COURSE OUTLINE

SPX221 Sports and Exercise Medicine

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 aims to facilitate your growth in knowledge and skills in the field of sports medicine. Learning experiences introduce the development of professional practise. This includes working as part of a multidisciplinary team and injury management (including prevention, classification, and interventions). Whilst the course addresses a breadth of sports medicine issues, it has a particular focus on emergency and first aid response in a sporting context. As such, it is strongly recommended that enrolling students are proficient in both resuscitation and first aid (incl. holding current and recognised certification).

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Various learning materials are provided before each of the twelve teaching weeks of trimester to facilitate students' exploration of and engagement with targeted knowledge and concepts.	2hrs	Week 1	12 times
Tutorial/Workshop 1 – This Workshop is used to - enhance the enhance theoretical application of knowledge and concepts from learning materials before their practical application in labs - explore questions regarding the week's topics - facilitate deeper engagement with learning materials. At least one week in the trimester will require students to explore learning materials independently without a related workshop.	2hrs	Week 1	12 times
Laboratory 1 – Labs focus on the practical application of knowledge and concepts and primarily take the form of scenario simulation between the clinician and patient. At least one week in the trimester will require students to explore a topic independently and guided by online learning materials (i.e. no on-campus lab will be scheduled that week).	2hrs	Week 1	12 times

1.3. Course Topics

- Sports and exercise medicine principles
- Ethical and other professional considerations
- Emergency care including resuscitation and first aid
- *Systems Approach* to immediate athlete care
- Medical issues in sport
- Soft tissue response to injury
- Musculoskeletal injury prevention, assessment, classification and initial care (incl. taping)

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...	Exercise and Sports Science Australia
1 Understand and describe the ethical and other professional considerations in sports and exercise medicine care.	Ethical	1.2.1, 1.2.1, 1.2.2, 1.2.4, 1.2.7
2 Demonstrate knowledge and understanding of sports and exercise medicine theory and principles.	Knowledgeable	1.2.1, 1.2.7, 2.2.1, 2.2.1, 2.2.2, 4.2.6, 4.2.7, 6.2.1, 6.2.2, 6.2.3
3 Use knowledge of early post-injury intervention techniques to manage an acute sports injury, including first aid principles and delivery of an externally provided rehabilitation program including clinical exercise prescription.	Empowered	1.2.1, 1.2.5, 2.2.1, 2.2.1, 2.2.5, 4.2.12, 4.2.2, 4.2.6, 4.2.7, 8.2.4
4 Demonstrate effective communication in different sports and exercise medicine contexts.	Empowered Communication	1.2.1, 1.2.3, 1.2.3, 1.2.5, 1.2.7, 4.2.4, 4.2.6, 4.2.7, 4.2.7

* Competencies by Professional Body

CODE	COMPETENCY
EXERCISE AND SPORTS SCIENCE AUSTRALIA	
1.2.1	Practise with integrity within the scope of practice for an AEP, the ESSA Code of Professional Conduct and Ethical Practice, and jurisdictional Codes of Conduct.
1.2.2	Practise in accordance with ethically relevant legislation, regulations, and standards that apply to AEPs including privacy, confidentiality, data security, informed consent, and record-keeping.
1.2.4	Practice with integrity within the scope of training for an Exercise Scientist and the ESSA Code of Professional Conduct and Ethical Practice.
1.2.7	Practice in accordance with ethically relevant policies, legislation and regulations that apply to exercise science settings including privacy, consent and record keeping.
1.2.5	Distinguish roles of exercise professionals and health professionals within exercise science settings and judge when to refer.

