

Bachelor of Physiotherapy Student Academic Handbook

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Acknowledgement of Country

The Federation University Physiotherapy Department acknowledges the traditional custodians of the unceded lands and waterways of the countries on and through which we connect today. We acknowledge the millennia of continuing Aboriginal and Torres Strait knowledge, learning and teaching. As health professionals we value the wisdom of peoples who care for country and community through detailed knowledge and deep connection.

We acknowledge the Gunai Kurnai people, custodians of the Country on which Churchill Campus is situated and pay our respects to Gunai Kurnai elders past, present and emerging. We acknowledge with gratitude all Aboriginal and Torres Strait Islander peoples who continue to share wisdom and shape our learning including Elders, colleagues, students, advisors and collaborators- as we seek reconciliation and to improve the health and wellbeing of all.

Dear Students,

Welcome to the Physiotherapy Course at Federation University.

Federation University is very proud to have launched our Bachelor of Physiotherapy course in 2021. As the physiotherapy course is conducted at Federation University's Gippsland Campus, we are strategically located to support the regional and rural health services.

Our physiotherapy course has full accreditation with the Australian Physiotherapy Council. This guarantees that you will be able to register as a physiotherapist upon graduation. This course will provide you with the professional capacity to work in any area of physiotherapy, including acute and community health settings, industry, or private enterprise. Your training will include preparation for physiotherapy in metropolitan, rural, and remote settings.

We have an excellent team of academic and professional staff to facilitate your learning. Some staff members are working part time as tutors at Federation University and in clinical practice; other staff members are full-time academics undertaking research in addition to their teaching roles.

We look forward to working with you all, as undergraduates and future professional colleagues.

Yours sincerely,

The Physiotherapy Team

Teaching Philosophy

The Federation University physiotherapy teaching philosophy is based on the student and their participation in learning and achieving the Federation University graduate attributes and the Australian Physiotherapy Practice Threshold Standards. Our teaching aim is to provide a diverse range of students with a supportive, challenging, and engaging learning environment that allows them to grow as professionals, while developing the knowledge, skills, and attitudes to work successfully as physiotherapists after graduation.

We are focused on developing skills, knowledge and expertise to enable graduates to understand communities within the Gippsland region and provide appropriate, sustainable, and clinically relevant services to address the issues found in regional, rural, and remote communities, while having the skills required to work in the public and private sectors of metropolitan areas. We are also committed to ensuring that all students have the capacity for cultural safety and for working with and for Indigenous communities. We understand that learning from one another is a critical part of the development process, and we encourage students to collaborate and engage with their peers and faculty throughout their time in the course.

The teaching staff at Federation University have a role in fostering engagement and lifelong enquiry that can be sustained throughout an individual's career. We seek to use scholarly activities and innovation in our teaching strategies to prepare our graduates for an evolving health care environment where new technologies, treatments, and areas of practice continue to emerge. These strategies include face-to-face and online learning, interprofessional education, case-based scenarios, clinical simulation, work-integrated learning, clinical placements, and critical reflective practice. The skill set gained from these opportunities allows our graduates to work as part of a team while accepting individual responsibility for their professional scope of practice.

We see ourselves as a 'Community of Practice' and understand that learning from each other is a key aspect of our ongoing personal and professional development as physiotherapists. The Physiotherapy Staff all seek to serve as role models as leaders, educators, clinicians, researchers, health advocates, and community members.

Course Overview

The Discipline of Physiotherapy is based on the Gippsland campus. Physiotherapy offers students an integrated four-year degree leading to the award of Bachelor of Physiotherapy or Bachelor of Physiotherapy (Honours).

This handbook provides students with general information and guidelines that pertain to the Physiotherapy course at Federation University. Please ensure that it is revised regularly. The handbook is reviewed annually and is also available from the Physiotherapy website at <https://federation.edu.au/institutes-and-schools/ihw/student-resources/physiotherapy>

Relevant unit information will be issued separately at the beginning of each semester through the unit descriptor and information on Moodle unit sites.

