



## COURSE OUTLINE

EDU105

# Professional Experience: The role of the teacher

**Course Coordinator:** Stephanie Menzies (smenzie1@usc.edu.au) **School:** School of Education and Tertiary Access

2022 | Semester 1

USC Sunshine Coast

USC Moreton Bay

USC Fraser Coast

**BLENDED  
LEARNING**

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

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to the USC website 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 is designed to facilitate your transition into university studies, to develop your knowledge and understanding of the role of the teacher and how the Australian Professional Standards for Teachers (APST) supports the growth of your professional knowledge, practice and engagement. You will be introduced to effective communication skills and strategies that enable engagement of the learner and engagement with the school community. You will also undertake a 10 day Professional Experience (PEX) in a primary school where you will have opportunities to observe, and reflect on effective teaching and professional obligations

A compulsory Course Debrief will follow the completion of your PEX to consolidate your learning and to plan your future development as a teacher

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage with online learning materials accessed through Canvas.	2hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including materials and activities accessed through Canvas. This course will be supported by face-to-face tutorials on campus.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	2hrs	Week 1	3 times
<b>Placement</b> – This course includes a 10 day placement commencing after Week 10	72.5hrs	Week 11	Once Only
<b>ONLINE</b>			
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<b>Tutorial/Workshop 1</b> – An online learning approach is used to deliver this course, including materials and activities accessed through Canvas. This course will be supported by zoom tutorials.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	2hrs	Week 1	3 times
<b>Placement</b> – This course includes a 10 day placement commencing after Week 10	72.5hrs	Week 11	Once Only

1.3. Course Topics

- USC Code of Conduct,
- Ethical practice, legislative requirements and professional responsibilities
- Australian Professional Standards for Teachers
- Transitioning to study in a higher education context
- Linking theories of learning to the actions of teachers
- Introduction to Classroom Management
- Professional engagement within the supervising teacher
- Introduction to teaching strategies
- Emerging professional identity and preparation for undertaking Professional Experience (PEX)

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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...	Australian Institute for Teaching and School Leadership

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 Institute for Teaching and School Leadership
<p>1 Review critically, analyse and synthesise teacher professional requirements including; APST, code of conduct and reflective practice.</p>	<p>Creative and critical thinker Empowered</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.6 - Information and Communication Technology (ICT) 6 - Engage in professional learning 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</p>
<p>2 Demonstrate knowledge of teaching strategies and theories of learning and physical and social emotional dimensions of learners, and how to observe them within professional contexts.</p>	<p>Ethical Sustainability-focussed</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 3.3 - Use teaching strategies</p>
<p>3 Consolidate knowledge of professional ethics, observation and reflective practice and collaboration with peers, academic staff and supervising teachers to accept and respond to feedback professionally in all communication.</p>	<p>Knowledgeable Empowered</p>	<p>6 - Engage in professional learning 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.4 - Engage with professional teaching networks and broader communities</p>

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 Institute for Teaching and School Leadership
<p>4 Communicate to present a clear coherent and independent exposition of knowledge and ideas.</p>	<p>Knowledgeable Engaged</p>	<p>1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT)</p>

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED010, ED102, ED304 or ED306

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

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

At the end of Week 4 students will receive personal feedback on their progress, aligned with the Code of Conduct, following their completion of Task 2, the Infographic and Presentation.

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	Semester of enrolment	Week 1	SONIA
All	2	Oral and Written Piece	Group	5 minute verbal presentation (500 words equivalent)	Week 4	Online Assignment Submission with plagiarism check and in class
All	3a	Oral and Written Piece	Group	500 words equivalent	Week 8	Online Assignment Submission with plagiarism check and in class
All	3b	Artefact - Professional, and Written Piece	Individual	2 Hour Workshop	Week 10	In Class
All	4	Placement performance	Individual	10 days PEx	Refer to Format	SONIA
All	5	Activity Participation	Individual	3-hour workshop	Week 13	In Class

All - Assessment Task 1: Code of Conduct

<b>GOAL:</b>	This task enables you to identify the key components of the Code of Conduct for the School of Education and work within its guidelines during the entirety of the PEx course	
<b>PRODUCT:</b>	Code of Conduct	
<b>FORMAT:</b>	To acknowledge your agreement with the responsibilities and behaviours detailed within the Code of Conduct you must complete an online Code of Conduct Quiz. Secondly, you must conduct yourself in accordance with the Code of Conduct guidelines for the teaching profession while completing your WIL-PEx (10 days in primary school setting), during your class work on campus (lectures and tutorials), as well as when identifiable as a USC student (W.F.E., Professional Development, broader on campus activities). To be eligible to pass, you are required to follow the code of conduct over the entirety of the course and complete the Professional Experience and course debrief satisfactorily according to the criteria below. See Canvas for your discipline specific Code of Conduct.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Successfully completing the Code of Conduct Quiz in Canvas <span style="float: right;">1 3 4</span>
	2	Behaviour in class activities ( tutorials, course debrief) that is in accordance with the School of Education's Code of Conduct <span style="float: right;">1 3 4</span>
	3	Demonstration of professional adherence to the discipline specific Code of Conduct. And successful completion of the required 10 days of PEx. NB: This assessment task must receive a PASS grade to enable progression to Task 5 (PEx). <span style="float: right;">1 2 3 4</span>

