

# OCCUPATIONAL THERAPY PROGRAM

## RULES OF ASSESSMENT AND PROGRESSION

### COHORT 2025

**PROGRAM CODE:** CC-63058 / **CRICOS CODE:** 106641H Graduate Certificate in Occupation and Health

**PROGRAM CODE:** CC-63059 / **CRICOS CODE:** 106624J Graduate Diploma in Occupation and Health

**PROGRAM CODE:** CC-63050 / **CRICOS CODE:** 106625H Master of Occupational Therapy

**PROGRAM CODE:** CC-63061/ **CRICOS CODE:** 111161D Professional Doctorate of Occupational Therapy

**Approved: 6<sup>th</sup> February 2025**

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This document is an addendum to the University's [Assessment Policy TL 3.5.1](#) and is developed in accordance with University Policy and Procedures. It is intended to provide additional clarification and information specific to the Bond University Occupational Therapy programs.

### Approvals:

Faculty Learning and Teaching Committee	15 January 2025
University Learning and Teaching Committee	6 February 2025
Academic Senate	

This document is subject to review on an annual basis.

### RELATED DOCUMENTS

- ❖ [Academic Progress Policy SS 5.4.5](#)
- ❖ [Assessment Policy TL 3.5.1](#)
- ❖ [Assessment Procedure](#)
- ❖ [Student Code of Conduct Policy SS 5.2.1](#)
- ❖ [Student Review And Appeals Procedure](#)
- ❖ [Support for Students' Policy SS 5.8.2](#)

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# 1. Overview of the structure of the Occupational Therapy Programs and Assessment

- 1.1 The duration of the [Master of Occupational Therapy](#) (MOT) Program is 2 full years full time and consists of 6 semesters. It is classified as level 9-extended program under the Australian Qualifications Framework (AQF). The Master of Occupational Therapy includes subjects which are nested in related qualifications including:
  - Graduate Certificate in Occupation and Health (AQF-level 8; 40 credit points);
  - Graduate Diploma in Occupation and Health (AQF-level 8; 80 credit points)
  - Professional Doctorate of Occupational Therapy (AQF-level 10; 120 credit points + time-based research and 14- week internship).
- 1.2 The **Graduate Certificate in Occupation and Health** is an exit qualification, consisting of four subjects that can be awarded after completion of the first semester of the Master of Occupational Therapy program (May or September intake). **Note:** This program does not lead to professional registration as an Occupational Therapist.
- 1.3 The [Graduate Diploma of Occupation and Health](#) is an entry and exit qualification, consisting of eight subjects that can be awarded after completion of the first two semesters of the Master of Occupational Therapy program. **Note:** This program does not lead to professional registration as an Occupational Therapist.
- 1.4 The [Professional Doctorate of Occupational Therapy \(OTD\)](#) is a nested Higher Degree by Research (HDR) qualification with the Master of Occupational Therapy. Eligible students can apply to convert from the MOT to the Professional Doctorate of Occupational Therapy after completion of all coursework and placement hours as part of the Clinical Research Pathway of the 6-semester MOT. Information about application and eligibility can be found on the program's website. Detailed information regarding policies and procedures for Higher Degree by Research students, including Professional Doctorate of Occupational Therapy, can be accessed in the [HDR Handbook](#).
  - 1.4.1 Professional Doctorate of Occupational Therapy students must complete 24 weeks of Level II fieldwork/practice education as well as an individual 14-week doctoral capstone internship experience following the completion of the required coursework components of the program. The doctoral capstone internship experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in [2023 ACOTE OTD Standard D.1.3](#). Students must complete all Level II Fieldwork and the Doctoral Capstone experience within 72 months (6 years) following completion of the Occupational Therapy coursework components of the program.
- 1.5 Master of Occupational Therapy students must be enrolled full time within each semester of each year, except for students re-enrolling in subjects which they may have failed previously or those on an approved modified study pathway. Domestic students can complete a part time program by exception with approval from the Head of Program. The first year of study is the only year that can be offered part time.

1.5.1 Master of Occupational Therapy students must successfully complete 24 weeks of Level II Practice Education/Fieldwork within 24 months following completion of the coursework components portion of the program in accordance with [2023 ACOTE OTM Standard A.3.3.](#)

1.6 Students returning to the Master of Occupational Therapy Program from a leave of absence (LOA) may have conditions placed on their enrolment, such as being required to complete assessment/s to ensure recency of clinical skills and safety to practice prior to enrolment in a subject which includes a practice education/fieldwork experience.

