



COURSE OUTLINE

PTY201

Core Physiotherapy Skills B

School: School of Health - Physiotherapy

2026 | Trimester 2

UniSC Sunshine Coast

BLENDDED
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 extend your knowledge regarding orthopaedic conditions and surgeries, and physiotherapy functional rehabilitation roles in hospital and the community. You will extend your skills in assessing balance, posture and gait, assisting client mobility, transfers and gait, and prescription of gait aids and exercise. You will also develop and demonstrate safety and competency in the application of electro-physical agents and undertake inter-professional education related to discharge planning and handovers/referral. 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
BLENDDED 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 biweekly basis.	4hrs	Week 1	12 times
Placement – As per allocation	60hrs	Refer to Format	Once Only

1.3. Course Topics

- Screening client for suitability and safety to apply electrophysical agents
- Applying heat, ice, therapeutic ultrasound, and electrotherapy in a safe and effective manner
- Assessment and management of common orthopaedic conditions by physiotherapists and other health professions
- Common orthopaedic surgeries, post operative precautions/restrictions, mobilisation with gait aids and exercise prescription
- Screening client for suitability and safety to mobilise and assisting client mobilisation with appropriate gait aids after surgery, injury, or due to pain
- Prescribing gait aids and educating clients regarding safe and efficient ways of mobilising and negotiating different tasks and environments
- Assessing balance, posture, movement and gait, and improving function and reducing risk of falls with education, exercise and gait aids
- Interprofessional collaboration with regards to handovers/referrals and planning safe discharge from hospital
- Motivational interviewing, health coaching, behaviour change and exercise adherence
- Orientation to community based exercise rehabilitation environments and equipment (e.g. hydrotherapy, pilates)

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 Explain the role of physiotherapists and other health professionals in the assessment and management of clients with orthopaedic conditions in hospital and the community	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 1.3, 1.4, 4.5, 5.2
2 Assess client balance, posture and gait, and provide education, gait aids and exercise to improve function and reduce the risks of falls	Knowledgeable Empowered	1.1, 1.2, 1.3, 1.4, 4.4
3 Educate and assist a client to safely mobilise with gait aids after orthopaedic surgery or injury, and progress or regress a client's gait as indicated	Knowledgeable Empowered	1.1, 1.2, 1.3, 3.1, 4.4, 5.1, 6.1
4 Demonstrate ethical and professional behaviour, critical reflection skills and a commitment to client-centred care, evidence-based practice and lifelong learning	Creative and critical thinker Empowered Ethical Engaged	2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 4.4, 5.1
5 Work safely within scope and demonstrate effective communication, documentation and inter-professional collaboration	Empowered Ethical Engaged Sustainability-focussed	1.1, 1.2, 1.4, 3.1, 3.2, 5.1, 5.2
6 Screen contraindications and precautions, and safely apply and justify the use of electrophysical agents in different clinical contexts	Creative and critical thinker Empowered	1.1, 1.2, 4.3, 4.4, 5.1

* Competencies by Professional Body

CODE	COMPETENCY
PHTSYTHERAPY 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
4.3	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
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

PTY200 and enrolment in BH001

5.2. Co-requisites

SPX202 and SPX211

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 early formative feedback in class and after completing the first OSCE in week 4

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	1a	Practical / Laboratory Skills, and Written Piece	Individual	15%	50 minutes (including 10 minutes reading time),	Week 4	Exam Venue
All	1b	Practical / Laboratory Skills, and Written Piece	Individual	20%	50 minutes (including 10 minutes reading time).	Exam Period	Exam Venue
All	2	Portfolio	Individual	15%	<p>1. Written reflection report in relation to:</p> <ul style="list-style-type: none"> - Motivational interviewing/health coaching session (500 words) - Discharge planning meeting with other professions (500 words) <p>2. Physiotherapy Practice Thresholds Workbook Submission including 5 minute VLOG and uploading/tagging evidence within Pebble Pad Workbook (Year 2 evidence)</p> <p>Each of these Portfolio components will contribute 5% each towards the course grade (total 15%).</p>	Week 12	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	25%	60 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%	<p>Part A. Students will need to attend a 4 hour slide sheet and hoist transfer training and complete practical competency assessments before clinical placement.</p> <p>Part B. The clinical educator will complete a one page assessment and verify student completion of 60 hours.</p> <p>Part C. Students will complete a placement workbook and complete clinical experience log and reflective survey.</p>	Refer to Format	Online Submission

