

PTY305 Physiotherapy for Aging and Disability

School: School of Health - Physiotherapy

2027 | Trimester 2

UniSC Sunshine Coast

**BLENDED
LEARNING**

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

Please go to 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

This course will equip you to assess and treat clients who are aging or have a disability in a safe, effective, and evidence-based manner within a rehabilitation and community context. You will apply knowledge and skills to assist clients to manage chronic health conditions and disability, and to maximise their health, functional independence, and quality of life. You will also extend your understanding and skills in working with clients, carers and other health professionals to optimise client care, and to prevent injury, illness, disease, and/or exacerbations.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online resources to prepare for workshops/laboratory sessions	2hrs	Week 1	12 times
Laboratory 1 – Practical skills and simulation	4hrs	Week 1	12 times
Tutorial/Workshop 1 – Workshop with full cohort	2hrs	Week 1	6 times
Fieldwork – Visit to residential aged care facility as per allocation on SONIA (week 3 or 4)	4hrs	Week 3	Once Only

1.3. Course Topics

- Communication with older adults and/or clients who have sensory, cognitive or motor difficulties affecting communication
 - Being guided by client goals and priorities for assessment and treatment, and providing education, choice, and agency
 - Complying with ethical, legal and professional requirements related to care of a client who is aging or has a disability
 - Exploring a client's level of functioning and disability using the International Classification of Functioning and Disability
 - Assessing structural and functional impairments, activity limitations and participation restrictions and relationships/connections
 - Identifying personal and environmental factors which impact client function and reducing barriers/increasing enablers
 - Collaborating with the client, family, and other health professionals to provide client-centred, safe and effective care
 - Recognising the normal aging process including physical and psycho-social changes and implications for physiotherapy
 - Physiotherapy assessment and treatment of common chronic conditions which are associated with aging and disability in adult
 - Providing holistic and evidence-based care which may span cardiorespiratory, neurological, and musculoskeletal physiotherapy
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- Promoting health, physical activity, and providing education to prevent falls, injury or exacerbation of chronic health conditions
 - Prescribing safe and effective exercise to older adults or clients with a disability to target impairments and/or improve functioning
 - Facilitating client independence and functional mobility with gait rehabilitation, prescription of gait aids, and exercise interventions
 - Assisting clients who are aging or have a disability to access government or third party funding for physiotherapy
 - Completing paperwork or assessments as required by different funding bodies (e.g. NDIS, Medicare, DVA)

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Physiotherapy Board of Australia
1 Communicate in a professional, respectful and effective manner with clients who are aging or have a disability, and with others involved in client care and support	Empowered Ethical	1.1, 1.2, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2
2 Explore a client's functioning and disability using the International Classification of Functioning and Disability and use this information to guide clinical reasoning	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 1.3, 3.1, 4.4, 4.5, 5.1, 5.2, 6.1
3 Design an evidence-based exercise and education program to assist a client to safely manage their chronic medical condition and reduce their level of disability	Knowledgeable Creative and critical thinker Empowered	1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.3, 4.4, 5.1, 6.1, 6.2
4 Demonstrate skills in assessing and treating clients who are aging and/or have a disability due to a chronic medical condition in a safe and effective manner	Knowledgeable Creative and critical thinker Empowered	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.3, 4.4, 4.5, 5.1, 5.2, 7.1
5 Advocate for clients who are aging and/or have a disability to access funding for physiotherapy and provide clinical documentation to support their application	Knowledgeable Empowered Ethical	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.3, 4.4, 5.1, 6.1
6 Work in a ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts	Empowered Ethical Sustainability-focussed	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.3, 4.4, 4.5, 5.1, 5.2, 7.1

* Competencies by Professional Body

CODE	COMPETENCY
PHYSIOTHERAPY BOARD OF AUSTRALIA	
1.1	Plan and implement an efficient, effective, culturally responsive and client-centred physiotherapy assessment
1.2	Involve the client and relevant others in the planning and implementation of safe and effective physiotherapy using evidence-based practice to inform decision-making
1.3	Review the continuation of physiotherapy and facilitate the client's optimal participation in their everyday life
1.4	Advocate for clients and their rights to health care
2.1	Comply with legal, professional, ethical and other relevant standards, codes and guidelines
2.2	Make and act on informed and appropriate decisions about acceptable professional and ethical behaviours
3.1	Use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others
3.2	Record and effectively communicate physiotherapy assessment findings, outcomes and decisions
4.1	Assess their practice against relevant professional benchmarks and take action to continually improve their practice

CODE	COMPETENCY
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
6.2	Seek opportunities to lead the education of others, including physiotherapy students, as appropriate, within the physiotherapy setting
7.1	Organise and prioritise their workload and resources to provide safe, effective and efficient physiotherapy autonomously and, where relevant, as a team member

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

PTY300 and PTY301 and enrolled in BH001

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

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 formative feedback during laboratory sessions and fieldwork visit, and in relation to fieldwork report and subjective examination which will inform future assessments.

