

Faculty of Health Sciences and Medicine

Occupational Therapy Program Student Charter

Graduate Certificate in Occupation and Health

Program Code: CC-63058 / Cricos Code: 106641H

Graduate Diploma in Occupation and Health

Program Code: CC-63059 / Cricos Code: 106624J

Master of Occupational Therapy

Program Code: CC-63050 / Cricos Code: 106625H

Professional Doctorate of Occupational Therapy

Program Code: CC-63061/ Cricos Code: 111161D

Original date created: March 2023

Next review date: March 2025

Contents

1.	Abbreviations.....	2
2.	Background to Charter	2
3.	Purpose of the Charter.....	2
4.	Acknowledgement	3
5.	Introduction.....	4
	5.1 The Student must comply with standards and expectations of the Occupational Therapy profession as outlined in Part 1 of the Charter.....	4
	5.2 Students within the Occupational Therapy Program are expected to comply with the standards and expectations stated in Part 2 of the Charter.....	4
6.	Part 1- The responsibilities of the student	5
	6.1 The Student will treat every client politely and considerately.....	5
	6.2 The Student will respect clients' dignity and privacy.....	6
	6.3 The Student will listen to clients and respect their views.....	6
	6.4 The Student will respect and protect confidential information.....	7
	6.5 Students must not allow their personal beliefs to prejudice their clients' care.....	7
	6.6 The student will apply risk minimisation principles and foster client safety.....	7
	6.7 The Student will take all opportunities to develop professional knowledge and skills.....	8
	6.8 Punctuality.....	9
	6.9 The Student will recognise the limits of their professional competence.....	9
	6.10 The Student will be honest and trustworthy in all matters.....	9
	6.11 The Student will work with colleagues in ways that best serve clients' interests.....	10
	6.12 The student will undertake to ensure his/her own self care, health and well-being.....	10
	6.13 The student will comply with professional obligations and responsibilities.....	10
	6.14 The student undertakes to provide feedback:	11
	6.15 The student will cooperate with any Fitness to Practise procedure in which s/he is involved.....	11
7.	Part 2 - The responsibilities of the Program	12
	7.1 Education	12
	7.2 Privacy and Equity.....	15
	7.3 Administration and support.....	16
	7.4 Student representation.....	17
8.	Bond University Occupational Therapy Student Practice Education Agreement	18
9.	Bond University Occupational Therapy Student Agreement.....	19

1. Abbreviations

- Faculty of Health Sciences and Medicine: Faculty
- Master of Occupational Therapy: MOT
- Professional Doctorate of Occupational Therapy: OTD
- Master of Occupational Therapy Program and Professional Doctorate of Occupational Therapy: Program(s)
- Master of Occupational Therapy Program and Professional Doctorate of Occupational Therapy Students: Students
- Master of Occupational Therapy and Professional Doctorate of Occupational Therapy Program Charter: Charter
- Occupational Therapy Australia: OTA
- Occupational Therapy Council: OTC
- Accreditation Council for Occupational Therapy Education Standards: ACOTE Standards
- Australian Occupational Therapy Competency Standards: OTC Standards
- Australian Health Practitioner Regulation Agency: AHPRA

2. Background to Charter

Students need to know what will be expected of them as they learn to become an occupational therapist. They also need to know what they might reasonably expect of their Program during the delivery of their education. One way to achieve this is through a Charter which identifies and articulates the responsibilities of both the students and the staff involved in their education.

3. Purpose of the Charter

The Charter has two broad aims.

- To clearly state the expectations and responsibilities for the major parties involved in the Program. The Charter is intended to be useful as a reference and framework for both the students and school staff (academic and administrative).
- To promote “Good Professional Practice” by incorporating a professional Code of Conduct for students which will remain consistent throughout their education and which students will retain as core knowledge for future practice.

The purpose of this Charter is to establish the professional behaviours and attitudes to be embraced by Students enrolled in Occupational Therapy subjects and programs including the Master of Occupational Therapy (MOT), Professional Doctorate of Occupational Therapy (OTD) and Graduate Diploma of Occupation and Health, at Bond University.

