FACULTY OF HEALTH SCIENCES AND MEDICINE

MASTER OF OCCUPATIONAL THERAPY PROGRAM
RULES OF ASSESSMENT AND PROGRESSION

UPDATED: March 2023

PROGRAM CODE: CC-63050 / **CRICOS CODE:** 106625H

THIS DOCUMENT IS REVIEWED ANNUALLY.

CONTENTS

1. Overview of the structure of the Occupational Therapy Program and Assessment

1.1 The duration of the Master of Occupational Therapy (MOT) Program is two (2) full years full- time and consists of 6 semesters. The semesters occur across 3 calendar years.

1.2 Students must successfully complete all Level II Fieldwork requirements within twenty-four (24) months of completing coursework subjects.

1.3 In accordance with the requirements of the Occupational Therapy Council (OTC) and the World Federation of Occupational Therapists (WFOT), the program includes over 1000 hours of practice education to exceed minimum requirements and to provide students with opportunities to translate theory into practice and consolidate their clinical skills. The practice education is embedded within the program and includes work integrated learning, simulations, case studies, community-engaged learning experiences, as well as block placements. The block placements are assessed using the Student Practice Evaluation Form – Revised Second Edition (SPEF-R2).

1.4 The following subjects make up the MOT program:

Semester offered	CP	Subject Name	Subject Code
May/Sept	10	Foundations of Occupational Therapy	OCTY71-100
Sept	10	Health Conditions and Multidisciplinary Management	OCTY71-101
Sept	10	Neuroscience for Health Professionals	OCTY71-102
May/Jan	10	Enabling Environments: A Systems Approach	OCTY71-103
Jan	10	Engage: In Occupation	OCTY71-104
Jan	10	Enable: Occupational Performance	OCTY71-105
Sept	10	Occupational Therapy Roles and Responsibilities	OCTY71-106
Jan/Sept	10	Evidence Based Practice for Health Professionals	OCTY71-107
May	10	Occupational Therapy: Work	OCTY71-108
May	10	Occupational Therapy: Learn, Play, Connect	OCTY71-109
May	10	Occupational Therapy: Independence and Participation	OCTY71-110
May	10	The New Global Occupational Therapist	OCTY71-111
May/Jan	10	Promoting the Occupational Health and Well-being of Communities	OCTY71-112
Jan	10	The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113
Jan	10	Health Research Design & Planning	OCTY71-401
May	10	*Health Professional Research Internship A	OCTY71-402
Sept/May	10	*Health Professional Research Internship B	OCTY71-403

Sept/May	10	**Capstone Research Project	OCTY71-404
	10	**Business Elective Subject	
Sept	30	Professional Practice in Occupational Therapy I	OCTY73-700
Jan	30	Professional Practice in Occupational Therapy II	OCTY73-701
May	10	Managing People or Educating the Health Workforce or other approved alternative	MGMT71-104 or HYPER 114

*Only students completing the research stream will complete 402 and 403.

**Only students completing the business stream will complete 404 and a business elective.

1.5   Assessment in the Master of Occupational Therapy Program is continuous and involves a range of formative and summative assessment, for example, peer and self-evaluations, written examinations,Objective Structured Clinical Examinations (OSCE), oral presentations, written assessments, and workplace based clinical competency assessments. Details on assessment including loading and timelines are included in the relevant subject outlines and ilearn sites. All coursework and clinical- based subjects are assessed.

Please refer to the Assessment Procedure – *Award of Grade Procedure Schedule B –* for thegrading systems relevant to the MOT Program.

1.6   The following table provides a list of MOT Program subject prerequisites:

Subject Name	Subject Code	Subject Pre-requisites
Foundations of Occupational Therapy	OCTY71-100	NIL
Health Conditions and Multidisciplinary Management	OCTY71-101	NIL
Neuroscience for Health Professionals	OCTY71-102	NIL
Enabling Environments: A Systems Approach	OCTY71-103	NIL
Engage: In Occupation	OCTY71-104	OCTY71-100
Enable: Occupational Performance	OCTY71-105	OCTY71-100
Occupational Therapy Roles and Responsibilities	OCTY71-106	OCTY71-100
Evidence Based Practice for Health Professionals	OCTY71-107	NIL
Occupational Therapy: Work	OCTY71-108	OCTY71-100
Occupational Therapy: Learn, Play, Connect	OCTY71-109	OCTY71-100, OCTY71-102 and OCTY71-103
Occupational Therapy: Independence and Participation	OCTY71-110	NIL
The New Global Occupational Therapist	OCTY71-111	OCTY71-101 and OCTY71-110
Promoting the Occupational Health and Well-being of Communities	OCTY71-112	OCTY71-101
The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113	OCTY71-106
Health Research Design & Planning	OCTY71-401	OCTY71-107
*Health Professional Research Internship A	OCTY71-402	OCTY71-401
*Health Professional Research Internship B	OCTY71-403	OCTY71-402
**Capstone Research Project	OCTY71-404	OCTY71-401
**Business Elective Subject		NIL
Managing People OR Educating theHealth Workforce	MGMT71- 401 or HPER-71-124	NIL

