

SPX301

Exercise in Cardiorespiratory and Metabolic Health

School: School of Health - Sport and Exercise Science

2026 | 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 aims to provide you with understanding of and insight into the health benefits associated with regular exercise / physical activity and the functional and health limitations associated with certain chronic diseases. Course content aligns with some ESSA requirements and introduces concepts and guidelines regarding modification of exercise and associated factors for clients with risk factors for, or cardiopulmonary and metabolic conditions. You will gain further experience in exercise testing, prescription and monitoring theory, policies and procedures.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Pre recorded content videos and associated activity.	2.5hrs	Week 1	12 times
Tutorial/Workshop 1 – Interactive, discursive case study based workshops, requiring preparation in advance and active participation.	2hrs	Week 1	12 times
Seminar – A scheduled, online discursive session to explore the assigned course readings and associated content, requiring independent study in advance.	1hr	Week 1	12 times

1.3. Course Topics

- Physical activity benefits and risks
- Risk screening and stratification
- Clinical exercise testing
- Cardiac pathophysiology review, exercise responses and prescription guidelines
- Peripheral artery disease and Hypertension pathophysiology review, exercise responses and prescription guidelines
- Respiratory pathophysiology review, exercise responses and prescription guidelines
- Metabolic pathophysiology review, exercise responses and prescription guidelines

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...	Exercise and Sports Science Australia
1 Evaluate the pathophysiological mechanisms associated with cardiorespiratory and metabolic conditions, the comorbid relationship that can exist between pathologies and the influence that exercise has on these issues.	Knowledgeable Empowered	2.2.1, 2.2.3, 4.2.2
2 Complete and evaluate results of pre-exercise screening guidelines and identify if medical referral or input is required prior to exercise participation for various clinical populations.	Empowered	3.2.1, 3.2.4, 3.2.7
3 Select, apply and evaluate results of assessment procedures utilised during submaximal and maximal exercise tests for various clinical populations.	Knowledgeable	3.2.3, 3.2.5, 3.2.8, 4.2.8
4 Describe and apply the relative and absolute contraindications to exercise and the exercise termination criteria for various clinical populations and justify termination of an exercise test.	Empowered	3.2.1, 3.2.4, 4.2.3
5 Demonstrate the ability to problem solve, formulate and justify appropriate assessments and outcome measures relevant to treatment goals to inform clinical reasoning and to monitor the delivery and outcomes of exercise interventions for various clinical populations.	Empowered	2.2.6, 3.2.3, 3.2.6, 4.2.1, 4.2.8
6 Critically analyse and disseminate appropriate professional resources and scientific literature through verbal and written platforms to clients, families and relevant health professionals, understanding when further referral is necessary.	Creative and critical thinker	1.2.3, 1.2.6, 2.2.5, 3.2.6

* Competencies by Professional Body

CODE COMPETENCY

EXERCISE AND SPORTS SCIENCE AUSTRALIA

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.
1.2.6	Practise collaboratively and effectively with other professionals, including seeking feedback and input to inform decision-making, delegating tasks, and referring to other professionals and services where appropriate.
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.
2.2.3	Evaluate physiological responses and adaptations to acute and chronic exercise for clients across the full health spectrum.
2.2.6	Apply clinical, ethical, and evidence-based decision-making to formulate appropriate interventions and recommendations and communicate the expected outcomes.
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.
3.2.1	Formulate appropriate screening processes to evaluate and stratify risk for participation in assessments and interventions, including consideration of appropriate service modalities for clients.
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.
3.2.7	Distinguish when client needs are outside of scope or competence and take appropriate, timely actions including engaging effectively with other professionals.
3.2.3	Formulate appropriate assessments and outcome measures relevant to treatment and client goals, and evaluate health status, function, capacity, and progress, to inform clinical reasoning and to monitor the delivery and outcomes of interventions.
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.
3.2.8	Choose and use relevant technology and equipment efficiently, effectively, and safely.
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.
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.
4.2.8	Evaluate effectiveness of interventions and their outcomes including the selection, interpretation, and reporting of outcome measures to inform future practice.
4.2.3	Formulate and apply strategies to manage risks, evaluate progress, and adapt recommendations and interventions in partnership with clients based on needs and measured outcomes.
4.2.1	Formulate evidence-based exercise prescription, interventions, and recommendations that address health and treatment related client needs, preferences, goals, and abilities, assessment findings, and social and cultural determinants of health.

