

SWK400

Social Work Field Education 2

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser 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 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

Social Work Field Education 2 provides the final opportunity for you to apply classroom-based learning to a social work practice context with emphasis upon the development of your own professional social work practice framework. You will have the opportunity to integrate knowledge and develop graduate-level skills in one or more social work methods. You will be able to identify and articulate your ongoing learning and development needs in these areas.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|--------|-----------------------|-----------|
| BLENDED LEARNING | | | |
| Tutorial/Workshop 1 – On campus Pre-Placement Workshop - 7 Hours in the week before O Week | 7hrs | Pre-trimester/session | Once Only |
| Placement – Field Placement - 500 hours | 500hrs | Orientation week | Once Only |
| Tutorial/Workshop 2 – University-based field placement integration workshop - 3 Hours in Trimester Break Week | 3hrs | Break week | Once Only |

1.3. Course Topics

- This course is a social work field placement and course topics are linked to the AASW Practice Standards and Code of Ethics
- Course topics prepare students for beginning graduate-level competency for professional social work practice.

1.4. Mature Content

Adult themes

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 | 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... | Australian Association of Social Workers |
| 1 Articulate and apply social work theory, skills and values in a practice situation and in accordance with the AASW Practice Standards. | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Problem solving Information literacy | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| 2 Apply and demonstrate the values and ethical principles of social work in accordance with the AASW Code of Ethics. | Knowledgeable Creative and critical thinker Ethical Engaged Problem solving Information literacy | 2 |
| 3 Actively engage with individuals, groups and communities in society, advocating for and engaging in practices to further human rights and social justice to a beginning-practitioner level. | Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving Information literacy | 3 |
| 4 Apply an intersectional lens in their approach and practice respectfully and inclusively with regards to all forms of diversity. | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving | 4 |
| 5 Recognise and draw upon the cultural knowledge, experience and wisdom provided by Aboriginal and Torres Strait Islander Peoples to guide approaches to practice. | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication Collaboration | 2 |
| 6 Demonstrate respectful, professional communication skills, with clients, colleagues, supervisors, and community members. | Knowledgeable Ethical Engaged Sustainability-focussed Communication Collaboration | 1, 6 |

| 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... | Australian Association of Social Workers |
| 7 Analyse societal and organisational systems, processes, policies and practices to identify inequalities and promote the rights of people they work with. | Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Collaboration Problem solving Information literacy | 3 |
| 8 Promote fair and equitable access to resources for the people and communities that social workers engage with. | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Collaboration Problem solving | 3 |
| 9 Apply initiative and professional judgement to formulate assessments, decisions and interventions within the social work scope of practice. | Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed Collaboration Problem solving | 5, 7 |
| 10 Be an active learner, embracing and integrating feedback, new and emerging knowledge, research and evidence into practice. | Creative and critical thinker Empowered Ethical Engaged Communication Organisation Information literacy | 9 |
| 11 Act in a professional manner, working effectively with others in a team environment and in accordance with the relevant Code of Conduct. | Knowledgeable Empowered Ethical Engaged Communication Collaboration Organisation | 7 |
| 12 Actively participate in professional social work supervision and learning opportunities to examine and critically reflect upon their values and to integrated knowledge and theory with practice. | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration | 8 |
| 13 Practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory, knowledge, values and research. | Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving Information literacy | 1, 5, 8 |

| 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... | Australian Association of Social Workers |
| 14 Demonstrate professional written skills and use appropriate technologies and formats for completing professional documentation, reports and assessments. | Knowledgeable Creative and critical thinker Ethical Engaged Communication Collaboration Applying technologies Information literacy | 6, 9 |
| 15 Record evidence of learning and development as a basis for ongoing reflective practice. | Knowledgeable Creative and critical thinker Ethical Engaged Communication Problem solving Information literacy | 5, 8, 9 |
| 16 Sustain learning and active engagement for required days and hours per week, for the duration of the field placement. | Knowledgeable Creative and critical thinker Ethical Engaged | 1, 9 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|--|--|
| AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS | |
| 1 | Practice Standard 1: AASW Code of Ethics |
| 2 | Practice Standard 2: Working alongside Aboriginal and Torres Strait Islander Peoples |
| 3 | Practice Standard 3: Human rights and social justice |
| 4 | Practice Standard 4: Culture, identity and intersectionality |
| 5 | Practice Standard 5: Critical thinking in practice |
| 6 | Practice Standard 6: Exercising professional judgement |
| 7 | Practice Standard 7: Professional identity |
| 8 | Practice Standard 8: Professional supervision |
| 9 | Practice Standard 9: Professional growth |

