

**DOCTOR OF PHYSIOTHERAPY**  
**RULES OF ASSESSMENT AND PROGRESSION**  
**2026 COHORT**



**BOND  
UNIVERSITY**

**Program Code: CC63034**

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**Approved by: University Learning & Teaching Committee**

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### Disclaimer

This document provides clarification and information specific to assessment and progression for the Bond University Doctor of Physiotherapy program. While every effort is made to ensure accuracy and alignment with University policies and procedures, where any discrepancy occurs, University policy applies. In the section titled 'Related Documents', there is a list of relevant University policies and procedures. This document is subject to annual review and is approved in accordance with the University's Academic Governance Framework.

Note that these Rules of Assessment and Progression are **in addition to** the Academic Progress Policy, the Assessment Policy and Procedure, the Fitness to Practice Policy and Procedure and the Fitness to Study Procedure.

### Approvals

Faculty Learning and Teaching Committee	18 November 2025
University Learning and Teaching Committee	26 March 2026

### Related Documents

- [Academic Programs Policy](#)
- [Academic Progress Policy SS 5.4.5](#)
- [Assessment Policy TL 3.5.1](#)
- [Assessment Procedure](#)
- [Fitness to Practice Policy](#)
- [Fitness to Study Procedure](#)
- [Review of Results Procedure](#)
- [Student Code of Conduct Policy SS 5.2.1](#)
- [Student Review and Appeals Procedure](#)
- [Support for Students Policy SS 5.8.2](#)

For queries, please contact: [HS-Assessment@bond.edu.au](mailto:HS-Assessment@bond.edu.au)

# 1. Overview of the Structure of the Physiotherapy Program and Assessment

1.1. The duration of the Doctor of Physiotherapy (DPT) program is two (2) years full-time and consists of six (6) semesters, and nineteen (19) subjects. It is classified as an AQF Level 9 Masters Degree (Extended) program within the Australian Qualifications Framework (AQF). The semesters occur across three (3) calendar years:

- Year 1: May and September semesters
- Year 2: January, May, and September semesters
- Year 3: January semester

1.2. The subjects that make up the DPT program are presented on the table below:

Credit Points	Subject Name	Subject Code
20	Foundations of Physiotherapy	PHTY71-401
20	Physiotherapy: Musculoskeletal 1	PHTY71-402
15	Physiotherapy: Cardiorespiratory	PHTY71-403
10	Physiotherapy: Musculoskeletal 2	PHTY71-404
15	Physiotherapy: Neurological and Rehabilitation	PHTY71-405
10	Maximising Human Potential and Performance	PHTY72-414
15	Community Physiotherapy Across the Lifespan	PHTY72-412
15	Leadership, Management and Advocacy in Healthcare	PHTY72-418
5	Transition to Professional Practice	PHTY71-406
10	Clinical Practice of Physiotherapy: Unit 1	PHTY71-001
10	Clinical Practice of Physiotherapy: Unit 2	PHTY71-002
20	Physiotherapy: Evidence Based Practice Research – Part 1	PHTY72-419
20	Physiotherapy: Evidence Based Practice Research – Part 2	PHTY73-423
10	Clinical Practice of Physiotherapy: Unit 3	PHTY71-003
10	Clinical Practice of Physiotherapy: Unit 4	PHTY71-004
5	Physiotherapist: Work Ready	PHTY73-424
10	Clinical Practice of Physiotherapy: Unit 5	PHTY71-005
10	Clinical Practice of Physiotherapy: Unit 6	PHTY71-006
10	Clinical Practice of Physiotherapy: Unit 7	PHTY71-007

1.3. Assessment in the Doctor of Physiotherapy program is continuous and involves a range of formative and summative assessments, including tutorial/Problem Based Learning (PBL) evaluations, group participation evaluations, written examinations, Objective Structured Clinical Examinations (OSCE), seminar presentations, portfolios, written assessments, supervisor reports, mastery-based and workplace based clinical competency assessments. Details on assessment including loading and timelines are included in the relevant subject outlines and iLearn (learning management system) sites. All coursework and clinical-based subjects' assessments are criterion-referenced marking rubrics.

Consistent with Bond University [Assessment Policy TL 3.5.1](#) the grading systems relevant to the DPT Program are outlined in the [Assessment Procedure–Award of Grade Procedure–Schedule B](#).