All - Assessment Task 1a: OSCE 1a Electophysical Agents

GOAL:	To assess student competency to apply electophysical agents (e.g. heat/ice, ultrasound, electrotherapy) in a safe and effective manner, to justify application and parameters within case scenarios, and to document treatment sessions. Students must achieve at least 50% in this assessment to pass the course, as EPA competency with applying electophysical agents is required to meet accreditation requirements and ensure students/graduates can safely apply electophysical agents in clinical practice.	
PRODUCT:	Practical / Laboratory Skills, and Written Piece	
FORMAT:	<p>Objective structured clinical examination with 5 stations (10 minutes each) including:</p> <ol style="list-style-type: none">1. Reading station2. Heat or Ice3. Therapeutic ultrasound4. Electrotherapy5. Clinical Documentation. <p>Students will act as simulated clients for each other, and so will need to take note of their therapist time slot, as well as client time slot. Students need to wear their clinical uniform when they are the therapist, and be prepared to disrobe to shorts/singlet or suitable underwear as a client. The OSCE schedule will be provided on CANVAS.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders	1
	2 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client-centred care, and lifelong learning	4
	3 Work within scope of practice and demonstrate effective communication, documentation, and interprofessional collaboration skills in clinical contexts	5
	4 Screen client suitability, and safely apply and justify the use of electophysical agents in different clinical contexts	6
GENERIC SKILLS:	Communication, Problem solving, Applying technologies	

All - Assessment Task 1b: OSCE 1b Post Op Mobilisation and Exercise

GOAL:	To assess student competency to screen a client for suitability to mobilise after orthopaedic surgery or injury; to assist and educate the client to safely and effectively mobilise with a suitable gait aid; and complete post operative exercises to facilitate their recovery. Students will also need to justify clinical decision-making within case scenarios, and complete clinical documentation.												
	Students must achieve 50% in this assessment to progress to clinical placement and pass the course. In Year 3 and 4 courses this will be an assumed competency students can apply in future clinical placements. Failing this assessment may mean you place a client at risk of harm, and so we need to confirm your safety in completing these tasks.												
PRODUCT:	Practical / Laboratory Skills, and Written Piece												
FORMAT:	Objective structured clinical examination with 5 stations (10 minutes each) including: 1. Reading station 2. Screening station 3. Mobilisation station 4. Exercise station 5. Documentation station												
	This OSCE will be scheduled in the formal examination session around centrally scheduled examinations. Please see CANVAS for the OSCE schedule.												
	Please note: - Students will act as simulated clients for each other, and so will need to take note of their therapist time slot, as well as client time slot. - Students need to wear their clinical uniform when they are the therapist, and be prepared to disrobe to shorts/singlet or suitable underwear as a client.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders</td><td>1</td></tr><tr><td>2 Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury</td><td>2</td></tr><tr><td>3 Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercises</td><td>3</td></tr><tr><td>4 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client-centred care, and lifelong learning</td><td>4</td></tr><tr><td>5 Work within scope of practice and demonstrate effective communication, documentation, and interprofessional collaboration skills in clinical contexts</td><td>5</td></tr></tbody></table>	No.	Learning Outcome assessed	1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders	1	2 Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury	2	3 Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercises	3	4 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client-centred care, and lifelong learning	4	5 Work within scope of practice and demonstrate effective communication, documentation, and interprofessional collaboration skills in clinical contexts	5
No.	Learning Outcome assessed												
1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders	1												
2 Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury	2												
3 Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercises	3												
4 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client-centred care, and lifelong learning	4												
5 Work within scope of practice and demonstrate effective communication, documentation, and interprofessional collaboration skills in clinical contexts	5												
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy												

