



**BOND
UNIVERSITY**
FACULTY OF HEALTH SCIENCES
& MEDICINE

Student Practice Education Manual

**Master of Occupational
Therapy Program**

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Section 1: General Information

1.1 Purpose of the manual

This manual provides essential information relevant to practice education in which students engage as part of the curriculum across the two-year Master of Occupational Therapy (MOT) program at Bond University. Practice education is an integral and vital process that provides students with learning experiences designed to integrate knowledge and skills at progressively higher levels of responsibility and performance over the two-year program.

1.2 Practice Education within the Program

The Bond University Occupational Therapy Program is accredited by The [Occupational Therapy Council \(OTC\)](#), The [Accreditation Council for Occupational Therapy Education: ACOTE](#), The [World Federation of Occupational Therapy \(WFOT\)](#). Standards relating to practice education are outlined in this manual.

The Program includes over 1000 hours of practice education to exceed minimum requirements and to provide students with opportunities to translate theory into practice and consolidate their practice skills. Practice education experiences are an integral component of occupational therapy entry-level education, in which students learn to integrate knowledge, professional reasoning and professional behaviour, and develop the knowledge, skills, and attitudes required to the level of competence expected of qualifying occupational therapists.

At Bond University, practice education, also known as 'fieldwork', 'clinical education', 'placement', 'work integrated learning', 'internship' or 'service learning' is spread throughout the program, from the first semester to the last. Accreditation bodies require you to demonstrate that you are compliant and can adhere to minimum safety standards before progressing to practice education. For this reason, hurdle assessments are included in our curriculum, prior to our practice education experiences.

Practice education includes a range of practical learning activities, such as problem-based case study work, video assessments, simulation, in-depth, evidence-informed reflective practice, and work-integrated learning placements in community health and social care settings. The practice education requirements will be graded to allow you to develop and consolidate your skills and gain foundational experience in various practice settings relevant to occupational therapy. An overview of the practice education program by semester is provided below in [Table 1](#).

Please note that paid or voluntary work completed outside of the context of the Program will not be counted towards placement hours but may be valuable for future practice.

While studying the program, the University will register you with the Occupational Therapy Board of Australia as a registered student. This requires you to uphold the standards of practice required by national law to protect the public. For more information about student registration, please visit <http://www.ahpra.gov.au/Registration/Student-Registrations.aspx>. Please note that you do not need to register individually with AHPRA, as the University will complete this on your behalf.

1.3 Contact details

Within the OT program at Bond, the OT Practice Education team is the primary point of contact for students, placement supervisors and agencies regarding practice education. Each placement level (I and II) has one Academic Coordinator of Practice Education (ACPE) who works with the Health Sciences and Medicine (HSM) Placements team to organise placements. The HSM Placements team manages the procedures and administration related to student placements. Bond also has an HSM Compliance team that manages all policies, procedures and documentation required for students to maintain compliance across HSM programs. The HSM Compliance team are available for a meeting or can arrange a drop-in session early in the May and September semesters.

For all placement-related queries and support, please refer to the following key contacts:

- **OT Practice Education Team:** Kellie Tune, Carla Lage & Beth Mozolic-Staunton
(OTClined@Bond.edu.au) - central email for all placement-related communications. Please CC OTClined even if contacting an individual ACPE; for general enquiries, email OTClined).
- **Placement Level and assigned ACPE:**
 - Level I Placements: Senior Teaching Fellow Carla Lage (clage@bond.edu.au | +61 7 5595 2628)
 - Level II Placements: Assistant Professor Kellie Tune (ktune@bond.edu.au | +61 7 5595 1411)
- **HSM Placements Team:** hs-placements@bond.edu.au
- **HSM Compliance Team:** HSMCompliance@bond.edu.au

1.4 Practice education by Semester/Subject for Master of OT

Table 1. Overview of the practice education program by semester

Subject	Semester Offered	Category	Practice Setting and Supervision Model	Required Hours
OCTY71-100	May / September	Level Ia – Preparation and Compliance	Preparation for Placement - Satisfactory completion of all Compliance requirements - QLD Health Mandatory Training - Attendance and participation at Preparing for Practice Education briefings (Weeks 6 & 10 in OCTY71-100) - Confirmation of readiness for safe practice through satisfactory completion of prerequisite skill assessments in OCTY71-100 and demonstration of foundational professional behaviours	10
OCTY71-109	Across First Year	Level Ia Fieldwork	Connecting with Community Community-settings, Service-learning, inter-professional and faculty supervision	20
OCTY71-109	May	Level Ib Fieldwork	Paediatrics/ Early Intervention/School-based Simulation/ supervised complex paediatrics + observation child development	30
OCTY71-111	May	Level Ic Fieldwork	The New Global OT Role-emerging/non-traditional; Faculty-led	30
MOT advanced research subjects (OCTY71-401, 402, 403 or 404)	Jan-May/Sept	Level II Fieldwork	Innovation Project Internship Engagement with community partners on research and/or quality improvement activities. This may include stakeholder engagement, site visits, clinic participation, project administration, recruitment, data collection and dissemination under supervision of Bond academic. Assessed with SPEFR-2 (Stream B- Project/Consultancy placement).	4 weeks (full-time equivalent) = 160 hours
OCTY73-700	4 th or 5 th September	Level II Fieldwork	Clinical placement Assessed using SPEF-R2	10 weeks x 40 hrs/wk equivalent= 400 hrs
OCTY73-701	5 th or 6 th January	Level II Fieldwork	Clinical placement Assessed using SPEF-R2	10 weeks x 40 hrs/wk equivalent= 400 hrs
Total Level I			90 hours	
Total Level II = 960 hours			24 weeks x 40 hrs/week equivalent	
Total Practice Education/Fieldwork			1050 hours (includes 10 hrs preparation of Compliance requirements)	

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

Section 2: Bond MOT Placements

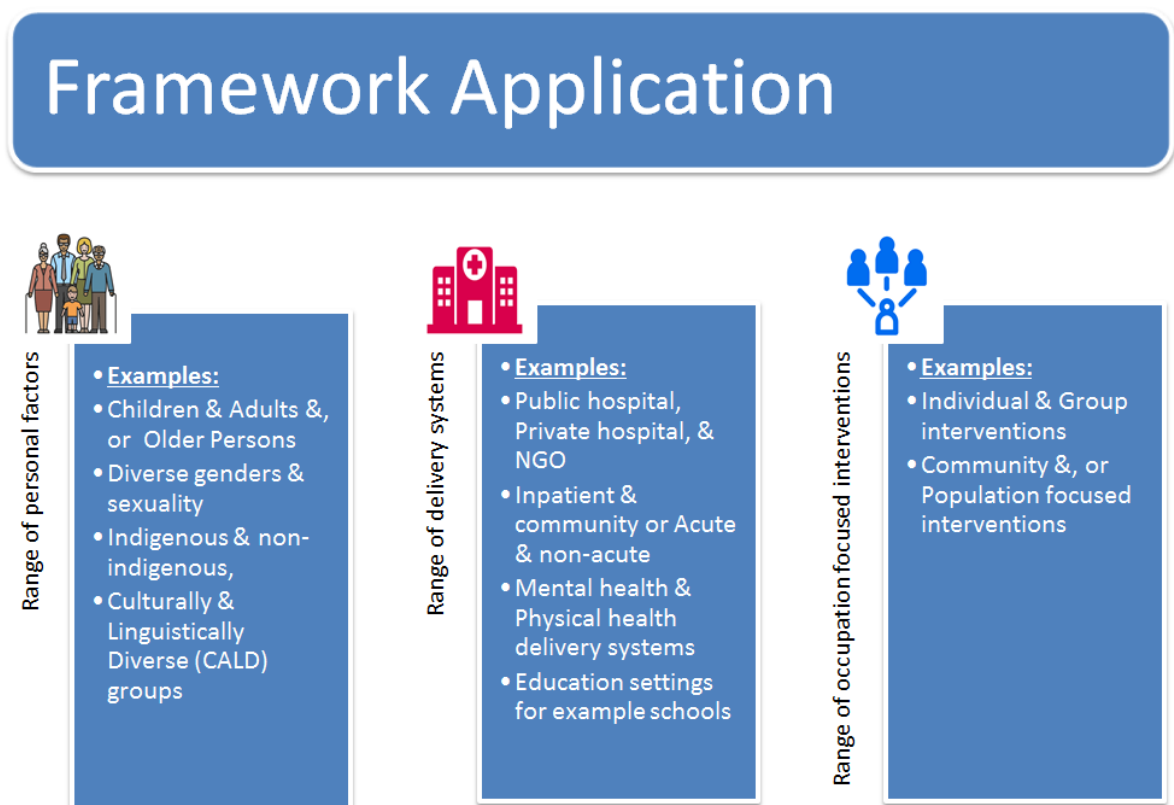
2.1 Bond MOT Practice Education Framework