The expectations of behaviours and attitudes will remain consistent across the Program when you practice as a student in multiple hospital, community and clinical settings as well as following graduation.

4. Acknowledgement

In developing our Charter, the Program acknowledges the following documents, which have been helpful as a template and guide:

- **Bond University Medical Program Charter**
- **Bond University Doctor of Physiotherapy Program Charter**
- **The OTA Code of Ethics (2014)** is one of the most important determinants of professional and ethical conduct for the Occupational Therapy profession in Australia. The Code of Ethics is a guiding document developed by occupational therapists for occupational therapists with the health consumer at the forefront. It is a public statement about professional accountability and is binding on all members of the OTA (<https://otaus.com.au/about/governance>).
- **The American Occupational Therapy Association (AOTA) Code of Ethics (2020)** reflects the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. Occupational Therapy professionals are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).
- **The Code of Conduct for Registered Health Practitioners** and a series of Guidelines in partnership with the Australian Health Practitioner Regulation Agency (AHPRA) have been developed by the Occupational Therapy Board of Australia to protect the public and guide the profession. The Occupational Therapy Board of Australia sets policy and professional standards and make individual notification and registration decisions affecting individual occupational therapists.

<http://www.OccupationalTherapyboard.gov.au/Codes-Guidelines.aspx>

<http://www.OccupationalTherapyboard.gov.au/>

<http://www.ahpra.gov.au/>

- **Australian Occupational Therapy Competency Standards (Occupational Therapy Board of Australia, 2018)** describe the standards expected for competent practice by occupational therapists for registration and for regulation of the profession by the National Board. They are also intended for use by employers, education providers, individual practitioners, and consumers of occupational therapy services. The Australian occupational therapy competency standards focus on four (4) conceptual areas of occupational therapy practice, namely: professionalism; knowledge and learning; occupational therapy process and practice; and communication.

5. 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 of the Charter. As a component of the Program, Students will be trained in associated clinical and community-based settings, both public and private. As Students in these facilities, they are ambassadors for Bond University and their behaviour and professionalism must not conflict with the Bond standards, policies or procedures, nor the policies and procedures of the facility at which they are training.

5.1 The Student must comply with standards and expectations of the Occupational Therapy profession as outlined in Part 1 of the Charter.

The Codes of Conduct together with Guidelines and Standards published by professional governing bodies including AHPRA, OTC and ACOTE summarise the principles that characterise good Occupational Therapy practice with explicit standards of ethical and professional conduct expected of occupational therapists, by the professional peer group and the community. Occupational therapists have a duty to make the care of clients their primary concern as well as to practice safely and effectively. Maintaining a high level of professional competence and conduct is essential for good care.

To graduate with a Master of Occupational Therapy or Professional Doctorate of Occupational Therapy, students must meet the curriculum learning outcomes set out in the MOT or OTD Program. Students are also expected to meet the professional standards and expectations and maintain fitness to practice as guided by the Program and outlined in the Charter. **Demonstration of fitness to practice requires students to recognise and manage their own physical and mental health for safe, professional practice.** Serious and/or persistent failure to meet these standards and expectations may result in action being taken through the Faculty's management of allegation misconduct procedure with reference to the University's [Student Code of Conduct Policy](#). The procedure provides a formal framework of escalating potential breaches of student academic and general misconduct. Links to this policy and procedure are available on the Program website. Students should be aware of how the breaches will be managed in the Program.

In addition to the responsibilities outlined in the Charter, students must comply with all other Bond University requirements and policies including the Bond University Student Charter. In certain cases, action may need to be taken under those policies instead of, or as well as, under the Faculty's relevant procedures.

5.2 Students within the Occupational Therapy 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 professional requirements of the Occupational Therapy Board (AHPRA), the Occupational Therapy Council of Australia (OTC), as well as the Accreditation Council for Occupational Therapy Education (ACOTE), who 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 occupational therapist and to judge the quality of the postgraduate experience.

