



# **Exercise and Sports Science**

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# **Program Charter**

*Revised: October 8<sup>th</sup>, 2019*

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## ABBREVIATIONS

- **AEP:** Accredited Exercise Physiologist
- **AES:** Accredited Exercise Scientist
- **ASS:** Accredited Sport Scientist
- **Charter:** Bachelor of Exercise and Sports Science Program OR Bachelor of Exercise and Sport Performance OR Masters of Sports Science and Conditioning Charter
- **ESSA:** Exercise & Sports Science Australia
- **ESSA PCEP:** ESSA Code of Professional Conduct and Ethical Practice
- **Faculty or HSM:** Faculty of Health Sciences and Medicine
- **Head of Program:** The academic responsible for leading and coordinating the programs within Exercise and Sport Science
- **NUCAP:** National University Course Accreditation Program
- **Program or Programs(s):** Bachelor of Exercise and Sports Science Program OR Bachelor of Exercise and Sport Performance OR Masters of Sports Science and Conditioning
- **Program Partners:** The facilities, people and organisations where students are required to participate in learning and teaching activities such as placements, internships or practicums.
- **SPEX:** Exercise and Sport Science
- **Students:** A student enrolled within the Bachelor of Exercise and Sports Science Program OR Bachelor of Exercise and Sport Performance OR Masters of Sports Science and Conditioning programs.
- **Subject(s):** The subject(s) that form part of the Exercise and Sport Science program(s)
- **Subject Coordinator:** The academic responsible for convening and coordinating the subject within the Exercise and Sport Science program
- **University:** Bond University

## ACKNOWLEDGEMENTS

SPEX acknowledges the following documents which have assisted as a guide in developing this Charter.

- ESSA Code of Professional Conduct and Ethical Practice (V3) (2017)

This document outlines what is expected of accredited exercise scientists and accredited 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”.

- ESSA Accredited Exercise Scientist Scope of Practice (2017)

This document was developed by our peak industry body ESSA. It outlines the scope of practice that ESSA accepts as reasonable for an accredited exercise scientist (AES) to perform across several industries and employment sectors including private enterprise, government and non-government sectors and at an individual, community and population level. It reflects the minimum combination of knowledge, skills and reasoning to gain accreditation as an ESSA-accredited exercise scientist (AES).

- ESSA Accredited Sport Scientist Scope of Practice (2018)

Similarly, this document was developed by our peak industry body ESSA. It outlines the scope of practice that ESSA accepts as reasonable for an accredited sports scientist (ASS) to perform across several industries and employment sectors including private enterprise, government and non-government sectors and at an individual, community and population level. It reflects the minimum combination of knowledge, skills and reasoning to gain accreditation as an ESSA-accredited sport scientist (ASS).

- Bond University Student Handbook
- Bond University Doctor of Physiotherapy Program Charter (2017)
- Bond University Master of Nutrition & Dietetic Practice Program Charter (2018)

## **1. Background to Charter**

As a student within an Exercise and Sport Science (SPEX) program at Bond University, you need to know what will be expected of you as they learn to become accredited exercise and/or sport scientists working within the health, fitness, or sport industries. You also need to know what you might reasonably expect of your staff within the SPEX programs during the delivery of your education at Bond University.

Within the SPEX programs we pride ourselves on setting a high standard of professional conduct and ethical practice. Our goal is to assist you as a student to adopt similar high standards of conduct and practice to achieve your goals of working within your chosen profession.

This Charter identifies and spells out the responsibilities of both yourself as a student as well as the staff involved in your education within the SPEX programs at Bond University.

## **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 SPEX programs.
2. To promote “Good Practice” by incorporating a professional code of conduct for you which will remain consistent throughout your SPEX program studies and practicum/internship experiences and which we hope you will retain as core knowledge, skills and attributes for future practice.

The Charter specifically outlines the rights and responsibilities of students and staff. These expectations of behaviours and attitudes will remain consistent across your SPEX program(s). They include University-based teaching sessions, community outreach opportunities, practicum and internship placements and other related learning and teaching and/or research experiences related to your program(s), as well as following graduation as a Bond Alumni.