### All - Assessment Task 2: Teaching Strategies Presentation

<b>GOAL:</b>	The goal of this task is to communicate your understanding of effective teaching and learning strategies. You will be working with a partner to create a 5 minute written/verbal presentation. You will illustrate your knowledge of two teaching strategies and the theories they link to. You will also illustrate how these strategies can be used in a Primary School setting, including the advantages and disadvantages of these strategies. You will be presenting these strategies to your peers in tutorials. Each student is required to present one strategy. The teaching strategies must be chosen from the following list: Brainstorming, Gallery Walk, Graphic Organisers, Music or Songs, Experiments, De Bono's Six Hats of Thinking, Jigsaw, Debate, Think:Share:Pair, Games, Graffiti wall, Response Cards, Carousel brain storming, Three step interviews, podcasts, journals, worksheets, and role-play. You are also required to submit your slides via USC Canvas.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	The presentation task is 5 minutes in total, and must include a visual aide, i.e PowerPoint or Word to summarize your key points. NB: This assessment task must receive a PASS grade to enable progression to Task 5 (PEX).	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification of teaching strategies and a description of the classroom learning and teaching processes <span style="float: right;">2 4</span>
	2	Explanation of basic understanding of two teaching strategies that you might observe in your upcoming Professional Experience <span style="float: right;">2</span>
	3	Knowledge of the advantages and disadvantages of each strategy. <span style="float: right;">2 4</span>
	4	2-3 PowerPoint or Word slides summarising the two teaching strategies <span style="float: right;">4</span>
	5	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, and APA referencing of sources <span style="float: right;">4</span>

### All - Assessment Task 3a: Infographic and Presentation

<b>GOAL:</b>	The goal of this task is to communicate your understanding of the characteristics of an effective teacher and the outside influences which shape and guide their practice, using a visual medium.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	You will work in a group (3-4 students) to create an infographic. Your infographic will be informed by literature and government policy, accordingly a short bibliography must be included. You can use online software, PowerPoint or Word to create your infographic. In deciding the role each group member will play, it is important to break down the tasks that need to be completed, to consider how and when you will meet and the skills each group member can contribute. You will have 5 minutes (per group) in the week 4 tutorial to present your infographic, followed by 2 minutes to answer questions about your infographic. Each member of the group is to present. You will also submit the infographic individually via Canvas prior to your presentation in the tutorial. NB: This assessment task must receive a PASS grade to enable progression to PEX.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstration of knowledge and understanding of: (1) the key characteristics of effective teachers and the external influences that shape their actions, and (2) the Australian Professional Standards for Teachers (APST) <span style="float: right;">1 2 3 4</span>
	2	Selection and use of literature to inform development of infographic <span style="float: right;">1 2 4</span>
	3	Collaboration on production and presentation of infographic <span style="float: right;">1 3 4</span>
	4	Written and verbal communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions <span style="float: right;">4</span>

### All - Assessment Task 3b: PEx Preparedness Assessment

<b>GOAL:</b>	The goal of this task is to ensure that students: (1) have a clear and reasonable understanding of the PEx requirements, (2) are able to communicate these requirements in an effective manner, and (3) have completed all the USC documentation to commence their placement.															
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece															
<b>FORMAT:</b>	<p>The EDU105 folder must contain all documentation that is outlined in your PEx Handbook. The Peer Assessment Profile will be completed during tutorial time. You will be required to show evidence that you have completed all the required paperwork, can present yourself in correct attire, are able to construct professional email communications, and can explain the teaching and learning requirements of your PEx to your mentor. You will also complete an online knowledge quiz which assesses your knowledge of the requirements of the EDU105 PEx.</p> <p>NB: This assessment task must receive a PASS grade to enable progression to SPE.</p>															
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Completeness of Professional Experience documentation</td> <td>3 4</td> </tr> <tr> <td>2</td> <td>Knowledge of PEx requirements</td> <td>1 2 3 4</td> </tr> <tr> <td>3</td> <td>Professional attire and communication skills</td> <td>1</td> </tr> <tr> <td>4</td> <td>Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing of sources</td> <td>4</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Completeness of Professional Experience documentation	3 4	2	Knowledge of PEx requirements	1 2 3 4	3	Professional attire and communication skills	1	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing of sources	4	
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### All - Assessment Task 4: Professional Experience and associated documentation