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

(SWK301 or SWK300) and SWK306

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SWK404

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

You will have an understanding of some the different practice contexts that social workers may practice in. You will have an awareness of and exposure through prior coursework to culturally sensitive practice when working with culturally diverse communities and first nations people. You will have an understanding of your developing social work practice framework and the importance of social work supervision for professional practice.

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

Feedback on progress will be delivered at key points in the placement experience. Early feedback on the design of the student learning plan (assessment task 3) will be provided in the liaison meeting in the first 3- 4 weeks of placement. Student performance in this course will be further reviewed by the placement supervisor, liaison officer and student via the mid-placement evaluation document and discussed during the second liaison meeting (at approx. 250 hours of placement).

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 | 1 online quiz via CANVAS. Code of Conduct statement via SONIA. Professional conduct will be assessed over duration of placement. | Refer to Format | Online Submission |
| All | 2 | Activity Participation | Individual | 10 hours, comprising of: (1) 7 hour pre-placement workshop (2) 3 hour mid-placement integration workshop | Refer to Format | In Class |
| All | 3 | Placement performance | Individual | Completed over duration of placement using the social work learning plan and assessment report template. | Refer to Format | Online Submission |
| All | 4 | Written Piece | Individual | 2500 words | Exam Period | Online Submission |
| All | 5 | Report | Individual | A minimum of 500 hours undertaken in an approved field placement setting. | Refer to Format | Online Submission |

All - Assessment Task 1: Code of Conduct

| | | | |
|------------------------|--|--|----------------------------------|
| GOAL: | To undertake professional practice while on placement in accordance with the professional body/s/bodies' Code of Ethics, together with agency's code of conduct and the student code of conduct at the University of the Sunshine Coast. | | |
| PRODUCT: | Code of Conduct | | |
| FORMAT: | <p>Pre-placement code of conduct quiz completed on CANVAS prior to commencing placement.</p> <p>Code of Conduct statement in SONIA to be read, signed, and uploaded to SONIA Checks, prior to commencing placement.</p> <p>Student professional conduct assessed throughout the placement.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Behaviour that is in accordance with the professional association's code of ethics | 2 11 |
| | 2 | Behaviour that is in accordance with the placement agency code of conduct | 6 11 |
| | 3 | Behaviour that is in accordance with the USC Student Code of Conduct | 6 10 11 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation | | |

All - Assessment Task 2: Engagement in University-Based Structured Learning

| | | | |
|------------------------|--|--|----------------------------------|
| GOAL: | To adequately prepare students for field placement and to integrate theory and knowledge with practice in accordance with accreditation. | | |
| PRODUCT: | Activity Participation | | |
| FORMAT: | <p>Pre-Placement Workshop: Compulsory attendance at, and participation in the pre-placement workshop on campus. This is workshop is scheduled prior to Orientation Week each trimester.</p> <p>Mid-placement integration workshop: Compulsory attendance at, and active participation in an on-campus workshop. Scheduled during mid-trimester break week.</p> | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrate graduate-level critical reflection skills for professional, quality and ethical social work practice. | 1 7 10 13 |
| | 2 | Demonstrate ability to transfer, adapt and apply knowledge and skills in diverse professional contexts. | 3 4 5 9 |
| | 3 | Demonstrate an understanding of the organisational context of practice by identifying how structure, policies, and systems influence service delivery and the role of social work. | 1 2 4 7 8 13 |
| | 4 | Demonstrate the ability to connect theoretical concepts with practical experience in professional contexts through active participation in workshops. | 1 2 7 |
| | 5 | Demonstrated active participation and engagement with workshop activities. | 6 11 12 16 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Information literacy | | |