### 3. Introduction

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

As a component of the SPEX programs, you will undertake learning and teaching experiences within the University itself as well as in associated settings both public and private. During all times and in all settings, you are acting as ambassadors for the SPEX program(s), Bond University, and your future profession as an AES or ASS. Thus, your behaviour and professionalism must not conflict with the Bond University and Faculty standards, policies and procedures nor the standards, policies and procedures of the facility or organisation in which you are undertaking learning and teaching or research experiences as part of or associated with your SPEX program.

**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 ESSA Code of Professional Conduct and Ethical Practice and ESSA Accredited Exercise Scientist and ESSA Accredited Sport Scientists Scope of Practice. Students need to be aware of good practice and consider its implications.

In addition to these industry expectations, and in order to graduate, students must meet the program learning outcomes set out in the program as well as comply with all other Bond University regulations, policies and procedures (see Appendix 1). It is understood that the signing of this Charter confirms your understanding of the Bond academic regulations, policies and procedures. In certain cases, action may be needed to be taken under these regulations, policies and procedures instead of, or as well as, under the Faculty Disciplinary Committee's procedures. Serious and/or persistent failure to meet these University and Faculty 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. It is the students' responsibility to be aware of 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.

## 4. Part 1: Student responsibilities

Students undertake a degree program in exercise and sport science or performance with the aim of a career within the health, fitness or sport industries. Or to become an accredited exercise scientist or, upon completion of the Masters of Sports Science and Conditioning, an accredited sports scientist after applying for same through ESSA. Whilst you do not yet have the full duties and responsibilities that go with being practicing exercise or sport scientist, you are already in a privileged position with regards to working with fellow students, exercise and sport professionals, academic and professional staff within the University, school teaching and professional staff, athletes and their support staff and organisations, and members of the wider community and those close to them. In recognition of this, you must maintain the highest possible standard of behaviour and show respect for others.

By awarding a SPEX-related degree, the university is confirming that you are fit to practise to the high professional behaviour standards that ESSA has set in its *ESSA Code of Professional Conduct and Ethical Practice* (V3) (2017). This code seeks to assist and support practitioners (including student practitioners) to deliver appropriate, effective services within an ethical framework. Practitioners (including student practitioners) have a professional responsibility to be familiar with this Code and to apply the guidance it contains. The *ESSA Code of Professional Conduct and Ethical Practice* can be accessed via the following website:

[https://www.essa.org.au/Public/Professional\\_Standards/ESSA\\_Code\\_of\\_Professional\\_Conduct\\_Ethical\\_Practice.aspx?WebsiteKey=b4460de9-2eb5-46f1-aea-3795ae70c687](https://www.essa.org.au/Public/Professional_Standards/ESSA_Code_of_Professional_Conduct_Ethical_Practice.aspx?WebsiteKey=b4460de9-2eb5-46f1-aea-3795ae70c687)

By awarding a SPEX-related degree, Bond University is confirming that you as the graduate are fit to practise to the high standards that Exercise and Sport Science Australia has set in its professional expectations of professional conduct and ethical practice. ESSA outlines the standards and Scope of Practice expected of an Accredited Exercise Scientist and Accredited Sport Scientist at:

[https://www.essa.org.au/Public/Professional\\_Standards/ESSA\\_Scope\\_of\\_Practice\\_documents.aspx](https://www.essa.org.au/Public/Professional_Standards/ESSA_Scope_of_Practice_documents.aspx)

Many of those standards apply to you as a student. Those of relevance are set out below:

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

#### As a student, you will:

- 4.1.1 Treat each person with respect.
- 4.1.2 Make sure that the person understands that you are a student and not an accredited exercise or sports scientist.
- 4.1.3 Make sure the person has agreed to your presence and involvement.
- 4.1.4 Not continue interaction if the person indicates a wish to stop.
- 4.1.5 Dress in an appropriate professional manner that enables good communication with the

person you are interacting with.

- 4.1.6 Acknowledge that person has the right to expect that all exercise and sport scientists and students should both appear and be professional.

#### **4.2 The exercise and sport science student shall respect an individual's dignity and privacy**

**The student will:**

- 4.2.1 Address people in a professional way.
- 4.2.2 Endeavour to preserve the individual's dignity at all times.
- 4.2.3 Attempt to ensure the individual's privacy at all times.