6. Part 1- The responsibilities of the student

The development of a sense of responsibility is critical for learning and good client care. Students undertake the Program with the aim of becoming an Occupational Therapy practitioner. Whilst Students do not yet have the full duties and responsibilities that go with being a registered Occupational therapist, they are already in a privileged position as a registered Student Occupational Therapist with AHPRA, which guides professional behaviour and conduct with regards to clients and those close to them. In recognition of this, Students must maintain a high standard of behaviour and show respect for others at all times.

By awarding a Master of Occupational Therapy or Professional Doctorate of Occupational Therapy degree, the University is confirming that the graduate is fit to practice to the high professional behaviour standards that the Occupational Therapy Board of Australia has set in its *Code of Conduct*. 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 Occupational Therapy Code of Conduct can be accessed via the following website:

<http://www.OccupationalTherapyboard.gov.au/Codes-Guidelines.aspx>

In addition to the Occupational Therapy Code of Conduct developed by the Occupational Therapy Board of Australia, students enrolled in the Master of Occupational Therapy Program or Professional Doctorate of Occupational Therapy at Bond University are required to maintain a professional code of behaviour which is consistent with the peak national bodies representing the Occupational Therapy profession in Australia, the Occupational Therapy Australia (OTA) as well as in countries where the Program is accredited (e.g. the American Occupational Therapy Association). The OTA Code of Ethics and the AOTA 2020 Occupational Therapy Code of Ethics establishes the basis for ethical and professional conduct which meets community expectations and justifies community trust in the standing, judgement, and integrity of Occupational Therapists.

- The OTA Code of Ethics can be accessed via the following website:
<https://www.otaus.com.au/sitebuilder/onlinestore/files/14/codeofethics.pdf>
- The AOTA 202 Code of Ethics can be accessed here:
<https://www.aota.org/practice/practice-essentials/ethics>

The following statements of professional behaviour should also be practiced by Occupational Therapy students:

6.1 The Student will treat every client politely and considerately.

As a Student, you will:

- Treat each client with respect.
- Make sure that the client understands that you are a registered student and not qualified Occupational therapist.
- Make sure the client/client has agreed to your presence and involvement.
- Not continue interaction if the client/client indicates a wish to stop.
- Dress in an appropriate professional manner that enables good communication with your clients.
- Acknowledge that clients have the right to expect that all health care workers and students should both appear and be professional.

During your training you will encounter many clients from a variety of backgrounds. Usually, your contact with clients will be for your benefit and not theirs. It is important that you approach each client/client with respect. As a minimum, this means that you should make sure that clients understand that you are a student and that they have agreed to your presence and involvement with them. Be sensitive to their reactions and do not continue your interaction with them if they indicate that they have had enough.

Students as well as occupational therapists must be prepared to respond to a client's/clients individual needs and take steps to anticipate and overcome any barriers to communication. In some situations this may require you to set aside your personal and cultural preferences in order to provide effective care.

Consideration for your clients affects how you choose to appear. Your dress and appearance should not interfere with your ability to communicate with your clients and their supporters. Fashion changes but clients have the right to expect that all health care workers and students appear professional and do not provide a distraction to their care. Dress which is too informal or is at the extremes of fashion may offend. Good personal hygiene and grooming is essential.

Be aware that you are going to be in very close contact with clients. General appearance, facial expression and other non-verbal signals are important components of good communication in the wider community. Any form of dress which interferes with this (such as covering the face or wearing excessive jewellery, make up and facial piercings) should be avoided. Compliance with hospital/clinical setting policy is required.

With regard to dress code, offensive tattoos (those depicting violence, obscenity, or pornography for example) must be covered at all times. Additionally, students should be aware that cologne and perfume can pose an environmental allergen to clients, for example. It is advised that personal fragrances be minimised out of courtesy and health promotion.

6.2 The Student will respect clients' dignity and privacy.

The Student will:

- Address clients in a professional way.
- Endeavour to always preserve the client's dignity.
- Attempt to always ensure the client's privacy.