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?
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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	Written Piece	Individual	30%	There are 3 parts to this written assignment: 1. Fieldwork report (due week 4) - completed checklist of tasks and 4 hours of fieldwork with supervisor verification/signature - clinical experience log (deidentified) - use templates provided on SONIA - contributes 5% towards course grade 2. Subjective examination notes (deidentified) - clinical documentation of client interview during fieldwork visit - max 500 words, contributes 10% towards course grade 3. Case Study Analyses and Physiotherapy Recommendations (deidentified) - consideration of client strengths/abilities, problems/priorities and context using ICF framework - evidence-based recommendations for future physiotherapy assessment and treatment - explain rationale and benefits of interprofessional collaboration for client care - ISBAR handover and referral to physiotherapist and another health professional - max 1000 words, contributes 15%	Refer to Format	Online Submission

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	2	Practical / Laboratory Skills, and Written Piece	Individual	20%	15-minute education and exercise session (integrated within lab classes in weeks 10-12)	Refer to Format	In Class
All	3	Practical / Laboratory Skills, and Written Piece	Individual	50%	90 minutes (plus 15 minutes reading time)	Exam Period	Online Test (Quiz)

All - Assessment Task 1: Physiotherapy for the Older Adult

GOAL:	To facilitate and evidence student learning and experience in relation to fieldwork activities which include conducting a client interview with an older adult in an aged care setting. Students will also need to demonstrate skills in finding and applying research evidence to develop evidence-based physiotherapy assessment and treatment plans, consider interprofessional collaboration opportunities, and provide a written handover/referral to a physiotherapist and another health professional.																				
PRODUCT:	Written Piece																				
AUTHORSHIP STATEMENT:																					
FORMAT:	* The fieldwork report and subjective examination notes are due on Friday 5pm in week 4 * The case study analyses and physiotherapy recommendations are due on Friday 5pm in week 8 * The fieldwork report will need to be submitted to SONIA using templates and links provided. Other items are to be submitted online via CANVAS. * It is a program and accreditation requirement that the fieldwork report is submitted on time, including the clinical experience log.																				
CRITERIA:	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Communicate in a professional, respectful and effective manner with older adults, and others involved in client care and support</td><td>1</td></tr><tr><td>2</td><td>Explore a client's functioning and disability using the International Classification of Functioning and Disability and use this information to guide clinical reasoning</td><td>2</td></tr><tr><td>3</td><td>Work in a safe, ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts</td><td>6</td></tr><tr><td>4</td><td>Plan an evidence-based physiotherapy assessment and treatment plan for an older adult based on subjective examination findings</td><td>4</td></tr><tr><td>5</td><td>Identify potential benefits, opportunities and rationale for physiotherapy and interprofessional collaborative practice to improve care for an older adult</td><td>5</td></tr></table>			No.		Learning Outcome assessed	1	Communicate in a professional, respectful and effective manner with older adults, and others involved in client care and support	1	2	Explore a client's functioning and disability using the International Classification of Functioning and Disability and use this information to guide clinical reasoning	2	3	Work in a safe, ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts	6	4	Plan an evidence-based physiotherapy assessment and treatment plan for an older adult based on subjective examination findings	4	5	Identify potential benefits, opportunities and rationale for physiotherapy and interprofessional collaborative practice to improve care for an older adult	5
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy																				

All - Assessment Task 2: Physiotherapy Education and Exercise for Chronic Medical Conditions

GOAL:	This is a small group assignment to assess physiotherapy skills in providing group education and exercise to clients with a chronic medical condition and associated disability.																
PRODUCT:	Practical / Laboratory Skills, and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	* Students will be allocated into small groups of 4 people within lab classes to complete this assignment early on in trimester. Students will be provided with a chronic medical condition from one of the national health priority areas to focus on for the physiotherapy education and exercise session. * Students will need to research the medical condition and evidence-based management strategies and then create and deliver an evidence-based physiotherapy education and exercise session to their peers during the allocated lab class in weeks 10-12 (i.e. peers will simulate clients) * A copy of the presentation slides (max 20 slides), and prescribed exercises (max 2 pages) should be submitted on the morning on the presentation to CANVAS. Further information and the marking schema will be provided via CANVAS.																
CRITERIA:	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Communicate in a professional, respectful and effective manner with clients who are aging or have a disability, and with others involved in client care and support</td><td>1</td></tr> <tr> <td>2</td><td>Demonstrate skills in assessing and treating clients who are aging and/or have a disability due to a chronic medical condition in a safe and effective manner</td><td>4</td></tr> <tr> <td>3</td><td>Work in a ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts</td><td>6</td></tr> <tr> <td>4</td><td>Design and delivery of education and evidence-based exercise program to a client with a chronic medical condition</td><td>3</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	Communicate in a professional, respectful and effective manner with clients who are aging or have a disability, and with others involved in client care and support	1	2	Demonstrate skills in assessing and treating clients who are aging and/or have a disability due to a chronic medical condition in a safe and effective manner	4	3	Work in a ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts	6	4	Design and delivery of education and evidence-based exercise program to a client with a chronic medical condition	3	
No.		Learning Outcome assessed															
1	Communicate in a professional, respectful and effective manner with clients who are aging or have a disability, and with others involved in client care and support	1															
2	Demonstrate skills in assessing and treating clients who are aging and/or have a disability due to a chronic medical condition in a safe and effective manner	4															
3	Work in a ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts	6															
4	Design and delivery of education and evidence-based exercise program to a client with a chronic medical condition	3															
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy																

