COURSE OUTLINE

SPX203 Exercise Prescription and Programming II

School: School of Health - Sport and Exercise Science

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

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

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course enables you to understand advanced principles behind prescribing an exercise program, and to gain advanced practical skills required to prescribe an exercise program. You will be able to identify the principles of exercise, including training variables such as overload, frequency, intensity, and periodisation. You will understand the human responses to exercise, and the physiological, biomechanical and psychological factors that influence an exercise program.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – On-line	2hrs	Week 1	12 times
Laboratory 1 – Face-to-face	2hrs	Week 1	12 times

1.3. Course Topics

- Benefits and risks of exercise training,
- Principles of exercise prescription and programming,
- Training periodization,
- Exercise prescription and programming for: flexibility, range of movement, muscular fitness, cardiorespiratory fitness, and specialised populations.

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Exercise and Sports Science Australia
1 Interpret the interactions between physiological, biomechanical, and psychological factors and their influence on exercise performance.	Knowledgeable	2.2.1, 2.2.1, 2.2.5, 2.2.8, 3.2.1, 3.2.2, 7.2.4, 13.2.5
2 Interpret pre-exercise screening and evaluation tools to determine current health status and associated exercise risk in healthy populations.	Empowered	2.2.6, 3.2.1, 3.2.2, 3.2.4, 3.2.6, 4.2.4, 4.2.6, 6.2.3, 7.2.1, 7.2.3, 7.2.6, 7.2.7
3 Design and implement exercise programs for low-risk individuals that align with their goals and physiological needs, including selecting and applying appropriate technology to support in-person and telepractice service delivery.	Empowered Applying technologies	2.2.6, 3.2.3, 3.2.6, 3.2.8, 4.2.1, 4.2.1, 4.2.10, 4.2.11, 4.2.2, 4.2.3, 4.2.5, 13.2.6
4 Interpret the outcomes of exercise testing procedures and equipment in assessing different aspects of human performance.	Knowledgeable	2.2.4, 2.2.5, 3.2.3, 3.2.4, 3.2.5, 3.2.8, 4.2.1, 4.2.10, 4.2.5, 4.2.8, 4.2.9, 7.2.2, 7.2.3, 7.2.4, 7.2.8
5 Compare and contrast different methods of periodisation used in exercise programming, considering individual needs, training goals and timelines.	Creative and critical thinker	2.2.5, 3.2.3, 4.2.1, 4.2.1, 4.2.3, 4.2.3
6 Demonstrate safe and effective use of resistance training equipment in accordance with industry standards and individual client needs.	Empowered	1.2.6, 3.2.3, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.6, 4.2.7, 4.2.8, 7.2.2, 7.2.3, 7.2.6

* Competencies by Professional Body

CODE	COMPETENCY
EXERCISE AND SPORTS SCIENCE AUSTRALIA	
1.2.6	Identify risks and apply appropriate risk management strategies to the professional practice of exercise science.
2.2.1	Describe biomechanical principles and how they relate specifically to the analysis of various forms of human movement to demonstrate an understanding of 2.2.1.1 Movement analysis knowledge and skills, 2.2.1.2 Scientific approaches to ascertaining the aetiology of injury and acute, chronic and complex conditions as they relate to movement, and 2.2.1.3 The physical effects of human interaction with equipment and the environment.
2.2.5	Evaluate research findings and apply exercise prescription principles to develop recommendations and interventions, including targeted exercise prescription for the purposes of optimising health status, function, recovery, independence, and participation.
2.2.8	Evaluate and apply contextual learning principles and behaviour change strategies to improve health outcomes, increase engagement, motivation, and adherence, and empower self-management of health conditions.
2.2.6	Identify specific aspects of movement patterns important for performance improvement and injury prevention.
2.2.4	Choose and interpret biomechanical measurements relevant to client's needs.
3.2.1	Describe the function, regulation and interaction of physiological systems relating to exercise.
3.2.2	Describe the individual and integrated physiological responses and adaptations to acute and chronic exercise under normal conditions, in different environments, and by external influences (e.g. ergogenic aids or technologies).
3.2.4	Distinguish, record, report, and appropriately action changing risk factors and adverse signs and symptoms that may arise before, during, and after assessments and interventions.