Remember, clients are human beings not museum exhibits. Always ensure that the client's dignity is preserved in the way you address them. Err on the side of formality rather than familiarity unless the client gives you specific permission to be more informal. Take care when examining a client or providing treatment not to embarrass them by over- exposure. The level of acceptable exposure varies from individual to individual. Be aware of the wishes of your client in this regard.

6.3 The Student will listen to clients and respect their views.

It is easy to turn interviewing into an interrogation, but communication is a two-way process. Do not allow yourself to ignore what the client has to say.

As a Student you will initially have opportunities to practice communication skills with standardised clients. On placement you will be expected to use your communication skills in a sensitive and respectful way to enhance client care.

6.4 The Student will respect and protect confidential information.

- Will not intentionally divulge information concerning a client to anyone not directly involved in the client's care.
- Will not discuss clients in a public place and will take other precautions to ensure that they do not inadvertently pass on information regarding a client.
- Ensure that all client personal details are de-identified for case presentations and discussions.

As a student you will have access to information about clients, which they will expect to be kept confidential. Some of this you will obtain directly from clients or their relatives when you conduct interviews. Other information will be *available to you because you are given access to the client's medical records as part of your training. This information should not be deliberately divulged to anyone who is not directly involved in the client's care. You should also take care not to inadvertently pass on information about a client. Think about whom else may see your report or hear your conversations. You should not discuss your clients in a public place, and you should be aware of the potential risk to confidentiality of sharing emails or social networking sites.*

6.5 Students must not allow their personal beliefs to prejudice their clients' care.

The Student will:

- Identify and manage the influence of your own values and culture on your practice.

Students will care for clients irrespective of their views about clients' 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 clients.

6.6 The student will apply risk minimisation principles and foster client safety.

The Student will:

- strive for high standards in their professional life and conduct should demonstrate this.
- foster client safety by adhering to the infection control principle of "Clean hands save lives" and utilising appropriate manual handling of clients.
- act quickly to protect clients from risk if he/she has a genuine belief that they or a colleague may not be fit to practice and the Student will immediately report any concerns to a senior member of staff.

You may see a health professional or a fellow student behaving in a way that could result in harm to clients. You should discuss this immediately with a senior person such as a tutor whom you trust. It is uncomfortable to be a whistle-blower, but it is important, and it is your professional duty not to ignore behaviour if you know it to be dangerous or reckless.

You may experience a personal physical or mental health condition that may impact your ability to engage in safe and effective care of clients. It is important that you pro-actively seek support as soon as possible and communicate with your supervisor and/or appropriate university staff member to manage potential challenges related personal physical or mental health conditions.

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

The Student will be expected to:

- Attend all the compulsory teaching sessions. This helps you maximise your preparation / readiness for the clinical phase and enables you to grow as a Student.
- All absences (planned and unplanned) require the approval of the Subject Coordinator. You are required to complete a “Request for an Approved Absence Form) to explain your absence and to demonstrate how you plan to address the coursework that you have missed, or in the case of planned absence, will miss.
- The reason for your planned/unplanned absence and your plan to address the missed learning opportunities are to be stated.
- Supporting documents (e.g., medical certificate) should be provided to your Subject Coordinator for filing.
- It will be the responsibility of the Student to seek knowledge and skills from the peer group should specific sessions be missed. Your educator can only be supportive if these guidelines are followed.
- Inform the Subject Coordinator as soon as possible of the reason if s/he is unable to attend a compulsory session and complete the appropriate paperwork.
- There are several acceptable grounds for requesting approved absences:
 - Illness, accident, family bereavement/funeral attendance, special religious occasions, and representative sporting events at a state, national or international level (in accordance with Bond University Policy)
 - Unplanned absence:
 - You have five (5) calendar days to submit the required documents, including medical certificates which must be completed using the approved Bond University Medical Certificate.
 - Planned absence:
 - You are required to give a minimum of ten (10) calendar days’ notice in advance of the scheduled activity/event.
- Your subject coordinator will monitor your absence from learning activities/opportunities and if recurrent absences occur, potentially interfering with learning, will raise this issue with the Head of Program for attention.
- Early departure from any session is not acceptable unless there is an extenuating circumstance provided to your subject coordinator or the specific educator taking the session.
 - Leaving early from scheduled timetabled sessions for work reasons is not acceptable.
 - Walk in/walk out behaviour is not acceptable.