All - Assessment Task 3: Objective Structured Clinical Examination

GOAL:	To evaluate student understanding and skills related to physiotherapy assessment and treatment for older adults and clients with chronic disability.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	OSCE format with reading station (15 minutes), practical stations (2X 15 minutes) and 60-minute written exam. One practical station will relate to care for an older adult, and the other case will relate to care for a client with chronic disability. Both case studies are likely to have co-morbidities and require assessment and treatment which integrate knowledge and skills across musculoskeletal, cardiorespiratory and neurological physiotherapy domains. The written examination will assess student application of knowledge to other clinical scenarios. The OSCE will be scheduled to take place during the examination period around other assessments. Students will need to be patients and therapists for each other - timetable and marking schema provided on CANVAS. Students must achieve 50% in this assessment to pass the course and progress to graduate level clinical placements.		
CRITERIA:	No.		Learning Outcome assessed
	1	Communicate in a professional, respectful and effective manner with clients who are aging or have a disability, and with others involved in client care and support	1
	2	Explore a client's functioning and disability using the International Classification of Functioning and Disability and use this information to guide clinical reasoning	2
	3	Design an evidence-based exercise and education program to assist a client to safely manage their chronic medical condition and reduce their level of disability	3
	4	Demonstrate skills in assessing and treating clients who are aging and/or have a disability due to a chronic medical condition in a safe and effective manner	4
	5	Advocate for clients who are aging and/or have a disability to access funding for physiotherapy and provide clinical documentation to support their application	5
	6	Work in a ethical, collaborative and flexible manner with clients, family and other health professionals in physiotherapy clinical contexts	6
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

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	Practical / Laboratory Skills, and Written Piece	Physiotherapy Education and Exercise for Chronic Medical Conditions	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			2.1	Assessed
			2.2	Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			4.5	Assessed
			5.1	Practiced, Assessed
			6.1	Practiced, Assessed
			6.2	Practiced, Assessed
			7.1	Practiced, Assessed
			7.2	Practiced, Assessed
		Objective Structured Clinical Examination	1.1	Practiced, Assessed
			1.2	Practiced, Assessed
			1.3	Practiced, Assessed
			1.4	Practiced, Assessed
			2.1	Assessed
			3.1	Practiced, Assessed
			3.2	Practiced, Assessed
			4.3	Practiced, Assessed
			4.4	Practiced, Assessed
			4.5	Practiced, Assessed
			5.1	Practiced, Assessed
			5.2	Practiced, Assessed
	Written Piece	Physiotherapy for the Older Adult	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.1	Assessed
			2.2	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.1	Assessed
			3.2	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			4.5	Assessed
			5.1	Assessed
			6.1	Assessed
			7.1	Assessed

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: Health, Aging and Disability	Workshops, online learning, laboratory sessions Interprofessional Workshops
Module 2: Older Adults and Physiotherapy	Workshops, online learning, laboratory sessions Residential Aged Care Visit (Fieldwork)
Module 3: Chronic Disability and Physiotherapy	Workshops, online learning, laboratory sessions Health Consumer Workshops
Module 4: Health Care Services, Funding and Residential Care	Workshops, online learning, laboratory sessions Education and Exercise Sessions (Student-led)

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	Shane O'Hanlon, Marie Smith	2021	A Comprehensive Guide to Rehabilitation of the Older Patient	n/a	Elsevier Health Sciences
Recommended	William H. Staples, Meri Goehring, Deborah A. Kegelmeyer, Jill Heitzman	2021	Geriatric Physical Therapy	2nd Ed	n/a
Recommended	Julie Smart	2020	Disability Across the Developmental Lifespan	n/a	n/a

8.2. Specific requirements

To enrol in this course, students are required to meet "Fit for placement" requirements. Students also will be required to wear their physiotherapy clinical uniform for practical assessments and fieldwork and also bring their stethoscope, study notes and writing materials. Fieldwork visits to clinic sites and residential aged care settings will likely be scheduled in week 3, although some student visits may be scheduled in week 4 if required. Students will need to attend their allocated fieldwork placement as per allocation in SONIA. Students are responsible for all costs associated with attending clinical placement, including transport.

Standard PTY course requirements for practical classes (e.g. comply with OH&S, manual handling, infection control; be prepared for disrobing and hands on practice with peers; clinical uniform for practical assessments; inform tutor of any pain or injuries or illnesses affecting participation). Classes at Sunshine Coast Health Institute also require students to be vaccinated against COVID 19 and be inducted to the site.

Please note: Students also need to complete a clinical experience log related to fieldwork experience using SONIA template (as per clinical placements). 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

Students will be eligible to undertake one resit examination if they fail their OSCE assessment item. They will receive a maximum of 50% on their second attempt. Students must achieve 50% in their OSCE to pass the course and progress to graduate level clinical placements.

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](#)