1.7 In accordance with the requirements of the Occupational Therapy Council (OTC), the Accreditation Council for Occupational Therapy Education (ACOTE), and the World Federation of Occupational Therapists (WFOT), the program includes over 1000 hours of practice education/fieldwork to exceed minimum requirements and to provide students with opportunities to translate theory into practice and consolidate their clinical skills. The practice education/fieldwork experiences are embedded within the program and are classified as 'Level I' and 'Level II' fieldwork. Level I fieldwork is embedded in foundational coursework subjects, as noted in section 1.8 and includes work integrated learning, simulations, case studies, and community-engaged learning experiences. Level II fieldwork consists of two 12-week, full-time block placements. The Level II fieldwork placements are assessed using the Student Practice Evaluation Form – Revised Second Edition (SPEF-R2). Successful completion of all practice education/fieldwork experiences outlined below are required to complete the degree program.

1.8 The following subjects make up the Master of Occupational Therapy program:

Semester offered	CP	Subject Name	Subject Code	Practice Education Hours
May/Sept	10	Foundations of Occupational Therapy	OCTY71-100	10 Level I
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	50 Level I
May	10	Occupational Therapy: Independence and Participation	OCTY71-110	-
May	10	The New Global Occupational Therapist	OCTY71-111	30 Level I
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	40 Level II
May	10	*Health Professional Research Internship A	OCTY71-402	80 Level II
Sept/May	10	*Health Professional Research Internship B	OCTY71-403	40 Level II
Sept/May	10	**Capstone Research Project	OCTY71-404	120 Level II
	10	**Business/Healthcare Innovations Elective Subject		-
Sept	30	Professional Practice in Occupational Therapy I	OCTY73-700	400 Level II
Jan	30	Professional Practice in Occupational Therapy II	OCTY73-701	400 Level II

May	10	Managing People or Educating the Health Workforce or other approved alternative	MGMT71-104 or HYPER 114	-
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*\*Only students completing the Clinical Research stream will complete OCTY71-402 and OCTY71-403.*

*\*\*Only students completing the Business Research stream will complete OCTY71-404 and a Business / Healthcare Innovations elective.*

1.9 Please refer to the grading systems relevant to coursework subjects in the Occupational Therapy Program within the Bond University [Assessment Policy TL 3.5.1](#) and [Assessment Procedure](#) referencing Schedule B.

1.9.1 The following table provides a list of Master of Occupational Therapy 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 and OCTY71-101
Enable: Occupational Performance	OCTY71-105	OCTY71-100 and OCTY71-101
Occupational Therapy Roles and Responsibilities	OCTY71-106	NIL
Evidence Based Practice for Health Professionals	OCTY71-107	NIL
Occupational Therapy: Work	OCTY71-108	OCTY71-100, OCTY71-101 and OCTY71-103
Occupational Therapy: Learn, Play, Connect	OCTY71-109	OCTY71-100, and OCTY71-103
Occupational Therapy: Independence and Participation	OCTY71-110	NIL
The New Global Occupational Therapist	OCTY71-111	OCTY71-106
Promoting the Occupational Health and Well-being of Communities	OCTY71-112	OCTY71-106
The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113	OCTY71-106 and OCTY73-700
Health Research Design & Planning	OCTY71-401	OCTY71-100, OCTY71-101 and 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/Healthcare Innovations Elective Subject		NIL
Managing People OR Educating the Health Workforce	MGMT71-401 or HPER71-114	NIL
Professional Practice in Occupational Therapy I	OCTY73-700	OCTY71-104 OCTY71-105 OCTY71-401
Professional Practice in Occupational Therapy II	OCTY73-701	OCTY73-700

*\*Only students completing the Clinical Research stream will complete OCTY71-402 and OCTY71-403.*

*\*\*Only students completing the Business Research stream will complete OCTY71-404 and a Business / Healthcare Innovations elective.*

## 2. Overview of the Occupational Therapy 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 Occupational Therapy programs 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 or Healthcare Innovations Elective Subject	
10	Managing People OR Educating the Health Workforce	MGMT71-401 or HPER71-114