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Course Structure

Year 1

	Unit Code	Unit Name	Pre-requisite
Semester 1	NHPPS1001	Introduction to Physiotherapy	
	NHPPS1111	Anatomy and Physiology for Physiotherapy	
	NHPRH1002	Communication Skills for Health Professionals	
	NHPRH1004	Foundations of Allied Health Professional Practice	
Semester 2	NHPPS1002	Introduction to Physiotherapy Applications	NHPPS1001 & NHPPS1111
	NHPPS1122	Anatomy and Physiology for Physiotherapy 2	NHPPS1001 & NHPPS1111
	NHPSH1003	Lifespan Development for Health A	
	NHPSH1401	Health and Health Care in Australia	

Year 2

	Unit Code	Unit Name	Pre-requisite
Semester 1	NHPPS2013	Neurological Focused Physiotherapy	NHPPS1002 & NHPPS1122
	NHPPS2113	Neurological Anatomy and Physiology	NHPPS1002 & NHPPS1122
	NHPRH2002	Clinical Medicine for Therapy	NHPPS1122
	NHPSH2101	Health Professional Research 1	NHPS1401 & NHPRH1004 & NHPPS1002
Semester 2	NHPPS2024	Cardiovascular and Respiratory Focused Physiotherapy	NHPPS2013 & NHPPS2113
	NHPPS2002	Cardiovascular and Respiratory Anatomy and Physiology	NHPPS2013 & NHPPS2113
	NHPPS2224	Complex Cases in Rural, Remote and Indigenous Communities	NHPPS2013 & NHPPS2113
	NHPSH2102	Health Professional Research 2	NHPSH2101

Year 3

	Unit Code	Unit Name	Pre-requisite
Semester 1	NHPPS3015	Physiotherapy Applications Across the Lifespan	NHPPS2024 & NHPPS2124 & NHPSS2224
	NHPPS4315	Acute Care Physiotherapy	NHPPS2024 & NHPPS2124 & NHPSS2224
	NHPHS3403	Health Promotion for Health Professionals	NHPHS1401
	Elective Unit 1*		
	NHPPS3815 [†]	Physiotherapy Honours Thesis 1	NHPHS2401 & NHPHS2402
Semester 2	NHPPS3007* NHPPS3107 [†]	Physiotherapy Theory and Application (Part 1 of 2) <i>3 x 5-week blocks of Clinical Placement</i>	NHPPS3015 & NHPPS3115 & NHPHS3403
	Elective Unit 2*		
	NHPPS3826 [†]	Physiotherapy Honours Thesis 2	NHPPS3815

Year 4

	Unit Code	Unit Name	Pre-requisite
Semester 1	NHPPS4001* NHPPS4101	Physiotherapy Theory and Application (Part 2 of 2) <i>3 x 5-week blocks of Clinical Placement</i>	NHPPS3007
	Elective Unit 3*		
	NHPPS 4817 [†]	Physiotherapy Honours Thesis 3	NHPPS3826
Semester 2	NHPPS3115	Complex Spine and Pain Presentations	NHPPS4001 or NHPPS4101
	NHPPS4004	Advanced Topics in Physiotherapy	NHPPS4001 or NHPPS4101
	NHPPS4003	Physiotherapy Health Law and Ethics	NHPPS4001 or NHPPS4101
	Elective Unit 4*		
	NHPPS4828 [†]	NHPPS4817	Physiotherapy Honours Thesis 4

*Indicates units that are part of the PY5 non-honours pathway

[†]Indicates units that are part of the PY8 honours pathway. Upon completion of the 2nd year, students will be invited to transfer to the embedded Honours pathway, which will encompass four units involving the development of an Honours thesis.

