of a suitably qualified health professional 4
	6	The marking criteria will include: Critically reflect on learning, skills and capacity, and work safely within scope of practice as an allied health assistant, sports trainer or physiotherapy student 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies	

All - Assessment Task 3: Written Examination

GOAL:	To assess student knowledge and clinical reasoning with respect to acute assessment and management and prevention of common orthopaedic and sports injuries and role of physiotherapy. It is also expected students can apply other learning and skills covered in this course (e.g. cultural capability) when responding to questions relating to clinical case scenarios.													
PRODUCT:	Examination - Centrally Scheduled													
FORMAT:	Online written examination with a combination of multiple choice, short answer and case study questions. Access via CANVAS as per schedule provided in the examination period.													
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy													

All - Assessment Task 4: Placement Assessment

GOAL:	<p>Placements will give students the opportunity to be orientated to clinical practice and different workplace settings and roles, and apply knowledge and skills they have learnt so far with clients under supervision of a physiotherapist and suitably qualified health professional.</p> <p>The placement assessment will provide students with feedback from their clinical educator on their performance and give guidance for how they can improve their clinical knowledge/skills. The clinical experience log and reflective survey will also support learning and guide placement allocation and preparation for future placements.</p>																		
PRODUCT:	Placement performance																		
FORMAT:	<p>Placement location, hours and timing will vary according to individual allocations. Placement allocations will be released via SONIA at least 6 weeks before placement. Please see CANVAS and SONIA for more information.</p> <p>The written Placement Assessment will be completed by the clinical educator at the end of placement. Students will be required to achieve at least 50% in this assessment to pass the course and progress to graduate-level clinical placements in years 3 and 4. The marking schema will be provided on CANVAS and completed assessments accessible via SONIA.</p> <ul style="list-style-type: none"> - Students are also required to submit a clinical experience log and reflective survey within one week of placement finishing to meet program accreditation requirements. - The clinical experience log will be housed on SONIA, and you are encouraged to include entries after every placement day/shift. - The reflective survey is a 10 minute online survey (available on CANVAS) that should be completed within a week of you finishing your placement. 																		
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GENERIC SKILLS:	Communication, Collaboration, 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				
			1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			1.4	Assessed
			2.1	Assessed
			2.2	Assessed
			3.1	Assessed
			3.2	Assessed
	Examination - Centrally Scheduled	Written Examination	4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes			5.1	Assessed
			5.2	Assessed
			7.1	Assessed
	Placement performance	Placement Assessment	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			1.4	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
			5.2	Assessed
			6.1	Assessed
			7.1	Assessed
			Quizzes	Online Quizzes
	1.2	Assessed		
	1.3	Assessed		
	1.4	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		
	5.2	Assessed		
	6.1	Assessed		
	7.1	Assessed		
	Report	Reflection Report	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			1.4	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	
5.2			Assessed	
6.1	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
Week 1 - Course introduction - Clinical placement - Communication - Documentation	* Online Learning Before Laboratory Sessions * Laboratory 1 (in computer laboratory) - SONIA & placement preparation * Laboratory 2 Communication skills with diverse clientele - Simulations
Week 2 - Culturally safe communication - Yarn with Aboriginal health care worker - Allied health assistant roles - Simulation	* Online Learning Before Laboratory Sessions * Laboratory 1 Yarn with Aboriginal Health Care Worker *must attend * Laboratory 2 Allied health assistant simulations
Week 3 - Quiz - Screening & Consent - Massage - Evidence-based practice	* Quiz 1 Due - Communication & Culture (Contributes 10%) * Online Learning Before Laboratory Sessions * Laboratory 1 Massage - lower limb * Laboratory 2 Massage - upper limb
Week 4 - Reflection Report - Safety & monitoring - Massage - Clinical Documentation - Massage Clinic Simulation *must attend	* Reflection Report - Yarning session (Contributes 10%) * Online Learning Before Laboratory Sessions * Laboratory 1 Massage - neck/shoulders, spine/pelvis * Laboratory 2 Massage clinic simulation *must attend
Week 5 - Quiz - Sports Trainer Roles - Systems Approach Tool - Clinical Scenarios	* Quiz 2 Due - Massage & EBP (Contributes 10%) * Online Learning Before Laboratory Sessions * Laboratory 1 Sports trainer - primary and secondary survey * Laboratory 2 Sports trainer - musculoskeletal
Week 6 - Reflection Report - Shoulder injuries - TOTAP(S) - Tape/Brace - Exercise	* Reflection Report Due - Massage Clinic Simulation (Contributes 10%) * Online Learning Before Laboratory Sessions * Laboratory 1 Peer simulations with case studies - TOTAP(S) * Laboratory 2 Peer simulations with case studies- Tape/Brace, Exercise
Week 7 - Quiz 3 Due - Elbow, wrist & hand injuries - TOTAP(S) - Tape/brace - Exercise	* Quiz 3 Due - Allied health assistant & sports trainer roles (Contributes 10%) * Online Learning Before Laboratory Sessions * Laboratory 1 Peer simulations with case studies - TOTAP(S) * Laboratory 2 Peer simulations with case studies- Tape/Brace, Exercise
Week 8 - Spine & head injuries - SCAT-T5, CRT-5, TOTAP(S) - Collars/Braces - Log Roll/Exercise	* Online Learning Before Laboratory Sessions * Laboratory 1 Peer simulations with case studies - SCAT-T5, CRT-5, TOTAP(S) * Laboratory 2 Peer simulations with case studies- Collars/Braces, Log Roll/Exercise
Week 9 - Hip & pelvis injuries - TOTAP(S) - Crutches - Tape/Brace - Exercise	* Online Learning Before Laboratory Sessions * Laboratory 1 Peer simulations with case studies - TOTAP(S) * Laboratory 2 Peer simulations with case studies- Crutches, Tape/Brace, Exercise