Prior to graduation, MOT students are required to complete a variety of placements, in accordance with WFOT, the Occupational Therapy Council of Australia and ACOTE requirements. This includes a “depth and breadth of experiences” that requires students to integrate skills, attitudes, and knowledge to practice with a range of different people with different needs and in a variety of contexts. Practice education experiences must include a range of age groups, clients who have recently acquired and/or have long-standing health needs, and interventions that focus on the person, the environment and occupation. ([WFOT](#), 2026).

Students will also have practice education experiences that meet the following WFOT requirements:

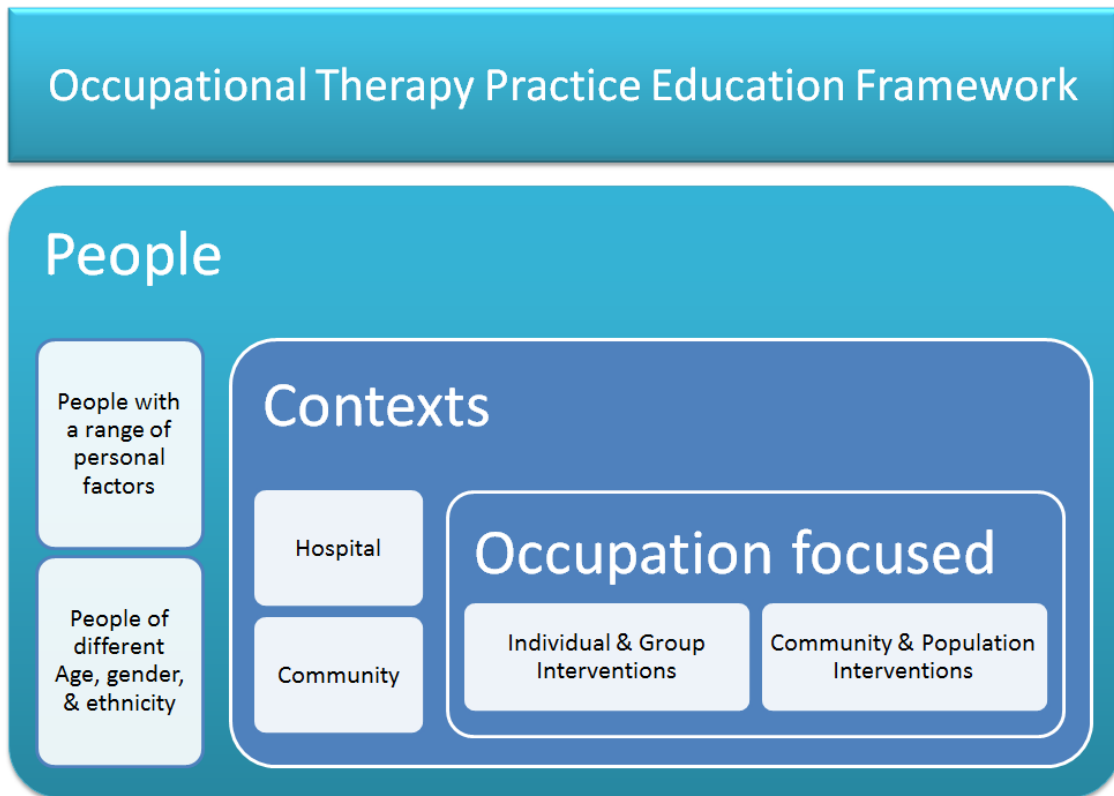
- A range of personal factors, such as age, gender, ethnicity, that are reflective of the population that will be recipients of occupational therapy;
- Individual, community/group and population approaches;
- Health conditions that affect different aspects of body structure and function that cause different kinds of activity limitations;
- Different delivery systems that include traditional and non-traditional settings, for example, hospital and community, public and private, health and educational, urban and rural, and local and global.

Some examples to aid the application of the framework in practice are given in the figure below:



Students are required to pass all Level I and Level II practice education placements prior to graduation.

The Bond University Master of Occupational Therapy Program Practice Education Framework is summarised in the figure below:



2.2 Level I Fieldwork

Level I placements are integral to the program's curriculum design and include experiences designed to enrich coursework through directed observation and participation in selected aspects of the occupational therapy process. These experiences *are not intended* to involve independent performance of occupational therapy services.

Qualified personnel for supervised Level I placement include, but are not limited to, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses and physiotherapists ([AOTA](#), 2026). Our supervision requirements are consistent with the [OTC](#) & the [ACOTE C Standards](#). Students may also receive supervision from the Bond University occupational therapy program team through mandatory pre- and post-placement briefings. Students are assessed by their university-allocated supervisor, informed by feedback from site supervisors, and are expected to proactively negotiate and receive supervision as per the workbook guidelines for each practice education experience.

Services may be provided to a variety of populations across different settings. Experiences may include those directly related to occupational therapy, as well as other situations, to enhance understanding of the developmental stages, tasks, occupations and roles of individuals through the lifespan. Level I placement may also include service management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include people with and without disabilities, age-specific or diagnosis-specific clients.

Level I placements are delivered as short, structured learning experiences embedded throughout the curriculum. Across designated coursework subjects, students complete a minimum of 90 hours of Level I practice education across three levels:

- **Level Ia, Connecting with Community**, involves 20 hours of community-engaged practice education with a local human services organisation, negotiated flexibly across the year. Students engage in directed observation and participation within community settings, developing their understanding of the enablers and barriers to occupational performance for the populations they encounter. This may include supporting group programs, camps, mental health services, aged care initiatives or inclusion-focused activities within a partner organisation.
- **Level Ib, [Learn Play Connect](#)**, is a 30-hour simulated practice education experience delivered across 12 weeks using the licensed SIMUCASE platform, focused on paediatric practice and child development. Students attend timetabled briefing and debriefing sessions, either on campus or remotely, and complete self-directed simulation activities in the early weeks of the semester. Supervision is provided by academic and clinical staff during these sessions, supporting students in building clinical reasoning, self-reflection, and professional competence in a structured environment.
- **Level Ic, [The New Global Occupational Therapist](#)**, is also delivered as 30 hours across 12 weeks and focuses on community, primary care and non-traditional occupational therapy practice contexts, with an emphasis on populations experiencing marginalisation or barriers to participation. Students take part in a Theatre of the Oppressed production, a service user interview, a site visit, weekly supervision sessions and an advocacy panel, alongside self-directed study. This experience places particular weight on applying occupational therapy and ACOTE competency standards within complex, systemic practice contexts.

