COURSE OUTLINE

SPX404 Professional Placement in Clinical Exercise Physiology II

School: School of Health - Sport and Exercise Science

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 provides you with an advanced level of supervised professional clinical experience, in alignment with the professional standards and attributes of an accredited exercise physiologist (AEP).

You will undertake a minimum of 260 hours of clinical work across different health and exercise settings and focus on exposure to a variety of physiology domains.

You will be required to demonstrate your competency as an entry-level practitioner (entry-level AEP) at the time of completion of this clinical placement course.

This course satisfies ESSA accreditation requirements, standards, and clinical expectations and competencies.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Placement – SPX404 is positioned as a consolidation placement, where students are expected to demonstrate entry-level capacity across the relevant professional attributes. By the end of the placement, students should be practicing with full autonomy and consistently meeting expectations required for entry-level practice. Note: A minimum of 360 hours of appropriate clinical practice is required to successfully complete SPX400 and SPX404. You'll receive your placement timing allocation pre-course.	260hrs	Refer to Format	Once Only
Learning materials – Two hours per clinical module to inform practice while on placement. This includes modules on the National Disability Insurance Scheme (NDIS), Department of Veteran Affairs (DVA), Medicare, Work-cover, and clinical reasoning.	2hrs	Week 2	5 times

1.3. Course Topics

- Clinical placement and associated assessment tasks:
    - Practicum hours as per ESSA accreditation requirements
    - Documentation regarding proof of completion
    - Competency against the ESSA AEP professional attributes at the completions of practicum

2. What level is this course?

400 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?

36 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 Integrate exercise physiology knowledge and skills to practice effectively in a professional, ethical, inclusive, and collaborative manner across the broad health care system.	Knowledgeable	1.2.1, 1.2.1, 1.2.5, 1.2.5, 1.2.6, 1.2.6, 1.2.8, 1.2.9, 2.2.6, 2.2.7
2 Critically evaluate the evidence base and implement relevant knowledge and skills to Accredited Exercise Physiology practice to effectively optimise health status, function, recovery, independence, and participation for all individuals and population groups, whilst practising cultural safety across the full health spectrum.	Creative and critical thinker Problem solving	1.2.5, 1.2.9, 2.2.2, 2.2.5, 2.2.5, 4.2.1, 4.2.7, 4.2.8
3 Safely screen, assess, and evaluate the function, capacity, and health status of individuals and population groups including diverse populations whilst practising cultural safety across various clinical domains.	Engaged Communication	1.2.5, 1.2.9, 3.2.1, 3.2.1, 3.2.2, 3.2.3, 3.2.3, 3.2.5, 3.2.9
4 Interpret data from clinical outcome measures to integrate clinical reasoning to implement safe and effective movement, physical activity, and exercise-based interventions that consider health and treatment needs, and client preferences and goals.	Creative and critical thinker Information literacy	2.2.6, 3.2.3, 3.2.6, 4.2.1, 4.2.1, 4.2.3, 4.2.7
5 Practise person-centred care to prescribe, deliver, adapt, and evaluate safe and effective evidence-based movement, physical activity, and exercise-based interventions that optimise health status, function, recovery, and independence in collaboration with individuals and population groups, whilst practising cultural safety including diverse populations across the full health spectrum.	Ethical Collaboration	1.2.5, 1.2.5, 1.2.8, 1.2.9, 4.2.1, 4.2.1, 4.2.2, 4.2.2, 4.2.3, 4.2.3, 4.2.5
6 Develop reflective practices through self-reflection, seeking and engaging with feedback from supervisors and clients, critically evaluating service delivery and outcomes, and engaging in ongoing learning.	Engaged	1.2.10, 1.2.11, 1.2.13, 1.2.7, 4.2.7, 4.2.8

* 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.
1.2.5	Practise in a culturally safe, inclusive, sensitive, respectful, and responsive way and according to person-centred care principles.

