

PTY200 Core Physiotherapy Skills A

School: School of Health - Physiotherapy

2026 | Trimester 1

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.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	12 times
Tutorial/Workshop 1 – Workshops will be scheduled to orientate the full student cohort to the course, enable guest presentations, briefing and support with regards to simulation, fieldwork and clinical placement, as well as assessment items.	2hrs	Week 1	4 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 bi weekly basis.	4hrs	Week 1	12 times
Placement – As per allocation on SONIA	60hrs	Refer to Format	Once Only

1.3. Course Topics

- Cultural safety and communication with diverse clients and Aboriginal and Torres Strait Islander peoples
- Revision of musculoskeletal physiotherapy subjective and objective examination and expected knowledge and skills in year 2
- Electronic documentation and clinical practice administration in different physiotherapy settings/contexts
- Potential benefits, indications, contraindications, precautions and evidence for massage, taping and exercise
- Foundational massage, taping and exercise prescription skills relevant to musculoskeletal/sports physiotherapy
- Different types of orthopaedic and sports injuries e.g. clinical presentation, assessment, diagnosis, medical imaging, treatment and prevention
- Stages and time frames for tissue healing and repair, underlying pathophysiology, impact of development, aging and degeneration
- Emergency response and management of orthopaedic and sports injuries and role of sports trainer, physiotherapist, and other health professions
- Risk factors and injury prevention strategies in sport, and how to support an injured athlete to safely return to sport
- Work safely within personal and professional scope under supervision in clinical practice on clinical placement
- Assist in client assessments and treatments as able and directed by clinical educator as a physiotherapy student/allied health assistant
- Support and supervise clients to complete therapy, mobilise or undertake prescribed exercises as an allied health assistant
- Apply sports trainer skills to respond appropriately to acute medical, orthopaedic and sports injuries, handover care and complete paperwork

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, evidence-based treatment and prevention of different types of orthopaedic and sports injuries, and 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 professional, 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
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

5.5. Microcredential Information

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 early feedback in response to Part A of their portfolio due in week 3. Students will also receive feedback on knowledge and skills in practical laboratory sessions, massage clinic and simulations before clinical placement.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	20%	<p>Part A * Consists of a: (i) Written reflection of experience and learning with regards to the yarning session with Aboriginal and Torres Strait Islander physiotherapist (using Gibb's Cycle of Reflection, max 500 words) (ii) Narrated powerpoint presentation summarising how to ensure cultural safety in physiotherapy practice when working and communicating with Aboriginal and Torres Strait Islander people referring to online learning resources (max 5 minutes, 5 slides)</p> <p>Part B * Consists of a: (i) Video reflection of personal insights/learning in relation to the sports trainer simulation with particular consideration as to the scope of sports trainer versus physiotherapist (using "what, so what, now what" framework)</p>	Refer to Format	Online Submission

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	(max 5 minutes) WHAT IS THE DURATION? LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
					report and written handover in ISBAR format to an appropriate health professional as indicated by one of the sports trainer scenarios (max 500 words)		
All	2	Practical / Laboratory Skills, and Written Piece	Individual	25%	<p>Part A Written assignment (1000 word limit, contributes 15% towards course grade)</p> <p>* Describe the clinical presentation and diagnosis of an orthopaedic or sports injury as per allocation and explain the role of physiotherapy in assessment and treatment, using research evidence to justify and support your answer.</p> <p>* Give a specific example of taping techniques and exercise(s) that can be used in physiotherapy treatment of this orthopaedic or sports injury and explain the underlying rationale for use and reference supportive research evidence.</p> <p>Part B Video demonstration (10 minutes, contributes 10% towards course grade)</p>	Week 9	Online Assignment Submission with plagiarism check

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	* Provide a WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
					<p>of safe, effective and evidence-based application of tape and exercise prescription for a client with this orthopaedic or sports injury. * This should align with specific example provided in written assignment. Highlight when the demonstrated taping technique and exercise is best utilised with reference to diagnosis, stage of recovery and research evidence.</p>		
All	3	Examination - Centrally Scheduled	Individual	30%	90 minutes	Exam Period	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	4	Placement performance	Individual	25%	The placement assessment includes: Part A. Student Massage Clinic Assessment (includes one page report completed by clinical educator, contributes 5%) Part B. Clinical Educator Assessment (includes one page report and confirmation of completion of hours, contributes 15%) Part C. Student Placement Workbook (including clinical experience log and reflective survey, contributes 5%)	Refer to Format	SONIA

