



Master of Nutrition and Dietetic Practice

Program Charter

Table of Contents

1.	Definitions	1
2.	Background.....	2
3.	Purpose	3
4.	Introduction.....	3
5.	Responsibilities of the Student	5
6.	Responsibilities of the University.....	14
	Appendix 1 – Standards, Regulations, Policies and Procedures	19
	Appendix 2 - Student Agreement.....	18

Acknowledgements

The Program acknowledges the following documents which have been helpful as a template and guide in developing this Charter:

- Dietitians Association of Australia: National Competency Standards for Dietitians¹
- Dietitians Association of Australia Statement of Ethical Practice²
- Dietitians Association of Australia By-Law Code of Professional Conduct³
- Bond University Student Handbook⁴
- Bond University Medical School Charter (2014)
- Doctor of Physiotherapy Program Charter (2014)
- Accreditation Council for Education in Nutrition and Dietetics (ACEND) Accreditation Standards for Nutrition and Dietetics Foreign Dietitian Education Programs⁵
- Academy of Nutrition and Dietetics: Revised 2017 Scope of Practice for the Registered Dietitian Nutritionist⁶
- Academy of Nutrition and Dietetics: Code of Ethics for the Nutrition and Dietetics Profession⁷

¹ Dietitians Association of Australia. National Competency Standards (2015). Retrieved from <https://daa.asn.au/maintaining-professional-standards/ncs/> accessed 22 February 2019.

² Dietitians Association of Australia (2014). Statement of Ethical Practice. Found at <https://daa.asn.au/wp-content/uploads/2016/12/2014-Statement-of-Ethical-Practice-Member-and-APD.pdf> accessed 8 May 2018.

³ Dietitians Association of Australia (2013). Dietitians Association of Australia by-law: Code of professional conduct. Retrieved from <https://daa.asn.au/wp-content/uploads/2017/01/2013-Code-of-Professional-Conduct-member-and-APD.pdf> accessed 8 May 2018.

⁴ Bond University Student Handbook: <https://bond.edu.au/files/676/Student%20Handbook.%20Part%203A%20Discipline%20Regulations.pdf.pdf> accessed 8th May 2018.

⁵ Accreditation Council for Education in Nutrition and Dietetics (ACEND) Accreditation Standards for Nutrition and Dietetics Foreign Dietitian Education Programs (2018). Retrieved from: <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards> accessed 22 February 2019.

⁶ Academy of Nutrition and Dietetics: Revised 2017 Scope of Practice for the Registered Dietitian Nutritionist. *Journal of the Academy of Nutrition and Dietetics*, 2018; 118(1):141-65.

⁷ Academy of Nutrition and Dietetics: Code of Ethics for the Nutrition and Dietetics Profession. Retrieved from <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics> accessed 22 February 2019.

1. Definitions

In this Charter:

Charter means the Master of Nutrition and Dietetic Practice Program Charter.

Faculty means the Faculty of Health Sciences and Medicine at the University.

Fitness to Practise means the professional responsibility to maintain the skills, knowledge, good health and character to practise safely and effectively.

Good Professional Practice means the knowledge, skills and behaviours required to perform at an acceptable standard.

Head of Program means the academic responsible for the Master of Nutrition and Dietetic Practice program.

MNDP means the Master of Nutrition and Dietetic Practice

Professional Placement Internship means the structured and specific, workplace-based professional practice activities that students complete in different domains of dietetic practice in accordance with the Program, Dietitians Association of Australia requirements, and ACEND requirements.

Program means the Master of Nutrition and Dietetic Practice program.

Program Partners means the facilities and organisations where students are required to participate in professional development activities such as placement internships.

Standards means the National Competency Standards for Entry Level Dietitians in Australia.

Student means a student enrolled in the Master of Nutrition and Dietetic Practice program.

Subject means a subject that forms a part of the Program curriculum.

Subject Convenor means the academic responsible for convening and delivering the Subject in the Master of Nutrition and Dietetic Practice program.

Teaching sessions means lectures, tutorials, workshops, field trips, site visits, and other professional development activities.

University means Bond University.

Background

As Students progress through stages of professional development towards becoming a dietetic professional, it is important for them to know what will be expected of them by the University, by the Program Partners, by the profession and by the community. Students also need to know what they can reasonably expect of their Program throughout the duration of their enrolment. This Charter identifies and articulates the responsibilities of both the Students and the Faculty staff involved in preparing them for the dietetic workforce.

