5. Part 1: Student responsibilities

5.1 The student will treat every athlete or patient politely and considerately.

5.2 The student will respect athletes’ and patients’ dignity and privacy.

5.3 The student will listen to athletes and patients and respect their views.

5.4 The student will respect and protect confidential information.

5.5 Students must not allow their personal beliefs to prejudice their athletes’ or patients’ care.

5.6 The students will apply risk minimisation principles and foster athlete and patient safety.

5.7 The student will take all opportunities to develop professional knowledge and skills.

5.8 The student will recognise the limits of his/her professional competence.

5.9 The student will be honest and trustworthy in all matters.

5.10 The student will work with colleagues in ways that best serve athletes’ and patients’ interests.

5.11 The student will undertake to ensure his/her own self care, health and well-being.

6. Discipline Regulations

6.1 The student will comply with professional obligations and responsibilities.

6.2 The student undertakes to provide feedback.

6.3 The student will cooperate with any HSM-Management of Allegations of Student Misconduct procedures.

7. Part 2 – The responsibilities of the Program

7.1 Education

7.2 Privacy and equal opportunity

7.3 Administration and support

7.4 Student representation

7.5 Student Agreement
ABBREVIATIONS:

- Faculty of Health Sciences and Medicine: Faculty or HSM
- Bachelor of Exercise and Sports Science Program: Program
- Bachelor of Exercise and Sports Science Students: Students
- Bachelor of Exercise and Sports Science Charter: Charter
- National University Course Accreditation Program: NUCAP
- Exercise & Sports Science Australia: ESSA
- ESSA Code of Professional Conduct and Ethical Practice: ESSA PCEP
- Accredited Exercise Scientist: AES

1. **Background to Charter**

Students need to know what will be expected of them as they learn to become exercise and/or sports scientists working within the health, fitness, or sport industries. They also need to know what they might reasonably expect of their Bachelor of Exercise and Sports Science Program during the delivery of their education at Bond University. One way to achieve this is through a Charter which identifies and spells out the responsibilities of both the students and the staff involved in their education.

2. **Purpose of the Charter**

The Charter has two broad aims

1. To clearly state the expectations and responsibilities for the major parties involved in the Bachelor of Exercise and Sports Science Program.

2. To promote “Good Practice” by incorporating a professional code of conduct for students which will remain consistent throughout their Bachelor of Exercise and Sports Science Program and which students will retain as core knowledge for future practice.

The Charter specifically outlines the rights and responsibilities of students and staff.

3. **Acknowledgement**

In developing our Charter, the Bachelor of Exercise and Sports Science Program acknowledges use of the following documents, which have been helpful as a template and guide:

This document outlines what is expected of exercise scientists and sports scientists to practise in Australia. It sets out the “principles that characterise good practice and makes explicit the standards of ethical and professional conduct expected of accredited exercise physiologists, exercise scientists and sports scientists by their professional peers and the community”.

2. Exercise and Sports Science Australia Accredited Exercise Scientist Scope of Practice (2016)

This document developed by ESSA outlines the scope of practice that ESSA accepts as reasonable for an accredited exercise scientist (AES) to perform across a number of industries and employment sectors including private enterprise, government and non-government sectors and at an individual, community and population level.

4. Introduction

As a student at Bond University, when you sign and accept the responsibilities in Part 1 of the Charter, the Faculty agrees that it has certain responsibilities to you, which are outlined in Part 2.

The student must comply with the standards and expectations of Part 1 of The Charter.

These are based on the standards laid down for in the 2014 ESSA Document: Code of Professional Conduct and Ethical Practice and ESSA Accredited Exercise Scientist Scope of Practice. Students need to be aware of Good Practice and consider its implications.
In order to graduate, students must meet the curriculum learning outcomes set out in the Program. Students are also expected to meet the professional standards and expectations laid down by the Program and outlined in the Charter. Serious and/or persistent failure to meet these standards and expectations may result in action being taken through the HSM-Management of Allegations of Student Misconduct procedures. These procedures provide formal investigation of potential breaches of student professional behaviour. Link to this procedure are available on the Program website. It is the students’ responsibility to be aware of the HSM-Management of Allegations of Student Misconduct procedures.

