

FACULTY OF HEALTH SCIENCES AND MEDICINE

OCCUPATIONAL THERAPY PROGRAM RULES OF ASSESSMENT AND PROGRESSION

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: TO BE ADVISED – post FLTC and ULTC update



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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 or Procedures. It is intended to provide additional clarification and information specific to the Bond University Occupational Therapy subjects and program.

Approvals:

Faculty Learning and Teaching Committee	
University Learning and Teaching Committee	
Academic Senate	

This document is subject to review on an annual basis.

RELATED DOCUMENTS

- ❖ [Assessment Policy TL 3.5.1](#)
- ❖ [Assessment Procedure](#)
- ❖ [Student Code of Conduct Policy SS 5.2.1](#)
- ❖ [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 of Occupational Therapy (AQF-level 8; 40 credit points);
 - Graduate Diploma of Occupational Therapy (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 of 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 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 [2018 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 [2018 ACOTE OTM Standard A.4.7](#).

1.6 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 is embedded within the program and includes work integrated learning, simulations, case studies, community-engaged learning experiences, as well as block placements. The block placements are assessed using the Student Practice Evaluation Form – Revised Second Edition (SPEF-R2).

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

Semester offered	CP	Subject Name	Subject Code
May/Sept	10	Foundations of Occupational Therapy	OCTY71-100
Sept	10	Health Conditions and Multidisciplinary Management	OCTY71-101
Sept	10	Neuroscience for Health Professionals	OCTY71-102
May/Jan	10	Enabling Environments: A Systems Approach	OCTY71-103
Jan	10	Engage: In Occupation	OCTY71-104
Jan	10	Enable: Occupational Performance	OCTY71-105
Sept	10	Occupational Therapy Roles and Responsibilities	OCTY71-106
Jan/Sept	10	Evidence Based Practice for Health Professionals	OCTY71-107
May	10	Occupational Therapy: Work	OCTY71-108
May	10	Occupational Therapy: Learn, Play, Connect	OCTY71-109
May	10	Occupational Therapy: Independence and Participation	OCTY71-110
May	10	The New Global Occupational Therapist	OCTY71-111
May/Jan	10	Promoting the Occupational Health and Well-being of Communities	OCTY71-112
Jan	10	The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113
Jan	10	Health Research Design & Planning	OCTY71-401
May	10	*Health Professional Research Internship A	OCTY71-402
Sept/May	10	*Health Professional Research Internship B	OCTY71-403
Sept/May	10	**Capstone Research Project	OCTY71-404
	10	**Business Elective Subject	
Sept	30	Professional Practice in Occupational Therapy I	OCTY73-700
Jan	30	Professional Practice in Occupational Therapy II	OCTY73-701
May	10	Managing People or Educating the Health Workforce or other approved alternative	MGMT71-104 or HYPER 114

*Only students completing the Clinical Research stream will complete OCTY-71-402 and OCTY71-403.

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

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

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 p4.

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
Enable: Occupational Performance	OCTY71-105	OCTY71-100
Occupational Therapy Roles and Responsibilities	OCTY71-106	OCTY71-100
Evidence Based Practice for Health Professionals	OCTY71-107	NIL
Occupational Therapy: Work	OCTY71-108	OCTY71-100
Occupational Therapy: Learn, Play, Connect	OCTY71-109	OCTY71-100, OCTY71-102 and OCTY71-103
Occupational Therapy: Independence and Participation	OCTY71-110	NIL
The New Global Occupational Therapist	OCTY71-111	OCTY71-101 and OCTY71-110
Promoting the Occupational Health and Well-being of Communities	OCTY71-112	OCTY71-101