*\*Only students completing the Clinical Research stream will complete OCTY71-402 and OCTY71-403.*

*\*\*Only students completing the Business Research stream will complete OCTY71-404 and a Business / Healthcare Innovations elective.*

Coursework subjects are conducted on campus (except for some Level I fieldwork experiences or excursions) and learning activities are based around forums, seminars, tutorials, simulation experiences, 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
- Practical skills tests
- Objective Structured Clinical Examinations (OSCE)
- Oral presentations
- Essay/written assignments
- Journal/reflections
- Supervisor/ Clinical Educator evaluations
- 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. **All assessment tasks must be submitted by the due date unless an approved extension has been granted.**
- 2.1.2 Students must achieve a passing standard for the subject overall. If a student fails a mandatory assessment item of a subject, they will fail the subject overall. Additional pass requirements may exist for individual subjects, and these are stipulated on the subject outline (and associated iLearn site).
- 2.1.3 If a student does not demonstrate they have achieved the required level to pass the subject, a resit assessment may be available (ref: [Assessment Procedure – Resit Assessment Procedure Schedule E5](#)). No more than TWO resit assessment items will be offered in the first year of the MOT program and no more than ONE resit assessment item will be offered in the second year of the MOT program. Only ONE resit for a Level I placement subject may be offered in 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 An overall Fail in a coursework subject means that the student is unable to progress into the practice education/fieldwork 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. 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 or Academic Exclusion, whichever applies based on the University's [Academic Progress Policy SS 5.4.5](#).

## 2.2 Deferred, Resit and Supplementary Coursework Assessment

Deferred, resit, and supplementary procedures in relation to coursework assessment will be managed in accordance with the [Assessment Procedure](#) (Schedules E3, E4 & E5). Grades will be applied in consistency with the Assessment Procedure Section 6.

### 2.2.1 **Deferred Assessments**

A student who experiences special or extenuating circumstances and is unable to sit a written, practical skills assessment, or objective structured clinical examination (OSCE) may be eligible to apply for a deferred assessment using the official **Extension of Assessment Item form**, provided it is an in-semester assessment. Applications for deferring Mid-semester Timed Assessments scheduled in Week 6-8, or Final Timed Assessments scheduled in Week 13-14, must be lodged with the Student Assist before the assessment starts or within two (2) working days following the day of the scheduled assessment ([Assessment Policy](#)).

### 2.2.2 **Resit Assessment**

The resit assessment is a pass/fail assessment that may be granted to a MOT student who fails a compulsory assessment item within a subject. For resit assessments, students may be eligible to resit the compulsory assessment component of the subject that caused them to fail in accordance with the [Assessment Procedure - Resit Assessment Procedure - Schedule E5](#). Resit opportunities are outlined in each subject outline. In this instance, the student will be allocated a non-finalised grade of Remediation Granted (RM) and will be offered a process of remediation prior to their resit assessment.

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.

Resit assessments are to be scheduled in consultation with the subject convenor 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.

### 2.2.3 **Determining the passing score for the Resit / Deferred Assessment**

The calculation of a passing score for the resit be pass/fail, and the student will be required to demonstrate the knowledge, skills, and competency to progress to the next subject. 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 and [Assessment Policy TL 3.5.1](#).

### 2.2.4 **Supplementary Assessment**

Refer to Schedule E5 in the [Assessment Procedure](#) for information on eligibility and the process of a supplementary assessment.

## 2.3 **Process for repeating coursework subjects**

2.3.1 Students who fail coursework subjects are managed in accordance with the [Academic Progress Policy SS 5.4.5](#) and specific procedures to MOT. A student who has failed a coursework subject will be placed on Academic Warning (ref: [Academic Progress Policy SS 5.4.5](#)) and interviewed by the Head of Program and Student Affairs and Service Quality (SASQ) staff. The student will be formally informed that they are at risk of failing the MOT program based on professional and/or academic performance.

2.3.2 The student will be placed on the 'Students Requiring Academic Support' register within the MOT program, to ensure they are able to access the Faculty and University support to assist them with their study and progression in the MOT program.



2.3.3 The student will be required to meet with the Academic Coordinator of Clinical Education to develop a plan for their remediation and progression into practice education/fieldwork placement once the coursework subject has been successfully passed.