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

SPX331

5.2. Co-requisites

SPX300

5.3. Anti-requisites

Not applicable

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

It is assumed that you will retain and be able to demonstrate an understanding of human physiology and pathophysiology, exercise physiology and exercise testing and prescription, as evidenced through the successful completion of the pre-requisite courses, programme pathway or equivalent credit courses

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

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. During week 4, you will undertake your first summative assessment task, a 60 minute quiz, during your tutorial/workshop. You will receive feedback on this quiz, immediately after completion, allowing you to evaluate your comprehension of concepts and progress during the early stages of the course. This assessment task will also provide early exposure to the question format(s) used in later summative assessment tasks. Additionally, you will be given the opportunity to complete formative on-line multiple-choice quizzes during weeks 3, 7 and 12. The content of these multiple-choice quizzes will be based upon content from the proceeding 2-4 weeks. You will receive feedback on your performance in these quizzes immediately upon completion. These formative pieces of assessment, whilst not contributing to your overall course grade, allow further opportunities to gain insight into your comprehension of course topics and your progress throughout trimester.

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	Quiz/zes	Individual	40%	Each quiz will take 1 hour.	Refer to Format	In Class
All	2	Oral and Written Piece	Individual	25%	10-15 minutes	Refer to Format	In Class
All	3	Examination - Centrally Scheduled	Individual	35%	120 minutes	Exam Period	Exam Venue

All - Assessment Task 1: Quizzes

GOAL:	The goals of the two quizzes are 1) to allow you to demonstrate thorough knowledge of, and the ability to explain and apply course theory and concepts and 2) to provide feedback on your engagement and progress during the course.																
PRODUCT:	Quiz/zes																
AUTHORSHIP STATEMENT:																	
FORMAT:	Two individually completed 60 minute quizzes, which will consist of multiple choice and short answer questions. Multiple choice questions will be assessed for correctness and short answer questions for completeness and correctness. Multiple choice questions will be allocated one mark per question. The marks for short answer questions vary and will be noted clearly. The first quiz, conducted during your scheduled workshop/tutorial class in Week 4, will be based on learning materials, including course readings, from Week 1 up to and including Week 3. The second quiz, conducted during your scheduled workshop / tutorial class in Week 9, will be based on learning materials, including course readings, from Week 1 up to and including Week 8. You are expected to make yourself available during these assessment periods.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Your explanation of the pathophysiological mechanisms associated with the conditions and factors covered so far in the course, the comorbid relationship that can exist between pathologies and the influence that physical activity has on these issues.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Your application of pre-exercise screening guidelines and the contraindications to exercise relevant to the clinical populations covered so far in the course.</td> <td>2 3 4</td> </tr> <tr> <td>3</td> <td>Your selection and application of appropriate and safe procedures and endpoints during exercise tests for the conditions and populations covered so far in the course.</td> <td>1 3 4 5</td> </tr> <tr> <td>4</td> <td>Your ability to problem solve and formulate appropriate, safe and effective actions with regards to exercise testing and prescription for the conditions ad populations covered so far in the course.</td> <td>1 2 3 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Your explanation of the pathophysiological mechanisms associated with the conditions and factors covered so far in the course, the comorbid relationship that can exist between pathologies and the influence that physical activity has on these issues.	1	2	Your application of pre-exercise screening guidelines and the contraindications to exercise relevant to the clinical populations covered so far in the course.	2 3 4	3	Your selection and application of appropriate and safe procedures and endpoints during exercise tests for the conditions and populations covered so far in the course.	1 3 4 5	4	Your ability to problem solve and formulate appropriate, safe and effective actions with regards to exercise testing and prescription for the conditions ad populations covered so far in the course.	1 2 3 4 5	
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GENERIC SKILLS:	Communication, Problem solving, Information literacy																