6.8 Punctuality

- Complete and submit course work and assignments on time.
- Be conscientious in their approach to self-directed learning.
- Endeavour to contribute effectively to any learning group of which he/she is a part and share your learning and knowledge with your peers.
- Respond positively to reasonable feedback on their performance and achievements.
- Immediately inform the school of factors that might affect their performance so that appropriate action can be taken.

Keeping your professional knowledge and skills up to date is essential. At this stage, you are acquiring knowledge and skills rather than maintaining them, but the principle is the same. Learning is a professional duty. Reading up on the clients you have seen and practicing your clinical skills is an essential part of your life as long as you remain within the Occupational Therapy profession. Failure to attend compulsory teaching sessions is a breach of professional standards.

6.9 The Student will recognise the limits of their professional competence.

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

This may appear obvious to you but there is a temptation to undertake tasks or give advice beyond your level of competence. If in doubt- ask for help.

6.10 The Student will be honest and trustworthy in all matters.

- All forms of academic misconduct including cheating and plagiarism are unacceptable and may result in disciplinary proceedings. The following University Policies are applicable to students during coursework and placement:
 - [Student Code of Conduct Policy SS5.2.1](#)
 - [Student Academic Misconduct Procedure](#)
 - [Bond University Student Charter](#)

Be honest and trustworthy. This applies to your clinical encounters and has wider implications. If you are not trustworthy in your Academic life it will be difficult to be trustworthy in the clinical setting.

- The student will be always truthful in Practice Education settings.

In the clinical setting students must be truthful about their involvement with client care. If you have not seen the client it is unprofessional to claim that you have. If you are given a task and have not performed this task it is unprofessional to claim that you have.

6.11 The Student will work with colleagues in ways that best serve clients' interests.

The Student will:

- Acknowledge that health care is dependent on effective co-operation between all members of the team.
- Maintain good professional relationships with the other health professionals caring for the client.
- Treat other healthcare professionals with respect.
- Treat School/University staff (academic & administrative) with respect.
- Treat fellow students with respect and work cooperatively and collaboratively.

Health care is dependent on effective co-operation between all members of the team. Even as a student you must ensure that you maintain good relationships with the other health professionals caring for the client.

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

- The student will recognise the effects of physical and psychological stressors on his/her ability to care for clients and take steps to ensure his/her own self care, health, and wellbeing.
- The student will aim to seek independent objective healthcare advice, preferably from their own general practitioner, and avoid the risks of self-diagnosis and self-treatment.

6.13 The student will comply with professional obligations and responsibilities.

- The student will comply with mandatory immunisation requirements of the faculty and the clinical settings and provide documentation of immunisation status when requested.
- The student will report infectious, communicable, or notifiable diseases to their school.
- The student will report any health condition or impairment which could affect performance or judgement or pose any risk to clients.
- The student will maintain appropriate professional boundaries.
- The student will NOT use the professional relationship to develop any sexual or exploitative relationship with a client or staff member where a conflict of interest may exist.

6.14 The student undertakes to provide feedback:

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

- The student will complete such evaluation tools as are agreed between the school and the student body.

The Faculty makes every effort to ensure that the Program you are undertaking is of the highest quality by a process of continuous quality enhancement. If this is to be effective, the Faculty needs timely and honest feedback on the course highlighting what worked well and what needs to be changed. Your opinion is important.

6.15 The student will cooperate with any Fitness to Practise procedure in which s/he is involved.

- The student will adhere to Australian Federal and State laws and understand that any breach of these laws may become a criminal matter.