In addition to the responsibilities set out in Part 1 of this Charter, students must comply with all other Bond University regulations, requirements and policies including the Bond University Student Charter. In certain cases, action may need to be taken under those regulations and policies instead of, or as well as, under the HSM - Management of Allegations of Student Misconduct procedures.

**Students within the Bachelor of Exercise and Sport Science Program are expected to comply with the standards and expectations stated in Part 2 of the Charter.**

The responsibilities outlined in Part 2 align with the requirements of ESSA /NUCAP which sets out the standards used to judge the quality of the undergraduate experience.

5. **Part 1: Student responsibilities**

Students undertake a degree in exercise and sport science with the aim of becoming an accredited exercise scientist or, upon completion of the Masters of Sports Science, an accredited sports scientist. Whilst students do not yet have the full duties and responsibilities that go with being practicing exercise scientist, they are already in a privileged position with regards to athletes and patients and those close to them. In recognition of this, students must maintain a good standard of behaviour and show respect for others.

By awarding a Bachelor of Science in Exercise and Sports Science degree, a university is confirming that the graduate is fit to practise to the high standards that ESSA has set in its guidance to the profession with good practice. ESSA outlines the standards expected of a qualified exercise scientist in the Scope of Practice. Many of those standards apply to you as a student. Those of particular relevance are set out below:

5.1 **The student will treat every person they work with through their program politely and considerately.**

**As a student, you will:**

5.1.1 Treat each person with respect.
5.1.2 Make sure that the person understands that you are a student and not a qualified exercise or sports scientist.
5.1.3 Make sure the person has agreed to your presence and involvement.
5.1.4 Not continue interaction if the person indicates a wish to stop.
5.1.5 Dress in an appropriate professional manner that enables good communication with the person you are interacting with.
5.1.6 Acknowledge that person has the right to expect that all exercise and sport scientists and students should both appear and be professional.

5.2 The exercise and sport science student shall respect an individual’s dignity and privacy

The student will:
5.2.1 Address people in a professional way.
5.2.2 Endeavour to preserve the individual’s dignity at all times.
5.2.3 Attempt to ensure the individual’s privacy at all times.

5.3 The student will listen to athletes and clients and respect their views.

5.4 The student will respect and protect confidential information.

The student will not:
5.4.1 Intentionally divulge information concerning an athlete or client to anyone not directly involved in the training of the athlete or the client’s care.
5.4.2 Discuss his/her athletes or clients in a public place and will take other precautions to ensure that she/he does not inadvertently pass on information regarding an athlete or patient. This includes the use information sharing through social networking such as Facebook, Twitter, LinkedIn etc. aligned to the University Social Media Policy COR4.03.

The student will:
5.4.3 Ensure that all athletes or client personal details are de-identified for all case presentations and discussions, as well as for manuscripts submitted for publication.

5.5 Students must not allow their personal beliefs to prejudice their athletes’ or clients’ care.

Students will care for athletes or patients irrespective of their views about the athletes’ or patients’ lifestyles, culture, religion and beliefs, race, colour, gender, sexuality, disability, age, nationality, or social or economic status. You are entitled to hold any beliefs that you wish but you must not allow these to interfere with your care of athletes or patients.

5.6 The students will apply risk minimisation principles and foster athlete and patient safety

5.6.1 The student will strive for high standards in his/her professional life and his/her conduct should demonstrate this.
5.6.2 With regard to placements, the student will foster patient safety by adhering to the infection control principle of “Clean hands save lives”.
5.6.3 The student will act quickly to protect athletes or patients from any risk if he/she has a genuine belief that they or a colleague may not be fit to practise the student will immediately report any concerns to a senior member of staff.
5.7 The student will take all opportunities to develop professional knowledge and skills.