Professional Practice in Occupational Therapy I	OCTY73-700	OCTY71-108OCTY71-109 OCTY71-110
Professional Practice in Occupational Therapy II	OCTY73-701	OCTY73-700

*Only students completing the research stream will complete 402 and 403.

**Only students completing the business stream will complete 404 and a Business elective.

2. Overview of the MOT Coursework subjects.

Coursework subjects are designed to provide students with the necessary theoretical knowledge, practical skill, and clinical reasoning ability to be successful in the clinical practice environment.

The **coursework subjects** included in the MOT Program are:

CP	Subject Name	Subject Code
10	Foundations of Occupational Therapy	OCTY71-100
10	Health Conditions and Multidisciplinary Management	OCTY71-101
10	Neuroscience for Health Professionals	OCTY71-102
10	Enabling Environments: A Systems Approach	OCTY71-103
10	Engage: In Occupation	OCTY71-104
10	Enable: Occupational Performance	OCTY71-105
10	Occupational Therapy Roles and Responsibilities	OCTY71-106
10	Evidence Based Practice for Health Professionals	OCTY71-107
10	Occupational Therapy: Work	OCTY71-108
10	Occupational Therapy: Learn, Play, Connect	OCTY71-109
10	Occupational Therapy: Independence and Participation	OCTY71-110
10	The New Global Occupational Therapist	OCTY71-111
10	Promoting the Occupational Health and Well-being of Communities	OCTY71-112
10	The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113
10	Health Research Design & Planning	OCTY71-401
10	*Health Professional Research Internship A	OCTY71-402
10	*Health Professional Research Internship B	OCTY71-403
10	**Capstone Research Project	OCTY71-404
10	**Business Elective Subject	
10	Managing People OR Educating the Health Workforce	MGMT71-401 or HPER-71-124

*Only students completing the research stream will complete 402 and 403.
**Only students completing the business stream will complete 404 and a Business elective.

Coursework subjects are conducted on campus (except for some fieldwork excursions) and learning activities are based around tutorials, simulation tutorials, case-based learning, reflection activities, and workshops. The assessment schedule reflects this learning.

The assessment process for Coursework Subjects involves a variety of components including but not limited to:

Scored Summative Assessments
- Written tests / examinations
- Objective Structured Clinical Examinations (OSCE)
- Oral Presentations

- Essay/Written assignments
- Journal/reflections
- Supervisor reports (research subject only)
- Research outcome / thesis (research subject only)

2.1 Overview of the Rules of Progression (Coursework Subjects)

2.1.1 There are several assessment items for each coursework subject. The Subject Outline (and associated iLearn site) for each subject state the Assessment Schedule and the weighting of each assessment item.

2.1.2 Students must pass each assessment item on the Assessment Schedule (if stated in the subject outline). Students must achieve a minimum mark of 50% for each assessment item unless stated otherwise in the subject outline.

2.1.3 If a student fails a subject (or a compulsory assessment item) they may be offered no more than ONE Resit Assessment item per coursework subject. Additionally, no more than TWO Resit Assessment items will be offered in the first year of coursework for the MOT program and no more than ONE Resit Assessment item will be offered in the second year of coursework for the MOT program.

2.1.4 A fail in the Resit Assessment item will result in a grade of RF (resit fail) for the subject overall.

2.1.5 The MOT program is designed such that each coursework subject builds on the knowledge and skills acquired in preceding coursework and clinical subjects. For this reason, most coursework must be passed to proceed within the MOT program. An overall Fail in a coursework subject means that the student is unable to progress into the clinical placement subject, or into the subsequent coursework subjects for which the failed subject was a prerequisite.

2.1.6 Should a student fail a coursework subject, they will be given the opportunity to repeat the coursework subject when it is offered next. Progression in the program may be paused in this situation until the student successfully achieves a Resit Pass (RP) for the coursework subject originally failed. A student will be issued with an Academic Warning if they fail any subject in the MOT program, as all subjects are compulsory subjects. Any further fails may result being placed on Conditional Enrolment based on the University's Academic Progress Policy.