2.2.1 Level Ia Placement Allocation Process

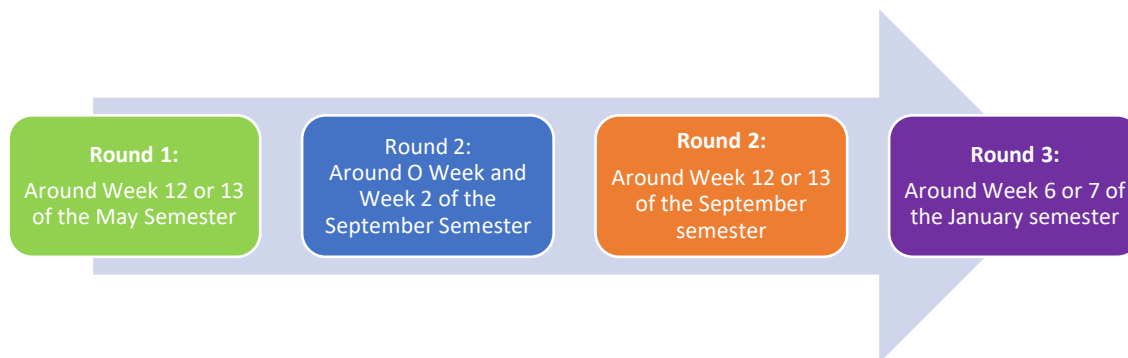
Level Ia are your first placement experience in the program and the only placement that occurs across two subjects. Preparation for Level Ia placements occurs in **OCTY71-100 Foundations of Occupational Therapy**, as part of **Assessment Task 4**, in which students complete **Part A** of the Level Ia Workbook and all required [Compliance](#) tasks on [Osler](#). The Level Ia placement takes place after the successful completion of OCTY71-100 and is finalised in **OCTY71-109 Learn, Play, Connect**, as part of **Assessment Task 4**, in which **Part B** of the workbook is submitted by week 12. Please refer to the [HSM Rules of Assessment and Progression](#) for overarching program progression requirements.

Table 2. Level Ia Placement Timeline

Stage	Week / Timing	Tasks to Complete	Where it's submitted/checked
Preparation for Placement (Part A – within OCTY71-100)	Weeks 1–9	- Prepare to complete all compliance tasks and upload required documentation to Osler (e.g. vaccinations, police check, NDIS Worker Screening, QLD Health Training, First Aid, CPR, etc) - Attend the mandatory Preparing for Practice Education briefings (Weeks 6 & 10).	Osler (Compliance) iLearn (OCTY71-100 Assessment, Task 4)
Preparation for Placement (Part A – within OCTY71-100)	Week 10	- Submit Assessment Task 4: Practice Education – Preparation for Placement (Workbook, Part A). - Submit Compliance evidence to Osler.	Osler (Compliance) iLearn (OCTY71-100 Assessment, Task 4)
Placement Allocation	See allocation timeframe	Eligibility for Level Ia placement allocation is confirmed when students have: - Passed OCTY71-100 and completed all Compliance requirements on Osler. - Demonstrated readiness for safe practice through satisfactory completion of prerequisite skill assessments and foundational professional behaviours.	iLearn (OCTY71-100 Assessment, Task 4) Occupational Therapy Practice Education Team
During Placement	Throughout the year (may occur outside semester dates if required)	- Complete Level Ia Placement & complete Part B of the Workbook. - Practice Education Log completed and signed by your on-site and academic supervisor.	iLearn (OCTY71-100 Assessment, Task 4) MS Teams
Post-Placement Submission (Part B – within OCTY71-109)	Week 12 of OCTY71-109	Submit your signed Practice Education Log, Supervisor Evaluation Form and Level Ia Workbook (Part B).	iLearn (OCTY71-109 Assessment, Task 4) MS Teams

2.2.2 Level 1a Allocation Timeframe

Placements are usually allocated around key program checkpoints each semester. Exact dates vary depending on agency availability and student readiness. The approximate allocation timeframe is:



If you are not allocated to a placement in the current round (e.g., due to non-compliance or not passing mandatory skills tests), you will only be considered for the next allocation round if you meet the conditions for allocation outlined in Allocation Criteria (see next [subsection](#)). Students are encouraged to use this time to consolidate skills and engage with recommended supports to prepare for readiness. Delays in allocation may impact program progression.

2.2.3 Allocation criteria

It is an accreditation requirement that students demonstrate fitness for practice before interacting with the public. Allocation to placements, therefore, depends on your progress in the program and your ability to meet the competency expectations required for safe practice, as outlined in the [OTC Standards](#), specifically Domain 1, criteria 1.2 and 1.3, which relate to being compliant and ready for community interaction. This means you must:

- Be fully compliant with all Compliance requirements (e.g., Blue Card, Police Check, vaccinations, First Aid and CPR certificates, etc).
- Pass the hurdle skills assessments that demonstrate your readiness to engage safely and professionally with the community.
- Demonstrate professional behaviour in line with accreditation standards, which includes maintaining a respectful and safe learning environment, demonstrating accountability, appropriate communication and ethical conduct across academic and practice settings.

2.2.4 Level 1a Reallocations and availability

Please note that while we survey you about your areas of interest, we allocate placements based on the best fit for all students and accreditation requirements. We do not guarantee that we can accommodate your preferences. Refusing a placement offer may result in delays to program progression.

Note: Placement dates and schedules are negotiated between the agency and the University and may be subject to change to accommodate agency operations or learning opportunities. As placements can be scheduled at any point within the standard Bond University semester dates, and reallocations may also be required due to placement cancellations or unforeseen circumstances, we ask that students remain available throughout this period, from O Week to the end of Week 15. Please note that Level 1a placement allocations can occur as early as your first semester in the program, so we encourage you to avoid booking holidays or other commitments during semester weeks.

2.3 Level II Fieldwork

To meet registration requirements, students must complete a minimum of 24 weeks' full-time-equivalent supervised Level II fieldwork, made up of the Innovation Project Internship (OCTY71-401, 402, 403 or 404) and Clinical Placements (OCTY73-700 and OCTY73-701). This is based on a 40-hour working week, which may include direct service delivery, documentation, debriefing, reflection, preparation and other non-placement activities considered part of an occupational therapist's role as relevant to the practice setting. Part-time placements may be available as agreed upon by the site and the program. Level II fieldwork may be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.

2.3.1 Level II Fieldwork - Innovation Project Internship

In the 2nd year of the program, students can choose to complete either the *Clinical Research stream* or the *Business Research stream*. The [Health Professional Research Internship A](#) (Clinical Research stream) comprises two health research internship subjects and supervised engagement in a collaborative research project, culminating in a draft manuscript for submission to an academic journal. [Capstone Business Project](#) (Business Research Stream) includes a capstone business internship subject, in which students complete a quality improvement project with an industry partner, alongside an elective business subject.

Within these streams, students complete 20 days (160 hours) of Level II practice education fieldwork in a setting relevant to their allocated research or business project, while enrolled in OCTY71-401, 402 and 403 (Clinical Research stream) or OCTY71-404 (Business Research stream). The internship is designed to enrich coursework through observation and participation in aspects of the occupational therapy process relevant to the project topic, and to build students' understanding of how published evidence, culture, economy, politics, policy and law relate to current and future occupational therapy practice.

Internship activities may include meetings and consultations with industry collaborators and supervisors; background reading and research to support the project; site visits and observations; data collection and analysis; and the development and delivery of presentations, educational sessions, or other dissemination activities.

Students negotiate the details of their internship with their supervisor using the Passport to Research or Passport to Business workbooks, available on iLearn in OCTY71-402 and 404. Flexible working arrangements are encouraged, and students may complete their project on-site, on campus, or remotely on a part-time basis. Direct supervision by an occupational therapist at an industry site is not required for this placement. Occupational therapy-specific individual or small-group supervision is instead provided by Bond academic staff.

Innovation Project Internship Learning Outcomes

1. Represents Occupational Therapy in a professional and ethical manner.
2. Demonstrates culturally responsive and safe practice.
3. Demonstrates effective time management & self-directed learning.
4. Develops, maintains, and closes collaborative relationships with clients, significant others, and fellow professionals/peers.

5. Writes documents in an objective manner with interpretations and recommendations supported by relevant information.
6. Applies relevant contemporary occupational therapy practice theory and evidence.
7. Identifies, collects and analyses information required to guide project scope/role.
8. Formulates desired outcomes, methods, and strategies to attain desired outcomes/deliverables.
9. Implements & adapts evaluation and reflection strategies throughout the project.
10. Applies knowledge of the relationship between human occupation, contextual factors, health and wellbeing to the project process and outcomes.