PERIOD AND TOPIC	ACTIVITIES
Week 10 - Knee injuries - TOTAP(S) - Tape/Brace - Exercise	* Online Learning Before Laboratory Sessions * Laboratory 1 Peer simulations with case studies - TOTAP(S) * Laboratory 2 Peer simulations with case studies- Tape/Brace, Exercise
Week 11 - Ankle & foot injuries - TOTAP(S) - Tape/Brace - Exercise	* Online Learning Before Laboratory Sessions * Laboratory 1 Peer simulations with case studies - TOTAP(S) * Laboratory 2 Peer simulations with case studies- Tape/Brace, Exercise
Week 12 - Adult Pre-Exercise Screening System - Injury Report Form - Revision Systems Approach - Sports trainer simulations *must attend	* Online Learning Before Laboratory Session/Simulation * Laboratory 1 APSS, Injury Report Form, Revision Systems Approach * Laboratory 2 Sports field simulation with paramedic and exercise physiology students (as per allocation on CANVAS, *must attend)
Week 13 - Reflection Report Due - Injury prevention & risk factors - Training & return to sport - Taping revision - Sport specific exercise	* Reflection Report Due - Sports Trainer Simulations (Contributes 10%) * Online Learning Before Laboratory Sessions * Laboratory 1 - Upper quadrant taping, sport specific exercise * Laboratory 2 - Lower quadrant taping, sport specific exercise
EXAMINATION PERIOD - Written Examination	* Online Written Exam (90 minutes) as per schedule on CANVAS (Contributes 30%)
Clinical Placement	60 hours of work integrated learning will be scheduled in this course. Please see SONIA for placement allocations. Placement assessment will contribute 10% towards the course grade and you must achieve 50% in your placement assessment to pass the course and progress to graduate -level clinical placements in years 3 and 4.
*Please note	This teaching schedule is a guide only, and topics, timing and activities may vary slightly from this document. Changes may be due to efforts to enhance learning & experiences, to meet professional accreditation requirements, and/or due to timetabling/space/teaching clashes. Any changes will be communicated via CANVAS course site.

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	Mark Hutchinson, Peter Brukner, Karim Khan, Ben Clarsen, Paul McCrory, Ann Cools, Kay Crossley, Jill Cook, Prof Roald Bahr	2017	BRUKNER & KHANS CLINICAL SPORTS MEDICINE INJURIES	n/a	McGraw-Hill Education / Australia

8.2. Specific requirements

To enrol in this course, students are required to meet "Fit for placement" requirements, which includes completion of Level 1 Sports Training Course. Students also will be required to wear their physiotherapy clinical uniform for clinical simulations and clinical placements.

Physiotherapy students will undertake a total of 120 hours of clinical placement across year 2 which may include a range of work integrated learning experiences and contexts. For example, students may observe and assist physiotherapists in clinical practice within a hospital, private practice or community setting, as well as work as a sports trainer and allied health assistant under supervision of physiotherapists or other health professionals.

During semester, clinical placement may be scheduled on the weekend or during the week around classes and assessments, or alternatively during semester breaks. Clinical placement hours may be able to be scheduled on a casual, part time or full time basis. The university will organise placements and allocate these to students using SONIA at the start of semester. There may be some flexibility in timing of clinical placement hours at some sites and potential opportunities for students to swap placement allocations upon consultation with the clinical coordinator. Further direction and advice will be provided on the CANVAS site.

Please note:

- Students must achieve at least 50% on the placement assessment to pass this course and progress to graduate-level clinical placements in years 3 and 4.
- Students also are required to submit a clinical experience log and complete a reflective survey in relation to each placement (within one week of placement being completed) to meet program requirements for the Bachelor of Physiotherapy (Honours) program.

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

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