2.2 Process for Repeat Coursework Subjects

2.2.1 A student failing a coursework subject will be interviewed by the Head of Program and a staff member of the Student Affairs and Service Quality (SASQ) unit. The student will be formally notified in writing that they are at risk of failing the MOT program based on professional and academic performance and will be issued with an official Academic Warning. The student will be placed on the 'Students Requiring Academic Support' register as per Student Support Policy SS_5.8.2 within the MOT program, to ensure they are able to access the available support to assist them with their study and further progression in the MOT program. An Individual Support Plan (ISP) will be developed with the student and recorded on the student's file. If the failed coursework subject is a prerequisite for a clinical placement, the student will be unable to progress into the clinical placement unless an exemption is provided by the Head of Program.

2.3 Resit and Deferred Coursework Assessment

2.3.1 Resit Assessment

The resit assessment is a pass/fail assessment that may be granted to a MOT student who fails a subject or compulsory assessment item within a subject. For resit assessments, students will be eligible to resit the component of the subject that caused them to fail (subject to Rules of Progression, Section 3.1.3).

Resit assessments are to be scheduled in consultation with the subject coordinator and a negotiated date of the resit assessment will be confirmed in writing via e-mail to the student. If a student is invited to undertake a resit assessment and is unable to do so, then their original result will stand. In this instance, the student will be awarded a fail grade for the assessment item and overall subject and be required to repeat the coursework subject the following year.

If a student undertakes a resit assessment and passes, they will be awarded a finalised grade of Resit Pass (RP). If a student undertakes a resit assessment and fails, they will be awarded a finalised grade of Resit Fail (RF) and will be placed on the 'Students Requiring Academic Support' register and will be provided with an Academic Warning. Students who receive a final grade of Resit Fail (RF) may be eligible to apply to repeat the failed subject when it is next offered.

2.3.2 Deferred Assessments

A student who experiences unusual and exceptional circumstances and is unable to sit a written assessment or OSCE will be eligible to apply for a Deferred Assessment. Any student whorequests a deferred assessment must make this request in writing (using the official Deferred Examination Application form within 48 hours following the scheduled assessment). The form must be submitted along with information to evidence extreme extenuating circumstances to the Student Business Centre. Please access your eStudent account regarding Deferred Assessment application.

2.3.3 Determining the passing score for the Resit / Deferred Assessment:

The calculation of a passing score for the Resit / Deferred Assessment will use the same process as the main assessment. For a student completing a Deferred Assessment, the full scale of grades will be applicable.

Please refer to the Assessment Procedure – *Award of Grade Procedure Schedule B –*for the grading systems relevant to the MOT Program.

3. Overview of MOT Professional Practice Education Subjects

In accordance with the requirements of the Occupational Therapy Council (OTC) and the World Federation of Occupational Therapists (WFOT), the program includes over 1000 hours of practice education to exceed minimum requirements and to provide students with opportunities to translate theory into practice and consolidate their clinical skills. Practice education includes supervised and assessed experiential learning activities conducted on-campus, virtually or in external clinical and community settings. Successful completion of all practice education experiences outlined below are required to complete the degree program.

The professional practice experiences included in the MOT program are:

Subject	Semester	Category (Fieldwork Level I, Fieldwork Level II)	Practice Setting and Supervision Model	Hours Work-Integrated Learning (WIL)	Other/SIM
OCTY71-100	1st May/Sept	Level Ia (PREP) Fieldwork	**Preparation for Placement** • Satisfactory completion of all Compliance requirements as per HSM Compliance Handbook. • QLD Health Mandatory Training • Attendance and participation at Preparing for Practice Education briefing- to be facilitated by ACCE and scheduled during class in OCTY100. • Submission of a Learning Plan for 1st Level I experience- "Connecting with Community"		10
OCTY71-109	Across year 1	Level Ia Community Fieldwork	**Connecting with Community** Community-settings, Service-learning, inter-professional and faculty supervision	20	
OCTY71-109	3rd or 4th May	Level Ib Fieldwork	**Paediatrics/ Early Intervention/School-based** Simulated- Complex Paediatrics (20) + observation child development (10)	10	20 (SIM)
OCTY71-111	4th or 6th May	Level Ic Fieldwork	**The New Global OT** Role-emerging/non-traditional; Faculty-led. Fieldtrips and service-learning activities in role-emerging practice settings	30	
OCTY71-402 or 404	3rd or 4th	Level Id Fieldwork	**Innovation Project Internship** Engagement with community partners on quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection, dissemination	20	
OCTY73-700	4th or 5th September	Level II Fieldwork	**External** Assessed using SPEF-R2	480	
OCTY73-701	5th or 6th January	Level II Fieldwork	**External** Assessed using SPEF-R2	480	

Total Level I	110 hours
Total Level II	960 hours
Total WIL	1040 WIL
Total Fieldwork	1,070 hours

Professional Practice subjects occur in a clinical workplace environment under the supervision of external occupational therapists and/or other allied health clinicians.