The student will be expected to:

5.7.1 attend all of the compulsory teaching sessions.
5.7.2 inform the Subject Coordinator as soon as possible of the reason if she/he is unable to attend a compulsory session.
5.7.3 complete and submit course work and assignments on time.
5.7.4 be conscientious in his/her approach to self-directed learning.
5.7.5 endeavour to contribute effectively to any learning group of which he/she is part and share your learning and knowledge with your peers, particularly during problem based learning or group work.
5.7.6 respond positively to reasonable feedback on his/her performance and achievements.
5.7.7 immediately inform the Subject and/or Program coordinator of factors that might affect his/her performance so that appropriate action can be taken.
5.7.8 carry out examinations (where necessary and when a chaperone is present) on athletes or clients of both genders.

5.8 The student will recognise the limits of his/her professional competence.

5.8.1 The student will not hesitate to ask for help and advice when needed.

5.9 The student will be honest and trustworthy in all matters.

5.9.1 All forms of academic cheating are unacceptable and may result in disciplinary proceedings. Cheating includes, but is not limited to data fabrication, data falsification and plagiarism. Students are expected to act in accordance with the principles of academic integrity in their learning and research by:

- not cheating in examinations or other forms of assessment
- not helping others to cheat in examinations or other forms of assessment
- only submitting work which properly acknowledges the ideas or words of others and which is otherwise their own work
- not lending original work to other students for any reason
- ensuring that the findings of their research are interpreted and presented appropriately and based on accurate data.

Plagiarism is the act of misrepresenting one's own original work and can involve using another person’s ideas, interpretations, words, or creative works; and/or your own previous ideas, interpretations, words, or creative work without acknowledging that it was used previously (i.e., self-plagiarism). These ideas, interpretations, words, or works may be found in published and unpublished documents, print and/or electronic media, designs, music, sounds, images, photographs or computer codes, or gained through working in a group. Students should refer to Bond University policy on Plagiarism and Bond University’s Handbook of Regulations Part 3 Discipline Regulations.
5.9.2 The student will be truthful at all times in the practicum setting.

5.10 **The student will work with colleagues in ways that best serve athletes’ and individuals’ interests.**

The student will:
- 5.10.1 acknowledge that athletic/fitness testing & training and health care is dependent on effective co-operation between all members of the team.
- 5.10.2 maintain good professional relationships with the other professionals caring for the athlete or patient.
- 5.10.3 treat other exercise and sports science professionals, healthcare professionals and allied healthcare staff with respect.
- 5.10.4 treat Program/University staff (academic & administrative) with respect.
- 5.10.5 treat fellow students with respect and work cooperatively and collaboratively.

5.11 **The student will undertake to ensure his/her own self-care, health and well-being.**

5.11.1 The student will recognise the effects of physical and psychological stressors on his/her ability to care for athletes or individuals and take steps to ensure his/her own self-care, health and wellbeing.

5.11.2 The student will aim to seek independent objective healthcare advice, preferably from their own general practitioner, and avoid the risks of self-diagnosis and self-treatment.

6. **Discipline Regulations**

6.1 **The student will comply with professional obligations and responsibilities**

6.1.1 The student will comply with mandatory immunisation requirements and provide documentation of immunisation status.

6.1.2 The student will report infectious, communicable or notifiable diseases to their Exercise and Sports Science Program.

6.1.3 The student will report any health condition or impairment that could affect performance or judgement or pose any risk to athletes or individuals.

6.1.4 The student will maintain appropriate professional boundaries.

6.1.5 The student will NOT use the professional relationship to develop any sexual or exploitative relationship with an individual or staff member where a conflict of interest may exist.

6.2 **The student undertakes to provide feedback**

On the usefulness, significance and effectiveness of all aspects of the course, including teaching.

6.2.1 The student will complete such evaluation tools as are agreed between the Program and the student body.

6.3 **The student will cooperate with any external allegations of misconduct-related procedures in which s/he is involved**

6.3.1 The student will adhere to Australian Federal and State laws and understand that any breach of these laws may become a criminal matter.
6.3.2 The student will comply with the HSM – Management of Allegations of Student Misconduct procedures.