CODE	COMPETENCY
3.2.6	Communicate appropriate client support strategies to facilitate in-person and telepractice/telehealth service delivery which considers client needs, preferences, health and digital literacy, and accessibility factors.
3.2.3	Design exercise-based interventions to maintain and/or improve health and fitness, wellbeing and performance that consider the physiological responses to acute exercise, and the adaptations to chronic exercise.
3.2.8	Choose and use relevant technology and equipment efficiently, effectively, and safely.
3.2.5	Evaluate and record assessment outcomes in a timely and accurate manner to inform practice and communicate outcomes and relevance to goals effectively to clients and relevant others.
4.2.4	Apply the principles of motor control and learning, functional anatomy and biomechanics to assess movement and to recognise dysfunctional movement patterns and unsafe exercise technique.
4.2.6	Identify and explain the common contraindications for participation in exercise and the associated risks.
4.2.1	Select and apply a range of evidence-based tools and methods to prescribe monitor and evaluate exercise load and progress based on the needs of individuals.
4.2.10	Design and deliver evidence-based, exercise-based interventions and apply behavioural strategies that meet the needs and preferences of clients.
4.2.11	Select and apply appropriate technology to support in-person and telepractice service delivery.
4.2.2	Design, prescribe, deliver, and monitor safe and effective movement, physical activity, and exercise-based interventions for clients with complex presentations, including those with acute and chronic health conditions and multiple comorbidities.
4.2.3	Analyse a broad range of exercise modalities and select appropriate exercises and equipment to suit the needs and abilities of clients including consideration of social determinants of health.
4.2.5	Select and apply learning cues and movement progressions for teaching and correcting movement and exercise technique.
4.2.8	Evaluate effectiveness of interventions and their outcomes including the selection, interpretation, and reporting of outcome measures to inform future practice.
4.2.9	Evaluate and record client progress during an exercise-based intervention and communicate with the client, and families, carers and other health and exercise professionals where appropriate.
4.2.7	Identify, interpret, report and take appropriate action regarding adverse signs and symptoms that may arise during exercise, sport and recovery.
6.2.3	Identify exercises that are contraindicated for particular stages of growth, maturation and development across the lifespan, and have knowledge of the injuries or conditions that commonly present during certain stages of growth and development.
7.2.4	Explain the scientific rationale, reliability, validity, assumptions and limitations of common assessments.
7.2.1	Select and apply appropriate assessment procedures, including screening of appropriate social determinants of health, goal setting, obtaining informed consent and a relevant medical history, and performing a pre-exercise risk assessment and understand when onward referrals are warranted.
7.2.3	Identify and describe the limitations, contraindications or considerations that may require the modification of assessments and make appropriate adjustments for diverse individuals.
7.2.6	Select, develop and conduct appropriate protocols for safe, effective and culturally sensitive assessments including risk management and risk assessment concepts associated with the health and assessment of exercise science.
7.2.7	Identify the need for guidance or further information from an appropriate health professional and recognise when medical supervision is required before or during an assessment and when to cease a test.
7.2.2	Identify and use the common processes and equipment required to conduct accurate and safe health, physical activity and exercise assessments.
7.2.8	Analyse, interpret, communicate and record information and results from assessments including the accuracy and limitations of the assessment with the client, and families, carers and other health and exercise professionals where appropriate.
13.2.5	Apply behavioural strategies according to the needs and preferences of the individuals and/or population and their progress towards achieving realistic goals.

CODE	COMPETENCY
13.2.6	Demonstrate the ability to communicate effectively and respond appropriately to assist clients from diverse populations to change their health and physical activity behaviours.

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

SPX121 is a prerequisite for enrolment in SPX203

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

It is assumed that students will have foundational knowledge in human muscular, respiratory, and cardiovascular anatomy and physiology.

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

In week 3 students will be assessed on their ability to assess movement screening tools and prescribe exercise correctives based on their screening.

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	Practical / Laboratory Skills	Individual	30%	15 minutes	Week 4	In Class
All	2	Practical / Laboratory Skills	Individual	30%	1200 words	Week 9	Online Submission
All	3	Practical / Laboratory Skills	Group	40%	30 minutes	Week 12	In Class

All - Assessment Task 1: Practical Exam

GOAL:	Students will complete a practical assessment to demonstrate their ability to conduct a holistic pre-exercise assessment and consultation. This will include performing client screening procedures, risk stratification, evaluating social determinants of health, goal setting and selecting appropriate assessments. Students will also be assessed on their ability to select and apply appropriate pre-exercise tests and interpret client information to inform safe and effective exercise programming. Emphasis will be placed on professional conduct (including how assessments might be modified considering cultural sensitivity), client communication, and risk management aligned with exercise science practice. The task will be conducted in a simulated consultation setting.
PRODUCT:	Practical / Laboratory Skills
FORMAT:	Submitted in-person during class.
CRITERIA:	

No.		Learning Outcome assessed
1	Completion of movement screen	2
2	Demonstration of correctives exercises based off the screen	3 6

GENERIC SKILLS:	

All - Assessment Task 2: Exercise Program Design

GOAL:	In this task, students will use information gathered from a prior pre-exercise assessment and consultation to prescribe and plan the delivery of an individualised exercise program. Students will be assessed on the suitability, safety, and effectiveness of their program design in relation to client needs, goals, and risk factors. The task includes demonstrating the ability to plan techniques for exercise instruction and programming modifications as appropriate, including selection of appropriate behavioural strategies to induce change. Students will also justify their equipment and protocol selection based on individual goals and health status. Planned exercise delivery may be completed in person or via telehealth, with an emphasis on how this would impact professional communication and client engagement for the client. This task assesses students' capacity to integrate assessment data into applied exercise science and clinical decision-making practice.
PRODUCT:	Practical / Laboratory Skills
FORMAT:	Online
CRITERIA:	