#### **4.3 The student will listen to athletes and clients and respect their views.**

#### **4.4 The student will respect and protect confidential information.**

**The student will not:**

- 4.4.1 Intentionally divulge information concerning an athlete or client to anyone not directly involved in the training of the athlete or the client's care.
- 4.4.2 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:**

- 4.4.3 Ensure that all athletes or client personal details are de-identified for all case presentations, research reports or presentations and discussions, as well as for manuscripts submitted for publication.

#### **4.5 The student must not allow their personal beliefs to prejudice their athletes' or clients' care.**

Students will care for athletes or clients 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 clients.



#### **4.6 The student will apply risk minimisation principles and foster athlete and client safety.**

- 4.6.1 The student will strive for high standards in his/her professional life and his/her conduct should demonstrate this.
- 4.6.2 Regarding to placements, the student will foster client safety by adhering to the infection control principle of “Clean hands save lives”.
- 4.6.3 The student will act quickly to protect athletes or client 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.

#### **4.7 The student will take all opportunities to develop professional knowledge and skills.**

##### **The student will be expected to:**

- 4.7.1 attend all of the compulsory teaching sessions.
- 4.7.2 inform the Subject Coordinator as soon as possible of the reason if she/he is unable to attend a compulsory session.
- 4.7.3 complete and submit course work and assignments on time.
- 4.7.4 be conscientious in his/her approach to self-directed learning.
- 4.7.5 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.
- 4.7.6 respond positively to reasonable feedback on his/her performance and achievements.
- 4.7.7 immediately inform the Subject and/or Head of Program of factors that might affect his/her performance so that appropriate action can be taken.
- 4.7.8 carry out examinations (where necessary and when a chaperone is present) on athletes or clients of both genders.

#### **4.8 The student will recognise the limits of his/her professional competence.**

- 4.8.1 The student will not hesitate to ask for help and advice when needed.
- 4.8.2 The student will operate with the full awareness of the ESSA Scope of Practice for either an Accredited Exercise Scientist or Accredited Sport Scientist as outlined by ESSA:  
[https://www.essa.org.au/Public/Professional\\_Standards/ESSA\\_Scope\\_of\\_Practice\\_documents.a](https://www.essa.org.au/Public/Professional_Standards/ESSA_Scope_of_Practice_documents.a)  
[SPX](#)

#### **4.9 The Student will be honest and fair with members of the public, colleagues, fellow students, industry practitioners, mentors and teachers.**

- 4.9.1 Ensure that they do not exploit relationships with clients for emotional, sexual or financial

gain.

- 4.9.2 Identify and manage conflicts of interest with the assistance of academic staff or practicum supervisors.
- 4.9.3 Treat their peers and future colleagues with fairness, honesty, courtesy, respect and good faith.
- 4.9.4 Apply natural justice when dealing with clients, peers and future colleagues.
- 4.9.5 Provide services within the legal requirements of occupational health, welfare and safety and workplace requirements.
- 4.9.6 Be truthful at all times in both the learning and teaching and practicum setting  
All forms of academic misconduct are unacceptable and may result in disciplinary proceedings and encompasses all forms of academic dishonesty, including cheating, or doing anything which may assist a person to cheat, in relation to assessment. Academic integrity is vital to learning, teaching and research at the University.

#### **The student will**

- 4.9.7 Familiarise themselves with the principles of academic integrity both generally and for their discipline or program. For example, by referring to the Bond University Academic Integrity Policy found at: <https://bond.edu.au/files/2921/TLR402.pdf> and Bond University's Student Handbook regulations related to [Award Regulations](#) (Part 1), [Academic Regulations](#) (Part 2) and [Discipline Regulations](#) (Part 3). Links to these are also found in Appendix 1 of the Charter.
- 4.9.8 Act in accordance with the principles of academic integrity in their learning and research. For example, by:
  - 4.9.8.1 not cheating in examinations or other forms of assessment;
  - 4.9.8.2 not helping others to cheat in examinations or other forms of assessment;
  - 4.9.8.3 only submitting work which properly acknowledges the ideas or words of others and which is otherwise their own work;
  - 4.9.8.4 only submitting work which properly acknowledges one's own previous ideas, interpretations, or creative works;
  - 4.9.8.5 not lending original work to other students for any reason;
  - 4.9.8.6 not plagiarising. 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](#).