All - Assessment Task 2: Portfolio

GOAL:	This portfolio is designed to support student participation and engagement with experiential and inter-professional learning experiences, by encouraging critical reflection on learning and implications for future practice. Students also need to collate evidence of developing competency in relation to practice thresholds over year 2 in their physiotherapy practice thresholds workbook (forms part of programmatic assessment).	
PRODUCT:	Portfolio	
FORMAT:	<p>Students should use Gibb's cycle of reflection to structure written reflections and these should be no more than 500 words each. A copy of the marking schema will be provided on CANVAS. Each reflection will contribute 5% towards the course grade and should be submitted online via CANVAS.</p> <p>The physiotherapy practice thresholds workbook is an online PebblePad workbook that students add to each year of their degree, so is of variable length and will be able to be shared with examiner via ATLAS. Most of the work relates to collating evidence in relation to each competency, and summarising in a 5 minute VLOG their learning/experience over the year and implications.</p>	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> 1 Ethical, professional behaviour and commitment to lifelong learning 2 Role of physiotherapists and other health professionals, to assist client care and discharge 3 Effective communication, documentation and interprofessional collaboration 	Learning Outcome assessed
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy	

All - Assessment Task 3: Written Examination

GOAL:	To evaluate student knowledge and clinical reasoning regarding common orthopaedic conditions, orthopaedic surgery and physiotherapy rehabilitation in hospital and the community. Students will need to observe, describe, and analyse client balance, posture, movement and gait (including the use of gait aids) from photos/videos, and discuss potential implications for physiotherapy, such as education, exercise, and gait rehabilitation/assistance. Students will also need to apply understanding of different types of exercise, gait aid prescription and progression, discharge planning and inter-professional collaborative practice to clinical scenarios.	
PRODUCT:	Examination - Centrally Scheduled	
FORMAT:	Online written exam with multiple choice, short answer and extended response questions related to case studies. This examination will be centrally scheduled in the formal examination period.	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> 1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders. 2 Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury. 3 Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercise. 4 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client centred care and lifelong learning. 5 Work within scope of practice and demonstrate effective communication, documentation and interprofessional collaboration skills in clinical contexts. 	Learning Outcome assessed
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 4: Placement Assessment