CODE	COMPETENCY
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.
1.2.8	Inclusive Practice and Cultural Capabilities: Apply person-centred approaches that foster psychologically safe environments, including trauma-informed care, to ensure practices are inclusive and responsive to individual needs and experiences.
1.2.9	Inclusive Practice and Cultural Capabilities: Practice in a culturally respectful manner using a strengths-based approach, which integrates cultural awareness, responsiveness, and safety and creates an inclusive environment for diverse groups including Aboriginal and Torres Strait Islander communities
1.2.10	Practitioner Self-care, Development and Reflective Practice: Examine and reflect on personal and systemic influence including culture, values, beliefs, biases and privilege to inform professional practice.
1.2.11	Practitioner Self-care, Development and Reflective Practice: Develop reflective practices through self-reflection, seeking and engaging with feedback from supervisors, colleagues and clients, critically evaluating service delivery and outcomes, and engaging in ongoing learning.
1.2.13	Practitioner Self-care, Development and Reflective Practice: Engage in teaching, mentoring, and peer learning activities, and contribute to a positive workplace culture by modelling professional behaviours, problem solving and supporting continuous improvement.
1.2.7	Develop reflective practices through self-reflection, seeking and engaging with feedback from colleagues and clients, critically evaluating service delivery and outcomes, and engaging in ongoing learning.
2.2.6	Examine the primary, secondary and tertiary health care environment and the roles of AEPs within established and emerging practice settings, considering multidisciplinary, interdisciplinary and transdisciplinary approaches.
2.2.7	Explain national, state, and compensable scheme frameworks across the health care, aged care, and disability sectors, and the requirements for AEPs working in these settings.
2.2.2	Examine approaches to care and their underlying principles to promote the health and wellbeing for individuals 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.
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.
3.2.2	Formulate safe, inclusive and effective assessments and communication strategies to collect relevant information about social and cultural determinants of the client's health, history, needs, preferences, barriers, facilitators, and goals.
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	Recognise and respond to changes in client status by identifying, recording, and appropriately managing emerging risk factors and adverse signs or symptoms before, during and after exercise.
3.2.9	Apply work health and safety requirements and appropriate use of equipment to protect practitioners and clients from injury.
3.2.6	Evaluate, record and interpret assessment outcomes in a timely and accurate manner to inform practice and effectively communicate goal-related outcomes to clients and relevant others.
4.2.1	Design and prescribe evidence-based exercise interventions and recommendations to address health and treatment related client needs, preferences, goals, abilities, assessment findings, and social and cultural determinants of health.
4.2.7	Evaluate the quality and effectiveness of exercise interventions, including the selection, interpretation, and reporting of outcome measures to inform future practice.
4.2.8	Evaluate and adapt practice and service delivery through participation in periodic evidence based service improvement processes involving patient reported outcome and experience measures, critical reflection and service evaluation.
4.2.3	Formulate and apply strategies to manage risk, evaluate progress, and adapt recommendations and interventions based on needs and measured outcomes.
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.

CODE	COMPETENCY
4.2.5	Collaborate with clients to evaluate and adapt exercise prescription, health behaviour, and lifestyle change strategies to increase engagement, motivation, and adherence, and to empower client self-management during and following discharge or transition of care.

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

Not applicable

5.2. Co-requisites

SPX400

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

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

Formative feedback for each placements will be provided during the Professional Attributes Intermediate Assessment. Students are required to schedule the Professional Attributes Intermediate Assessment to discuss their placement goals, progress on placement, outline any expectations clearly, and to discuss their supervisors' feedback on their placement performance to date. The Professional Attributes Intermediate Assessment is designed to provide early insights into a students development, highlighting areas for improvement, and identify any additional support the clinical educator or placement supervisor can offer during the placement. The Professional Attributes Intermediate Assessment will be conducted by the clinical educator either in person or, where appropriate, via Microsoft Teams.