### 3. Overview of MOT Professional Practice Education / Fieldwork Experiences

Practice education includes both Level I and Level II supervised and assessed experiential learning activities conducted on-campus, virtually or in external clinical and community settings (fieldwork). Supervision is provided by AHPRA registered occupational therapists and/or other qualified professionals. Successful completion of all practice education/fieldwork experiences outlined below are required to complete the degree program.

The professional practice education/fieldwork experiences included in the Occupational Therapy programs are:

Subject	Semester offered	Category (Fieldwork Level I, Fieldwork Level II)	Practice Setting and Supervision Model	Required Hours
OCTY71-100	May / September	Level Ia – Preparation and Fit to Practice	<b>Preparation for Placement</b> <ul style="list-style-type: none"> <li>Satisfactory completion of all Fit to Practice requirements as per HSM Compliance Handbook.</li> <li>QLD Health Mandatory Training</li> <li>Attendance and participation at Preparing for Practice Education briefing.</li> <li>Submission of a Learning Plan for 1<sup>st</sup> Level I experience- “Connecting with Community”</li> </ul>	10
OCTY71-109	Across year 1	Level Ia Community Fieldwork	<b>Connecting with Community</b> Community-settings, Service-learning, inter-professional and faculty supervision	20
OCTY71-109	May	Level Ib Fieldwork	<b>Paediatrics/ Early Intervention/School-based</b> Simulated- Complex Paediatrics (20) + observation child development (10)	30
OCTY71-111	May	Level Ic Fieldwork	<b>The New Global OT</b> Role-emerging/non-traditional; Faculty-led	30
<b>OCTY71-401</b>	<b>January</b>	<b>Level II Fieldwork</b>	<b>Innovation Project Internship (Design and Planning)</b>	40
OCTY71-402	May	Level II Fieldwork	<b>Innovation Project Internship (Clinical Research Stream A)</b> Engagement with community partners on quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection. Assessed with SPEFR-2	80
OCTY71-403	May or Sept	Level II Fieldwork	<b>Innovation Project Internship (Clinical Research Stream B)</b> Engagement with community partners on quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection, and dissemination.	40
OCTY71-404	May	Level II Fieldwork	<b>Innovation Project Internship (Business Research Stream)</b> Engagement with community partners on quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection, and dissemination. Assessed with SPEFR-2	120

OCTY73-700	4 <sup>th</sup> or 5 <sup>th</sup> September	Level II Fieldwork	<b>External</b> Assessed using SPEF-R2	400
OCTY73-701	5 <sup>th</sup> or 6 <sup>th</sup> January	Level II Fieldwork	<b>External</b> Assessed using SPEF-R2	400
Total Level I			90 hours	
Total Level II			960 hours	
<b>Total Practice Education/Fieldwork</b>			<b>1050 hours (includes 10 hrs preparation of Fit to Practice compliance requirements)</b>	

**Note- students complete either OCTY71-402 and OCTY71-403 (Clinical Research Stream) OR OCTY71-404 (Business Research Stream)**

The assessment process for professional practice education/ fieldwork experience involves a variety of components which are outlined in relevant subject outline and iLearn sites including but not limited to:

- **SPEF-R2** (for Level II placement) or **Bond Supervisor Evaluation of Student Performance** (for Level I placement) are graded as pass/fail. This is completed by the assigned clinical educator/supervisor.
- Fieldwork reflection and professional portfolio
- Learning agreement
- Practice Education Log of Hours

**Note 1:** The **SPEF-R2** and **Bond Supervisor Evaluation of Student Performance** 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

**Note 2:** All assessment tasks and required practice education documentation must be submitted by the due date unless approved extension has been granted.

### **3.1 Overview of the Rules of Progression for Professional Practice Education/Fieldwork Experiences**

3.1.1. All required compliance for practice education/fieldwork experiences must be completed and submitted by published due dates in accordance with the Fit to Practice requirements and Occupational Therapy Program Student Charter. Any student who is not Fit to Practice will not be allocated to a practice education placement and will be referred to the Head of Program. Ongoing non-compliance by students will be referred directly to the Associate Dean of Student Affairs and Service Quality (AD SASQ). This is likely to impact progression in the program.