All - Assessment Task 2: Video presentation

GOAL:	The goal of the video oral presentation is for you to consolidate, critically analyse and convey (via written, verbal and visual delivery) relevant, current information regarding pathophysiology, the role of exercise in the context of your topic (i.e., a cardiorespiratory or metabolic case study) as well as evidence your clinical reasoning regarding exercise prescription and assessment decisions, via a common presentation software.	
PRODUCT:	Oral and Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	<p>You will deliver an individual video-recorded oral PowerPoint presentation on a specific cardiorespiratory or metabolic disease case study. You must specifically include details of exercise assessment and prescription relevant and appropriate to the case you are presenting on, including clinical reasoning of why exercise assessment and prescription choices were selected. You will be provided your topic/case in Week 2. PowerPoint presentations will be a maximum of 15 minutes in duration. During Week 7 you will be allocated some time to evidence/receive feedback on your work performed to date during the weekly workshop. Your final presentation is due to be handed in during your scheduled workshop/ tutorial class of Week 11.</p> <p>Explicit, detailed assessment criteria and the associated grading rubric relating to the presentation are available on the course Canvas site, and you should refer to these when preparing your presentations for submission and grading.</p> <p>You will receive a numerical result against a grading rubric and feedback on presentations will be provided in a timely manner.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Your ability to provide relevant background information about the condition, describe the recommended exercise testing and prescription and the effects of common treatments on the expected exercise responses and clinical status of individual
		1 2 3 4 5 6
	2	The accuracy of your presentation content and the ability to disseminate the content through verbal and written platforms.
		1 2 3 4 5 6
	3	Your critical analysis and application of the relevant research supporting the roles for exercise and physical activity participation in the prevention and treatment of the condition.
		6
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies, Information literacy	

All - Assessment Task 3: Examination

GOAL:	The goal of the final examination is for you to demonstrate thorough knowledge of, and the ability to communicate and apply, the course theory and concepts.																
PRODUCT:	Examination - Centrally Scheduled																
AUTHORSHIP STATEMENT:																	
FORMAT:	You will complete an individual two hour final examination during the centrally-scheduled examination period. The exam content will consist of multiple choice and short answer questions based on the learning outcomes, materials and activities, including course readings, covered throughout the entire trimester. Such inclusions consider cardiometabolic disease pathophysiology, and case based questions regarding how exercise assessment and prescription is applied and justified to people with such disease. Multiple choice questions will be allocated one mark per question. The marks for short answer questions vary and will be noted clearly on the exam paper. You are expected to make yourself available during the examination period.																
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GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy																

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	Examination - Centrally Scheduled	Examination	1.2.3	Taught, Practiced, Assessed
			1.2.6	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.3	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed
			3.2.1	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
			3.2.7	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
	Oral and Written Piece	Video presentation	1.2.3	Taught, Practiced, Assessed
			1.2.6	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.3	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
			2.2.6	Taught, Practiced, Assessed
			3.2.1	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
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed
			4.2.3	Taught, Practiced, Assessed
			4.2.8	Taught, Practiced, Assessed
	Quiz/zes	Quizzes	1.2.3	Taught, Practiced, Assessed
			1.2.6	Taught, Practiced, Assessed
			2.2.1	Taught, Practiced, Assessed
			2.2.3	Taught, Practiced, Assessed
			2.2.5	Taught, Practiced, Assessed
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			3.2.6	Taught, Practiced, Assessed
			3.2.7	Taught, Practiced, Assessed
			3.2.8	Taught, Practiced, Assessed
			4.2.1	Taught, Practiced, Assessed
			4.2.2	Taught, Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2.3	Taught, Practiced, Assessed
			4.2.8	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

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	American College of Sports Medicine	2021	Acsm Guideline Exercise Test Pres 11	(11th edition)	Wolters Kluwer Law & Business

8.2. Specific requirements

This course has a substantial interactive case study component intended to build your knowledge, skills, professional practice and assist in ensuring your competency and safety as an exercise physiologist, in line with external Exercise and Sports Science Australia (ESSA) accreditation requirements. Therefore, preparation for, attendance of, and active participation in the sessions is expected and an attendance roll will be taken. Furthermore, in keeping with the UniSC Student Charter, professional practice expectations, and the ESSA Code of Conduct, this course has a particular focus on treating all individuals with respect. Specifically, due to the nature of some discussion topics and tasks in this course, and to ensure a safe and respectful environment for all, students may be asked to leave the class and/or course if they demonstrate disrespectful or inappropriate behaviour.

It is your responsibility to familiarise yourself with the Health and Safety policies and procedures applicable within the University campus areas, associated technology enabled environments and to understand the risks of specific courses. In this course you may voluntarily take part in exercise physiology activities, which may include: completion of risk assessment / screening tools including divulging personal information, undertaking submaximal to maximal exercise, appropriate degrees of physical contact with others, be required to wear specialist clothing, use sports or diagnostic equipment, partial disrobing, and possibly undertake scientific, exercise or clinical measurements. It is imperative that, if you do not wish to (or cannot) take part in any activity or task, that you make this known to your course co-ordinator, lecturer or supervisor / demonstrator / session host before opting out of the activity.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

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

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

10.5. Student Charter

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

10.6. General Enquiries

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

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

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