CODE	COMPETENCY
1.2.3	Differentiate and select verbal and non-verbal communication strategies that are contextually appropriate, timely, accessible, and respectful to clients, population groups, and relevant others.
2.2.1	Integrate knowledge of anatomy, physiology, pathophysiology, and other determinants of health and function and apply these to inform safe and effective movement, physical activity, and exercise-based interventions for individuals and population groups throughout all stages of their life.
2.2.2	Examine principles of biopsychosocial care, value-based care, person-centred care and social and cultural determinants of health and apply this to promote health and well-being for individual clients and population groups.
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.
4.2.6	Identify and explain the common contraindications for participation in exercise and the associated risks.
4.2.7	Identify, interpret, report and take appropriate action regarding adverse signs and symptoms that may arise during exercise, sport and recovery.
4.2.12	Deliver an exercise-based intervention for clients with medical conditions, injuries or disabilities that have been prescribed by a health professional qualified in clinical exercise prescription.
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.
4.2.4	Create and apply inclusive, respectful, and effective communication strategies to educate and engage clients in informed decision-making about purpose, benefits, risks, options, and costs for proposed interventions, expected outcomes, and strategies for future prevention.
6.2.1	Describe the stages of growth, maturation and development across the lifespan, from conception through to reproduction and death.
6.2.2	Describe the difference between chronological and biological age, and the implications of these two factors across the life span.
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.
8.2.4	Identify musculoskeletal structures from surface anatomy.

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

LFS122

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Gross human anatomy and physiology. The use of at least one recognised peer reviewed literature database (e.g. PubMed).Information literacy skills including use of internet search engines (e.g. Google Scholar), online learning environments (e.g. Canvas), word processing software (e.g. Word, PowerPoint). Basic organisational skills including planning, time and document management. The capacity to engage in all classes unless approved otherwise.

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Students will receive individual informal feedback on their development of specific practical skills across each week of lab classes (e.g. sports taping, immediate athlete care). Further, completion of online quizzes with unlimited attempts (due from Wk 2) afford students the opportunity to engage in assessment to drive learning (assessment as learning) and to gauge their development of sports and exercise medicine knowledge (assessment of learning).

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Code of Conduct	Individual	N/A	Refer to Format	To Supervisor
All	2a	Quiz/zes	Individual	up to 30 questions per quiz (10 minutes - 1 hour)	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2b	Practical / Laboratory Skills	Individual	There is no specific duration/length of this assessment due to the practical nature of the assessment tasks. Examples of tasks include: reflection videos (~10 minutes), in-class demonstrations of skills (~10-15 minutes), completion of short documents (~ 2 – 4 pages), or completion of online certificates (~1.5 hours).	Refer to Format	To be Negotiated
All	3a	Examination - Centrally Scheduled	Individual	2 hours	Exam Period	Online Test (Quiz)
All	3b	Practical / Laboratory Skills	Individual	2 x 10 mins (over ~2 hours)	Exam Period	Online Submission

All - Assessment Task 1: Code of Conduct

GOAL:	This task ensures that you demonstrate professional and ethical conduct required for ESSA (Exercise & Sport Science Australia) and the University's policies covering student conduct. This is a continuous assessment as you are required to demonstrate care, respect and professional behaviour across the entire suite of activities that you will be engaged in while in SPX221.
PRODUCT:	Code of Conduct
FORMAT:	During your entire course experience, you are required to conduct yourself in a professional, respectful and appropriate manner.
CRITERIA:	

No.		Learning Outcome assessed
1	Behaviour that is in accordance with the ESSA's Code of Professional Conduct and Ethical Practice	1 4
2	Adherence to UniSC's Student Conduct - Governing Policy	1

GENERIC SKILLS:	Communication, Collaboration

All - Assessment Task 2a: Foundation: Quizzes

GOAL:	To facilitate your development of disciplinary knowledge and critical evaluation skills. You will be assessed on your ability to answer questions that explore the consideration and critical evaluation of sports medicine theory and principles. This will also provide you with important feedback to make early and more informed decisions about your engagement in the course.
PRODUCT:	Quiz/zes
FORMAT:	Submission: 1 quiz per week (i.e., weeks 2-12) Individual weekly quizzes will be completed on Canvas in specified weeks and can be found in the weekly modules. Each quiz will consist of no more than 30 questions (usually True/False or MCQs). Students will have at least one week to complete each quiz before the due date. Students must achieve 100% for each quiz; thus, unlimited attempts are allowed prior to due date.
CRITERIA:	