Course Objectives

Learning outcomes for PY5

On successful completion of the Federation University Bachelor of Physiotherapy (PY5) course, graduates will be able to:

1. Integrate and adapt a coherent and broad body of theoretical knowledge and technical competencies in diverse contexts as an entry level physiotherapist.
2. Review professional and ethical frameworks, and underlying principles and concepts, to inform professional behaviours and responsibilities.
3. Retrieve, critically evaluate, and apply established and evolving evidence and concepts to physiotherapy practice.
4. Formulate, implement, and evaluate physiotherapy management plans, across the lifespan, for culturally and demographically diverse peoples, especially in rural, remote, and Indigenous communities.
5. Demonstrate effective oral and written English language and numerical skills that enable clear, concise, and appropriate communication of theoretical or therapy concepts, treatment options and professional decisions, with clients, families, communities, and other professionals.
6. Apply physiotherapy-based health assessment, promotion, prevention and self-management strategies to individuals and populations.
7. Deliver and facilitate safe, sustainable, and effective collaborative client centred healthcare within a clearly defined and accepted scope of practice for a physiotherapist.
8. Reflect on current skills, knowledge, and attitudes to determine future professional development requirements.

Learning outcomes for PY8

Entry into the Bachelor of Physiotherapy Honours (PY8) course is based on achievement of a satisfactory academic standard over the first two years of the Bachelor of Physiotherapy course. Students will be invited to enter the Honours course the end of the second year. The Bachelor of Physiotherapy (Honours) students will complete four embedded units across their 3rd and 4th years. The unit codes can be found in the course structure tables on page 7 and 8.

On successful completion of the Federation University Bachelor of Physiotherapy Honours course graduates will be able to:

1. Integrate and adapt a coherent and advanced body of theoretical knowledge and technical competencies in diverse contexts as an entry level physiotherapist.
2. Review professional and ethical frameworks, and underlying principles and concepts, to inform professional behaviours and responsibilities.
3. Retrieve, critically evaluate and apply established and evolving evidence and concepts to advanced physiotherapy practice.

4. Demonstrate advanced oral and written English language and numerical skills that enable clear, concise, and appropriate communication of theoretical or therapy concepts, treatment options and professional decisions, with clients, families, communities, and other professionals.
5. Formulate, implement, and evaluate physiotherapy management plans, across the lifespan, for culturally and demographically diverse peoples, especially in rural, remote, and Indigenous communities.
6. Apply physiotherapy-based health assessment, promotion, prevention and self-management strategies to individuals and populations.
7. Deliver and facilitate safe, sustainable, and effective collaborative client centred healthcare within a clearly defined and accepted scope of practice for a physiotherapist.
8. Reflect on current skills, knowledge, and attitudes to determine future professional development requirements.
9. Apply knowledge of research principles and methods to plan and execute research and scholarship with some independence.

Clinical Education

Clinical education plays a crucial role in physiotherapy training by providing students with the opportunity to apply the knowledge and skills they have previously acquired in the classroom to authentic clinical settings. This experience enables them to progress towards becoming independent practitioners in the field of physiotherapy. Clinical placements commence in Year 1, semester 2 with a range of observational and skill-based experiences. The clinical placements continue over the next three semesters, whereby students will be exposed to a range of various clinical settings.

	Unit Code	Number of hours	Description
Year 1, Sem 2	NHPPS1002	12	A mixture of observational exposures, clinical masterclasses and practical clinical experiences
Year 2, Sem 1	NHPPS2013	12	A mixture of observational exposures and clinical masterclasses
Year 2, Sem 2	NHPPS2024	12	A mixture of observational exposures and clinical masterclasses
Year 3, Sem 1	NHPPS3015	10	A mixture of observational exposures and clinical masterclasses
Year 3, Sem 2	NHPPS3007 / NHPPS3107	480	Three 5-week placements conducted across different discipline areas.
Year 4, Sem 1	NHPPS4001 / NHPPS4101	480	Three 5-week placements conducted across different discipline areas.

Most clinical education takes place during the third and fourth years of the course, during which students will be required to complete a 'clinical placement year'. They will participate in three five-week placements in the second semester of the third year and another three five-week placements in the first semester of the fourth year. These placements are diverse, taking place across Victoria and include metropolitan, regional, and rural locations. In addition, opportunities for interstate and international placements may be available. Clinical settings vary and include public and private hospitals, community health centres, nonprofit organisations, schools, university health clinics, private practices, and more.