- 1.4. Refer to the [Doctor of Physiotherapy Program Structure and Sequence plans](#) for the list of the 2026 Cohort DPT Program subject prerequisites and co-requisites. *Only students admitted into DPT CC-63034 will be eligible to enrol into the DPT subjects listed.*
- 1.5. Students returning to the Doctor of Physiotherapy program from a leave of absence (LOA) or required leave (Fitness to Study Procedure/Fitness to Practice Policy) may have conditions placed on their enrolment. This may include but is not limited to being required to complete assessment/s to demonstrate recency of clinical skills/knowledge and ensure they are safe to practice prior to enrolment in a subject which includes a practice education/fieldwork experience. Conditions may also include being required to pass all subjects in the enrolment period immediately following leave. Such conditions will be advised to the student in writing prior to enrolment as well as the consequences of failing to meet such conditions which may include further conditions being imposed or exclusion from the program.
  - 1.5.1 Fitness to Practice: Students must be capable of adhering to the University Fitness to Study and Practice requirements, including inherent requirements and expected standards of conduct, compliance, performance and capacity for safe practice. At times there may be instances when aspects of a student’s health, wellbeing and/or behaviours raise Fitness to Study and/or Fitness to Practice concerns. These concerns are managed in accordance with the University’s [Fitness to Study Procedure](#) and Fitness to Practice Procedure.
- 1.6. Students joining a different cohort for any reason (e.g., approved LOA, repeat subject or alternative requirement subject) will do so on the understanding that the assessment criteria and standards of the cohort they join will be applied.

## 2. DPT Coursework Subjects Rules of Progression

### 2.1. Overview

- 2.1.1 There are a number of assessment items for each coursework subject (all subjects excluding the Clinical Practice subjects). The Subject Outline (and associated iLearn site) for each subject states the Assessment Schedule and the weighting of each assessment item. **All assessment tasks must be submitted by the due date unless approved extension has been granted.**
- 2.1.2 Students must achieve a passing standard for the subject overall (50%). 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 supplementary or resit assessment may be available (refer to Supplementary Assessment Procedure and Resit Assessment Procedure).
- 2.1.4 Students cannot progress onto clinical placement until all pre-requisite coursework has been completed to a passing standard.
- 2.1.5 A student will be issued with an Academic Warning by the Head of Program if they fail any subject in the DPT program, as all subjects are compulsory subjects. See Academic Progress Policy section 4.3 for further information.

## 2.2. Deferred, Resit and Supplementary Coursework Assessment

### 2.2.1 Deferred Assessments

A student who experiences exceptional circumstances and is unable to sit a written assessment or Objective Structured Clinical Examination (OSCE) may be eligible to apply for a Deferred Assessment, provided it is an in-semester assessment or final semester examination. For a student completing a Deferred Assessment, the full scale of grades will be applicable.

2.2.1.1 Any student who requests a Deferred Assessment must make this request in writing (using the official [Extension of Assessment Item form](#) for the deferred assessment). The form must be submitted along with supporting documentation to evidence exceptional circumstances. Students can access the form via this link: [Extension of Assessment Item form](#) For further information, please refer to [Assessment Procedure – Deferred Examination Procedure Schedule E3 p11-12](#).

### 2.2.2 Resit Assessment

The resit assessment is a pass/fail assessment that may be granted to a DPT 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 resulted in the fail in accordance with the [Assessment Procedure - Resit Assessment Procedure - Schedule E5](#). Resit opportunities are outlined in each relevant 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 coordinator. A negotiated date for 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 when next available.

### 2.2.3 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 A student who has failed a coursework subject will meet with the Head of Discipline or delegate, and Student Affairs and Service Quality (SASQ) staff. The student will be formally informed that they are at risk of failing the DPT program based on professional and/or academic performance.

2.3.2 The student will be placed on the Faculty Academic Monitoring Register within the DPT program, to ensure they are able to access the Faculty and University support to assist them with their study and progression in the DPT program.

2.3.3 A revised study plan will be developed with the student and recorded on the student's file.

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

### 3. DPT Clinical Practice Subjects

Clinical Practice subjects make up a significant component of the DPT program and are designed to provide students with supervised opportunities to apply the theoretical and practical skills acquired in the preceding coursework subjects. All required compliance for clinical practice subjects must be completed and submitted by published due dates in accordance with the [compliance requirements](#) and [Physiotherapy Program Student Charter](#). Any student who does not meet compliance requirements will not be allocated to a clinical 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 within the program.

Clinical Practice subjects, **also referred to as Clinical Placement**, occur in a clinical workplace environment under the supervision of external physiotherapy and/or other allied health clinicians. The assessment schedule reflects this environment.

The overall grade awarded for a clinical practice subject, as listed below, will be competency-based Ungraded Pass/Ungraded Fail (UGP/UGF).