No.		Learning Outcome assessed
1	Ability to demonstrate knowledge and understanding of sports medicine theory and principles (incl. emergency care, medical issues, musculoskeletal injury etc.)	1 2

GENERIC SKILLS:	Problem solving, Information literacy

All - Assessment Task 2b: Foundation: Essential Skills

GOAL:	This task is essential for both this course and for your graduate/professional outcomes. Hence, it is necessary for you to complete all elements to both pass this course and for accreditation/graduation. You will demonstrate your proficiency in undertaking practical skills that have been identified as being essential and critical in sports medicine
PRODUCT:	Practical / Laboratory Skills
FORMAT:	Submission weeks: 3, 6, 12 There are several submission formats for this portfolio task due to the practical nature of the assessment. Examples of tasks include: reflection videos (e.g., recorded in students' own time on their smart devices or laptops and assessed during laboratory time), in-class tasks with tutor or peer-assessment of skills (e.g., CPR demonstration, delivery of an exercise program in a simulated case), completion of short documents with Canvas or in-person submission (e.g., ESSA pre-screening form, SMA injury report form), or completion of online certificates with Canvas submission (e.g., Anti-Doping certificate). NOTE: In the context of competency-based training and assessment of practical skills, if you do not demonstrate competent practice on your first attempt you will be given the opportunity to resubmit.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 — Demonstration of safe and effective practice: performance and communication of rationale for assessment, decision-making and intervention competencies identified by the ARC (Australian Resuscitation Council), SMA (Sports Medicine Australia) — 1 2 3 4
GENERIC SKILLS:	Problem solving, Applying technologies

All - Assessment Task 3a: Professional Practice: Exam Final

GOAL:	To demonstrate understanding and problem solving in the context of sports medicine theory and decision making
PRODUCT:	Examination - Centrally Scheduled
FORMAT:	A two (2) hour (plus perusal) exam consisting of True/False and multiple-choice questions (MCQ's) that explore questions from across the course, requiring recall of sports medicine knowledge and principles to their application in challenging case scenarios. This includes (but is not limited to): • The principles of sports medicine and injury prevention strategies • Importance of communication and the principles of ethics and confidentiality • Treatment of sporting emergencies • First aid management of acute events such as asthma, hypoglycaemia in diabetics, and epilepsy • Sport injury classifications • Understanding the tissue healing process • Principles of injury management, and treatment • Knowledge and treatment of common sports / exercise injuries • Special considerations in athletes across the lifespan and specific patient populations such as children, older people and females
CRITERIA:	**No.** / **Learning Outcome assessed** 1 — True/False and MCQ's that vary in complexity from questions requiring recall of sports medicine knowledge and principles to their application — 1 2
GENERIC SKILLS:	Problem solving, Applying technologies

All - Assessment Task 3b: Professional Practice: Practical Exam

GOAL:	In this practical evaluation you will apply the systems approach to analyse, evidence, modify and apply sports medicine interventions (including exercise) for different purposes and individuals under test conditions. It is important to note your practice will be evaluated with the consideration of ethical and other professional practice in sports medicine care.
PRODUCT:	Practical / Laboratory Skills
FORMAT:	This will occur during the University's Central Examination Period, where you will act as a sports trainer in providing sports medicine care to an athlete. You will complete two (2) simulated scenarios: 1. a musculoskeletal scenario (i.e. either taping or injury) AND 2. an emergency scenario. Each scenario will be randomly selected, on the spot, from a pool of scenarios for the respective context. Each scenario will last no longer than 10 minutes. The athlete will be role played by a fellow student allocated to you no later than the end of week 12 (i.e. your prac partner). Of course, this means that you will also be required to act as an athlete for your prac partner's scenarios as they take their turn to complete the practical exam). Where a scenario precludes the involvement of live humans as athletes (e.g. resuscitation interventions) a simulation mannequin may be used. If physical contact with your peer is not allowed (e.g. Covid-19 distancing restrictions), students will be required to submit a video demonstrating safe and effective care for their scenario (further details will be provided regarding how this will happen in practice)
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — Safe and effective practice including clinical and safety assessment and actions — 1 2 3 4 2 — Ability to verbally communicate your understanding of the course material and clinical reasoning for assessment and interventions — 2 4 3 — Demonstrated effectiveness of sports medicine skills — 3 4 4 — Timeliness of your assessment and interventions including prioritisation of time critical actions and productivity within the limited time available — 2 3 4 5 — Respectful ethical conduct befitting a health professional — 1 4
GENERIC SKILLS:	Problem solving, Applying technologies