7. Part 2 – The responsibilities of the Program

In accepting a place in the Program students are expected to comply with certain responsibilities, which are outlined in Part 1 of the Charter. These responsibilities align with ESSA and NUCAP standards and take into consideration the requirement that Exercise and Sports Science Programs are expected to graduate students who are fit to practise in exercise and sports science.

In return the student can expect that the Program will undertake to fulfil its responsibility to provide education, training and facilities through which the student can reach the necessary outcomes to achieve an undergraduate exercise and sports science qualification.

7.1 Education

The Exercise and Sports Science Program shall:

7.1.1 Provide high quality teaching and training in clinical and non-clinical settings.
7.1.2 Provide learning experiences that are challenging and stimulating.
7.1.3 Ensure that the course is relevant and led by individuals qualified to teach and train undergraduate exercise and sports science students.
7.1.4 Provide a level of training whereby, upon an individual’s satisfactory completion of the course, the minimum standards attained comply with the professional expectations of the regulatory body (ESSA and NUCAP)
7.1.5 Inform, regularly update and provide access to full information about the course, module contents and course objectives.
7.1.6 Inform the student within a reasonable time period of significant changes to the curriculum or course structure (other than minor timetabling changes) which will affect the student.
7.1.7 Give impartial, timely and constructive feedback on individual student progress and performance, including explanations for failure.
7.1.8 Where necessary provide access to reasonable extra support and advice from teachers and tutors. It is important that students who require additional learning support obtain reasonable extra support and advice from the teachers and tutor, aiming to facilitate the successful completion of exams and modules.
7.1.9 Respect the copyright and intellectual property rights of the Student. Any work undertaken by the student remains the property of the student subject to locally agreed arrangements discussed in advance with student representatives and subject to the normal policy of Bond University. The copyright and intellectual property rights of any individual’s work must be respected. Work undertaken by a Student should not be passed off as somebody else’s and there must be clear acknowledgement of the ownership of this work.
7.1.12 Provide students with the opportunity to give the Program or university feedback on the usefulness, significance and effectiveness of all aspects of the course, including teaching.

7.1.13 Give due consideration to feedback provided in accordance with 7.1.12 above and inform the student of any positive action that is possible to take with respect to the feedback. While student feedback is encouraged, there is no undertaking that changes will occur at the request of students. Sometimes, change to a course may not be possible for various reasons and wherever possible the student should be given feedback on those reasons.

7.1.14 Ensure that all staff with responsibilities to Students promote and comply with the Charter. The Charter will be made available to students and staff alike, with all parties expected to meet the content of this Charter.

7.1.15 Ensure that staff and students understand their responsibilities with respect to gaining consent from patients prior to examinations by students.

7.1.16 Make clear the purpose and implications of “Fitness to Practise” procedures Professional Responsibility and being fit to practise are essential components of the Program so it is imperative that students and staff are clear about the purpose and implications of HSM – Management of Allegations of Student Misconduct procedures.

7.1.17 Ensure responsible allocation of available resources in order to facilitate delivery of the provisions of Parts 1 and 2 of this Charter.

7.2 Privacy and equal opportunity

The Exercise and Sports Science Program is obliged to:

7.2.1 Respect the fundamental Human Rights of students as set out by the Universal Declaration of Human Rights (United Nations 1948) as far as they do not impact on the rights and freedoms of others for whom the Program has an equal duty of care, including athletes, patients and the general public.4

7.2.2 Ensure that learning, both within the Program and on placements, is undertaken in a safe and secure physical environment.

7.2.3 Provide a diverse environment which takes positive action to protect students from bullying, discrimination, victimisation, intimidation or harassment of any kind and promote equality and value diversity.

7.2.4 Provide the student with information and advice on how to lodge a formal complaint. Complaints shall remain confidential to those involved at all times and the complainant shall be protected from any form of victimisation following such a complaint. The treatment of complaints against either a member of staff or student should be treated in a uniform manner and confidentially.