4.9.8.7 seeking advice from academic or support staff if they are unsure whether their actions comply with academic integrity principles

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

**The student will:**

- 4.10.1 acknowledge that athletic/fitness testing & training and health care is dependent on effective co-operation between all members of the team.
- 4.10.2 maintain good professional relationships with the other professionals caring for the athlete or client.
- 4.10.3 treat other exercise and sports science professionals, healthcare professionals and allied healthcare staff with respect
- 4.10.4 treat Program/University staff (academic & administrative) with respect
- 4.10.5 treat fellow students with respect and work cooperatively and collaboratively.

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

- 4.11.1 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.
- 4.11.2 The student will aim to seek independent objective healthcare advice, preferably from their own general practitioner and/or the Faculty's Manager of Student Health and Wellbeing and avoid the risks of self-diagnosis and self-treatment.

## **5 Discipline Regulations**

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

- 5.1.1 The student will comply with mandatory immunisation and other compliance requirements and provide documentation of immunisation status and other compliance requirements of the SPEX programs as outlined within the Compliance Handbook for SPEX found at:  
<https://bond.edu.au/files/3827/Compliance%20Handbook%20-%20SPEX.pdf>
- 5.1.2 The student will report infectious, communicable or notifiable diseases to their Exercise and Sports Science Program.
- 5.1.3 The student will report any health condition or impairment that could affect performance or judgement or pose any risk to athletes or individuals.
- 5.1.4 The student will maintain appropriate professional boundaries.
- 5.1.5 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.

5.1.6 To be eligible for the compulsory practicum and elective work experience that form part of the Bachelor of Exercise and Sport Science and Bachelor of Exercise and Performance programs, you must complete all compliance requirements allowing you to work with athletes and members of the general public. This includes First Aid & CPR qualifications, security checks, blood tests and vaccinations and two compulsory training modules; Hand Hygiene and Academic Integrity. For full details of your compulsory compliance requirements, please read the [SPEX Compliance Handbook](#) on the Bond University Compliance web page: <https://bond.edu.au/about-bond/academia/faculty-health-sciences-medicine/compliance>. The full list of compliance requirements is found in Appendix 2 on page 19.

Failure to complete all of these requirements by stipulated deadlines can exclude you from:

1. Work experience opportunities offered through the *High Performance Training Centre*, including working with high performance teams and athletes;
2. Access to the discounted Level 1 *Australian Strength and Conditioning Association* course hosted by Bond within the *High Performance Training Centre* in semester one of your first year;
3. Undertaking practicum hours that count towards your *Exercise and Sport Science Australia (ESSA)* accreditation;
4. Undertaking *Beyond Bond* experiences that are compulsory for you to graduate;
5. Being considered as a graduate of a *Sport and Exercise (SPEX)* degree;
6. Consideration for entry into the Pathway programs that a SPEX degree leads to, including the Master of Performance Science and Conditioning, Doctor of Physiotherapy, Master of Occupational Therapy and Master of Nutrition and Dietetic Practice.

**To ensure you can attend all work experience opportunities, it is essential that you complete all compliance requirements no later than Year 1, Semester 1, Week 3.**

## **5.2 The student undertakes to provide feedback**

- 5.2.1 On the usefulness, significance and effectiveness of all aspects of the program, including teaching.
- 5.2.2 The student will complete such evaluation tools as are agreed between the Program and the student body including ETEVALs (Teaching and Subject evaluations), student focus groups and surveys.

## 6. Part 2 – The responsibilities of the University and Program

In accepting a place within the Program, students are expected to comply with certain responsibilities, which are outlined in Part 1 of this 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 either or both exercise and sportsscience.

In return the student can expect that both the University and the SPEX 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 or postgraduate exercise and sports science or performance qualification.