GOAL:	<p>Placements provide students with practical work experience as an allied health assistant, sports trainer, and physiotherapy student. 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 or suitably qualified health professional. Completion of practical competencies with slide sheet and hoist transfer training before placement will facilitate student preparation for placement.</p> <p>The placement assessment will provide students with feedback from their clinical educator/supervisor on their performance and give guidance for how they can improve and prepare for future clinical placements. The student workbook will assist students to track clinical experiences and performance on placement, and to assist with learning, preparation and performance on their next placement. Accrediting bodies also require evidence that students have diverse clinical placement experiences, and so the clinical experience log contributes to this evidence and will be used to inform future placement allocations.</p>	
PRODUCT:	Placement performance	
FORMAT:	<p>A minimum of 60 hours of clinical placement will be scheduled in association with this course.</p> <ul style="list-style-type: none"> - Placement timing, location, and hours will be variable according to individual allocation. - Students will receive allocations at least 6 weeks before placements are scheduled to commence via SONIA. <p>The placement assessment consists of three elements:</p> <p>Part A. Slide sheet and hoist transfer competency before placement (contributes 5%)</p> <p>Part B. Clinical educator assessment of student performance on placement (contributes 15%)</p> <p>Part C. Student placement workbook (contributes 5%) - includes clinical experience log and reflective survey, due one week after scheduled placement, submitted online as per instructions on CANVAS</p> <p>Students must achieve at least 50% with Part B (clinical educator assessment) to pass the course and progress to clinical placements in years 3 and 4.</p>	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> 1 Explain the role of physiotherapists and other health professionals in the assessment and management of common orthopaedic disorders. 2 Assess the balance, posture and gait of clients with orthopaedic conditions, and provide education and treatments to reduce the risk of falls and injury. 3 Assist a client to safely mobilise after orthopaedic surgery or injury in a safe and effective manner and prescribe suitable gait aids and exercise 4 Demonstrate safe, ethical and professional behaviour and a commitment to evidence-based practice, client-centred care and lifelong learning. 5 Work within scope of practice and demonstrate effective communication, documentation, and interprofessional collaboration skills in clinical contexts. 6 Screen client suitability and safely apply and justify the use of electrophysical agents in different clinical contexts. 	Learning Outcome assessed
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				
			1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			3.1	Assessed
			3.2	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	Written Examination TITLE	COMPETENCY	TEACHING METHODS
	Examination - Centrally Scheduled		4.3 4.4 4.5 5.1 5.2 7.1	Assessed Assessed Assessed Assessed Assessed Assessed
			1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 4.3 4.4 4.5 5.1 5.2 6.1 7.1	Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed
	Placement performance	Placement Assessment		
All delivery modes	Portfolio	Portfolio	1.2 1.4 2.1 3.1 3.2 4.1 4.2 4.3 4.4 5.1 5.2 6.1	Taught, Practiced Practiced Practiced Practiced Practiced Practiced Practiced Practiced Practiced Taught, Practiced Taught, Practiced, Assessed Practiced, Assessed
		OSCE 1a Electrophysical Agents	1.1 1.2 1.3 2.1 3.1 3.2 4.3 4.4 4.5 5.1 5.2 7.1	Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed Assessed
	Practical / Laboratory Skills, and Written Piece	OSCE 1b Post Op Mobilisation	1.1 1.2 1.3 2.1 3.1 3.2 4.3	Assessed Assessed Assessed Assessed Assessed Assessed Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	and Exercise TITLE	COMPETENCY	TEACHING METHODS
			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: Electro-Physical Agents & Physiotherapy	Workshops, Online Learning and Laboratory Sessions
Module 2: Community Rehabilitation & Exercise	Workshops, Online Learning, Laboratory Sessions, Health Coaching/Motivational Interview with Peer, Exercise Classes
Module 3: Orthopaedic Surgery & Post Op Rehabilitation	Workshops, Online Learning, Laboratory Sessions, Interprofessional Education (Discharge Planning & Handover, Referral)
Clinical Placement	4 hour slide sheet and hoist transfer training and competency 10 hours supervised by a 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

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
Required	Peter Brukner,Karim Khan	2019	CLINICAL SPORTS MEDICINE: THE MEDICINE OF EXERCISE	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 OSCE examinations, 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 with physiotherapists and other health professionals. A total of 60 hours of clinical placement will be undertaken in PTY201.

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 a minimum of 50% in OSCE assessments (i.e. electrophysical agents, and mobilisation with gait aids) and the clinical educator assessment (Part B of placement assessment) to pass the course and undertake graduate-level placements in years 3 and 4.
- Students also will need to achieve at least 50% in practical OSCE assessments to progress to clinical placement in this course (to ensure sufficient competency to safely apply new skills with clients on placement).
- One re-sit examination for each practical OSCE will be offered to students who do not pass their initial attempt due to the stressful nature of assessment. Students will receive a maximum of 50% for assessment items which have been passed on the student's second attempt.
- Students will also be required to complete and submit a clinical experience log and reflective survey within one week of completing clinical placement course. This is a program and accreditation requirement.

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 Assessment Item 1a. OSCE 1a- Electrophysical Agents and Assessment Item 1b. OSCE 1b - Post Op Mobilisation and Exercise. 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 a minimum of 50% to progress to clinical placement and pass the course. Students who re-sit and pass their OSCE will receive a maximum of 50% for this assessment item on their second attempt. Students will receive feedback from first attempt to guide revision and preparation for their second attempt.

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

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