<b>GOAL:</b>	The goal of this task is to engage professionally with students and supervising teachers whilst observing and reflecting on professional practice in primary school contexts to develop your own professional practice as a teacher.												
<b>PRODUCT:</b>	Placement performance												
<b>FORMAT:</b>	You will engage in 10 days of professional experience. During this time, you will undertake observations and reflections of learning and engage with the school community to explore what it means to be a professional educator. An Observation Journal and Reflection Journal have been provided to guide these activities. You will cooperatively plan and implement lessons as detailed in the PEx Handbook where you will lead the Introduction or Conclusion phases of these lessons. You will also support students' literacy and numeracy learning by participating in individual and/or small group teaching and learning experiences under the teacher's guidance.												
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application and understanding of professional knowledge</td> <td>2 3 4</td> </tr> <tr> <td>2</td> <td>Application and understanding of professional practice</td> <td>2 3 4</td> </tr> <tr> <td>3</td> <td>Application and understanding of professional engagement</td> <td>2 3 4</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Application and understanding of professional knowledge	2 3 4	2	Application and understanding of professional practice	2 3 4	3	Application and understanding of professional engagement	2 3 4	
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1	Application and understanding of professional knowledge	2 3 4											
2	Application and understanding of professional practice	2 3 4											
3	Application and understanding of professional engagement	2 3 4											

## All - Assessment Task 5: Course Debrief

<b>GOAL:</b>	The goal of this task is to support you to reflect on your PEx and the course content you engaged with through learning materials and tutorials, to compare your development with the AITSL standards(Graduate Level) and plan your future professional development activities (WFE).	
<b>PRODUCT:</b>	Activity Participation	
<b>FORMAT:</b>	The Course Debrief will be conducted in Week 13 following the completion of the 10-day PEx placement. The Course Debrief will be 3 hours in duration and be collaborative in nature. Students will reflect on their recent PEx and discuss their strengths and weaknesses with their colleagues. They will also analyse the resources they constructed during their PE (lesson plans, observations, reflections) and evaluate whether they provide quality evidence that AITSL standards has been met. NB: This assessment task must receive a PASS grade to successfully complete the requirements of this course.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis and critique of personal classroom learning and teaching processes 1 4
	2	Reflection on personal strengths and weaknesses associated with meeting the APST Standards (Graduate Level) 1 3 4
	3	E-portfolio to include latest SPE evidence 1 4
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing of sources 4

## 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.



## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Weeks 1 - 3	Introduction to University Study and Teaching 1. Introduction to the concept of Preservice Teacher Grit and the characteristics of effective teachers. 2. USC Code of Conduct, Ethical practice, Legislative requirements and professionalism. 3. Australian Professional Standards for Teachers (APST). 4. Educational research and how it guides the curriculum and teacher pedagogy.
Weeks 4 - 7	The Role of the Teacher in the Classroom: 1. Pedagogy 2. Philosophy of teaching 3. Classroom Management 4. Lesson Observations and planning 5. Planning and implementing small group and whole class learning experiences 6. Reflective practice
Weeks 8 - 9	The Role of the Preservice Teacher during their Supervised Professional Experience 1. Effective professional communication with mentors, school staff and USC staff. 2. Knowledge of SPE requirements 3. Professional attire and teacher presence. 4. Identification of forms of SPE evidence. 5. SPE Goal setting)
Weeks 14 - 15	Supervised Professional Experience: 10 days Collecting 'evidence' which supports development of the APSTs
Week 16	Collaborative Reflection at Course Debrief Professional Development Action Plan

## 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	Rick Churchill, Amanda Keddie, Julianne Moss, Michael C. Nagel, Kylie Shaw, Jenny Mackay, Will Letts, Michelle McGill, Jantiena Batt, Karley Beckman, Tiffani Apps, Peter Grainger	2022	Teaching, Making A Difference	5th Edition	Wiley

### 8.2. Specific requirements

To undertake this course, students must possess a Blue Card (application for this document is made by the University; students should consult the Professional Experience Handbook for further details). It is expected that you will have access to the internet to access electronic material available online via the University Canvas site and the library. It is also expected that you will have transportation to the PEx site provided for this course and have appropriate professional attire for the five days of PEx

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

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

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

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

### 10.2. Assessment: Additional Requirements

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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.

### 10.4. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC 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](mailto: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](mailto: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](mailto: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](mailto: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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC 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:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)