2. Purpose

The Charter has two broad aims:

1. To clearly state the expectations and responsibilities of both the University and the Students involved in the Program. The Charter is intended to be useful as a reference and framework for all Students and Faculty staff.
2. To promote “Good Professional Practice” amongst Students by incorporating a professional code of conduct and code of ethics, and adhering to scope of practice, as determined by the Dietitians Association of Australia and the Academy of Nutrition and Dietetics .

The expectations of behaviours and attitudes will remain consistent across the Program including during University-based teaching sessions (delivered face to face and/or remotely), clinical, community and research internship settings as well as following graduation.

4. Introduction

The Charter is a document outlining mutually agreed responsibilities between the University and the Student. A Student accepts the responsibilities in Section 5 of the Charter (Responsibilities of the Student) upon signing the agreement (see Appendix 2). The University agrees that it has certain responsibilities to the Student, which are outlined in Section 6 of the Charter (Responsibilities of the University). As a requirement of the Program, the Student will be trained in a variety of health care, education, and business settings. During this time, the Student is an ambassador for Bond University and future ambassador for the dietetic profession. Student behaviour, ethics, and professionalism must not conflict with the University standards, policies, or procedures, nor with the policies and procedures of the health care setting at which they are based.

In order to graduate from the Program and be deemed competent to practise as an entry-level dietitian, the Student must meet the curriculum learning outcomes and minimum requirements set out in the Program and in individual Subject outlines. The Student is also expected to abide by the professional standards and expectations outlined in the Charter including the Dietitians Association of Australia (DAA) Statement of Ethical Practice and Code of Professional Conduct and the Academy of Nutrition and Dietetics Code of Ethics for the Nutrition and Dietetics Profession and Scope of Practice for the Registered Dietitian

Nutritionist. Serious and/or persistent failure to meet these standards and expectations may result in action being taken through the Faculty Disciplinary Committee Procedures. These procedures provide formal investigation of potential breaches of student behaviour and professional conduct. Links to this policy and procedure are available on the Faculty website (see Appendix 1). The Student should be aware of how disciplinary and professional misconduct issues will be managed by the Faculty.

In addition to the Responsibilities of the Student set out in Section 5 of this Charter, the Student must comply with all other Bond University regulations, policies, and procedures (see Appendix 1). It is understood that the signing of this Charter confirms the Student's understanding of the Bond Academic regulations, policies, and procedures. In certain cases, action may need to be taken under those regulations and policies instead of, or as well as, under the Faculty Disciplinary Committee's procedures.

The responsibilities outlined in Part 1, align with the professional requirements of the Dietitians Association of Australia⁸, the Australian Qualifications Framework⁹, the ACEND Accreditation Standards for Nutrition and Dietetic Foreign Dietitian Programs¹⁰, and the Academy of Nutrition and Dietetics¹¹ which set the standards that are intended to provide the profession (including education providers) with a benchmark for the knowledge, skills and attributes of a safe and effective entry level of practice. The responsibilities of Part 2 are endorsed by national laws that guide the work of a university.

⁸ Dietitians Association of Australia (2014). Statement of Ethical Practice. Found at <https://daa.asn.au/wp-content/uploads/2019/02/2014-Statement-of-Ethical-Practice-Member-and-APD.pdf> accessed 21 May 2020.

⁹ Australian Qualifications Framework (2013). <https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf> accessed 21 May 2020.

¹⁰ Accreditation Council for Education in Nutrition and Dietetics (ACEND) Accreditation Standards for Nutrition and Dietetics Foreign Dietitian Education Programs (2018). Retrieved from: <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2017-standards> 21 May 2020.

¹¹ Academy of Nutrition and Dietetics: Code of Ethics for the Nutrition and Dietetics Profession. Retrieved from <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics> accessed 21 May 2020.

5. Responsibilities of the Student

The development of a sense of responsibility is critical for learning and good patient care. The Student undertakes the Program with the aim of becoming an Accredited Practising Dietitian (Australia), and/or with potential to become a Registered Dietitian Nutritionist (USA). While the Student does not yet have the full duties and responsibilities that go with being a dietitian, they are already in a privileged position as a student dietitian with regards to patients, carers, health care workers and community members. In recognition of this, the Student must maintain a high standard of behaviour and show respect for others.