No.		Learning Outcome assessed
1	Exercise prescription	4
2	Exercise programming	5 6

GENERIC SKILLS:	

All - Assessment Task 3: Full client portfolio & Practical Skills Exam

GOAL:	In this capstone task, students will conduct a post-program assessment and report on outcomes from a previously prescribed exercise program. Students will compare pre- and post-training data, interpret the effectiveness of the intervention, and explain the impact of the program on the client's health and function. Students will also be asked to report on and justify any modifications (including modifications for cultural safety if appropriate). As part of the task, students will be required to justify the inclusion of specific tests and exercises used in the program, based on client goals, assessment results, and evidence-based practice. Students will communicate findings and provide future exercise recommendations using appropriate professional communication, either face-to-face or via telehealth. This task assesses students' ability to complete the full client management cycle, integrating clinical reasoning, program evaluation, and client-centred care.
PRODUCT:	Practical / Laboratory Skills
FORMAT:	Delivered in-person at the conclusion of the teaching period.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Knowledge and understanding of theoretical and practical principles of exercise prescription and programming pertaining to the materials covered throughout the trimester — 1 3 4 6
GENERIC SKILLS:	

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2021				
All delivery modes	Practical / Laboratory Skills	Practical Exam	2.2.1	Taught, Assessed
			2.2.5	Taught, Practiced, Assessed
			2.2.8	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.4	Taught, Practiced, Assessed
			3.2.5	Taught, Practiced, Assessed
			3.2.6	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			2.2.8	Taught, Practiced, Assessed
			3.2.5	Taught, Practiced, Assessed
			3.2.6	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	Exercise Program Design TITLE	COMPETENCY	TEACHING METHODS
			3.2.8	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
		Full client portfolio & Practical Skills Exam	2.2.1	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			2.2.8	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.5	Taught, Practiced, Assessed
			3.2.6	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
ESSA ACCREDITED EXERCISE SCIENTIST PROFESSIONAL STANDARDS 2020				
		Practical Exam	2.2.1	Taught, Practiced, Assessed
			2.2.4	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.4	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
			4.2.6	Taught, Practiced, Assessed
			7.2.1	Taught, Practiced, Assessed
			7.2.2	Taught, Practiced, Assessed
			7.2.3	Taught, Practiced, Assessed
			7.2.4	Taught, Practiced, Assessed
			7.2.6	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Practical / Laboratory Skills		7.2.7	Taught, Practiced, Assessed
			7.2.8	Taught, Practiced, Assessed
			13.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed
		Exercise Program Design	1.2.6	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.4	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed
			3.2.3	Taught, Practiced, Assessed
			3.2.4	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
			4.2.10	Taught, Practiced, Assessed
			4.2.11	Taught, Practiced, Assessed
			7.2.2	Taught, Practiced, Assessed
			7.2.3	Taught, Practiced, Assessed
			7.2.4	Taught, Practiced, Assessed
			7.2.6	Taught, Practiced, Assessed
			7.2.8	Taught, Practiced, Assessed
			13.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed
			1.2.6	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.4	Taught, Practiced, Assessed
			3.2.1	Taught, Practiced, Assessed
			3.2.2	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
		Full client portfolio & Practical Skills Exam	3.2.4	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
			4.2.6	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
			4.2.10	Taught, Practiced, Assessed
			4.2.11	Taught, Practiced, Assessed
			7.2.1	Taught, Practiced, Assessed
			7.2.2	Taught, Practiced, Assessed
			7.2.3	Taught, Practiced, Assessed
			7.2.4	Taught, Practiced, Assessed
			7.2.6	Taught, Practiced, Assessed
			7.2.7	Taught, Practiced, Assessed
			7.2.8	Taught, Practiced, Assessed
			13.2.5	Taught, Practiced, Assessed
			13.2.6	Taught, Practiced, Assessed

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

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
Recommended	Haff , G. Gregory ,Triplett , N. Travis	2015	Essentials of Strength Training and Conditioning 4th Edition	n/a	Human Kinetics

8.2. Specific requirements

This course includes an assessment of a professional competency task deemed necessary to meet the Exercise and Sports Science Australia (ESSA) Professional Standards. Therefore, your attendance and participation in practicals/laboratory's and tutorials is expected. Feedback will be provided to you during each of your classes and will provide you with support and guidance to become competent in the ESSA Professional Standards addressed in this course. For any work that is missed you will need to demonstrate to your course provider that you have covered the required material. This will usually take the form of a detailed summary and reflection of the directed study activities and practical skills for the missed class or placement.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au