Students are expected to be law-abiding citizens in both their working and private lives. Criminal history checking is an element of “fitness to practice”. 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 students to be aware that a criminal record is taken seriously and become familiar with the reporting obligations that are required of them.

- The student will comply with Bond Faculty of Health Sciences and Medicine “Fitness to Practice” procedures.

7. Part 2 – The responsibilities of the Program

In accepting a place in a Bond University Occupational Therapy Program students are expected to comply with certain responsibilities, which are outlined in Part 1 of the Charter. These responsibilities are in accordance with the ‘Code of Conduct for Registered Health Practitioners’ set out by the Occupational Therapy Board of Australia and associated professional guidelines including the Australian Occupational Therapy Competency Standards and AOTA Code of Ethics. These responsibilities also take into consideration the requirement that the Program expects to graduate students who are fit to practice as a registered Occupational Therapy professional.

In return, the student can expect that the Program will undertake to fulfil its responsibility to provide education, training and facilities through which the student can reach the necessary outcomes to achieve a respected and valuable Master of Occupational Therapy, Professional Doctorate of Occupational Therapy or Graduate Diploma in Occupation and Health qualification.

7.1 Education

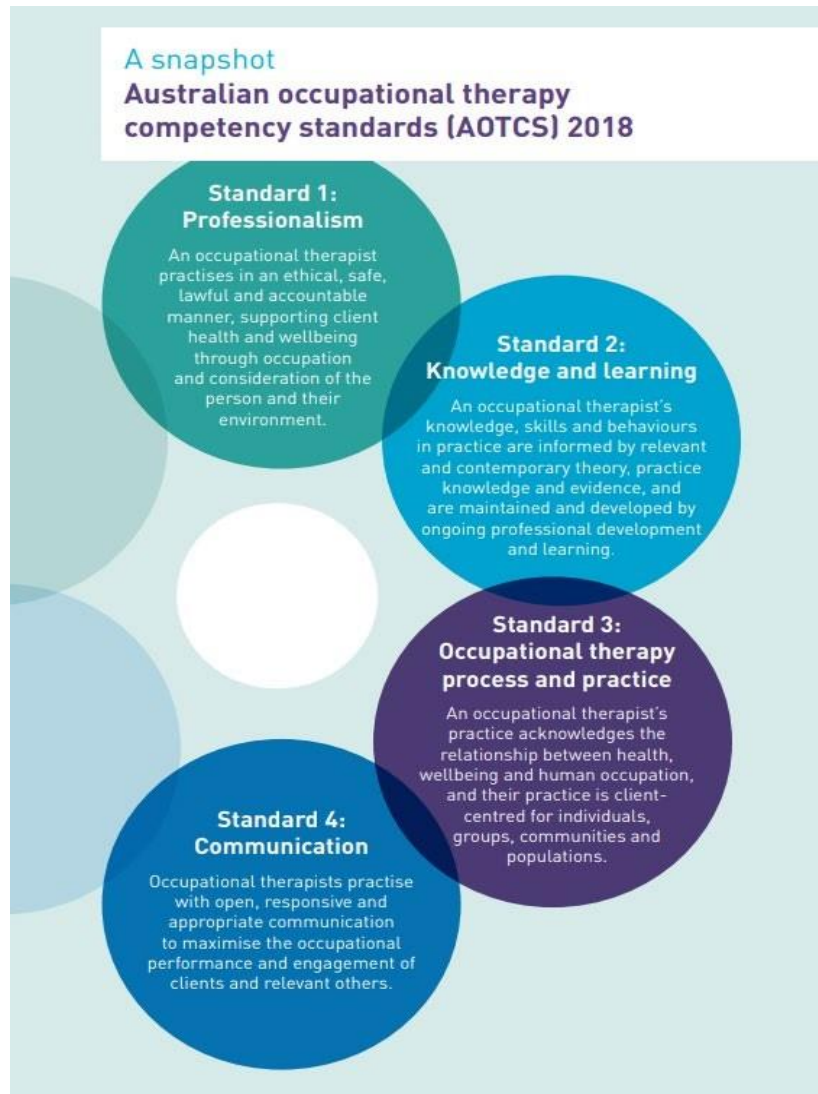
The Program shall:

- Provide high quality teaching and training in clinical and non-clinical settings.
- Provide learning experiences that are challenging and stimulating.
- Ensure that the course is relevant and led by individuals qualified to teach and train students.
- 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 (OTC).