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2021				
	Code of Conduct	Code of Conduct	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			1.2.3	Taught, Practiced, Assessed
			4.2.4	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed
	Examination - Centrally Scheduled	Professional Practice: Exam Final	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes			2.2.2	Taught, Practiced, Assessed
	Practical / Laboratory Skills	Foundation: Essential Skills	1.2.3	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.4	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed
		Professional Practice: Practical Exam	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			1.2.3	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.2	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.4	Taught, Practiced, Assessed
			4.2.7	Taught, Practiced, Assessed
	Quiz/zes	Foundation: Quizzes	1.2.1	Taught, Practiced, Assessed
			1.2.2	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.2	Taught, Practiced, Assessed
ESSA ACCREDITED EXERCISE SCIENTIST PROFESSIONAL STANDARDS 2020				
All delivery modes	Code of Conduct	Code of Conduct	1.2.3	Taught, Practiced, Assessed
			1.2.4	Taught, Practiced, Assessed
	Practical / Laboratory Skills	Foundation: Essential Skills	1.2.3	Taught, Practiced, Assessed
			4.2.12	Taught, Practiced, Assessed
		Professional Practice: Practical Exam	1.2.3	Taught, Practiced, Assessed
			1.2.4	Taught, Practiced, Assessed
	Quiz/zes	Foundation: Quizzes	1.2.4	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
Required	Peter Brukner, Karim Khan	2026	Clinical Sports Medicine: Managing Injuries	6th Edition, Volume 1	McGraw-Hill Education (also available as an e-text via USC Library)
Required	Peter Brukner, Karim Khan	2025	Clinical Sports Medicine: Foundations of Clinical Practice	6th Edition, Volume 2	McGraw-Hill Education (also available as an e-text via USC Library)

8.2. Specific requirements

Course Focus Requirements:
In this course students will be required to take part in practical sport and exercise science activities, which may include undertaking vigorous exercise, physical contact with other members of the class, require wearing specialist clothing, using sports equipment, partial disrobing, or connection to instruments for scientific measurement. This course has a particular focus on treating all individuals with respect. This is essential in clinical practice (incl. simulations) where there are well recognized risks of harm with disrespectful behavior and power imbalances in the client-professional relationship. Importantly, to ensure a safe environment for all, students must adhere to the student code of conduct during all classes.

Clothing Requirements:
You will need clothes suitable for clinical assessment and exercise for all classes. You should wear clothes that allow you to move whilst preserving your modesty (e.g. gym clothes or similar). In particular you should prepare by wearing clothing that allows, with your informed consent only, the clinician to observe the body region that is the focus of the week and the lower back whenever core control is relevant.

Covid-19 Dependent Requirements:
Due to the evolving Covid-19 impacts, it remains possible that, laboratory classes for this course may be conducted via Technology Enabled Learning and Teaching (TELT). It should be noted that the generic risk assessment used for this course does not take into account risks associated with Covid-19.

Technology Requirements:
Access to a reliable computer (including video and audio options for Zoom) and internet connectivity is essential for this course.

Engagement Requirements:
Engaging in face-to-face classes as this course relies on face-to-face classes to develop clinical skills in Sports and Exercise Medicine that are essential for both assessment tasks and course outcomes.

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, tutorials and attendance at your placement site is required. Feedback will be provided to you during each of your classes and at your placement site 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?

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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

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