### 6.1 Education

#### The SPEX Program(s) shall:

- 6.1.1 Provide high quality teaching and training in clinical and non-clinical settings.
- 6.1.2 Provide learning experiences that are challenging and stimulating.
- 6.1.3 Ensure that the course is relevant and led by individuals qualified to teach and train undergraduate and postgraduate SPEX students
- 6.1.4 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)
- 6.1.5 Inform, regularly update and provide access to full information about the program, module contents and objectives.
- 6.1.6 Inform the student within a reasonable time period of significant changes to the curriculum or program structure (other than minor timetabling changes) which will affect the student.
- 6.1.7 Give clear and timely information about assessment/submission dates and the preferred or required format of assessments/submissions in accordance with the Bond University Assessment Policy available at: <http://bond.edu.au/files/954/TLR401.pdf> . Assessment dates and format should be made clear to all students and a minimum time period of one-month warning should be afforded to students.
- 6.1.8 Ensure assessment and examinations are based upon the required subject learning outcomes.
- 6.1.9 Give impartial, timely and constructive feedback on individual student progress and performance, including explanations for failure.
- 6.1.10 Where necessary provide access to reasonable extra support and advice from teaching staff and tutors. It is important that students who require additional learning support obtain reasonable extra support and advice from the teaching staff and tutor, aiming to facilitate the successful completion of all subject assessment.

- 6.1.11 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 Intellectual Property Policy of Bond University found at: <http://bond.edu.au/files/958/TLR602.pdf> . 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.
- 6.1.12 Provide students with the opportunity to give the Program or university feedback on the usefulness, significance and effectiveness of all aspects of the program, including individual subjects, teaching, and the program(s) as a whole.
- 6.1.13 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 program may not be possible for various reasons and wherever possible the student should be given feedback on those reasons.
- 6.1.14 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.
- 6.1.15 Ensure that staff and students understand their responsibilities with respect to gaining consent from clients prior to examinations by students.
- 6.1.16 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](#).
- 6.1.17 Ensure responsible allocation of available resources in order to facilitate delivery of the provisions of Parts 1 and 2 of this Charter.

## **6.2 Privacy and equal opportunity**

### **The SPEX Program(s) is obliged to:**

- 6.2.1 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, clients, fellow students and staff, and the general public.
- 6.2.2 Ensure that learning, both within the Program and on placements, is undertaken in a safe and secure physical environment.
- 6.2.3 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.

- 6.2.4 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.
- 6.2.5 Those making complaints or disclosures that are proven to be malicious and/or knowingly untruthful will be subject to the Program's disciplinary procedures.

### **6.3 Administration and support**

#### **The SPEX Program(s) shall:**

- 6.3.1 In so far as resources allow, ensure that students have adequate access to modern IT equipment that is appropriate to the demands of the program.
- 6.3.2 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.
- 6.3.3 Endeavour to facilitate a high standard of teaching facilities whilst on placement and internships.
- 6.3.4 Ensure that academic and administrative staff model respectful communication and a helpful attitude towards students during their education.
- 6.3.5 Ensure that all students have access to University and Faculty regulations and policies outlined in Appendix 1 of this Charter.
- 6.3.6 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 scientists 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.
- 6.3.7 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.
- 6.3.8 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.

- 6.3.9 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.
- 6.3.10 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.
- 6.3.11 Ensure that students are made aware of the availability of the Careers Advice facilities and services at Bond University.
- 6.3.12 Aim to ensure that, in conjunction with the relevant Head of Program or Subject Coordinator, the transition between program and the placement/internships 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.

## **6.4 Student representation**

### **The Faculty will:**

- 6.4.1 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. Ensure that fair student representation exists on all decision-making bodies, which directly affects students.
- 6.4.2 Facilitate student participation in activities of the program and Bond University students' association(s) and external bodies related to SPEX education. Student representation is important and respected by the Faculty.



## Appendix 1 – Standards, Regulations, Policies and Procedures

All Standards, Regulations, Policies and Procedures are accessed by the URL below or on the Bond University SPEX Program pages.