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	For the duration of the placement course.	Refer to Format	SONIA
All	2	Portfolio	Individual	For the duration of the placement course	Refer to Format	Online ePortfolio Submission

All - Assessment Task 1: Placement Code of Conduct

GOAL:	This task enables you to become familiar with and demonstrate the requisite professional behaviours captured in the Code of Conduct for your discipline and work environment.
PRODUCT:	Code of Conduct
AUTHORSHIP STATEMENT:	
FORMAT:	Whilst completing placement across SPX400 students are expected to abide by the UniSC Placement Code of Conduct and professional standards outlined by Exercise and Sports Science Australia (ESSA). Failure to abide by the Placement Code of Conduct or professional standards may result in a fail (FU) grade for your placement course and withdrawal from placement (as per the UniSC Workplace and Industry Placement procedures). Submission: A signed Placement Code of Conduct submitted before the completion of Orientation week (O-week).
CRITERIA:	

No.		Learning Outcome assessed
1	Behaviour in accordance with the discipline and ESSA's (governing body) Code of Conduct, in a professional setting.	1
2	Participation in a performance review to reflect on and improve professional practice.	1 6
3	Satisfactory completion of allocated placement block/s in an approved professional organisation.	1 6

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy

All - Assessment Task 2: Placement Performance

GOAL:	You will demonstrate your competency towards developing the skills expected of a graduate-ready Clinical Exercise Physiologist. A key element of this assessment will be the compilation of formative and summative assessments in the form of an 'ePortfolio', which demonstrates your competency, and the professional attributes set by ESSA. Formative placement assessments: These include the Professional Attributes Self-Assessment and the Professional Attributes Intermediate Assessment. Their purpose is developmental: designed to support reflection, establish meaningful learning goals, clarify expectations, and provide constructive feedback to guide your growth and demonstrate progress throughout placement.. Summative placement assessments: These include the Professional Attributes Final Assessment, Logbooks, and the ROSE form. Their purpose is evaluative: to verify that students have met the professional standards, competencies, and placement requirements and expectations needed for ESSA accreditation.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	
FORMAT:	ESSA has identified several core 'Professional Attributes' and skills that are fundamental to graduates seeking accreditation as Exercise Physiologists. Your placement portfolio will capture these professional attributes and skills, evidencing your journey and performance for each placement site that you attend. The Practicum Portfolio will include the following components: a) Professional Attributes Self-Assessment: Students must reflect on their performance and self-assess across eight professional attributes using a Likert scale. From this reflection, students will, in collaboration with their placement supervisors, complete a learning plan outlining goals

relevant to their placement. These goals will be monitored and revisited in the Professional Attributes Intermediate and Final Assessments.

Submission:
Early within placement (i.e., upon accrual of 48 hours of a standard 180 hour duration placement).
Students must complete a Professional Attributes Self-Assessment for each placement site that they attend.

b) Professional Attributes Intermediate Assessment:
Supervisor feedback for each placement; completed with the student and their placement supervisor and mediated by your clinical educator at the halfway mark of your placement (i.e., upon accrual of 80 to 100 hours for a standard duration placement).

Submission:
Facilitated by your clinical educator. No submission is required by students. Students are required to coordinate and book a time for the Professional Attributes Intermediate Assessment approximately halfway through their placement (i.e., upon accrual of 80 to 100 hours for a standard duration placement). The intermediate assessment should be booked with the student, placement supervisor, and clinical educator in attendance.
Students must complete a Professional Attributes Intermediate Assessment for each placement site that they attend.

c) A Critical Reflection
Students are required to reflect on their performance and the feedback provided by their placement supervisor and clinical educator provided during the Professional Attributes Intermediate Assessment, with explicit reference to the ESSA Accredited Exercise Physiologist Professional Attributes and relevant literature.

The reflection may address the assessment in its entirety or focus on a single Professional Attribute. The reflection must be structured using the following four prompts:

Where am I at?
How am I developing?
How am I sustaining myself in practice?
Where to from here?

Submission:
Completed upon accrual of 140 hours for a standard duration placement.

d) Professional Attributes Final Assessment:
At completion of placement (i.e., upon accrual of approximately 180 placement hours for a standard duration placement), the placement supervisor will complete the Professional Attributes Final Assessment providing students with feedback across their placement. By the completion of final placement, students must be at the standard of an entry-level accredited exercise physiologist across all Professional Attributes.

Submission:
Students are required to remind their supervisors of the Professional Attributes Final Assessment at least 7 business days prior to the completion of their placement. The Professional Attributes Final Assessment must be completed before the completion of your placement.
Students must ensure a Professional Attributes Final Assessment is completed for each placement site that they attend.