All - Assessment Task 1: Culture, Communication and Sports Training

GOAL:	<p>Part A: Cultural Safety and Communication (contributes 10% towards course grade) To encourage student understanding, reflection and engagement with learning and activities which prepare students to communicate and collaborate with Aboriginal and Torres Strait Islander people in a culturally safe manner in clinical practice.</p> <p>Part B: Sports Trainer Simulation (contributes 10% towards course grade) To optimise learning from the sports trainer simulation by reflecting on current knowledge, skills and experience and opportunities for improvement, and to demonstrate skills in completing mandatory sports injury reporting and handing over clients with injuries to a suitable health professional to review.</p>										
PRODUCT:	Portfolio										
AUTHORSHIP STATEMENT:											
FORMAT:	<p>Submit online to CANVAS (videos to be uploaded via Studio).</p> <p>Part A is due in week 3. Part B is due in week 12. See CANVAS for details and marking criteria.</p>										
CRITERIA:	<table border="1"> <thead> <tr> <th style="text-align: left;">No.</th> <th style="text-align: left;">Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate effective, culturally safe and respectful communication and critical reflection skills relevant to professional practice and learning 1 5</td> </tr> <tr> <td>2</td> <td>Recognise the clinical presentation of different types of orthopaedic and sports injuries and implications for sports trainers and physiotherapists 2 5</td> </tr> <tr> <td>3</td> <td>Work within personal and professional scope and in a safe, ethical and responsible manner in collaboration with other health professionals 3 5</td> </tr> <tr> <td>4</td> <td>Demonstrate effective use of video and technology to reflect, share or present ideas as per assignment requirements 1 2 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Demonstrate effective, culturally safe and respectful communication and critical reflection skills relevant to professional practice and learning 1 5	2	Recognise the clinical presentation of different types of orthopaedic and sports injuries and implications for sports trainers and physiotherapists 2 5	3	Work within personal and professional scope and in a safe, ethical and responsible manner in collaboration with other health professionals 3 5	4	Demonstrate effective use of video and technology to reflect, share or present ideas as per assignment requirements 1 2 5
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy										

All - Assessment Task 2: Orthopaedic and Sports Injury Assessment and Treatment

GOAL:	To assist and evidence student learning in relation to the clinical presentation and diagnosis of an orthopaedic or sports injury and the role of physiotherapy in assessment and treatment. Students will also need to demonstrate safe and effective taping and prescription of a suitable exercise(s) for the clinical scenario on a video and justify approach utilised with research evidence in the written component of the assignment.	
PRODUCT:	Practical / Laboratory Skills, and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	Submit online to Canvas with video upload via Canvas Studio (detailed instructions on CANVAS) Referencing should follow American Psychological Association (APA) referencing style (7th edition)	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrates effective written, oral and non verbal communication and appropriate academic referencing and citations 1 3
	2	Complies with ethical, legal, professional requirements, screens for contraindications/precautions, and demonstrates safe manual handling 1 3
	3	Applies tape and prescribes exercise in a safe and effective manner, with appropriate monitoring/reassessment, feedback and adjustment 1 2 4
	4	Clearly and accurately describes the clinical presentation, pathophysiology, assessment and imaging findings of an orthopaedic or sports injury 2
	5	Explains and justifies the selected taping technique and exercise in relation to the orthopaedic or sports injury and research evidence 2 4
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	
AUTHORSHIP STATEMENT:		
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.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate effective, culturally safe and respectful communication and complete clinical documentation in a timely and accurate manner 1
	2	Describe the clinical presentation, assessment, treatment and prevention of common orthopaedic and sports injuries and explain implications for physiotherapy 2
	3	Apply massage, taping, braces/supports, and prescribe exercise in a safe and client-centred manner under the supervision of a suitably qualified health professional 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 4: Clinical 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>Assessments 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 placement workbook activities, including the clinical experience log and reflective survey also support student learning and guide placement allocation and preparation for future placements.</p>																		
PRODUCT:	Placement performance																		
AUTHORSHIP STATEMENT:																			
FORMAT:	<ul style="list-style-type: none"> * Placement location, hours and timing will vary according to individual student allocations. - Massage clinic allocations will be released via CANVAS early in the first trimester. - External placement allocations will be released via SONIA at least 6 weeks before placement. <p>* Clinical educator assessments will be completed at the end of massage clinic and external placement - the marking schema will be provided on CANVAS</p> <p>* Students will be required to submit a completed workbook within one week of completion of their external placement to CANVAS, including the clinical experience log and reflective survey (this is required for program accreditation)</p> <p>* Students will be required to achieve at least 50% in Part B (Clinical Educator Assessment) related to their external placement assessment to pass the course and progress to clinical placements in years 3 and 4.</p>																		
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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.	5																	
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				
All delivery modes	Examination - Centrally Scheduled	Written Examination	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			1.4	Assessed
			2.1	Assessed
			2.2	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.1	Assessed
			3.2	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			5.2	Assessed
			7.1	Assessed
	Placement performance	Clinical 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
	Portfolio	Culture, Communication and Sports Training	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

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			5.2	Assessed
			6.1	Assessed
			7.1	Assessed
	Practical / Laboratory Skills, and Written Piece	Orthopaedic and Sports Injury Assessment and Treatment	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
Module 1 - Cultural Safety and Communication	Workshop, Online Learning and Laboratory Sessions Yarning session with Aboriginal and/or Torres Strait Islander physiotherapist
Module 2 - Massage and Physiotherapy	Workshop, Online Learning and Laboratory Sessions 4 hour Student Massage Clinic at University (as per allocation)
Module 3 - Orthopaedic and Sports Injuries	Workshops, Online Learning and Laboratory Sessions Orientation to Plastering, Sports trainer simulation
External Clinical Placement	10 hours supervised by health professional who is not a physiotherapist or supervised sports trainer hours 50 hours supervised by a physiotherapist

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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. PTY200 requires 60 of the 120 hours of placement to be completed.

During trimester, clinical placement may be scheduled on the weekend or during the week around classes and assessments, or alternatively during trimester 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 trimester. 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 clinical educator 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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)