### Standards / Regulations

#### **Bond University Student Handbook – Part 1 Award Regulations**

<http://bond.edu.au/files/674/Part1AwardRegs.pdf>

#### **Bond University Student Handbook – Part 2 Academic Regulations**

<http://bond.edu.au/files/675/Part2AcadRegs.pdf>

#### **Bond University Student Handbook – Part 3 Discipline Regulations**

<http://bond.edu.au/files/676/Part3DiscipRegs.pdf>

#### **Bond University Student Charter**

<http://bond.edu.au/files/870/student-charter.pdf>

#### **ESSA Code of Professional Conduct and Ethical Practice**

[https://www.essa.org.au/Public/Professional\\_Standards/ESSA\\_Code\\_of\\_Professional\\_Conduct\\_Ethical\\_Practice.aspx?WebsiteKey=b4460de9-2eb5-46f1-aeaa-3795ae70c687](https://www.essa.org.au/Public/Professional_Standards/ESSA_Code_of_Professional_Conduct_Ethical_Practice.aspx?WebsiteKey=b4460de9-2eb5-46f1-aeaa-3795ae70c687)

#### **ESSA Accredited Exercise Scientist Scope of Practice**

[https://www.essa.org.au/Public/Professional\\_Standards/ESSA\\_Scope\\_of\\_Practice\\_documents.aspx](https://www.essa.org.au/Public/Professional_Standards/ESSA_Scope_of_Practice_documents.aspx)

#### **ESSA Accredited Sport Scientist Scope of Practice**

[https://www.essa.org.au/Public/Professional\\_Standards/ESSA\\_Scope\\_of\\_Practice\\_documents.aspx](https://www.essa.org.au/Public/Professional_Standards/ESSA_Scope_of_Practice_documents.aspx)

## Policies

- **Bond University Assessment Policy**  
<http://bond.edu.au/files/954/TLR401.pdf>
- **Bond University Examination Policy**  
<https://bond.edu.au/current-students/study-information/exams-assessment>
- **Bond University Intellectual Property Policy**  
<http://bond.edu.au/files/958/TLR602.pdf>
- **Bond University Academic Integrity Policy**  
<https://bond.edu.au/files/2921/TLR402.pdf>
- **Bond University Social Media Policy**  
<http://bond.edu.au/files/927/COR403.pdf>
- **Bond University Student Acceptable Use of ICT Facilities Policy**  
<http://bond.edu.au/files/937/TEC101.pdf>
- **Faculty Social Media Policy**  
<https://bond.edu.au/files/1383/social-media.pdf>
- **Faculty Vaccination Policy**  
<https://bond.edu.au/files/1382/vaccination.pdf>

## Procedures

- **Faculty Review of Grade or Final Assessment Item**  
<https://bond.edu.au/files/2035/review-grade.pdf>
- **Faculty Procedure for Interim Assessment Items**  
<https://bond.edu.au/files/2033/interim-assessment-items.pdf>
- **Faculty Procedure for the Management of Allegations of Student Misconduct**  
<https://bond.edu.au/files/2034/hsm-student-misconduct.pdf>
- **Faculty Disciplinary Committee Terms of Reference**  
<https://bond.edu.au/files/2043/discipline-committee-tor>

## Appendix 2

### Compliance Checklist: Exercise and Sports Science

Security Checks			✓
1.	<a href="#">Australian National Criminal Police Certificate (NPC)</a>	The NPC is based on a search of your name against the criminal history records held by police services Australia-wide. It is a name check only; no need for a fingerprint check.	
2.	<a href="#">Overseas Police Check</a>	<b>To be completed by international students only.</b> As well as an Australian National Police Certificate (NPC), international students also require an International Criminal History Check (also known as an International Police Check).	
3.	<a href="#">QLD Working With Children Check (Blue Card)</a>	If you haven't completed a Blue Card application form for Bond University, request a new form and instructions at <a href="mailto:HSMCompliance@bond.edu.au">HSMCompliance@bond.edu.au</a> .	
Documents to read, complete and sign			✓
4.	<a href="#">Program Charter</a>	The Program Charter states the expectations and responsibilities of both the University and students involved in the program and promotes good professional practice.	
5.	<a href="#">HSM TB Assessment and Screening Form</a>	All new SPEX students are required to complete the <a href="#">HSM Tuberculosis Assessment and Screening Form</a> . The information you provide on this form will be used to decide whether TB screening and/or clinical review is required <u>in Australia</u> .	
Health Protection Evidence			✓
6.	<a href="#">Protection: dTPa</a>	Provide clear evidence of one adult dose of Diphtheria, Tetanus & Pertussis (Whooping Cough) vaccine (Adacel or Boostrix) <b>within the last 10 years</b> . This dose <b>must not expire during your studies</b> .	
7.	<a href="#">Protection: Exposure Prone Procedure (EPP) Form</a>	HSM's EPP Form is a triennial requirement to maintain compliance with Bond's partnered health facilities. <ol style="list-style-type: none"> <li>1. Complete the top section of the EPP form with your name, DOB, student ID, signature and date</li> <li>2. Request a HIV and HCV test from your Doctor</li> <li>3. Ask your Doctor to complete the bottom section of the HSM EPP form.</li> </ol>	
8.	<a href="#">Protection: Hepatitis B</a>	For Hepatitis B, you must provide official medical records of a complete age-appropriate course of Hep B vaccinations <b>AND</b> serology showing Anti-HBs ≥ 10mIU/ml.	
9.	<a href="#">Protection: Measles, Mumps, Rubella (MMR)</a>	Provide clear evidence of two doses of Measles, Mumps & Rubella (MMR) vaccine <b>OR</b> serology showing immunity to Measles, Mumps and Rubella.	
10.	<a href="#">Protection: Seasonal Influenza Vaccination</a>	You must have a seasonal influenza vaccination (flu shot) in Australia <b>by 1 June</b> each year. Vaccines usually become available in March/April. Ask your Doctor for details.	