3.1.2. Whilst on placement, there will be regular supervision with the supervisor/clinical educator. For level II long block placements (Innovation Projects in OCT71-402, OCTY71-

404, OCTY73-700 Professional Practice in Occupational Therapy I and OCTY73-701 Professional Practice in Occupational Therapy II), 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 point and a final summative assessment using the SPEF-R2 for Innovation Projects, OCTY73-700 and OCTY73-701 practice education placements.
- 3.1.4. The **Bond Supervisor Evaluation of Student Performance** and/or specific marking criteria and rubrics will be used to assess level I practice education experiences, which are embedded in specified coursework subjects.
- 3.1.5. Students must address the identified criteria to obtain a **pass** in a practice education/fieldwork experience. The student must be assessed as competent on all domains of the SPEF-R2 (Level II fieldwork) or the **Bond Supervisor Evaluation of Student Performance** (Level I fieldwork). The overall grade for Level II Fieldwork subjects OCTY73-700 Professional Practice in Occupational Therapy I and OCTY71-701 Professional Practice in Occupational Therapy II will be either Ungraded Pass (UGP) or Ungraded Fail (UGF).
- 3.1.6. During Level II Fieldwork placement (Innovation Projects, OCTY73-700 and OCTY73-701), should concerns regarding the student's performance in relation to the SPEF-R2 domains be raised by the Practice Education supervisor, the student will be expected to develop and implement a remediation 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 [Support for Students' 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 receive a fail grade for the subject..
- 3.1.7. Resit grades are not available for Level II practice education placement subjects (OCTY73-700 and OCTY73-701) as the assessment process is continuous and there are embedded formative assessments throughout the placement. In the event of placement failure, the student will be offered an opportunity to repeat the entire placement subject, and all placement hours.
- 3.1.8. **Review and Appeals Procedure:** Where a student perceives an unfair Fail for a practice education subject, student should approach their Head of Program in the first instance via the Academic Coordinator of Clinical Education. The student will need to have reasonable grounds to believe the assessment is unfair and will need to provide evidence that clearly demonstrates their beliefs. Please refer to the [Student Review and Appeals Procedure](#) – Review of Results Procedure, Schedule B.
- 3.1.9. If the Fail is found to be justifiable by the University, placement time will have to be extended either at the current site or a new site within an approved time-limited period whereby the specific skill can be remediated.

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

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

A remediation plan 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.

### **3.2 Process for Repeat or Modification of Level II Professional Practice Education Subjects (OCTY73-700 and OCTY73-701)**

- 3.2.1 A student who fails a Level II professional practice education subject will be interviewed by the Head of Program and the Academic Coordinator of Clinical Education. The student will be officially informed 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 [Support for Students' 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. A revised study plan will be provided.
- 3.2.2 Resit grades are not available for Level II practice education subjects (OCTY73-700 and OCTY73-701) 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 A student is only able to repeat a Level II Practice Education/Fieldwork placement **ONCE**. A second fail of a Level II Practice Education/Fieldwork placement (Innovation Projects, OCTY73-700 or OCTY73-701) may result in the student being excluded from the MOT program (ref: [Academic Progress Policy SS 5.4.5](#)).
- 3.2.4 A student who experiences special or extenuating circumstances and is unable to undertake a practice education/fieldwork subject in the designated period should, in the first instance, meet with the Head of the Program (or designated delegate – such as the Academic Coordinator of Clinical Education) to discuss options for a modified study plan. Students to note that a modified study plan in the MOT program is likely to impact the students' program completion.
- 3.2.5 Withdrawal from a practice education/fieldwork placement is likely to result in delayed course progression and program completion time and graduation.

## 4. Attendance Requirements

### Overview

Occupational Therapy programs are by nature, intensive and include forums, seminars, workshops, tutorials, laboratory and resource/practical sessions, clinical skills sessions, and practice education/fieldwork 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 (ref: [Assessment Procedure](#) – Class Attendance and Participation Procedure Schedule C).

Please see the [MOT Program Charter](#) for more details. The only exception will be for suitable professional activities that are aligned with the program goals and outcomes and where prior approval for absence has been granted by the Head of Program.