The **clinical practice subjects** included in the DPT program are:

Semester Offered	CP	Subject Name	Subject Code
May	10	Clinical Practice of Physiotherapy: Unit 1	PHTY71-001
May	10	Clinical Practice of Physiotherapy: Unit 2	PHTY71-002
Sep	10	Clinical Practice of Physiotherapy: Unit 3	PHTY71-003
Sept	10	Clinical Practice of Physiotherapy: Unit 4	PHTY71-004
Jan	10	Clinical Practice of Physiotherapy: Unit 5	PHTY71-005
Jan	10	Clinical Practice of Physiotherapy: Unit 6	PHTY71-006
Jan	10	Clinical Practice of Physiotherapy: Unit 7	PHTY71-007

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

#### Clinical Practice Assessment items:

- Assessment of Physiotherapy Practice (APP) scored by the external clinical supervisor (Formative Mid-subject / Summative End of Subject)
- Written assignments – Clinical Reflective Tasks

#### 3.1. Overview of the Rules of Progression (Clinical Practice Subjects)

- 3.1.1 Students will receive a mid-subject *formative* result (not including reflective tasks) for each clinical practice subject to assist them to remediate any deficiencies in performance prior to the end of clinical placement assessment when the student will be provided with a *summative* APP result.
- 3.1.2 Students must achieve a passing standard on the APP to pass a clinical practice subject. Students must meet the following criteria at the end of subject APP to be deemed competent on this assessment item:
- A minimum score of 50% overall
  - A minimum score of 50% in each of the combined domains of the APP:
    - Professional Behaviour + Communication and
    - Assessment + Analysis and Planning + Intervention + Evidence-based Practice and Risk Management.
  - A score of adequate or higher on the Global Rating Scale
- 3.1.3 A student who does not meet the competency requirements stipulated on the subject outline, will be deemed to have failed the subject and will be awarded an ungraded fail. The Resit

assessment will be an end of subject APP after the completion of the full five-week clinical practice subject, in accordance with the [Assessment Procedure – Resit Assessment Procedure – Schedule E5](#).

- 3.1.4 A student can repeat a clinical practice subject **ONCE** only. A second fail of the same subject will result in the student being excluded from the DPT program (ref: [Academic Progress Policy SS 4.5.3](#)).
- 3.1.5 A maximum of TWO (2) resit clinical practice subjects will be offered to students in the DPT program. Any student who fails a third resit clinical practice subject will be excluded from the program due to unsatisfactory academic progress (ref: [Academic Progress Policy SS 4.5.3](#)).

### 3.2 Process for Repeating Clinical Practice Subjects

- 3.2.1 A student who has failed to meet the competency requirements for a clinical practice subject will meet with the Academic Coordinator of Clinical Education, Head of Program, or their delegates, and a representative from SASQ. Access to the available support will be ensured to assist them with their study and further progression in the DPT program. A revised study plan will be developed and recorded on the student's file by SASQ.
- 3.2.2 The student will be placed on Faculty Academic Monitoring Register within the DPT program, to ensure they are able to access the Faculty and University support to assist them with their study and progression in the DPT program.
- 3.2.3 The student will be given the opportunity to repeat the clinical practice subject at an appropriate time when a placement in the required environment can be located. For the repeat clinical practice subject, the student will be placed with a different clinical supervisor in a different facility and clinical supervisor.

### 3.3 Process for Modifying Study Plans for Clinical Practice Subjects

- 3.3.1 A student who is unable to undertake a clinical practice subject in the designated period should in the first instance meet with the Head of Discipline (or designated delegate – such as Academic Coordinator of Clinical Education) to discuss options.
- 3.3.2 Students should note that a modified study plan in the DPT program is likely to impact their program completion time and graduation.

## 4. Attendance Requirements

### Overview

Doctor of Physiotherapy programs are by nature intensive, and include resource sessions, forums, seminars, workshops, tutorials, anatomy laboratory, practical sessions, clinical skills sessions, simulation 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 timetabled sessions (ref: [Assessment Procedure – Class Attendance and Participation Procedure Schedule C](#)).

### 4.1 Coursework Requirements:

- 4.1.1 It is the student's responsibility to ensure that they adhere to the attendance requirements and are aware of their attendance status (ref: [Assessment Procedure – Class Attendance and Participation Procedure Schedule C p7](#), & *Section 5.1.2. – Attendance Requirements*).
- 4.1.2 Students are expected to complete the "Notification of Absence" process for any intended or unintended absence in the subject iLearn area.