To successfully complete both. SPX400 and SPX404, students must have a completed and verified Professional Attributes Final Assessment in both courses. Where a Professional Attributes Final Assessment is not completed or verified, further discussion and support may be required to confirm placement completion.

e) Logbooks:
To demonstrate that students satisfy the ESSA Practicum Standards throughout their placement, a detailed record of practicum hours must be maintained, documenting service delivery and competency within the Accredited Exercise Physiologist Scope of Practice.

Across SPX400 and SPX404, a minimum of 360 hours of clinical practicum is required to be undertaken across a variety of populations and contexts, including at least two placement sites. Logbooks will be used to demonstrate attainment of competency across exercise assessment, exercise prescription, exercise delivery, and ‘Other’ activities within the Scope of Practice of an Accredited Exercise Physiologist.

Submission:
Logbooks must be submitted weekly via SONIA placement manager application. Logbooks are to be submitted by 9pm each Monday to be reviewed by your clinical educator. Feedback from clinical educators must be addressed before the completion of placement to receive a pass grade for your logbooks. A satisfactory level on SONIA is classified as having all logbook entries “Approved” by the completion of your placement.

Students must complete a logbook for each placement site that they attend.

f) Record of Student Engagement (ROSE):
The ROSE form offers a succinct overview of the placement experience and exercise services delivered during your placement and includes a reflection on how the experience supported your development of the ESSA Professional Attributes and Scope of Practice of an Accredited Exercise Physiologist.

Submission:
A ROSE form is required for each placement site attended. A draft, unsigned copy of your ROSE form is due one week (5 business days) after completing your placement. Your clinical educator will provide you with feedback where appropriate for action. Following this feedback, students are required to obtain their placement supervisor's signature to verify their placement hours. A final verified copy of the ROSE form is due within two weeks (10 business days) of completing your placement.
Students must complete a ROSE form for each placement site that they attend.

CRITERIA:

No.		Learning Outcome assessed
1	Professional Collaboration & Communication: Identifies the roles and engages the health care team to collaboratively provide client care, while engaging clients to facilitate exercise and healthy lifestyle management that is client-centred	1 5
2	Professional practice: Commitment to reflective practice, professional development and lifelong learning.	1 6
3	Professional practice: Applies evidence and theory to provide exercise intervention and education.	2 4
4	Professional practice: Collects, assesses and interprets relevant client information to prioritise exercise and lifestyle goals.	3 5
5	Professional practice: Designs, implements, monitors and evaluates exercise prescription.	4 5

GENERIC SKILLS: Communication, Collaboration, 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	Code of Conduct	Placement Code of Conduct	1.2.1	Practiced, Assessed
			1.2.5	Practiced, Assessed
			1.2.6	Practiced, Assessed
			2.2.5	Practiced, Assessed
			3.2.1	Practiced, Assessed
			3.2.3	Practiced, Assessed
			4.2.1	Practiced, Assessed
			4.2.2	Practiced, Assessed
			4.2.3	Practiced, Assessed
	Portfolio	Placement Performance	1.2.1	Practiced, Assessed
			1.2.5	Practiced, Assessed
			1.2.6	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.2.7	Practiced, Assessed
			2.2.5	Practiced, Assessed
			2.2.6	Practiced, Assessed
			3.2.1	Practiced, Assessed
			3.2.3	Practiced, Assessed
			4.2.1	Practiced, Assessed
			4.2.2	Practiced, Assessed
			4.2.3	Practiced, Assessed
ESSA ACCREDITED EXERCISE PHYSIOLOGIST PROFESSIONAL STANDARDS 2025				
All delivery modes	Code of Conduct	Placement Code of Conduct	1.2.1	Practiced, Assessed
			1.2.10	Practiced, Assessed
	Portfolio	Placement Performance	1.2.1	Practiced, Assessed
			1.2.5	Practiced, Assessed
			1.2.6	Practiced, Assessed
			1.2.8	Practiced, Assessed
			1.2.9	Practiced, Assessed
			1.2.11	Practiced, Assessed
			1.2.13	Practiced, Assessed
			2.2.2	Practiced, Assessed
			2.2.5	Practiced, Assessed
			2.2.6	Practiced, Assessed
			2.2.7	Practiced, Assessed
			3.2.1	Practiced, Assessed
			3.2.2	Practiced, Assessed
			3.2.3	Practiced, Assessed
			3.2.4	Practiced, Assessed
			3.2.5	Practiced, Assessed
			3.2.6	Practiced, Assessed
			3.2.7	Practiced, Assessed
			3.2.9	Practiced, Assessed
			4.2.1	Practiced, Assessed
			4.2.2	Practiced, Assessed
			4.2.3	Practiced, Assessed
			4.2.4	Practiced, Assessed
			4.2.5	Practiced, Assessed
			4.2.7	Practiced, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			4.2.8	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