By awarding a Master of Nutrition and Dietetic Practice degree, the University is confirming that the graduate is fit to practice to the professional standards determined by the Dietitians Association of Australia (DAA), and students will be eligible to become Accredited Practising Dietitians (APDs) in Australia. Students should be aware that the program is not currently accredited by the Accreditation Council for Education in Nutrition and Dietetics in the United States of America. The statements below numbered 5.1-5.5 are adapted from the DAA Statement of Ethical Practice¹² and the Academy of Nutrition and Dietetics Code of Ethics¹³, and are the professional standards to which the Student dietitian, Accredited Practising Dietitians, and Registered Dietitian Nutritionists must comply. Student dietitians will also comply with the professional responsibilities as outlined in 5.2-5.9 as expectations of the Faculty.

¹² Dietitians Association of Australia (2014). Statement of Ethical Practice. Found at <https://daa.asn.au/wp-content/uploads/2019/02/2014-Statement-of-Ethical-Practice-Member-and-APD.pdf> accessed 21 May 2020.

¹³ Academy of Nutrition and Dietetics: Code of Ethics for the Nutrition and Dietetics Profession. Retrieved from <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics> accessed 21 May 2020.

5.1 The Student will act lawfully and responsibly and be accountable for their decision making.

- 5.1.1 Act within the letter and the spirit of the law, accept the standards of DAA and the Academy of Nutrition and Dietetics, and (for practice in USA only) obtain/maintain a state licence or certification if engaged in practice governed by nutrition and dietetics statutes.
- 5.1.2 Be accountable for their decision making where it affects the well-being of patients/clients and have a moral and legal obligation for the provision of safe and competent service delivery.
- 5.1.3 Respect the collaborative nature of comprehensive health care with recognition and respect for the perspective, expertise, values, rights, knowledge, and skills of other health professionals and mentors.
- 5.1.4 Maintain intellectual property rights, including the acknowledgement and appropriate referencing of the contribution of health professionals and any other sources of original material in their work.
- 5.1.5 Appropriately use credentials and (if practising in the USA) maintain credentials.

5.2 The Student will be honest and fair with members of the public, colleagues, fellow students, health practitioners, mentors and teachers.

- 5.2.1 Ensure that they do not exploit relationships with clients for emotional, sexual, or financial gain; and uphold professional boundaries and refrain from romantic relationships with any patient/client, surrogate, or supervisors.
- 5.2.2 Identify, disclose, and manage conflicts of interest with the assistance of mentoring dietitians.
- 5.2.3 Refrain from accepting gifts or services which potentially influence, or which may give the appearance of influencing professional judgement.
- 5.2.4 Treat their peers and future colleagues with fairness, honesty, courtesy, respect and good faith.
- 5.2.5 Apply natural justice when dealing with clients, peers, and future colleagues; and report inappropriate behaviour or treatment of a patient/client by another nutrition and dietetics practitioner or other professional.

- 5.2.6 Provide services within the legal requirements of occupational health, welfare and safety, and workplace requirements.
- 5.2.7 Refrain from communicating false, fraudulent, deceptive, misleading, disparaging, or unfair statements or claims.

All forms of academic misconduct are unacceptable and may result in disciplinary proceedings. Academic misconduct 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:

- 5.2.7 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 and Bond University's Handbook of Regulations Part 3 found in Appendix 1.
- 5.2.8 Act in accordance with the principles of academic integrity in their learning and research. For example, 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;
 - only submitting work which properly acknowledges one's own previous ideas, interpretations, or creative works;
 - 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.

These undertakings relate to ideas, interpretations, words, or works which 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.

- 5.2.9 Seek advice from academic or support staff if they are unsure whether their actions comply with academic integrity principles.
- 5.2.10 Demonstrate respect, constructive dialogue, civility, and professionalism in all communications, including social media.
- 5.2.11 Refrain from verbal, physical, emotional, sexual harassment against others.

- 5.2.12 Provide objective evaluations of the performance of fellow students or supervisors, making all reasonable efforts to avoid bias in the professional evaluation of others.
- 5.2.13 Contribute to the advancement and competence of others including fellow students, supervisors, or the public.