2.3.2 Level II Fieldwork – Clinical Placements

The goal of Level II clinical placements is to develop competent, entry-level generalist occupational therapists. Level II placement is integrated into the curriculum design and includes in-depth clinical experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation, research, and the administration and management of occupational therapy services.

Clinical placements may be scheduled at any time during the Bond semester (Weeks 0 to 15). Placement dates and schedules are negotiated between the site and program and may be subject to change. OCTY73-700 and OCTY73-701 each require 10 weeks of full-time equivalent (40 hrs per week/400 hours) of supervised practice. Level II placement is required to reflect diverse areas/settings as highlighted in the [Bond Practice Education Framework](#).

Level II placement is usually offered full-time or 4days/week as advised by the placement site. Placement hours are defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies. Part-time placement can be negotiated. However, completing fieldwork on a part-time basis may impact course progression and delay completion of the program.

Level II Placement Learning Outcomes

1. Demonstrate professional, ethical behaviour in accordance with the Professional Competency Standards, Codes of Conduct and Ethics.
2. Demonstrate reflective practice through establishing and monitoring learning goals, engagement in professional supervision and maintaining ongoing professional development and learning.
3. Demonstrate entry-level competence in evaluation, interpretation and documentation of the occupational performance needs of individuals and groups, including developmental, cultural, and psycho-social needs.
4. Critically apply contemporary theory, practice knowledge and evidence to deliver client-centred occupational therapy services.

Supervision Requirements

Students undertaking Level II placements require a minimum of 8 hours of direct supervision per week by an occupational therapist who holds current registration with the Occupational Therapy Board of

Australia and has a minimum of 12 months (or equivalent) post-qualification experience in a practice area relevant to the placement setting. It is expected that supervision will be scaffolded throughout the placement to encourage increasing independence and autonomy as the placement progresses.

Supervision can be provided in several formats (direct, indirect, and reflective supervision) and models (see [Table 3](#)). Students are expected to be able to contact an occupational therapy supervisor during all working hours. When the supervisor is off-site, an on-site supervisor designee from another profession must be assigned to cover the occupational therapy supervisor's responsibilities during their absence. Please notify the OT practice education team if you have any concerns.

Allocation of Level II Clinical Placements

The process for allocation for practice education placement is as follows:

1. Students to submit a [practice education survey](#) available via the [OT Community iLearn page](#). Survey responses must be submitted by COB week 1, a minimum of two semesters prior to the placement period, to be considered for level II placement experiences (Friday week 1 of the January semester for the September-December placement period and Friday week 1 of the May semester for the January-May placement period). Students are required to keep their survey up to date and to notify the practice education team of any changes or conflicts of interest. Information obtained by the deadline will be used to inform the allocation.
2. Students wanting to undertake an international placement will need to complete [Application for International Student Placement in Bond Occupational Therapy Program – Fill in form](#) and submit an additional placement survey response outlining information relevant to your international placement request. Please also contact the placement team with up to 5 preferences for placement sites with contact details. International placement requests are due by the end of O week in the January semester after you start the program (ie: a year prior to your OCTY73-701 placement).
3. **Students will be given between 3 – 6 weeks' notice of their allocated placement via email.** Placements are allocated according to AHPRA registration requirements, available placement opportunities and the best fit for all students according to placement surveys submitted by the relevant deadline. The availability of placements is beyond the control of the University, and we are reliant on health and community services to offer placements at times that are in alignment with timetables and varied circumstances. Please note that placements may be cancelled or changed at short notice by sites and the ACPE will then communicate with you about alternative options. Students are advised that they need to be available for level II placement experiences between week 0 – week 15 of the semester where placements are scheduled. We encourage our alumni to start attending [practice education training](#) in their first 2 years of practice. There are several training sessions available.
4. Once you have attended the pre-placement briefing and received your placement allocation with clinical educator details, please send an introductory email two weeks prior to starting your placement.
5. Please note that refusal of a practice education experience may result in delays to your program progression.

Please note:

- It is your responsibility to check the time, date and location of the pre-placement briefing, which will happen in the semester before your placement starts.
- Modified students: Please ensure you have noted the timetabling of the pre-placement briefing before your leave of absence starts, noting that it will occur in the semester before the placement period.
- For any placements, if reallocations are required due to placement cancellations or unforeseen circumstances, we ask that students remain available from Orientation Week through the end of Week 15 to allow time for reallocation. Please note that while we survey you to determine your areas of interest, we allocate placements based on the best fit for all students and accreditation requirements. We do not guarantee that we can accommodate your preferences. Refusing a placement offer may result in delays to program progression.

Document Submission on iLearn

While on your Level II clinical placements, it is your responsibility to complete and submit **four** vital documents:

1. Learning Agreement:

- Your learning agreement is negotiated between you and your practice educator.
- The learning agreement goals should be completed by the second week of placement and uploaded to iLearn. It should then be uploaded at the end of the placement with your and your practice educators' signatures against the goals achieved.
- Learning agreements are required for all block placements.
- The Bond University template should be used and is provided on the iLearn subject site.

2. Fieldwork Reflection Journal:

- You are required to complete reflections during your placement as per the guidelines provided in iLearn for the relevant placement subject.
- Your journal will need to be submitted on iLearn at mid-way and at the end of your placement.
- The Bond University template should be used and is provided on the iLearn subject site.

3. Practice Education Logs (see section 4.2)

- 4. SPEF-R2 Assessment:** Please upload a copy of your final SPEF-R2 assessment on the iLearn subject site

Section 3: Preparing for Practice Education

3.1 Enrolment & Compliance

Preparation for Practice Education begins as soon as you start the program. As a student in a professionally accredited program, you are responsible for meeting and maintaining all HSM compliance requirements throughout your studies to ensure you remain eligible for practice education activities. Compliance means you must:

- Meet & maintain your ability to meet the Bond University [inherent requirements](#) & the Occupational Therapy program's [inherent requirements](#).
- Complete and proactively maintain currency with all compulsory [HSM compliance tasks](#) (e.g., vaccinations, security checks, training modules and documentation) throughout the program.
- Manage your health and wellbeing in a way that supports safe and effective participation in learning and practice education – please see Section 3.6 for more information on disclosure and responsibilities.
- Meet expected standards of performance and capacity in accordance with program requirements and the accreditation standards set by the OTC and ACOTE to assure you are suitable, safe and competent to undertake practice education.

To be eligible for Practice Education, you need to pass all the required subjects that are pre-requisite to placements and must comply with all requirements outlined in [Bond University's Fit to Practice Policy](#). This policy outlines the expected standards of conduct, compliance, performance and capacity for safe practice. You must also adhere to the [Fitness to Study and Practice Procedures](#), which govern how the University manages any concerns related to your health, wellbeing or behaviour that may affect your fitness to study and practice. If concerns arise regarding your fitness to study or practice, they will be addressed in accordance with the relevant University procedures.

Where students are due to undertake a level Ia (part b), level Ib, level Ic or level II practice education experience, they must enrol by COB week 12 in the prior semester and ensure they meet & maintain the compliance requirements for the entire semester/placement experience. This applies to continuing students and students who are returning from a leave of absence. Failure to confirm enrolment by COB week 12 of the prior semester, or failure to confirm and maintain compliance, may result in placement disruption, cancellation and/or failure.