Students must complete clinical placements according to the course accreditation requirements to graduate and obtain registration as a physiotherapist. Specifically, students will complete placements in acute, rehabilitation, and community practice in a variety of settings (Australian Physiotherapy Council, 2017). These requirements are aligned with the scope of experience required for graduate entry into the physiotherapy profession. Failure to complete clinical placements will result in the failure to graduate and obtain registration.

Students may be required to travel from Gippsland for clinical placements and are required to support themselves at their own expense. Students therefore may have to adjust their external commitments accordingly, as clinical placements take priority to achieve timely completion of the degree.

Students are assigned clinical placements by the Clinical Education Team. Students must not seek their own placement or make any contact with prospective placement providers. If a student has a location or site in mind, they can contact the Clinical Coordination Team to inform them. Students seeking their own clinical placements and/or contacting placement providers is a direct breach of the student code of conduct.

Placement agreements held between Federation University and placement providers require that all students comply with the following requirements outlined by the government in the standardised student induction protocol:

- ▶ Provide evidence of immunity to Hepatitis B, measles, mumps, rubella, varicella, pertussis, and influenza.
- ▶ Provide evidence of full Covid-19 vaccination as per Victorian Government requirements.
- ▶ Have no active infection with tuberculosis.
- ▶ Hold a current 'Working with Children' certification for the duration of the course
- ▶ Hold a current National Police Certificate or fit-2-work police certificate for the duration of the course, which will need to be updated every 12 months.
- ▶ Hold an NDIS workers clearance for the duration of clinical placements.
- ▶ Complete an overseas criminal check for an aged care statutory declaration.
- ▶ Complete all e-Learning modules and other orientation requirements for organisations prior to tending clinical placement.
- ▶ Complete hand hygiene and mask fit training prior to clinical placement.
- ▶ Inform the Physiotherapy Clinical Education Team of any health considerations that may impact on the ability to complete clinical placements.

The Physiotherapy Clinical Education Student Manual will be provided to all students upon their commencement of the Bachelor of Physiotherapy course. It is important that all students are aware of its contents prior to commencing their clinical placements.

Course Requirements

Student Registration

Upon enrolling in the Bachelor of Physiotherapy course at Federation University, all students will be simultaneously registered at no cost with the Australian Health Practitioner Regulation Agency (AHPRA), the national body overseeing health profession registrations. As a physiotherapy student, it is imperative to adhere to the codes and guidelines established by

the Australian Physiotherapy Council and the Physiotherapy Board of Australia. The discussion of codes and guidelines will be discussed in various units throughout the course; however, it is the student's responsibility to be familiar with codes and guidelines, as students are subject to the code of practice.

Relevant information for physiotherapy student registration is found at:

<http://www.physiotherapyboard.gov.au/Registration/Student-Registrations.aspx>

Under the National Law, information about students will be entered on the Student Register. This information is not published online and is not publicly available. The information AHPRA requests from education providers include:

- a)** name of Education Provider
- b)** student's name
- c)** student ID number
- d)** student's date of birth
- e)** student's sex
- f)** student's mailing address in Australia and email details
- g)** name of the approved course of study or clinical training being undertaken by the student
- h)** the date on which the student started the approved course of study or clinical training
- i)** the date on which the student is expected to complete the approved course of study or clinical training
- j)** for students that have completed or otherwise ceased to be enrolled in the approved course of study or clinical training, the date of the completion or cessation, and
- k)** the reason why the student completed or otherwise ceased to be enrolled in the approved course of study or clinical training.

Instances where someone raises a complaint or expresses a concern about a health care practitioner are called "notifications." The university is responsible for student notifications, by which AHPRA will be informed about any issues that could jeopardise public safety. Furthermore, it is crucial for Federation University physiotherapy students to recognise their responsibility in notifying AHPRA if there are any factors that might impact their ability to practice physiotherapy safely. Successful completion of the course requires registration with the AHPRA Physiotherapy Board, a prerequisite to obtain a licence to practice as a physiotherapist.