11.	<a href="#">Protection: Tuberculosis (TB) Screening Result</a>	If in your lifetime you have spent 12 weeks or more in <a href="#">countries considered high-risk for TB</a> , you will be required to undertake TB screening <u>in Australia</u> .	
12.	<a href="#">Protection: Varicella (Chicken Pox)</a>	Provide clear evidence of two doses of Varicella vaccine <b>OR</b> serology showing immunity to Varicella.	
<b>Training</b>			✓
13.	<a href="#">Academic Integrity Module</a>	The Academic Integrity Module is compulsory for all Bond University Students.	
14.	<a href="#">Hand Hygiene Australia Certificate</a>	The Hand Hygiene Australia Module helps ensure the prevention of health care associated infections and the transmission of antimicrobial resistance.	
15.	<a href="#">HLTAID001 – Provide Cardiopulmonary Resuscitation</a>	<i>HLTAID001 – Provide Cardiopulmonary Resuscitation</i> is included with <i>HLTAID003 – Provide First Aid</i> , or it can be studied separately. Complete your <i>HLTAID001 - CPR</i> training face-to-face through an Australian Registered Training Organisation.	
16.	<a href="#">HLTAID003 - Provide First Aid</a>	Complete your <i>HLTAID003 – Provide First Aid</i> training face-to-face through an Australian Registered Training Organisation.	

## Appendix 3

### 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 studies and/or placement/internship, and/or disciplinary action which may include exclusion from the program.

#### **I, the Student, understand the full content of this Charter and in summary will:**

- Recognise and accept responsibility for my professional growth and development prior to and whilst enrolled in the program and while attending work experience, placement, internship or any other activity related to my program.
- Undertake to be familiar with the expectations of each work experience, placement, internship site or any other activity related to my program before commencing the respective activity;
- Participate fully in the student learning experience;
- Set myself realistic goals and challenges to enable self-directed learning;
- Make appropriate decisions based on critical reflection about my practice and behaviour;
- Act in a professional manner in accordance with the ESSA Code of Professional Conduct and Ethical Practice and in accordance with the requirements outlined by Bond University;
- Always observe confidentiality requirements;
- Be sensitive to and responsive to the unique features of each learning environment;
- Recognise, value and respect diversity during my work experience, placement, internship or any other activity related to my program;
- Be familiar with and act in accordance with legal, institutional and industrial requirements that relate to my program;
- Fulfil the University's expectations of the work experience, placement, internship or any other activity related to my program regarding conduct and the learning process;
- Follow any lawful direction given to me by persons in authority during the placement;
- Be receptive to peer feedback, peer support, constructive feedback from staff, practice supervisors and others as an indication of my commitment to life-long learning;
- Initiate proactive steps to familiarise myself with the requirements of work experience, placement, internship or any other activity related to my program and ensure compliance with immunisation, security, induction processes and any other requirements of the facility.

**All Exercise and Sports Science/Performance Students are required to acknowledge agreement of this charter by the completion of Week 3 of the semester – this is a binding agreement for the duration of your enrolment in the bachelor of Exercise Sports Science/Performance Program.**