Please note:

- ***Before any placement allocation, the OT Practice Education team will confirm your compliance status with the HSM Compliance team. This verification is essential to ensure you meet all safety and eligibility requirements for placement.***
- ***Many compliance requirements will need to take place ahead of time and can take several months for processing. For example, Hep-B vaccination schedule is up to 6 months in duration. Therefore, we strongly recommend that you complete these requirements upon acceptance of your offer to the program and prior to orientation week of your first semester in the program.***
- ***If you do not achieve or maintain your compliance before enrolling in each semester, you may be deemed non-compliant. This can lead to delays to your placement allocation and***

termination of your placement. Termination may result in an incomplete or failed grade for the subject and delay your progression in the program. [Fitness to Practice Policy applies.](#)

For further information on compliance requirements:

- Visit the [Health Sciences & Medicine Compliance Hub](#)
- Ensure your [Osler](#) account is set up and up to date. Click this [link](#) to learn how to access Osler.
- Contact the Compliance team at HSMCompliance@bond.edu.au

3.2 Inherent Requirements

Bond University is committed to providing an inclusive and supportive educational experience. We value diversity and strongly support the rights of all individuals to participate in higher education and to pursue personal and career aspirations. To provide the greatest access for students with a disability or health condition, whilst ensuring safe and effective patient care, students are expected to adhere to:

- [Occupational Therapy Inherent Requirements](#)
- [Occupational Therapy Code of Conduct](#)
- [Guidelines for Mandatory Notifications](#) and
- [Australian Occupational Therapy Competency Standards](#).
- [Occupational Therapy Program Student Charter](#)
- [Fitness to Practice Policy](#)

The University has inherent requirements for all programs that reflect the essential knowledge, skills, and experience required for Bond students to successfully complete them.

3.3 Placement Costs

Students undertaking placements, internships or field trips in Australia and overseas will be responsible for organising their own accommodation and travel. Students are responsible for paying additional costs associated with travel and accommodation. There may also be fees for processing documents, transcripts and letters required for placements. For information about costs associated with clinical vaccinations/checks, please visit the [HSM Costs](#) website.

Please see Section 3.8 regarding placement locations. Information on rural scholarships and bursaries is available on the [OT communities page](#) on iLearn. This information can be found under the *Practice Education* heading. The Student Opportunity Fund helps cover some placement-related costs, such as fuel, hospital parking fees, tolls, and accommodation. Please visit the [Bond Student Opportunity Fund](#) website for more information

3.4 Dress code and professional standards for placement

Students are assessed on their professional behaviour and self-management skills on all practice education experiences. Students are expected to adhere to Work Health & Safety (WHS) and Infection Control Policies and Procedures and, therefore, to dress professionally.

3.4.1 Uniform

Unless otherwise specified by the placement facility, students are expected to wear their Bond University Occupational Therapy Uniform throughout their placement experience. Students should be mindful of the cultural context of their placement and clarify uniform requirements before starting their allocated placement. In some clinical settings, students will be expected to be naked below the elbow and comply with Personal Protective Equipment (PPE) requirements, including wearing a fit-tested N95 mask.

Should students need to request adjustments to placement related to the uniform code or their ability to comply with infection control policies & PPE requirements, they should request a meeting with the placement team via their [practice education survey](#) and forward the request to the Practice Education Team. The Bond University uniform consists of:

- The Bond University OT program dress shirt or polo (Bond logo displayed).
- Long, black, opaque trousers that are professional in appearance, well-fitted and securely fastened, and that allow a full range of movement. Trousers must be worn at the waist. Jeans, tight-fitting pants, leggings and track pants are not permitted.
- For warmth, a plain black knitted or cotton sweater may be worn underneath the uniform shirt, or the Bond University sleeveless vest may be worn over the uniform shirt. A plain black or navy jacket may also be worn, left open so the Bond logo remains visible. All layers must look professional and keep the Bond logo visible, so students are easily identified as Bond MOT students.
- Hooded jumpers, sweatshirts, tracksuits and sportswear are not acceptable.
- Layers must be removed where a facility requires students to be bare below the elbow.

Please note that placement sites may have their own dress requirements. Therefore, ensure you check these before your placement begins. Be mindful of the cultural context and any WHS guidelines that apply. Your clothing should allow you to move comfortably while maintaining a professional and culturally appropriate appearance. If we know about any specific attire requirements, we'll let you know. If you're ever unsure whether your clothing choice is appropriate, contact your ACPE for advice.

3.4.2 Shoes

- Shoes should be black, enclosed, flat, fit well and be in good repair.
- Heels should be <2.5cm & slightly rounded to allow stability, even weight distribution and good contact with the ground.
- Soles should be firm, flat and non-slip, allow movement at the ball of the feet, and have a good grip.
- The material should be non-permeable to fluids and sharps & easy to clean.
- The shoe should fit your foot and be fastened securely with laces, zips, or Velcro/hook-and-loop. They should be comfortable.
- For more information, see [WorkSafe QLD's Footwear Guide](#).

3.4.3 Fingernails, accessories & jewellery

- Clinical environments will expect students to be naked below the elbow to adhere to infection control and WHS requirements.
- Nail polish, artificial nails and jewellery worn on the wrist and hands will contravene infection control and WHS procedures.
- Other jewellery may pose a WHS risk to students and clients; therefore, jewellery should be avoided unless students have discussed the risks with the practice education team and the placement.
- Hats, caps, hoods and sunglasses are not to be worn indoors, except for prescription or medically required lenses and head coverings worn for cultural or religious reasons. Students who need an adjustment should contact the Accessibility and Inclusion team.

3.4.4 Hair

- Hair must be clean and neat. Long hair must be tied back and away from your face.
- Facial hair can affect PPE/respirator fit and, in turn, infection control.
- Students are required to wear PPE/respirators in some clinical settings.
- Students who are unable to comply with infection control requirements should request a meeting with the practice education team via their practice education survey at least 2 semesters prior to their placement period.
- For additional information on the impact of facial hair on PPE, please see:
https://www.health.qld.gov.au/data/assets/pdf_file/0011/1170020/respiratory-protection-workers-with-facial-hair.pdf.

3.5 Expectations for Students in Practice Education

- Students will be expected to maintain their [compliance](#) and follow the requirements outlined in the [Bond University Fit to Practice Policy](#) throughout the placement experience. More information can be found in the [Bond University Compliance Hub](#). **Students will not be allocated a placement if they do not meet the compliance requirements. Placements may be terminated or disrupted if there is a lapse in compliance during the placement, which may result in placement failure and delayed program progression.**
- Students are expected to self-manage their health and wellbeing throughout the placement. If you have specific needs, please let our practice education team know by emailing otclined@bond.edu.au well in advance of any placement planning. You can also seek support and advice via [Bond Accessibility & Inclusion](#).
- Students will be expected to comply with the [Occupational Therapy Australia Code of Ethics](#), the [Code of Conduct for Registered Health Practitioners](#) and the requirements of the [Bond University Student Charter](#). This includes an expectation that students will maintain privacy and confidentiality and comply with occupational health and safety requirements.
- Students should contact the site contact at least two weeks prior to any planned on-site visits, to discuss project expectations and deliverables and clarify details regarding meeting times and on-site visits, uniform/dress requirements, etc. Students are expected to maintain regular communication with the site and their academic supervisor.
- Students are responsible for proactively recording their supervised placement hours via a practice education log, this will require a sign-off by the supervisor responsible for overseeing the student hours and assessment of competency. The student then submits this, adhering to the instructions on iLearn (the student's virtual learning environment) for the University records. Students are advised to have their log signed weekly by their clinical educator and they are responsible for ensuring their log is accurate, complete and submitted according to the module instructions.
- The students are expected to adhere to site policies and procedures and engage actively in the learning and supervisory process.
- Students are expected to notify the site and university in the event of any absence from placement using an absent from placement form available via iLearn.
- Student are expected to notify the site and university in the event of any incident during placement using the incident reporting form on iLearn and adhere to the procedures and policies at the placement site.

3.6. Communication in Preparation for and During Placement

- Student are expected to check their emails twice a day, including during semester breaks, to ensure they respond in a timely manner to any placement changes or updates.
- Students should include OTClined@bond.edu.au in every communication prior to starting their placement to ensure all parties are aware of placement changes or updates.
- Students should notify the OT Practice Education team of any concerns in relation to their placement before communicating with the site to ensure communication meets professional standards and considers relevant work, health and safety requirements. For example, if you have any concerns about your allocation, placement hours and dates, transport, etc, you should speak to the OT Practice Education in the first instance. If you still have concerns, please read the placement manual and consult with the wellbeing team. If concerns persist, you can escalate

your concerns to the Head of Program or SASQ. Please remember that professionalism, self-management, and communication are skills being assessed throughout the placement, from the point of allocation.