Notifications may be received by AHPRA from either:

- ▶ an education provider who is required under the National Law to report students whose health is impaired to such a degree that there may be substantial risk of harm to the public, or
- ▶ a person or organisation who voluntarily reports the student for a health impairment or criminal matter and/or a contravention of an existing condition or undertaking.

Each Board's role is focused on registering students and managing notifications about students:

- ▶ whose health is impaired to such a degree that there may be substantial risk of harm to the public, or
- ▶ who have been found guilty of an offence punishable by 12 months' imprisonment or longer, or
- ▶ who have a conviction of, or are the course of, a finding of guilt for an offence punishable by imprisonment, or
- ▶ who have contravened an existing condition or undertaking.

Student Obligations

Under the National Law, students enrolled in an approved course of study or undertaking clinical training must notify AHPRA through the local office within seven days of becoming aware that:

- ▶ they have been charged with an offence punishable by 12 months' imprisonment or longer, or
- ▶ they have been convicted of, or are the course of, a finding of guilt for an offence punishable by imprisonment or
- ▶ their registration under the law of another country that provides for the registration of students

Mandatory Notification

Education providers are also required, under s.143 of the National Law, to make mandatory notifications in relation to students, if the provider reasonably believes:

- a)** a student enrolled with the provider has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm
- b)** a student for whom the provider has arranged clinical training has an impairment that, in the course of the student undertaking the clinical training, may place the public at substantial risk of harm.

Practitioners are required to make a mandatory notification in relation to a student if the practitioner reasonably believes that a student has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm (s.141(1)(b)). In all cases, the student's impairment must place the public at substantial, or considerable, risk of harm in the course of clinical training.

In relation to a student, 'impairment' is defined under s.5 of the National Law to mean the student 'has a physical or mental impairment, disability, condition or disorder (including

substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect the student's capacity to undertake clinical training:

- a) as part of the approved course of study in which the student is enrolled; or
- b) arranged by an education provider.

All students are encouraged to read and understand the Physiotherapy Board of Australia's Guidelines on Mandatory Notification, available at their website

<https://www.physiotherapyboard.gov.au/Codes-Guidelines/Guidelines-for-mandatory-notifications.aspx>

Australian Criminal history check

Students are required to always have a valid Australian nationally coordinated criminal history check while on Placement.

An Australian nationally coordinated criminal history check may be issued by the Australian Federal Police, a state or territory police agency, or an organisation appropriately accredited by the Australian Criminal Intelligence Commission, and is valid if:

- a) issued within the past three years or not more than six months prior to the commencement of the course of study whichever is later.

National Disability Insurance Scheme (NDIS) worker screening clearance

From 1 February 2021, all individuals engaged in work for registered NDIS providers in certain types of roles called risk-assessed roles will need an NDIS worker screening clearance before they can start work. This includes volunteer workers.

All students are required to maintain a valid NDIS worker screening clearance for the duration of their clinical placement if the placement is classified as a risk-assessed role.

First Aid and CPR Certificate

It is a requirement of clinical education that each student has up-to-date Senior First Aid and CPR certificates. It is the student's responsibility to obtain First Aid and CPR certificates. A copy of the First Aid and CPR Certificates must be uploaded to InPlace by the end of the first semester and must be updated each year for the duration of the course. Students will be withheld from going on clinical placement if they do not have a valid First Aid or CPR certificate that covers the duration of their placement blocks.

Working with Children Check

All Federation University Physiotherapy students are required to hold a current Working with Children Card (WWCC) for the duration of the course. The WWCC allows the student to participate in any clinical experience that involves or has the potential to involve children as clients, courses, or participants. Under the Working with Children Act 2005 in Victoria (The Act), a WWCC remains current for 5 years. Students must apply for renewal at least 30 days prior to its expiration date. Existing cardholders will be notified by the commission sixteen weeks before their card expires.

Failure to have a current WWCC will result in exclusion from any participation in clinical education.