The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113	OCTY71-106
Health Research Design & Planning	OCTY71-401	OCTY71-107
*Health Professional Research Internship A	OCTY71-402	OCTY71-401
*Health Professional Research Internship B	OCTY71-403	OCTY71-402
**Capstone Research Project	OCTY71-404	OCTY71-401
**Business Elective Subject		NIL
Managing People OR Educating the Health Workforce	MGMT71-401 or HPER-124	NIL
Professional Practice in Occupational Therapy I	OCTY73-700	OCTY71-108 OCTY71-109 OCTY71-110
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/Health Innovation 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 MOT Program are:

CP	Subject Name	Subject Code
10	Foundations of Occupational Therapy	OCTY71-100
10	Health Conditions and Multidisciplinary Management	OCTY71-101
10	Neuroscience for Health Professionals	OCTY71-102
10	Enabling Environments: A Systems Approach	OCTY71-103
10	Engage: In Occupation	OCTY71-104
10	Enable: Occupational Performance	OCTY71-105
10	Occupational Therapy Roles and Responsibilities	OCTY71-106
10	Evidence Based Practice for Health Professionals	OCTY71-107
10	Occupational Therapy: Work	OCTY71-108
10	Occupational Therapy: Learn, Play, Connect	OCTY71-109
10	Occupational Therapy: Independence and Participation	OCTY71-110
10	The New Global Occupational Therapist	OCTY71-111

10	Promoting the Occupational Health and Well-being of Communities	OCTY71-112
10	The Occupational Therapy Professional: Practice, Standards and Quality	OCTY71-113
10	Health Research Design & Planning	OCTY71-401
10	*Health Professional Research Internship A	OCTY71-402
10	*Health Professional Research Internship B	OCTY71-403
10	**Capstone Research Project	OCTY71-404
10	**Business or Health Innovation Elective Subject	
10	Managing People OR Educating the Health Workforce	MGMT71-401 or HPER-114

**Only students completing the research stream will complete OCTY71-402 and OCTY71-403.*

***Only students completing the business stream will complete OCTY71-404 and a Business/Health Innovation elective.*

Coursework subjects are conducted on campus (except for some fieldwork 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 reports
- 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 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 supplementary or resit assessment may be available (refer to Supplementary Assessment Procedure and Resit Assessment Procedure). 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 may be offered in the MOT program. If a student fails an assessment or level I placement and is not eligible for a resit, the subject will need to be repeated when it is next offered.

- 2.1.4 A fail in the Resit Assessment item will result in a grade of RF (resit fail) for the subject overall.
- 2.1.5 The MOT program is designed such that each coursework subject builds on the knowledge and skills acquired in preceding coursework and practice education/fieldwork subjects. For this reason, most coursework must be passed to proceed within the MOT program. An overall Fail in a coursework subject means that the student is unable to progress into the clinical placement subject, or into the subsequent coursework subjects for which the failed subject was a prerequisite.
- 2.1.6 Should a student fail a coursework subject; they will be given the opportunity to repeat the coursework subject when it is offered next. 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](#).

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, practical skills 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.

Any student who requests a deferred assessment must make this request in writing (using the official Deferred Examination Application form) for the deferred assessment. The form must be submitted along with supporting document to evidence exceptional circumstances. Students can access the form via the Bond website: [Deferred Assessment Application](#). For further information, please refer to the [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 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 p14](#).

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 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 / Deferred Assessment will use the same process as the main assessment. For a student completing a Deferred Assessment, the full scale of grades will be applicable. Please refer to the [Bond University Assessment Procedure – Award of Grade Procedure Schedule B](#) – p5 for the grading systems relevant to the MOT Program and [Assessment Policy](#).

2.2.4 Supplementary Assessment

A supplementary assessment is an assessment that may be granted at the discretion of the Executive Dean or delegate to a student who:

- has failed the final subject of their program, undertaken in their last semester required for graduation; or
- has failed a subject in their penultimate semester and this subject is required for graduation and it or an alternative subject is not offered in their last semester. For further information, please refer to [Assessment Procedure – Deferred Examination Procedure Schedule E4 p13](#).

2.3 Process for repeating coursework subjects

2.3.1 A student who has failed a coursework subject will be 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 clinical practice once the coursework subject has been successfully passed.