3.7 Disclosure Responsibilities

- Students are expected to proactively manage their wellbeing and any physical or mental health conditions that may impact their ability to provide safe and effective care during placement and to maintain Fitness to Practice throughout the program.
- Early disclosure of any issue or circumstance that impacts your work, health, wellbeing and safety in placement, and your ability to meet the inherent requirements of the program, is strongly encouraged. This allows time for a reasonable adjustment or a Learning Access Plan (LAP) to be developed, if appropriate, which matters because placements are usually arranged around 6 months before allocation, and adjustments can take even longer to implement.
- Non-disclosure or late disclosure may lead to placement disruption, delays in program progression, and potentially placement failure.
- Refusing a placement allocation may have consequences for your program progression, as all students are required to complete practice education placements.
- You are not required to disclose anything you do not want to. This information is provided so you can make an informed decision about the timing of any disclosure.

If you would like to disclose a health condition, disability or impairment that may affect your work, health, wellbeing and safety in placement and your ability to meet the [Occupational Therapy Inherent Requirements](#) during placement, you are encouraged to:

- Contact the Accessibility and Inclusion [Team](#) for confidential advice and support as soon as you commence the program.
- Notify the OT Practice Education team by email (otclined@bond.edu.au) and via the [practice education survey](#) as early as possible.
- Gather supporting evidence from your doctor or treating health professional about your health condition, disability or impairment.
- Access wellbeing supports at any time through the University's [Bond Care](#) system.
- Consider developing a personal self-care plan prior to placement. Please see the range of wellbeing supports available to you [here](#).

3.8 Reasonable Adjustments during Placements

Reasonable adjustments during placements allow a student with a disability or health condition to access and participate in education on the same basis as a student without a disability in comparable circumstances. An adjustment is considered reasonable when it takes the student's needs into account while balancing the interests of everyone affected and the [program's inherent requirements](#), ensuring students remain able to provide safe and competent occupational therapy services to the often vulnerable populations OT serves. For this reason, reasonable adjustments need to be developed in conjunction with both the [Accessibility and Inclusion Team](#) and the Practice Education team, to ensure any adjustment is genuinely actionable within an occupational therapy practice setting.

If you think you may need a reasonable adjustment for practice education, please follow the disclosure process in Section 3.6 as early as possible so your needs can be discussed and incorporated into your LAP before placement. Placement arrangements typically begin around 6 months before students are

allocated, and this lead time can extend when reasonable adjustments are required, so early disclosure gives the best chance of the right support being in place.

3.9 Placement Location & Travel

Due to the wide range of practice contexts across Australia and the OT profession's workforce needs, **all students are required to travel for placements**. It is highly likely that you will be allocated to at least one placement in a regional, rural, or other location outside of Southeast Queensland. You should plan for and **be prepared to complete placements beyond the Southeast QLD region** during the program. Across Queensland universities, **the average reported commute time to placement is approximately 1.5 hours**, and students should factor this into their planning.

Students are surveyed for your information relevant to your placement allocation. Students are responsible for updating their own practice education survey. A link to the [practice education survey](#) is available via the practice education section of the [OT Community iLearn page](#).

Please note:

- **Transport, accommodation and caring responsibilities are not considered mitigating circumstances.**
- **Placements are organised 6 months in advance. Therefore, surveys must be updated by COB in Week 1, two semesters before the placement takes place.**
- **If you do not update your survey to ensure the placement team is aware of your career goals, available accommodation options, transport arrangements, support requirements and any conflicts of interest prior to the allocation period, we will make placement decisions based on the information we have.**
- **Failure to identify accommodation options outside Southeast Queensland may still result in a placement allocation outside the Southeast Queensland region.**
- **We do not allow students to source their own placement and attempts to do so will be treated as breach of the [Occupational Therapy Program Student Charter](#).**
- **Students are responsible for costs associated with undertaking placement placements including travel and accommodation costs. [Please see our website for guidance.](#)**

3.10 Pre and Post placement workshops

Attendance at all placement Practice Education workshops and briefings is a **mandatory assessment item** of each placement experience. You are required to attend in person unless you have prior permission from the Head of Program. Please note that the practice education pre-briefs will be scheduled in the semester prior to the placement start date. Students on a leave of absence are responsible for proactively checking pre-placement briefing dates before taking a leave of absence.

3.11 Placement Preparation Checklist

- ☐ Keep your OT placement [survey](#) updated by COB in Week 1, two semesters before the placement takes place and notify the practice education team of any conflicts of interest in relation to practice education.
- ☐ Attend all mandatory Placement Practice Education workshops and briefings.
- ☐ Achieve and maintain your [compliance](#) before enrolling in each semester to be allocated a Level I and II placement.
- ☐ Make time to attend the placement (e.g., organise childcare, advise your workplace). Part-time employment commitments are not considered special circumstances and placement location/dates will not be modified to accommodate student work commitments outside of the course.
- ☐ Make transport and accommodation arrangements.
- ☐ Contact your placement educator via a professional introductory e-mail two weeks prior to commencement to introduce yourself and ascertain details such as location, hours of attendance, uniform requirements, parking and other site-specific requirements.
- ☐ Complete any extra site-specific pre-orientation (e.g., QLD Health or NSW Health online modules).
- ☐ Attend the site-specific orientation day if requested by your placement site.
- ☐ Review relevant content and resources provided to you during coursework subjects on iLearn.
- ☐ In alignment with Section 3.6, please inform the OT Practice Education team or the Access and Inclusion team of any changes to your health or wellbeing that may impact your placement performance at your earliest convenience.

Section 4: Responsibilities & Supports

During placement, you should abide by all conduct requirements described in the Bond University Master of Occupational Therapy [Program Charter](#). The charter describes a range of professional behaviours and orients you to relevant codes of ethics and standards. It is your responsibility during placement to comply with all workplace procedures and instructions, including abiding by occupational health and safety requirements.

Note: The MOT program charter can also be found on iLearn via the [OT community page](#) and our [OT Clinical Education Page](#).

4.1 Placement Documents

Each placement will have a set of documents vital for submission. Please read the assessment instructions on the designated iLearn site for each one to submit the correct documents by the proposed deadlines.

4.2 Practice Education Logs

It is an accreditation requirement that students complete a minimum of 1000 supervised placement hours, and your placement logs are how you evidence completion of these hours. It is your responsibility to ensure your placement logs are signed by the relevant supervisor, completed and correctly submitted according to the requirements in iLearn before the specified deadline, and archived correctly.

The minimum hours for each practice education experience are outlined in [Table 1](#). Please note that, for Level II placements, an 8-hour workday and a 40-hour workweek (including breaks) are assumed unless otherwise specified. For all practice education experiences in the MOT program, public holidays are not logged unless worked, as these have already been accounted for in the program's total placement hours.

Please note that students are responsible for ensuring their log is signed regularly & prospectively by their practice educator/site supervisor. We suggest that this be signed daily for Level Ia placement experiences at each supervision session. Weekly for Level Ib, Level Ic, and Level II innovation placements, and at least weekly for Level II placement experiences. Your placement educator will need to review the work you have completed in order to sign off on the hours. Students will need to follow the submission instructions on iLearn for each practice education log. Students also need to ensure they archive and back-up copies of their practice education logs for their own record, as they are required for future registration.

Please check that your log includes:

- Your name and cohort number
- The correct Module Code/Placement identifier
- [A final tally hours](#) that aligns with the minimum hours required as outlined in Table 1 above. Public holidays have been accounted for and do not need to be made up. However, you will need to submit an absence from placement form for any other absence, and you will need to make up these hours.