5.3 The Student will respect individual's needs, values, culture and privacy.

- 5.3.1 Ensure provision of non-discriminatory services to all people regardless of age, colour, gender, sexual orientation, religion, ethnicity, race, and mental or physical status and be mindful of individual differences and cultural and ethnic diversity.
- 5.3.2 Respect the rights of individuals to make informed choices and respect patient/client autonomy.
- 5.3.3 Safeguard patient/client confidentiality according to current regulations and laws.
- 5.3.4 Respect the confidences and trust in their relationships with clients.
- 5.3.5 Promote a professional relationship and maintain appropriate professional boundaries between themselves and those for whom they provide services.
- 5.3.6 Document and code to most accurately reflect the character and extent of delivered services.
- 5.3.7 Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).
- 5.3.8 Communicate at an appropriate level to promote health literacy.

5.4 The Student will maintain their professional competence and provide evidence-based practice and quality service.

- 5.4.1 Recognise the limits of competence, collaborate with the inter-professional team, and refer to the most appropriate provider if necessary.
- 5.4.2 Practise using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognise limitations.
- 5.4.3 Limit provision of advice about alternative therapies to those who voluntarily seek it and only about therapies for which there is

documented scientific peer reviewed evidence of effectiveness.

- 5.4.4 Understand and respect diversity of nutrition and dietetic practice.
- 5.4.5 Promote an ecological, social, and economic environment which supports health and well-being.
- 5.4.6 Assess the validity and applicability of scientific evidence without personal bias.
- 5.4.7 Make evidence-based practice decisions, considering the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgement.
- 5.4.8 Provide accurate and truthful information in all communications.

5.5 The Student will take all opportunities to develop professional knowledge and skills.

- 5.5.1 Attend all compulsory teaching sessions and associated activities (e.g. workshops, simulation days, field trips, site visits, professional development days, placements). Participation in teaching sessions is required for the Student to demonstrate professional competence and to maximise preparation for practice as a student dietitian and a dietetic professional. Attendance is also a condition of the program's accreditation requirements and all students who are absent (planned or unplanned) from either coursework or placements are required to submit a Student Absence Form. The form is located on the BUND Community page on iLearn as well as the Student Internship Handbook.

For coursework subjects, the Student must attend and participate in all Compulsory Learning Activities and attend 80% of classes to pass the subject. For internships, the Student must complete all compulsory internship hours in a professional work setting to pass the subject. Further details on attendance requirements and the processes for absences can be found in each subject outline of the Master of Nutrition and Dietetic Practice (MNDP) program.

The Student is required to submit a form if absent from an entire class or if absent from a key learning activity due to partial absence. Key learning activities include simulations and case studies. When key learning activities are missed, compensatory activities must be initiated by the Student and approved by the subject / internship coordinator to ensure learning outcomes are met. The following process is to be followed for planned/unplanned absences:

- Download, print and complete the Student Absence Form, if the Student's absence is planned they must complete the form

prior to absence taken. For an unplanned absence, the form must be completed as soon as the Student recommences class or placement.

- Once the form is completed, the Student must submit the form to the subject or internship coordinator (depending on if absences are from coursework or internship). The Student must include the compensatory learning activities planned.
- The coordinator signs the relevant section of the form and checks that the compensatory learning activities address key learning activities missed in class or placement.
- The coordinator provides the Student with the signed copy of the form and will discuss the timeline for meeting compensatory learning activities.

5.5.2 There are special project opportunities that arise from time to time with the Faculty that would allow for enhanced student learning if chosen for participation.

Student eligibility is determined by the Faculty.

- The selection criteria for participation in these special projects includes
 - Demonstrated professional behaviour including those attributes outlined in the Charter; completion of a related subject; a GPA in the highest 25th percentile of the class or aligned subject; work experience; or prior life experience that would contribute to project efficiencies; previously expressed interest in the practice area; a history of good communication and teamwork.

5.5.3 Interpret, apply, participate in, and/or generate research to enhance practice, innovation, and discovery.

5.6 The Student will demonstrate social responsibility

5.6.1 Collaborate with others to reduce health disparities and protect human rights

5.6.2 Promote fairness and objectivity with fair and equitable treatment

5.6.3 Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.

5.6.4 Promote the unique role of nutrition and dietetics practitioners.

5.6.5 Engage in activities that benefits the community and to enhance the public's trust in the profession.

- 5.6.6 Seek leadership opportunities in the profession, community, and service organisations to enhance health and nutritional status while protecting the public.

5.7 The Student will be punctual and comply with needs of external engagement in work experience days, Professional Placement Internships, excursions.