7.2.5 Those making complaints or disclosures that are proven to be malicious and/or knowingly untruthful will be subject to the Program’s disciplinary procedures.

7.3 Administration and support

The Program shall:

7.3.1 In so far as resources allow, ensure that students have adequate access to modern IT equipment that is appropriate to the demands of the course.

7.3.2 In so far as resources allow, ensure that the student has access to quality facilities, learning and library resources that are required to achieve the academic and
professional goals set by ESSA and the program. Technical facilities such as anatomical models and professional computer programmes should be made available to students.

7.3.3 Endeavour to facilitate a high standard of teaching facilities whilst on placement.

7.3.4 Ensure that academic and administrative staff model respectful communication and a helpful attitude towards students during their education.

7.3.5 Ensure that all students have access to Program regulations and policy.

7.3.6 Ensure that students are advised of expectations regarding (a) maintenance of their own health and (b) appropriate behaviour regarding medical consultation and referral processes. Ideally, students should have a family General Practitioner (GP) for medical care. Students can access the available Medical and Counselling Services service available at Bond University Campus. Student health and well-being is important to the Program and students must not allow their own health or condition to put athletes or clients and others at risk. Faculty staff members who happen to be exercise physiologists or sports scientists should not provide “corridor consults” and as far as possible to avoid conflicts of interest and maintain confidentiality. The program staff will promote the use of services external to the Faculty to all students.

7.3.7 Provide access to a student-centred support service within the Program and ensure that contact with the student support staff member will be treated in confidence. Given the personal nature of some problems that students encounter, the Faculty must be able to direct the student to facilities that offer them suitable support.

7.3.8 Ensure that students are given clear information about: (a) who their academic teachers and supervising placement coordinators are; and (b) what services are available for student support.

7.3.9 Ensure that, in order to avoid any potential conflict of interest, staff members with direct academic responsibilities for a student do not undertake student support responsibilities for that student. If dual responsibility does arise, a system must be in place by which the student can seek support from another member of staff who does not carry out this dual function at that time. Both academic and emotional welfare of students is important but a clear distinction needs to be made between provision of education and provision of student support service. Whenever a ‘conflict of interest’ might exist, the student should be referred to alternative services and ideally a pastoral tutor does not have any academic responsibility for the student.

7.3.10 Ensure that issues disclosed to a support service provider remain confidential but also ensure that the student is made aware that in some circumstances the support service provider may be required to disclose information which may affect the student’s fitness to practise upon graduation.

7.3.11 Ensure that students are made aware of the availability of the Careers Advice facilities and services at Bond University.

7.3.12 Aim to ensure that in conjunction with the relevant Head of Program or Subject Coordinator, the transition between Program and the placement is as seamless as possible. This includes providing information about the process for applying for placements and relevant and timely information as required by any application process.
7.4 Student representation

The Faculty will:

7.4.1 Ensure that a student can make a complaint if he/she feels that he/she has been treated unfairly and that any complaint procedure adopted by the Faculty is open, transparent and fair. Complaint procedures must be open, fair and transparent. The Faculty will have processes that allow the anonymous reporting of incidents without fear of comeback.

7.4.2 Ensure that fair student representation exists on all decision-making bodies, which directly affect Students.

7.4.3 Facilitate student participation in activities of the Program and Bond University students’ association(s) and external bodies related to Exercise and Sports Science education. Student representation is important and respected by the Faculty.
7.5 Student Agreement

I, the student, agree to the principles outlined above in the Charter, and understand that a breach of the expected standards of ethical and professional conduct may result in the cessation of my placement, and disciplinary action, which could include exclusion from the Program.

Student Confirmation

I have read and understood my responsibilities as outlined in the Charter.

_____________________________  ______________________________  _________________________
Student Name                  Signature                       Date signed

_____________________________  ______________________________  _________________________
Head of Program                Signature                       Date signed