The assessment process for Professional Practice Subjects involves a variety of components including but not limited to:

Assessment:
- SPEF-R2 (pass/fail). This is completed by the workplace clinical educator.

Required Documentation:
- Fieldwork reflection and professional portfolio (required to submit to the Academic Coordinator of Clinical Education to pass the subject)
- Learning agreement (required to submit to the Academic Coordinator of Clinical Education to pass the subject)
- Practice Education Log of Hours (required to submit to the Academic Coordinator of Clinical Education to pass the subject)

3.1 Overview of the Rules of Progression for Professional Practice Education Subjects

3.1.1 All required compliance for placement must be completed and submitted by published due dates in accordance with requirements found in the Fit to Practice Hub and Master of Occupational Therapy Program Student Charter. Any student who is not compliant for placement will not be allocated to a practice education placement. This is likely to impact progression inthe program.

3.1.2 Whilst on clinical placement, there will be regular supervision with the supervisor/clinical educator. For long block placements (OCTY73-700 and OCTY73-701), the clinical educator will be using the SPEF-R2 to assess the student's performance.

3.1.3 The student is expected to engage in regular supervision and formative evaluation throughout the placement, including self-evaluation and reflection. There will be a formal formative assessment at the halfway and a final summative assessment using the SPEF-R2 for OCTY73-700 and OCTY73-701.

3.1.4 Modified versions of the SPEF-R2 and/or specific marking criteria and rubrics will be used to assess short (level I) and embedded practice education experiences.
The SPEF-R2 assesses performance across a range of domains including:
  1. Professional Behaviours
  2. Self-Management Skills
  3. Co-worker Communication
  4. Communication Skills
  5. Documentation

6. Information Gathering
7. Service Provision
8. Service Evaluation
9. Project and consultative performance

3.1.5 Students must address the identified criteria to obtain a **pass** in a practice education subject. The SPEF-R2 uses a 5-point rating scale. A score of 3 (performs adequately) is considered a "pass" and demonstrates that the student is competent at the current level of training. The student must be assessed as competent on all domains of the SPEF-R2 and they must be competent on all core criteria to pass. The overall grade for the professional practice subjects will be either pass or fail.

3.1.6 If student is not satisfied with the decision, students may refer to Student Grievance Management Policy SS5.8.1.

3.1.7 If the fail is upheld by University, the student will have to extend the placement either at current site or a new site within an approved time-limited period whereby the specific competencies can be remediated.

   a. If student is not able to undertake the placement for the remediation and the remediation cannot occur, the student will fail the placement. Student will have to repeat the full placement when it is next able to be offered and for successful progression in the program.

   b. In the case of a failed placement, the student will be supported by assigned staff and resource put in place to develop a specific and individualised learning plan and goals to address areas of concern, as documented in the SPEF-R2.

   c. An individual support plan (ISP) to review remediation will be developed in consultation with the Academic Coordinator of Clinical Education and recommendations will be made for the student to engage in self-directed learning and remediation activities to develop competency, safety, and readiness for placement at the level expected of a student at the point in the degree in which the failed placement occurred.

3.1.8 If a student fails the repeat placement, they will be subject to the rules of the Academic Progress Policy.

3.2 Process for Repeat Professional Practice Education Subjects

3.2.1 A student who fails a professional practice education subject will be required to meet with the Head of Program (or delegate) and the Academic Coordinator of Clinical Education. The student will be notified in writing that they are at risk of not progressing in the MOT program based on professional and clinical performance. The student will be placed on the 'Students
Requiring Academic Support' as per Student Support Policy SS_5.8.2 register within the MOT program, to ensure they are able to access the available support to assist them with their study and further progression in the MOT program. An Individual Support Plan (ISP) and learning contract will be developed and recorded on the student's file.

3.2.2 Resit grades are not available for practice education placement subjects as the assessment process is continuous and there are embedded formative assessments throughout the course. In the event of placement failure, the student will be offered an opportunity to repeat the entire placement subject, and all placement hours.

3.2.3 Deferred Professional Practice - Any student who requests a deferred clinical placement must make this request in writing (using the official Deferred Examination Application form within 8 weeks of the scheduled placement) to the Academic Coordinator of Clinical Education who will seek approval from the Head of Program for the deferred placement. The form must be submitted along with information to evidence unusual and extenuating circumstances to the Student Business Centre. Please access your eStudent account regarding Deferred Assessment application. Students to note that deferring a clinical placement in the MOT program is likely to impact the students' program completion.