Figure 1 provides ‘A snapshot’ version of the Australian Occupational Therapy Competency Standards (2018). These standards outline professional behaviours all occupational therapists, including new graduates, should demonstrate to practice safely and ethically. They will apply to all occupational therapists working across all practice settings.

The Master of Occupational Therapy and Professional Doctorate of Occupational Therapy programs are under an obligation to comply with the recommendations of external accrediting bodies including the Occupational Therapy Council of Australia (OTC) and Accreditation Council of Occupational Therapy Education (ACOTE) and this objective requires continuation of providing the high-quality education demanded by the OTC and ACOTE. This is assessed via the external accreditation, quality assurance assessment and visiting process but it is also a proactive duty of the school to teach and educate to these standards. When applicable, students should be involved in quality assurance processes to aid the provision of consistent and high-quality training.

Figure 1. A snapshot: Australian Occupational Therapy Competency Standards (sourced from <http://www.occupationaltherapyboard.gov.au/Codes-Guidelines/Competencies.aspx>)



- Inform, regularly update, and provide access to full information about the course, module contents and course objectives.

Ease of access to information about the course is a necessity. Clear communication of changes and dissemination of information should be a priority of the Program.

- Inform the student within a reasonable time of significant changes to the curriculum or course structure (other than minor timetabling changes) which will affect the student.

Any substantial change made to the course should be made known to the students with 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.

- 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 all students and a minimum time period of one-month prior warning should be afforded to students.

- Ensure assessment and examinations are based upon the required learning outcomes.

To ensure continuity and fairness, assessment and examinations will be based upon the standards set by the Program syllabus, OTC and ACOTE.

- Give impartial, timely and constructive feedback on individual student progress and performance, including explanations for failure.

If a student is failing to meet academic standards at any point of the course, they should be given constructive feedback and support. A reasonable time is within 2 weeks of a problem being established.

- Where necessary provide access to reasonable extra support and advice from teachers and tutors.

It is important that students who require additional learning support obtain reasonable extra support and advice from the teachers and tutor, aiming to facilitate the successful completion of exams and modules.

- Respect the copyright and intellectual property rights of the Student. Any work undertaken by the student remains the property of the student subject to locally agreed arrangements discussed in advance with student representatives and subject to the normal policy of Bond University.

The copyright and intellectual property rights of any individual's work must be respected. Work undertaken by an Occupational Therapy student should not be passed off as somebody else's and there must be clear acknowledgement of the ownership of this work.

- Provide students with the opportunity to give the Program or University feedback on the usefulness, significance and effectiveness of all aspects of the course, including teaching.
- Give due consideration to feedback provided in accordance with University policy and inform the student of any positive action that is possible to take with respect to the feedback.

While student feedback is encouraged, there is no undertaking that changes will occur at the request of students. Sometimes change to a course may not be possible for various reasons and wherever possible the student should be given feedback on those reasons.

- Ensure that all staff with responsibilities to Occupational Therapy 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.

- Ensure that staff and students understand their responsibilities with respect to gaining consent from clients prior to examinations by students.
- Make clear the purpose and implications of "Fitness to Practice" procedures.

Professional Responsibility and “Fitness to Practice” are essential components of the Bond Occupational Therapy degree programs, so it is imperative that students and staff are clear about the purpose and implications of “Fitness to Practice” procedures.

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

7.2 Privacy and Equity

The Program is obliged to:

- 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 School has an equal duty of care, including clients and the general public.⁴
- Ensure that learning, both within the Program and on clinical placements, is undertaken in a safe and secure physical environment.