> There are no required/recommended resources for this course.

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/laboratories, 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.

Mandatory Requirements:
To be eligible for a manual face-to-face enrolment meeting to commence placement, all placement mandatory requirements must have been completed and submitted to SONIA online. You must commence this process in June of the year prior by submitting an EOI if you intend to enrol in the fourth-year placement courses. Information on enrolling in the SPX404 placement course and the mandatory requirements can be found on SONIA online (select Sport & Exercise Science), and/or the UniSC website under Sport and Exercise Science/ Clinical Exercise Physiology- Placements.

The Mandatories include the following:
- Blue card
- NDIS worker screening card
- Clinical Vaccinations
- QHealth modules
- First Aid and CPR
- Tuberculosis risk assessment form

* COVID-19 vaccination evidence:
Clinical Exercise Physiologists are Allied Health professionals who work with clinical population groups which largely consist of vulnerable and at-risk individuals. As such, the majority of our external placement partners require students to show evidence of their COVID-19 and/or current flu vaccination status. These sites include but are not limited to QLD Health hospital and health service facilities, disability, aged care, and other vulnerable facilities.
We support your right to make an informed choice regarding COVID-19 vaccination. However, as an education provider, UniSC does not have the authority to waive the requirements set out by a facility hosting a student for placement, or by the Queensland or Federal Governments.
Important information:
Please be aware that should you choose to not be vaccinated, UniSC can not guarantee that you will be able to attend a suitable clinical placement site or that you will be able to complete your required practicum hours within the usual semester timeframes. Please consider this information carefully before submitting your EOI to enrol in the fourth-year placement courses.

Assessment Criteria:
You will receive whole class generic guidelines on the structure and content of your assessment items including your placement log books. They will be consistent with the standards required for submission to Exercise and Sport Science Australia (ESSA) and the university. You will be required to hold your assessment items to this standard whilst on placement. This will be discussed in detail in scheduled class workshops/tutorials, or online learning materials provided on canvas.
Each placement contains components of the overall assessment tasks and each component must be submitted on time and passed for the task (of the required standard) to achieve an overall PU grade.

Electronic devices:
You will need access to an electronic device (e.g. laptop or PC) and the internet, in order to complete your assessment tasks.

Clinical Tools:
You are expected to already own a personal set of clinical tools, comprising: a tailor's tape measure (150cm, flexible), large plastic goniometer, sphygmomanometer, and stethoscope (for SPX4XX courses, including your 4th-year intensives).
It is expected that students will retain these tools throughout their working lives. Students may be required to bring their own (labelled) clinical tools to placements.

Uniform:
You are required to wear the UniSC clinical student polo shirt when attending your placement

Additional Cost:
Any cost associated with accommodation while on placement or travel to, during or from placement, is the responsibility of the student.

All placement hours must be completed through the SPX404 university placement course as it embeds important ESSA accreditation requirements. Any placement hours completed outside formal enrolment in SPX404 will not count towards completion of the course.

UniSC may give recognition of prior learning (RPL) to students who have transferred from another university after completing an equivalent placement subject (AQF7) + accompanying equivalent assessment tasks, but this is dependent on assessment and approval by the SPX404 Course Coordinator and BCEP Program Lead. RPL may be applied for by contacting Student Central.

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. 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