3.2.4 The student will be expected to develop and implement an individual learning plan in collaboration with the Academic Coordinator of Clinical Education and Practice Educators. The student will be placed on the 'Students Requiring Academic Support' register as per Student Support Policy SS_5.8.2. If there is insufficient evidence of remediation in response to areas of concern and feedback on the SPEFR-2 assessment and significant safety concerns remain after a period of remediation, the placement may be terminated early, and the student will be given a Fail grade.

3.2.5 Withdrawal from a placement subject is likely to result in delayed course progression and program completion.

3.2.6 Students who are non-compliant with HSM Compulsory Compliance Requirements, MOT Student Charter and/or MOT Inherent Requirements student will be referred to Head of Program. Further non-compliance by students will be referred directly to the Associate Dean of Student Affairs and Service Quality (AD SASQ).

4. Attendance Policy

Overview

Occupational Therapy programs are by nature, intensive and include fora, seminars, workshops, tutorials, laboratory and resource/practical sessions, clinical skills sessions, and clinical placements. This combination of learning opportunities is carefully designed and scheduled to guide students towards meeting intended program learning outcomes. Students are required to attend ALL scheduled sessions. Please see the MOT program charter for more details (section 6.7). The only exception will be for suitable professional activities that are aligned with the program goals and outcomes and where prior approval has been granted by the Head of Program.

4.1 Students are expected to complete the "Request for an Approved Absence Form" for any intended or unintended absence. This form is located on the OT Community ilearn site.

4.2 Absence from one (1) or more scheduled learning sessions on a specific day will be recorded as one (1) day of absence only.

4.3 Students with an absence greater than 10% of scheduled days in a single subject will result in the student being placed on the 'Students Requiring Academic Support' register. See section 6 for details.

4.4 Students who are absent from a practice education experience or placement for any reasons will be required to make up the practice education hours. There are no guarantees that the make-up hours will be possible in the clinical placement facility in which the student undertook the original placement. The requirement to undertake make up hours for a clinical placement subject may result in a delayed progression through the MOT program.

5. Students Requiring Support (Academic or Personal)

Overview

The Faculty of Health Sciences and Medicine is dedicated to shaping professionals who are distinguished, not just by their superior scientific clinical skills but by their professionalism, namely their skills in ethics, empathy, communication, and collegiality.

The Faculty aims to ensure that students at risk of poor performance and requiring support are identified as soon as possible and that appropriate interventions are implemented and monitored by academic, administrative and support staff (Student Support Policy SS_5.8.2)

5.1 Students Requiring Academic or Personal Support may be identified through unsatisfactory academic performance, poor behavioural and/or professional attributes, or limited proficiency in English communication including but not limited to the following:

5.1.1 Academic performance:
Unsatisfactory academic performance as determined by performance in formal assessments and examinations as ratified by the Board of Examiners (BOE) at the end of each semester. Unsatisfactory academic performance in Clinical Placements as determined by the Clinical Educator.

5.2   Support for 'Students Requiring Academic Support' (ref: Student Support Policy SS_5.8.2)

5.2.1   Students identified as requiring academic support will be placed on the Faculty HSM –'Students Requiring Academic Support' register and will be required to participate in remedialand/or support activities. The remedial and/or support activities may include but are not limited to the following:
- Scheduled meetings with Head of Program or delegate.
- Scheduled meetings with the Academic Coordinator of Clinical Education
- Scheduled meetings with the University support services including two (2) sessions withthe Academic Skills centre

5.2.2   At the end of each semester the BOE will identify students on the 'Students Requiring Academic Support' register.

5.2.3   The faculty aims to ensure that students in need of support are identified as soon as possible and that appropriate supports are implemented. Students in need of support may be also identified through poor academic performance, communication, behaviour and/or professional attributes identified through academic performance, behaviour and /orprofessional attributes. A student who is identified as potentially needing support may be referred to relevant University support services.

6.   Student Code of Conduct

*A*s a Bond student, you are expected to comply with the University's standards of behaviour when interacting with other students, staff, and members of the community. This includes adhering to the Student Charter*, the Student Code of Conduct, University Policies and Procedures and State and Federal Legislation*

7.   MOT Student Charter

MOT Students must also consider the program Student Charter.

REFERENCES

Bond University Policy and Forms:

Assessment Policy
       Assessment Procedure

University Student Charter

Student Support Policy

Accessibility and Inclusion

BondAbility

HSM - Student Charter - Occupational Therapy Program

Compulsory Compliance Requirements