- 5.7.1 Complete and submit course work and assignments on time.
- 5.7.2 Be available for work on placement and class at designated times.
- 5.7.3 Immediately inform the Program staff (including Head of Program, Subject Convenor and Internship Coordinator) of factors that might affect the Student's performance so that appropriate action can be taken.
- 5.7.4 Comply with the standards of professional dress / attire as required by the Program and the Program Partners (e.g. placement sites) at all times throughout the duration of the Program.
- As a minimum standard, this includes:
 - Loose-fitting skirts, shorts and dresses that end near or past the knee
 - Loose-fitting long pants or slacks
 - Blouses, polo shirts, button-up shirts or smart collarless shirts that cover the shoulders and are not low cut or expose the chest, midriff or back
 - Flat or un-heeled, comfortable shoes or boots
 - Minimal and discreet jewellery.
 - While on simulation days and on external activities including Professional Placement Internships, site visits, and field trips, and in addition to the above minimum standards:
 - The Bond MNDP shirt is the expected uniform
 - Shoes that meet the Workplace Health and Safety standards of the facility must be worn (e.g. fully enclosed, flat shoes with non-slip soles).
 - All Bond University standards of professional dress / attire are superseded by that of Program Partners and may include, but are not limited to; hair neatly tied back, no painted / artificial fingernails, no exposed tattoos, no excessive body piercings, no bulky bracelets / necklaces and any specific standards regarding religious attire.

- A Student wearing jeans, track pants, thongs / flip-flops and exercise / gym attire on any external activities (e.g. site visits), will not be permitted to participate in the activity.

5.7.5 Provide funds for additional costs above the tuition fees to support academic learning. This may include, but is not limited to, expenses for:

- course materials (e.g. textbooks);
- travel (e.g. fuel, flights, public transport, passports);
- accommodation (e.g. when on placement);
- living away from home (e.g. meals);
- a uniform (i.e. one or more Bond MNDP shirts);
- appropriate and professional attire (e.g. an apron for kitchen activities; dress pants for placement activities); and
- compliance (e.g. serology, vaccinations, First Aid)
- student contribution in the International Nutrition Practice subject as specified in the subject outline published on iLearn and on the University webpage for the subject.

5.8 The Student will undertake to ensure their own self-care, and attend to personal health and well-being.

5.8.1 Recognise the effects of physical and psychological stressors on their ability to care for patients and take steps to ensure their own self care, health and wellbeing.

5.9 The Student will cooperate with any disciplinary procedure in which they are involved.

5.9.1 Adhere to Australian law (and the law of the host country if undertaking a placement in another country) and understand that any breach of these laws may become a criminal matter.

5.9.2 The Student is expected to be a law-abiding citizen in both their academic, working and private lives.

- Criminal history checking is an element of “fitness to practice” and is completed when the Student applies for a Blue Card. Failure to disclose a criminal history or make misleading or false

information about a criminal history is treated as a very serious matter with heavy penalties. It is important for the Student to be aware that a criminal record is taken seriously and to become familiar with the reporting obligations that are required of them.

- 5.9.3 The Student will comply with the Faculty's disciplinary procedures (see Appendix 1).

6. Responsibilities of the University

6.1. Education

- 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 Subject is relevant and led by individuals qualified to teach and train the Student.
- 6.1.4 Inform, regularly update and provide access to full information about the Program, the Subjects and the Program objectives.
 - Ease of access to information about the Program is a necessity. Clear communication of changes and dissemination of information should be a priority of the Program.
- 6.1.5 Inform the Student within a reasonable time period of significant changes to the curriculum or course structure (other than minor timetabling changes) which may have an impact on the Student.
 - Any substantial change made to the Program should be communicated to the Student within reasonable timeframes, following open discussion. Change that would require significant expenditure or inconvenience on the Student's behalf must be made known as soon as practically possible.
- 6.1.6 Give clear and timely information about assessment/submission dates and the preferred or required format of assessments/submissions.
 - Assessment dates and format should be made clear to the Student at the beginning of each semester for each Subject, in accordance with the Assessment Policy (see Appendix 1).
- 6.1.7 Give impartial, timely and constructive feedback on individual student progress and performance, including explanations for failure in accordance with the Assessment Policy (see Appendix 1).
- 6.1.8 Where necessary, provide access to reasonable extra support and advice from the appropriate University staff.
- 6.1.9 Respect the 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 the University (see Appendix 1).