## 4.2 Clinical Placement Requirements:

- 4.2.1 All clinical placement days are compulsory, and if a student is absent, they must notify the educator, the clinical support, and the clinical team as soon as possible in line with both the University and the Placement site procedures. A medical certificate must be provided for two or more consecutive days of absence.
- 4.2.2 Students are permitted to have no more than ten (10) working days of absences across all compulsory clinical practice subjects before they may be required to make up the clinical placement hours.
- 4.2.3 Leave of absence during clinical placements for reasons other than the student health requirements will only be granted in exceptional circumstances.
- 4.2.4 Should a student exceed five (5) days of absences within one clinical practice subject, they will be notified by the respective clinical Subject Convener to submit a request for deferred assessment. A meeting will be scheduled with the clinical Subject Convener, a representative of SASQ and the Head of Program, or their delegates, to determine progression in the Clinical placement subject and any make-up hours that may be undertaken.
- 4.2.5 Following completion of all clinical subjects, the total number of absences across all clinical subjects will be calculated, and make-up hours will be scheduled. There are no guarantees that any make-up hours granted will be possible in the clinical placement facility in which the student undertook the original placement.
- 4.2.6 The requirement to undertake make-up hours for a clinical placement subject may result in a delayed progression through the DPT program.

## 5. Students Requiring Support (Academic or Personal)

### Overview

The Faculty of Health Sciences & Medicine is dedicated to shaping professionals who are distinguished, not just by their 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 who are placed on the Faculty Academic Monitoring Register and require 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 Clinical Practice subjects 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 [Doctor of Physiotherapy Program 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 outline 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) 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 placed on the Faculty Academic Monitoring Register (ref: [Support for Students' Policy SS 5.8.2](#)).

5.2.1 The Faculty aims to ensure that students in need of support are identified as soon as possible and that appropriate supports are implemented.

5.2.2 At the end of each semester, the BOE identify students as requiring academic support will be placed on the Faculty Academic Monitoring Register and are 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 Discipline 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.

5.2.3 Students in need of support may also be identified through low academic performance (their semesterly GPA is a fail or within one standard deviation), communication, behaviour and/or professional attributes. Whilst not warranting placement on the Faculty Academic Monitoring Register such students may be deemed to be of low academic status and may still be identified as appropriate for referral to additional support services as deemed necessary.

5.2.3.1 Students identified as appropriate for referral to support services will be strongly recommended to participate in remedial and/or support activities identified by the Head of Discipline, Learning and Teaching Lead or Coordinator of Clinical Education. The remedial and/or support activities may include but are not limited to the following:

- a) Scheduled meetings with the Head of Discipline/Academic Lead for Student Support
- b) Scheduled meetings with SASQ
- c) Scheduled meetings with the Academic Coordinator of Clinical Education
- d) Scheduled meetings with the Subject Convenor
- e) Scheduled meetings with Accessibility and Inclusion Office
- f) Development of a Learning Access Plan (LAP)

## 6. Management of Allegations of Student Misconduct

Upon confirmation of enrolment, Bond students are bound by all the University's policies and procedures including the [Student Code of Conduct Policy SS5.2.1](#), [Faculty protocols and rules](#), and associated program charter and inherent requirements, and the [AHPRA Code of Conduct](#). Students who fail to adhere to academic and professional standards

are managed under the [Student Code of Conduct Policy SS5.2.1](#) and the relevant associated procedure ([Student Academic Misconduct Procedure](#) and/or [Student General Misconduct Procedure](#)).

### **Abbreviations**

AD – SASQ – Associate Dean Student Affairs and Service Quality  
AHPRA - Australian Health Practitioner Regulatory Agency  
APP – Assessment of Physiotherapy Practice  
AQF – Australian Qualifications Framework  
BOE – Board of Examiners  
DPT – Doctor of Physiotherapy  
HSM – Health Sciences & Medicine  
IELTS – International English Language Testing System  
LAP – Learning Access Plan  
OSCE – Objective Structured Clinical Examination  
RF – Resit Fail  
RM – Remediation Granted  
RP – Resit Pass  
SASQ – Student Affairs and Service Quality  
SIM – Simulated Educational Activities  
UGF- Ungraded Fail  
UGP- Ungraded Pass  
WIL – Work-Integrated Learning

### **Useful Links and References**

[Australian Qualifications Framework](#)

### **University Policies / Faculty Protocols and Rules / Procedures**

All policies and procedures are presented on the following webpage  
[Policies and forms | Bond University | Gold Coast, Queensland, Australia](#)