- A signature of your site supervisor. A typed name will not suffice. If you have more than one supervisor, ensure each log entry is signed by the relevant supervisor. Hours that are not signed off cannot be counted toward your minimum of 1000 hours required for registration.

You are bound by the [Code of Ethics](#), [Code of Conduct](#), [Student Charter & relevant Policies](#) when submitting evidence of your hours.

4.3 Leave of Absence

If, at any time during your placement, you become unwell or your health or personal circumstances change (e.g., the death of a family member), it is essential to notify both **your practice educator and the Academic Coordinator of Practice Education (Occupational Therapy)**.

In instances where you have an infectious illness, you should not attend the placement facility.

You are required to complete and submit the Student Absence on Placement form for any sick leave, found in the [iLearn Occupational Therapy Community page](#). If your absence extends beyond two consecutive days, you must provide a medical certificate or other relevant supporting evidence.

Please discuss with your practice educator and the Academic Coordinator of Practice Education (Occupational Therapy) if you need to make up any missed placement activities or learning opportunities.

4.4 Incident Reporting

All staff and students have a reasonable duty to maintain the health and safety, and minimise exposure to health and safety risks, including psychosocial hazards when engaging in University activities. You are required to adhere to [Work Health and Safety Act 2011](#), [Work Health and Safety Regulations 2011](#), and [Bond University Workplace Health and Safety Policies & Procedures](#) in addition to policies and procedures at the placement site. In the case of an incident, near miss, or identification of hazards, you are required to seek immediate assistance from your site contact and follow your placement site's local workplace procedures and complete any required site documentation on the same day. Also on the same day, notify your Bond Academic Mentor and Academic Coordinator of Practice Education (otclined@bond.edu.au).

Within 24 hours of any incident / near-miss or identification of hazard, complete the relevant Bond reporting form. There are two forms available depending on the nature of the incident, both accessible on the [Bond WHS home page](#):

- **Bond Safety Hazard / Near Miss Report Form:** Use this form if you identify a hazard or near miss on placement.
- **Bond University Incident Report Form:** Use this form if an incident occurs during your placement. Your placement site may also require you to complete its own documentation.

Non-compliance with any of the requirements outlined above or in the Charter may result **in withdrawal from the practice education experience**. This may affect your ability to complete the subject and could delay your progression through the program.

Note: Both reporting forms and other placement-related materials are also available on the [OT Community Page on iLearn](#) for easy access during your placement.

4.5 Competency Expectations on Placement

The Master of Occupational Therapy program at Bond University is designed to prepare students to meet the [Australian competency standards for occupational therapists](#) and the World Federation for Occupational Therapy (WFOT) minimum standards for the education of occupational therapists. These standards outline the professional behaviours and skills all occupational therapists should demonstrate to practise safely and ethically.

Prior to and throughout placement, students must consistently demonstrate the [Inherent Requirements of the Program](#) and actively work towards the competencies assessed by the [Student Practice Evaluation Form \(SPEF-R2\)](#), the standardised placement assessment tool used across Australian universities. The full SPEF-R2 is used to assess Level II placements, while a modified version is used for Level I placements. Students are expected to review previous placement feedback, identify learning needs, develop measurable learning goals, and engage in ongoing reflective practice through supervision, peer feedback and self-directed learning.

The SPEF-R2 is competency-based, so the overall grade for your block placement subjects will be either pass or fail. Standard appeal processes apply if you feel that your grade does not reflect your observed performance. The SPEF-R2 assesses performance across the following domains:

1. Professional Behaviour
2. Self-Management Skills
3. Co-worker Communication
4. Communication Skills (direct service provision and/or project management/consultancy)
5. Documentation
6. Information Gathering (direct service provision and/or project management/consultancy)
7. Service Provision (direct service provision and/or project management/consultancy)
8. Service Evaluation

Students are required to uphold the highest standards of professional behaviour and conduct by:

- Adhering to the [Occupational Therapy Australia Code of Ethics](#).
- Complying with the [National Code of Conduct for Registered Health Practitioners](#) and the standards, codes and guidelines established by the Occupational Therapy Board of Australia.
- Demonstrating respectful, culturally responsive, ethical and professional conduct at all times.
- Maintaining client confidentiality and professional boundaries.
- Accepting and responding constructively to feedback and demonstrating accountability for their learning and professional development.
- Complying with all Bond University [policies and procedures](#), including those relating to:
 - Data governance and information management
 - Academic integrity
 - Student Charter expectations
 - Professional conduct and workplace health and safety requirements

Students who actively engage in feedback, reflective practice and professional development are best positioned to demonstrate progression towards competency and readiness for professional practice.

4.6 Supervision

Supervision is an integral aspect of practice education. Supervision provides an opportunity for you and your practice educator to reflect on your learning opportunities and your performance. Your practice educator may provide feedback or focused guidance on how to continue to develop your skills and establish learning goals and opportunities for the future. Supervision can be both formal (e.g., setting aside a focused session of up to 1 hour to discuss with your supervisor) and informal (e.g., discussing with your supervisor after a client session, in a car between visits, or asking questions while working on tasks).

An important part of supervision is being open with your supervisor in the context of a respectful, professional relationship. Your supervisor will expect you to explain your professional reasoning, both concerning what you have observed as well as the information gathering and service provision you have taken part in. You should also expect to communicate your progress and how you are managing your caseload and time. You will also be expected to be proactive in preparing for and following up on supervision. Before each supervision session, you should develop a range of reflections, questions and your initial plans and objectives moving forward.

There are multiple models of student supervision and student placements (see [Table 3](#)). Some of the common models, which are frequently implemented at Bond University, are described below, although this list is by no means exhaustive.

Table 3. Supervision and Placement Models

Supervision/ Placement Model	Description
<i>One-on-one</i>	One-on-one supervision is the style of supervision that students are usually most familiar with. With one-on-one supervision, you will have a dedicated practice educator. While this is a traditional model of supervision, one of the drawbacks of the approach is that the close supervision can limit your ability to be autonomous and develop confidence in acting independently (with oversight).
<i>Collaborative</i>	This is also known as a one-to-many model of supervision. With this model, there will be multiple students to one practice educator. It is common for there to be one practice educator and two students. While you are likely to receive less individual attention from your supervisor using this model, you are likely to receive useful feedback and support from your peer.
<i>Group supervision</i>	Group supervision can take many forms (e.g., multiple mentoring, shared supervision, inter-agency placements) where there are multiple practice educators and one or more students. These placements work well when practice educators and students have similar expectations and understanding of the practice placement. While having multiple supervisors means that you will have to adapt to multiple styles, you are also likely to benefit from a broader range of experiences and skills to draw on and a higher likelihood of finding a supervisory style that works for you.

<i>Role emerging</i>	You will be placed in a service where there has previously been no or limited occupational therapy involvement. Supervision would occur from a workplace supervisor who is not an OT, alongside a supervisor from the university who is an OT. Many students find that the responsibility and autonomy associated with a role-emerging placement make them feel more confident in their skills and abilities and help to develop important skills such as communication and evidence-based practice at a high level. Conversely, students may feel that they have fewer opportunities to practice hands-on skills. On balance, it is often useful if students experience a mix of both more traditional and role-emerging or project placements.
<i>Project placements</i>	Project placements are like role-emerging placements in regard to challenges, benefits and supervision styles. Supervision may be conducted by a university-based practice educator or a practice educator from industry. With a project placement, students will usually conduct a discrete project such as developing a training program or setting up a new service within an existing occupational therapy workplace.
<i>Student/ Academic-led clinics</i>	Student-led clinics are increasingly used to provide students with sustainable opportunities to develop practice skills and knowledge. In student-led clinics, a practice educator provides supervision (usually in the collaborative or group style described above), but students are usually responsible for running the clinic, seeing all or most clients and handing over, and providing training to subsequent student groups in the clinic. Student-led clinics often have a limited scope to ensure that clients' needs can be met by the students' competencies (under supervision). Having a mix of student-led placements and other placement styles can help students develop a broader range of skills.