- The 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.
- 6.1.10 Provide the Student with the opportunity to give the Program or University feedback on the usefulness, significance and effectiveness of all aspects of the course, including teaching.
- 6.1.11 Give due consideration to feedback provided in accordance with 6.1.10 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 guarantee that changes will occur at the request of the Student. Sometimes change to a Subject may not be possible for various reasons and wherever possible the Student should be given feedback on those reasons.
- 6.1.12 Ensure that all staff with responsibilities to the Program promote and comply with the Charter.
 - The Charter will be made available to the Student and staff alike, with all parties expected to meet the standards and expectations outlined in this Charter.
- 6.1.13 Ensure that the Program staff and the Student understands their responsibilities with respect to gaining consent from patients prior to consultations by the Student.
- 6.1.14 Make clear the purpose and implications of any Faculty disciplinary procedures (see Appendix 1).
- 6.1.15 Ensure responsible allocation of available resources in order to facilitate delivery of the provisions of all sections of this Charter.

6.2. Privacy and equal opportunity

- 6.2.1 Respect the fundamental Human Rights of the Student 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 patients, clients, community members and the general public.⁶
- 6.2.2 Ensure that learning, both within the Program and during Internships, is undertaken in a safe and secure physical environment.

- The Program must maintain strict health and safety regulations. The Faculty is responsible for providing a safe and secure environment for the Student to develop professional competence. Professional Placement Internships must comply with Workplace Health and Safety requirements.
- 6.2.3 Provide an environment which takes positive action to protect the Student from bullying, discrimination, victimisation, intimidation or harassment of any kind and promote equality and value diversity.
 - The Student and Program staff alike must be treated respectfully, and not be subject to any form of discrimination. The Faculty must ensure that they have policies which are compliant with relevant equal opportunities legislation. Any report of bullying, discrimination, victimisation, intimidation or harassment will be followed up and investigated.
- 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 Program staff or the Student should be treated confidentially in a uniform manner.
- 6.2.5 Individuals making complaints or disclosures that are proven to be malicious and/or untruthful will be subject to the Program's disciplinary procedures.

6.3. Administration and support

- 6.3.1 In so far as resources allow, ensure that the Student has 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 and standards set by the DAA and the Program.
 - Technical facilities such as anatomical models, food models, nutrition-related computer programs and other resources should be made available to the Student.
- 6.3.3 Endeavour to facilitate a high standard of teaching facilities whilst on Professional Placement Internships.

- 6.3.4 Ensure that academic and administrative staff model respectful communication and a helpful attitude towards the Student during their education.
- 6.3.5 Ensure that the Student has access to University and Faculty regulations and policies (see Appendix 1).
- 6.3.6 Ensure that the Student is advised of expectations regarding (a) maintenance of their own health and (b) appropriate behaviour regarding nutrition consultation and referral processes.
- Ideally, the Student should have a family General Practitioner (GP) for medical care or be advised that they can access the available Medical or Counselling Services available at Bond University Campus.
 - Student health and well-being is important to the Program and the Student must not allow their own health or condition to put patients, clients, peers, future colleagues, Program staff and others at risk.
- 6.3.7 Provide access to student-centred support services within the University and ensure that the Student's contact with the student support staff member will be treated in confidence.
- Given the personal nature of some problems that the Student may encounter, the Faculty must be able to direct the Student to facilities that offer them suitable support.
- 6.3.8 Ensure that the Student is given clear information about (a) who their academic teachers and supervising dietitians are and (b) what services are available for student support.
- 6.3.9 Ensure that, in order to avoid any potential conflict of interest, Program 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 the Student 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 affects the Student's "fitness to practice".
- The student support service provider relationship should have the same status as the patient-doctor relationship unless the issue being discussed becomes a matter of fitness to practice. This should be made clear to the Student at the start of the student-support service provider relationship and whenever a matter of fitness to practice is discussed. The support service provider must make the Student aware of the potential ramifications of disclosing information relating to his/her fitness to practice.
- 6.3.11 Ensure that the Student is made aware of the availability of the Careers Advice facilities and services at Bond University.
- Career advice can be very important for some students during the Program. When the Student is uncertain about their motivation or do not wish to pursue a nutrition-related career, the Program should ensure that the Student has access to careers advice provided through the University.