The Program must maintain strict health and safety regulations. The program is responsible for providing a safe and secure environment for students to learn academic skills. Practice Education placements will comply with all relevant local hospital and health service Occupational Health & Safety requirements.

- 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.

Students and staff alike must be treated respectfully, and not be subject to any form of discrimination. The Program 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.

- 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.

- Those making complaints or disclosures that are proven to be malicious and/or untruthful will be subject to Faculty and/or University disciplinary procedures.

7.3 Administration and support

The Program shall:

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

Technical facilities such as assistive devices, anatomical models, professional computer programs and other resources should be made available to students.

- Endeavour to facilitate a high standard of teaching facilities whilst on placement.
- Ensure that academic and administrative staff model respectful communication and a helpful attitude towards students during their education.
- Ensure that all students have access to University and Faculty regulations and policies.
- 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 or Counselling Services 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 clients and others at risk. Faculty staff members who happen to be occupational therapists should not provide “corridor consults” and as far as possible to avoid conflicts of interest and maintain confidentiality the School will promote the use of services external to the Faculty to all students.

- 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 school must be able to direct the student to facilities that offer them suitable support.

- Ensure that students are given clear information about (a) who their academic teachers and supervising clinicians are and (b) what services are available for student support.
- 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.

- 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 client-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 their fitness to practice.

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

Careers advice can be very important for some students during the program. When students are uncertain about their motivation or do not wish to pursue an Occupational Therapy career, the school should ensure that the student has access to careers advice provided through the University.

7.4 Student representation

The Program shall:

- 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 Program/Faculty is open, transparent, and fair.

Complaint procedures must be open, fair and transparent. The Program will have processes which allow the anonymous reporting of incidents without fear of comeback.

- Ensure that fair student representation exists on all decision-making bodies, which directly affect students.
- Facilitate student participation in activities of the Program and Bond University students' union and external bodies related to Occupational Therapy education.

Student representation is important and is respected by the Program.

8. Bond University Occupational Therapy Student Practice Education Agreement

I, the Student, understand the requirements of Practice Education and agree to the terms outlined. I understand that a breach of the expected standard of ethical and professional conduct may result in the cessation of my placement, the potential for disciplinary action and reporting to AHPRA, and the potential for exclusion from the Bond University Master of Occupational Therapy, Professional Doctorate of Occupational Therapy or Graduate Diploma in Occupation and Health program.

I, the student, will:

- Recognise and accept responsibility for my professional growth and development prior to and whilst attending a Practice Education placement.
- Undertake to be familiar with the expectations of the organization or unit before commencing the respective placement.
- Participate fully in the Practice Education learning experiences.
- Set myself realistic goals and challenges to enable self-directed learning.
- Make appropriate decisions based on reflection about my practice.
- Act in a professional manner in accordance with the Occupational Therapy Australia Code of Ethics, the Code of Conduct for Registered Health Practitioners and the requirements of the Bond University Code of Conduct policy.
- Always observe confidentiality requirements.
- Be sensitive to and responsive to the unique features of each clinical learning environment.
- Recognise, value and respect diversity during Practice Education experiences.
- Be familiar with and act in accordance with legal and industrial requirements that relate to my field experience.
- Fulfil the University's expectations of the placement 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 constructive feedback from clinical educators and others.
- Initiate proactive steps to familiarise myself with the requirements of my assigned Practice Education placement and ensure compliance with immunisation, security, induction processes and any other requirements of the facility.

All Occupational Therapy Students are required to acknowledge agreement of this Charter prior to the commencement of a Practice Education placement – this is a binding agreement for the duration of your enrolment in the Master of Occupational Therapy Program or Professional Doctorate of Occupational Therapy Program.

9. Bond University Occupational Therapy Student Agreement

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

All Occupational Therapy Students are required to acknowledge agreement of this Charter prior to the commencement of clinical practice – this is a binding agreement for the duration of your enrolment in the Master of Occupational Therapy Program, Professional Doctorate of Occupational Therapy Program or Graduate Diploma in Occupation and Health Program.