4.7 Insurance

The university holds an appropriate level of public and product liability insurance to meet the requirements for registration of occupational therapy students. If your practice educator or the service requests a certificate of currency or other insurance document, please contact the Academic Coordinator of Practice education (Occupational Therapy), who will arrange the latest documentation.

4.8 If problems arise

Many challenges can arise during placement, including but not limited to:

- Performance challenges aligned to SPEF domains
- Challenges with supervisory or team relationships, for example concerns about the timing, regularity or quality of supervisory feedback
- Limited opportunities to progress learning, for example restricted access to clients or a generic rather than OT-specific role
- Financial stressors
- Challenges with occupational balance, health and wellbeing
- Workplace health and safety concerns, including bullying, harassment or discrimination

Students are required to develop a self-care plan prior to placement and are encouraged to review it before each placement experience. If you experience any of these challenges, communicate your concerns early with your practice educator and the Academic Coordinator of

Practice Education (ACPE). They can help put the challenge in context and guide you toward approaches, resources and learning opportunities to help you meet your competencies and pass the placement.

As placement progresses, students are expected to demonstrate increasing independence, meeting SPEF standards with decreasing levels of direction and support. Proactively seeking support early gives you the best chance of continuous progress toward SPEF competencies before placement completion.

Your ACPE will usually scale their response to the situation, often starting with mentoring and advice to support you in resolving challenges yourself before intervening further. The ACPE has a duty of care to you, your educators, placement providers and service users, so their response will consider the needs of all parties, WHS legislation and university policy, and they may intervene where there are safety concerns for anyone involved. Students remain ultimately responsible for responding to feedback and demonstrating attainment of learning outcomes and SPEF competencies.

4.9 Remediation

If concerns are raised about your performance at any point during placement, you will be expected to develop and implement a remediation plan together with your practice educator and the ACPE. You will also be placed on the Faculty Academic Monitoring Register, which connects you with additional support and resources to help you address the areas of concern.

In most cases, remediation gives you the opportunity to work on these areas and continue your placement to completion. You are expected to actively engage in this process, respond to supervisory feedback and make use of the supports offered.

4.10 Placement Pause or Termination

Placements are time-limited opportunities to demonstrate competency in authentic work settings with vulnerable populations, undertaken with required supervision and oversight from qualified professionals.

A placement may be paused, reviewed or terminated before the planned placement period ends if:

- There are ongoing performance concerns across one or more SPEF-R2 domains that are not resolved through remediation, including failing to engage in remediation or failing to make adequate and consistent progress
- There are significant safety concerns for you, your clients, or the placement site
- There is a lapse in compliance during the placement (see Section 3.1)
- There is a breach of the Occupational Therapy Australia Code of Ethics, the Code of Conduct for Registered Health Practitioners, or the Bond University Student Charter

Placement completion dates cannot always be extended following a pause. Placement sites are not obligated to continue a placement while a student seeks support or undertakes a remediation plan

during a pause, so there is a genuine risk that a pause may lead to termination. Please note that a placement pause or termination may lead to placement failure and delay your program progression.

In the event of placement failure, the [program rules of assessment and progression](#) will apply.

4.11 Placement Support

Students have access to a range of supports throughout placement and are encouraged to seek help early:

- Practice Education Team: OTclined@bond.edu.au, or the contacts listed in Section 1.3
- [Student Success Advisers](#)
- [Wellbeing Team](#), including [Bond Care](#) and our [24/7 crisis line](#).
- [Student Self-Help Resources](#)
- [Support for First Year Students webpage](#)

If you have concerns about your wellbeing or health, contact the university as soon as possible.

If students witness gender-based violence during placement, they can seek support through [Bond Care](#) and our [24/7 crisis line](#) and [report their concerns to the university](#) or seek advice from Practice Education Coordinators about reporting to the placement site. More information and policies can be found [online](#).

Section 5: FAQ'S and tips for a great Practice Education experience:

Question: What is fieldwork/practice education?

Answer: Fieldwork, also known as “clinical placements” or “practice education”, is when students work with clients in clinical, community or virtual settings to apply learnt content under supervision from a qualified health professional. Over 1000 hours of Practice Education are included in the Occupational Therapy program at Bond University and are delivered through a variety of active learning experiences, including short placements, also known as Level I placement, long placements, also known as Level II placement, as well as simulations or virtual experiences, project placements and faculty-led learning experiences embedded in coursework subjects.

Question: What is required before I can start practice education?

Answer: Students are also expected to follow [Bond University's Fit to Practice Policy](#) and must meet the compliance requirements set by the placement provider, as outlined in the [Compliance Guidelines](#). Among other requirements described in the guidelines, students must maintain current and valid the following security checks:

- QLD Working with Children Check (Blue Card)
- NSW Working with Children Check
- National Police Check
- NDIS Worker Screening Clearance Card
- Hepatitis B and other mandatory vaccinations
- QLD Health Training, Student Deed Poll and Student Orientation Checklist
- Current Provide First Aid (HLTAID003) & Provide CPR (HLTAID001) accreditation

If the student is not compliant, they will not be allocated to a placement nor be able to attend a placement, and this will impact their progression in the program. Students are expected to respond to all communications from the Compliance team, Osler, HS-Placements and ACPE in a timely manner to avoid delays to your placement allocations.

Question: Am I expected to look for practice education opportunities as a student?

Answer: When students enrol in the Master of OT program, practical education experience is embedded in the program and organised by the university. The faculty employs a range of staff who are responsible for organising fieldwork for students. Students are **not** permitted to look for practice education placements themselves and will be in breach of the professional behaviour expectations outlined in the [Student Charter](#) if they attempt to contact OTs directly to ask them to take students.

Question: When does practice education occur?

Answer: Practice education is spread throughout the program and ranges from a few hours of practice education to block placements lasting several weeks or months. There are three Level I placements (20-30 hours each), three Level II long block placements (1x 160 hr innovation project placement and 2 x 10-week blocks x 40 hours per week each) and a range of practice education experiences embedded in coursework subjects.

Question: Where does fieldwork occur?

Answer: Students are placed in a public, not-for-profit and/or private health or human services facility between the Sunshine Coast, Brisbane, Gold Coast, Northern New South Wales and Toowoomba area, as well as other regional and rural locations. Interstate placement requests are not guaranteed, though students can highlight alternative accommodation options throughout Australia in their [practice education survey](#). Applications for international placements must be received by COB week 1 in the January semester, one year prior to the OCTY73-701 placement period. Some simulation and virtual experiences are incorporated into the curriculum.

Question: Do I get to choose where I go for my fieldwork?

Answer: Students are required to update their [practice education survey](#) (see Section 3.8) before the deadline to ensure the placement team is aware of their career goals, available accommodation options, available transport, support requirements and conflicts of interest prior to the placement allocation period. We **do not allow** students to source their own placement. The priority of the placement team is to ensure you meet registration requirements. We welcome student survey responses, though it is not always practical or possible to accommodate all placement requests. Furthermore, mandatory requirements as set out by WFOT and accreditation bodies, as explained above, must be met, which may impact the choice of placement for a student.

Question: Do I have to pay for fieldwork?

Answer: You are responsible for paying for your own transport (fuel, tolls, parking fees) to get there. You are responsible for organising and paying for your accommodation and living expenses in circumstances where your fieldwork is not accessible from your usual place of residence. Students are also responsible for student fees, purchase and maintenance of uniforms and fitness for practice requirements.

*Exception: students may be required to contribute to additional costs for some international placement experiences, where this is relevant, information will be provided in advance of the placement allocation.

Question: Can I use de-identified client records in my portfolio?

Answer: No. Client medical/health records contain sensitive data that is protected by Privacy Act 1988, My Health Records Act 2012 in addition to State Legislation. Health records belong to the Health Service and require explicit client consent for processing. Students must not copy, process or transfer any part of the client record outside the information systems of the placement site without explicit written permission from the service and client / relevant guardian. [Students can read the OAIC Guide to Health Privacy](#) for more information.