All - Assessment Task 3: Placement Learning Plan & Assessment Report

| | | | |
|------------------------|---|---|--|
| GOAL: | To assess student's performance on placement. The learning goals in the plan need to focus on the domains specified in the assessment template. | | |
| PRODUCT: | Placement performance | | |
| FORMAT: | <p>Draft Learning Plan:</p> <p>The Learning Plan formalises the placement process and the goals and aims to be achieved. This document is uploaded in CANVAS, and discussed in a meeting with student, supervisor(s) and liaison officer. The first draft is due at the end of week 3 of the student's placement. Templates and resources to assist students with drafting the Learning Plan are available on CANVAS.</p> <p>Mid-placement Learning Plan and Assessment Report:</p> <p>The student and their supervisor(s) jointly review the placement thus far, and determine progress, strengths, and areas for development. Areas of concern can be identified and plans to address them can be implemented during the remainder of the placement. This document is uploaded in CANVAS. It is due once the student has completed 250 hours of placement.</p> <p>Final Learning Plan and Assessment Report:</p> <p>The student and their supervisor(s) evaluate the student's overall performance on placement. This document is uploaded in CANVAS and then assessed by the liaison officer. The final learning plan and evaluation is due within 5 days of the student completing placement.</p> | | |
| CRITERIA: | <p>No.</p> <p>1 Demonstrate, at the level of graduate competency, ethical decision-making, accountability and professional conduct, applying AASW ethical principles in practice and articulating the professional values that underpin professional decision making.</p> <p>2 Demonstrate professional identity and professionalism by actively engaging in supervision, responding constructively to feedback, participating in reflective practice, and showing commitment to lifelong learning and professional development.</p> <p>3 Demonstrate graduate competency in culturally safe and inclusive practice by critically reflecting on one's own positionality. Apply knowledge and sensitivity, while engaging respectfully with Aboriginal and Torres Strait Islander peoples.</p> <p>4 Demonstrate graduate competency in applying social work theories, frameworks, and methods to address the needs of individuals, groups, and communities, while critically examining dominant discourses and power structures that shape practice contexts.</p> <p>5 Demonstrate effective communication and interpersonal skills across diverse practice settings, building rapport, maintaining professional boundaries, and engaging in collaborative relationships with services users, colleagues and other professionals.</p> <p>6 Demonstrate competency in professional documentation and information sharing that aligns with AASW ethics and practice standards and organisational standards. Effectively use prescribed documentation templates and tools, meeting submission milestones</p> | <p>Learning Outcome assessed</p> <p>1 2 13</p> <p>1 2 6 10 11 12</p> <p>1 4 5</p> <p>1 3 9 13</p> <p>1 2 6 11</p> <p>2 14 15</p> | |
| GENERIC SKILLS: | Collaboration, Problem solving, Organisation, Applying technologies, Information literacy | | |

All - Assessment Task 4: Capstone Critical Review

| | | | |
|------------------------|---|--|----------------------------------|
| GOAL: | To undertake a critical review and self-evaluation, to demonstrate learning across the social work professional graduate attributes and practice standards. | | |
| PRODUCT: | Written Piece | | |
| FORMAT: | Develop a written artefact that provides a critical review and self-evaluation of learning and development, demonstrating foundational knowledge, skills and professional attitudes necessary for safe and ethical practice as an emerging social work professional. The artefact must address the 9 social work practice standards and associated graduate attributes identified in the ASWEAS and will draw on knowledge, skills, theories and practice developed across the duration of the BSW program, culminating within the final field placement. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Development of a professional artefact that includes evidence to demonstrate how you successfully meet the AASW practice standards and professional graduate attributes. | 1 2 14 |
| | 2 | Demonstrated application of the skills of critical social work practice, including critical reflection and thinking. | 1 2 13 15 |
| | 3 | Development of a logically structured, well researched, coherently argued reflection, that is appropriately supported by relevant evidence. | 10 14 |
| | 4 | Demonstrate competent articulation of your social work practice framework through critically analysing your professional values, knowledge, practice experience and your integration of theories and ethical frameworks in practice. | 1 9 13 |
| | 5 | Development of a written artefact that includes clear, quality of expression including correct grammar, punctuation and spelling. | 14 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | | |

All - Assessment Task 5: Placement-Based Record of Attendance

| | | | |
|------------------------|---|--|----------------------------------|
| GOAL: | To evidence completion of 500 hours of professional field practice in accordance with the practice standards of the accrediting body. | | |
| PRODUCT: | Report | | |
| FORMAT: | Students keep a record of their attendance at field placement, using the Hours Verification template available on CANVAS. This is regularly checked by the nominated placement supervisor throughout the placement. Hours completed are verified in the Learning Plan and Assessment Report document by the nominated placement supervisor. Students must submit the Hours Verification template to CANVAS within 5 days of completing placement. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Completion of the required 500 hours | 10 16 |
| | 2 | Demonstrated professionalism, accountability and ethical conduct | 6 10 11 |
| GENERIC SKILLS: | Collaboration, Problem solving, Organisation, Applying technologies, Information literacy | | |

6.4. Assessment to competency mapping

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|---|-----------------|-------|------------|-----------------------------|
| AUSTRALIAN SOCIAL WORK EDUCATION AND ACCREDITATION STANDARDS (ASWEAS) | | | | |
| | | | 1 | Taught, Practiced, Assessed |
| | | | 6 | Taught, Practiced, Assessed |

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|-------------------------|-----------------------|--|------------|-----------------------------|
| All delivery modes | Participation | Engagement in University-Based Structured Learning | 7 | Taught, Practiced, Assessed |
| | | | 8 | Taught, Practiced, Assessed |
| | | | 9 | Taught, Practiced, Assessed |
| | Code of Conduct | Code of Conduct | 1 | Taught, Practiced, Assessed |
| | | | 9 | Taught, Practiced, Assessed |
| | Placement performance | Placement Learning Plan & Assessment Report | 1 | Taught, Practiced, Assessed |
| | | | 2 | Taught, Practiced, Assessed |
| | | | 3 | Taught, Practiced, Assessed |
| | | | 4 | Taught, Practiced, Assessed |
| | | | 5 | Taught, Practiced, Assessed |
| | | | 6 | Taught, Practiced, Assessed |
| | | | 7 | Taught, Practiced, Assessed |
| | | | 8 | Taught, Practiced, Assessed |
| | | | 9 | Taught, Practiced, Assessed |
| | Report | Placement-Based Record of Attendance | 8 | Taught, Practiced, Assessed |
| | | | 9 | Taught, Practiced, Assessed |
| | Written Piece | Capstone Critical Review | 1 | Taught, Practiced, Assessed |
| | | | 2 | Taught, Practiced, Assessed |
| | | | 3 | Taught, Practiced, Assessed |
| | | | 4 | Taught, Practiced, Assessed |
| | | | 5 | Taught, Practiced, Assessed |
| | | | 6 | Taught, Practiced, Assessed |
| | | | 7 | Taught, Practiced, Assessed |
| | | | 8 | Taught, Practiced, Assessed |
| | | | 9 | 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 | Helen Cleak, Jill Wilson | 2022 | Making the Most of Field Placement | 5th | Cengage AU |

8.2. Specific requirements

To enrol in this course, students must complete the mandatory pre-placement compliance requirements as outlined in the pre-placement information and processes provided by the Fit For Placement Office and Social Work and Human Services Field Education Unit. This includes holding a valid Blue Card for the duration of the placement. Please note that some placements require additional compliance requirements such as criminal history checks (AFP Type 37 clearance), NDIS worker screening check and vaccinations, etc. It is important to discuss this with the field education unit at the pre-placement interviews for students.

There are mandatory onsite requirements that must be met for this course. This includes attendance on site in the host placement agency and attendance on campus for the pre-placement workshop and integration workshop.

To meet accreditation with the AASW, there must be at least one trimester of study in between field placement courses. Students cannot enrol in SWK400 in a trimester directly after completing SWK300.

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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