- 4.1 It is the student's responsibility to ensure that they adhere to the Attendance requirements and be aware of their attendance status (ref: [Assessment Procedure](#) – *Class Attendance and Participation Procedure Schedule C*).
- 4.2 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.
- 4.3 Absence from one (1) or more scheduled learning sessions on a specific day will be recorded as one (1) day of absence only.
- 4.4 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 5 for details.
- 4.5 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 placement facility in which the student undertook the original placement. The requirement to undertake make up hours for a professional practice education 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 ([Support for Students' 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, 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 practice education/fieldwork placements can also be determined by the Clinical Educator in consultation with the Academic Coordinator for Clinical Education and/or Head of Program and ratified by the BOE.

#### 5.1.2 Attendance

Unsatisfactory attendance at scheduled learning sessions.

#### 5.1.3 Behaviour

- Behaviour, which is consistently unprofessional, disruptive, volatile, or otherwise not aligned to the [MOT Charter](#), [Bond University Student Charter](#) and/or [Student Code of Conduct Policy SS 5.2.1](#) including health related matters which are not professionally self-managed.
- Behaviour which is considered in breach of any applicable documents which define or outlines professional behaviour, personal behaviour, fitness to practise, ethical behaviour or conduct established by organisations hosting students on placements.

#### 5.1.4 English Language Proficiency

In accordance with the guidelines of the Australian Health Practitioner Regulatory Agency (AHPRA) and Occupational Therapy Council of Australia, students must demonstrate proficiency in verbal communication in English to a standard that allows fluid, clear, and comprehensible two-way discussions for patient care, tailored to the local English-speaking audiences.

5.2 Support for 'Students Requiring Academic Support' (ref: [Support for Students' 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 remedial and/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 with the 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 borderline academic performance, communication, behaviour and/or professional attributes identified through academic performance, behaviour and /or professional attributes which whilst not warranting placement on the HSM ‘Students Requiring Academic Support’ register are deemed to be of borderline status and may still be identified as appropriate for referral to additional support services.



## 6 Management of Student Misconduct

Upon commencement of studies at Bond University, Bond students are automatically bound by the University's [Student Code of Conduct Policy SS5.2.1](#), Faculty's protocols and rules, and associated program charter and inherent requirements.

Students who are non-compliant to academic and professional standards are referred to the [Student Academic Misconduct Procedure](#) and/or [Student General Misconduct Procedure](#) (ref: [Student Code of Conduct Policy SS5.2.1](#)).

## ABBREVIATIONS:

ACOTE	Accreditation Council for Occupational Therapy Education in the United States of America
HSM	Health Sciences and Medicine
BOE	Board of Examiners
AQF	Australian Qualifications Framework
MOT	Master of Occupational Therapy
OTC	Occupational Therapy Council (Australia)
WFOT	World Federation of Occupational Therapists
SPEF – R2	Student Practice Evaluation Form – Revised Second Edition
OSCE	Objective Structured Clinical Examination
RP	Resit Pass
RF	Resit Fail
RM	Remediation Granted
UGP	Ungraded Pass
UGF	Ungraded Fail
SASQ	Student Affairs and Service Quality
WIL	Work-Integrated Learning
SIM	Simulated Educational Activities
AHPRA	Australian Health Practitioner Regulatory Agency
AD SASQ	Associate Dean Student Affairs and Service Quality
IELTS	International English Language Testing System

## USEFUL LINKS AND REFERENCES:

- [2023 ACOTE Standards and Interpretive Guide](#)
- [Occupational Therapy Council of Australia Accreditation Standards – December 2018](#)
- [Australian Qualifications Framework](#)

### University Policies / Faculty Protocols and Rules / Procedure

- [Accessibility and Inclusion](#)
- [Assessment Policy TL3.5.1](#)
  - [Assessment Procedure](#)
- [Bond University HDR Handbook](#)
- [Bond University Student Charter](#)
- [Enrolment Policy SS 5.4.4](#)
- [Fit to Practice](#)
- [HSM - Inherent Requirements - Occupational Therapy Program](#)
- [HSM - Student Charter - Occupational Therapy Program](#)
- [Sexual Harm Policy SS 5.8.3](#)
- [Student Code of Conduct Policy SS5.2.1](#)
- [Student Grievance Management Policy SS 5.8.1](#)
- [Student Wellbeing and Safety Policy SS 5.8.4](#)
- [Support for Students' Policy SS 5.8.2](#)