3. Overview of MOT Professional Practice Education Subjects

In accordance with the requirements of the Occupational Therapy Council of Australia (OTC), the Accreditation Council for Occupational Therapy Education programs in the United States (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. Practice education includes supervised and assessed experiential learning activities conducted on-campus, virtually or in external clinical and community settings. Successful completion of all practice education experiences outlined below are required to complete the degree program.

The professional practice education/fieldwork experiences included in the OT program are:

Subject	Semester	Category (Fieldwork Level I, Fieldwork Level II)	Practice Setting and Supervision Model	Hours Work-Integrated Learning (WIL)	Other/SIM
OCTY71-100	1st May/Sept	Level Ia (PREP) Fieldwork	Preparation for Placement <ul style="list-style-type: none"> Satisfactory completion of all Compliance requirements as per HSM Compliance Handbook. QLD Health Mandatory Training Attendance and participation at Preparing for Practice Education briefing- to be facilitated by ACCE and scheduled during class in OCTY100. Submission of a Learning Plan for 1st Level I experience- "Connecting with Community" 		10
OCTY71-109	Across year 1	Level Ia Community Fieldwork	Connecting with Community Community-settings, Service-learning, inter-professional and faculty supervision	20	
OCTY71-109	3 rd or 4 th May	Level Ib Fieldwork	Paediatrics/ Early Intervention/School-based Simulated- Complex Paediatrics (20) + observation child development (10)	10	20 (SIM)

OCTY71-111	4 th or 6 th May	Level Ic Fieldwork	The New Global OT Role-emerging/non-traditional; Faculty-led Fieldtrips and service-learning activities in role-emerging practice settings	30	
OCTY71-402 or 404	3 rd or 4 th May	Level Id Fieldwork	Innovation Project Internship Engagement with community partners on quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection, dissemination	20	
OCTY73-700	4 th or 5 th September	Level II Fieldwork	External Assessed using SPEF-R2	480	
OCTY73-701	5 th or 6 th January	Level II Fieldwork	External Assessed using SPEF-R2	480	
Total Level I	110 hours				
Total Level II	960 hours				
Total WIL	1040 WIL				
Total Fieldwork	1,070 hours				

Professional Practice subjects occur in a clinical or community-based workplace environment under the supervision of AHPRA registered occupational therapists and/or other qualified professionals.

The assessment process for practice education/ fieldwork placement 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: 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 Subjects

3.1.1 All required compliance for placement must be completed and submitted by published due dates in accordance with the [Fit to Practice Hub](#) and [Occupational Therapy Program Student Charter](#). Any student who is not Fit to

Practice for placement will not be allocated to a practice education placement. 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 (OCTY73-700 and OCTY73-701), the clinical educator will be using the SPEF-R2 to assess the student's performance.

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

3.1.4 Modified versions of the SPEF-R2 and/or specific marking criteria and rubrics will be used to assess short (level I) and embedded practice education experiences.

The SPEF-R2 assesses performance across a range of domains including:

1. Professional Behaviours
2. Self-Management Skills
3. Co-worker Communication
4. Communication Skills
5. Documentation
6. Information Gathering
7. Service Provision
8. Service Evaluation
9. Project and consultative performance

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

3.1.6 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 Student Support Policy SS 5.8.2. If there is insufficient evidence of remediation in response to areas of concern and feedback on the SPEFR-2 assessment and significant safety concerns remain after a period of remediation, the placement may be terminated early, and the student will be given a fail grade.

3.1.7 **Appeal process:** In rare circumstances where a student perceives an unfair fail grade for a practice education subject, they can submit their appeal to the 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.

If student is not satisfied with the decision, students may put in their request to review / appeal the decision to the Executive Dean or delegate of the Faculty. If student is not satisfied with the decision, students may put in their request to review / appeal the decision to the University Appeals Committee. For further details, please refer to [Student Grievance Management Policy SS5.8.1](#).