6.4. Student representation

- 6.4.1 Ensure that a Student can make a complaint if he/she feels that he/she has been treated incorrectly and that any complaint procedure adopted by the Faculty is open, transparent and fair.
- The Faculty will have processes which allow the anonymous reporting of incidents without fear of retaliation.
- 6.4.2 Where relevant and appropriate, ensure that fair student representation exists on all decision-making bodies, which directly affects the Student.
- 6.4.3 Facilitate the Student's participation in activities of the Program and the University students' association and external bodies related to dietetics.
- Student representation is important and is respected by the Program.

Appendix 1 – Standards, Regulations, Policies and Procedures

All Standards, Regulations, Policies and Procedures are accessed by the URL or on the Bond University Nutrition and Dietetics (BUND) Community page.

The BUND Community page is found on iLearn, listed under *My Community* on the right hand side of the main page.

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>
- **DAA Code of Professional Conduct**
<https://daa.asn.au/wp-content/uploads/2017/01/2013-Code-of-Professional-Conduct-member-and-APD.pdf>
- **DAA Statement of Ethical Practice**
<https://daa.asn.au/wp-content/uploads/2019/02/2014-Statement-of-Ethical-Practice-Member-and-APD.pdf>
- **Academy of Nutrition and Dietetics Code of Ethics for the Nutrition and Dietetics Profession**
<https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics>
- **Academy of Nutrition and Dietetics Revised 2017 Scope of Practice for the Registered Dietitian Nutritionist**
<https://www.sciencedirect.com/science/article/pii/S2212267217316246>

Policies

- **Bond University Assessment Policy**
<http://bond.edu.au/files/954/TLR401.pdf>
- **Bond University Examination Process**
<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 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

SIGNED AGREEMENT – STUDENT COPY

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

- Adhere to the student responsibilities as set out in items 5.1 to 5.9 of this Charter.
- Act in a professional manner in accordance with the Dietitians Association of Australia Statement of Ethical Practice and Code of Professional Conduct, the Academy of Nutrition and Dietetics Code of Ethics for the Nutrition and Dietetics Profession and Scope of Practice for the Registered Dietitian Nutritionist, and in accordance with the requirements outlined by Bond University;
- Recognise and accept responsibility for my professional growth and development prior to and whilst enrolled in the Program and while attending Professional Placement Internships;
- Undertake to be familiar with the expectations of each Internship before commencing the respective placement;
- 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;
- Observe confidentiality requirements at all times;
- Be sensitive to and responsive to the unique features of each learning environment;
- Recognise, value and respect diversity during Internships;
- Be familiar with and act in accordance with legal, institutional and industrial requirements that relate to my field experience;
- Fulfil the University's expectations of me during Internships regarding conduct and application to 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 Internships and ensure compliance with immunisation, security, induction processes and any other requirements of the facility.

I, the Student, understand the requirements of practice and agree to the terms outlined above.

Student Name: _____

Signed: _____ **Date:** _____

Head of Department Name: _____

Signed: _____ **Date:** _____

All MNDP Students are required to sign this agreement prior to the commencement of external engagements – this is a binding agreement for the duration of your enrolment in the Program.

Appendix 2

SIGNED AGREEMENT – FACULTY COPY

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

- Adhere to the student responsibilities as set out in items 5.1 to 5.9 of this Charter.
- Act in a professional manner in accordance with the Dietitians Association of Australia Statement of Ethical Practice and Code of Professional Conduct, the Academy of Nutrition and Dietetics Code of Ethics for the Nutrition and Dietetics Profession and Scope of Practice for the Registered Dietitian Nutritionist, and in accordance with the requirements outlined by Bond University;
- Recognise and accept responsibility for my professional growth and development prior to and whilst enrolled in the Program and while attending Professional Placement Internships;
- Undertake to be familiar with the expectations of each Internship before commencing the respective placement;
- 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;
- Observe confidentiality requirements at all times;
- Be sensitive to and responsive to the unique features of each learning environment;
- Recognise, value and respect diversity during Internships;
- Be familiar with and act in accordance with legal, institutional and industrial requirements that relate to my field experience;
- Fulfil the University's expectations of me during Internships regarding conduct and application to 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 Internships and ensure compliance with immunisation, security, induction processes and any other requirements of the facility.

I, the Student, understand the requirements of practice and agree to the terms outlined above.

Student Name: _____

Signed: _____ **Date:** _____

Head of Department Name: _____

Signed: _____ **Date:** _____

All MNDP Students are required to sign this agreement prior to the commencement of external engagements – this is a binding agreement for the duration of your enrolment in the Program.