3.1.8 If the Fail grade is found to be justifiable by University, the student will have to extend the placement either at current site or a new site within an approved time-limited period whereby the specific 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 and for successful progression in the program.

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

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.

3.1.9 A student is only able to repeat a Practice Education/Fieldwork placement subject **ONCE**. A second fail of the same subject may result in the student being excluded from the MOT program (ref: [Academic Progress Policy SS 5.4.5](#)).

3.2 Process for Repeat Professional Practice Education Subjects

3.2.1 A student who fails a 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. An Individual Support Plan (ISP) and learning contract will be developed and recorded on the student's file.

3.2.2 Resit grades are not available for practice education placement subjects as the assessment process is continuous and there are embedded formative assessments throughout the course. In the event of placement failure, the

student will be offered an opportunity to repeat the entire placement subject, and all placement hours.

3.2.3 Deferred Professional Practice

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

3.2.4 Withdrawal from a placement subject is likely to result in delayed course progression.

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

4. Attendance 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 p7).

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 has been granted by the Head of Program.

4.1 Policy

4.1.1 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 p7).

4.1.2 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.

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

4.1.4 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.

4.1.5 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, or limited proficiency in English communication including but not limited to the following:

5.1.1 Academic performance

Unsatisfactory academic performance as determined by performance in formal assessments and examinations as ratified by the Board of Examiners (BOE) at the end of each semester. Unsatisfactory academic performance in practice education placements can also be determined by the Clinical Educator in consultation with the Academic Coordinator for Clinical Education and/or Head of Program.

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 Bond University Student Code of Conduct 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. Faculty Management of Student Misconduct

6.1 Behaviour, which is considered to be consistently unprofessional, disruptive, volatile or found to be in breach of the [Student Code of Conduct Policy SS5.2.1](#), [Sexual Harm Policy SS 5.8.3](#), [Bond University Student Charter](#), [HSM - Student Charter - Occupational Therapy Program](#), and [HSM - Inherent Requirements - Occupational Therapy Program](#) including health related matters which are not professionally self-managed is considered student misconduct.

- 6.2 Behaviour which is considered in breach of any applicable documents which defines or outlines professional behaviour, personal behaviour, fitness to practice, ethical behaviour or conduct established by organisations hosting students on placements is likewise deemed misconduct.
- 6.3 The Head of Program or subject convenor may receive a recommendation from any academic/clinician/staff member or delegate concerning performance, attendance, or behaviour by a student.
- 6.3.1 The Head of Program or subject convenor will be required to meet with the student within two (2) weeks (10 business days) of receiving the notification of concerning behaviour.
- 6.3.2 The Head of Program may determine if the matter should be referred to the Faculty SASQ Manager / AD-SASQ (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

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

SASQ – Student Affairs and Service Quality

ISP – Individual Support Plan

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:

- [Assessment Policy TL3.5.1](#)
– [Assessment Procedure](#)
- [Support for Students' Policy SS 5.8.2](#)
- [Enrolment Policy SS 5.4.4](#)
- [Student Code of Conduct Policy SS5.2.1](#)
- [Student Wellbeing and Safety Policy SS 5.8.4](#)

- [Student Grievance Management Policy SS 5.8.1](#)
- [Sexual Harm Policy SS 5.8.3](#)
- [Bond University Student Charter](#)
- [HSM - Student Charter - Occupational Therapy Program](#)
- [Fit to Practice](#)
- [HSM - Inherent Requirements - Occupational Therapy Program](#)
- [Accessibility and Inclusion](#)
- [Bond University Student Charter](#)
- [HSM - Student Charter - Occupational Therapy Program](#)
- [Fit to Practice Hub](#)
- [Occupational Therapy Council of Australia Accreditation Standards – December 2018](#)
- [2018 ACOTE Standards and Interpretive Guide](#)
- [Bond University HDR Handbook](#)
- [Australian Qualifications Framework](#)