Vaccinations

For the duration of the Clinical Placement, all Students should ideally have the following vaccinations:

Influenza

The following may be accepted as evidence of immunity to influenza:

- ▶ Vaccination record indicating a dose of influenza vaccine for current calendar year; or
- ▶ Written statement from a medical practitioner or immunisation nurse advising administration of one dose of influenza vaccine for the current calendar year.

Hepatitis B

Students must provide evidence of being immune to Hepatitis B (sero-converted) within the first teaching period of their studies.

Measles, Mumps and Rubella

Students must provide documented evidence of each antibody (IgG) on serology or documented evidence of 2 measles vaccinations at least one month apart.

Varicella

Students must provide documented evidence of varicella antibody (IgG) on serology or documented evidence of varicella vaccination.

Pertussis

Student must provide documented evidence of pertussis booster vaccination in the previous 10 years.

Tuberculosis

The following may be accepted as evidence of no active infection with tuberculosis:

- ▶ Written statement from an appropriately qualified and experienced medical practitioner advising the student has no symptoms of active tuberculosis and has received a tuberculin skin test or interferon gamma release assay (such as the QuantiFERON-TB Gold assay) indicating no tuberculosis infection; or
- ▶ Written statement from an appropriately qualified and experienced medical practitioner advising the student has no active tuberculosis infection.
- ▶ Students are also considered to have satisfied the tuberculosis requirement for Placement if they provide a written statement from an appropriately qualified and experienced medical practitioner advising they have been assessed as fit for Placement; for example, if the student is receiving appropriate treatment for a current tuberculosis infection and is deemed non-infectious.

Hepatitis B

Students must provide evidence of being immune to Hepatitis B (sero-converted) within the first teaching period of their studies.

COVID-19

Students must provide documented evidence of full COVID-19 vaccination (boosted).

A blood-borne viral disease may result in a student's inability to obtain a placement in a Victorian Health facility and consequently may result in their inability to complete the requirements of the course as accredited by the relevant professional accrediting body. If a student does not sero-convert they will be required to meet academic staff to discuss the implications. If a student has not complied with the above requirement before commencing their first clinical experience or by the last day of the first teaching period of their studies (whichever comes first), their enrolment will be terminated immediately.

Please note some healthcare agencies may require extra immunisation certification.

Costs associated with the course

Information about university fees, such as Commonwealth-supported students, the Student Services and Amenities Fee (SSA fee) and international fees can be found at: <https://federation.edu.au/current-students/essential-info/fees-and-charges/higher-education> and <https://federation.edu.au/current-students/essential-info/fees-and-charges/higher-education/student-services-and-amenities-fee-ssaf>

In addition, students will need to pay for such items as textbooks, stationery, photocopying, etc. Textbooks vary considerably in price. The choice of textbooks for each unit has been considered both for current academic needs and for professional careers.

Students will also have costs associated with purchasing equipment such as a physiotherapy uniform, a lab coat, a goniometer, a tape measure, and a stethoscope. There may be other costs associated with some units, and these will be specified in the unit outlines.

Student contact details

Students are responsible for updating their current addresses and contact details via myStudentCentre (<https://mysc.federation.edu.au/>).

Student ID Cards

The student ID card is required to access the University's services and facilities, including but not limited to:

- ▶ Sit examinations
- ▶ Borrow from library
- ▶ Use University photocopiers/printers (once loaded with credit)
- ▶ Access computer labs after hours
- ▶ Received up to 10% discount on general titles at Ballarat Books (15 Armstrong Street North Ballarat)

Students will be provided with an initial student ID card at no cost. Students can order their first ID card online using Federation University's CaptureMe Portal.

Further information on ID cards can be found at: <https://federation.edu.au/current-students/essential-info/administration/student-id-cards>

Staff Availability

To see a staff member, students must make a prior appointment with the staff member concerned by email.

Professionalism

Attendance

Students are expected to attend all learning experiences provided as part of the program. These experiences are essential for developing the safe and effective skills required of an entry-level physiotherapy practitioner. Additionally, all class content is examinable.

Students are expected to achieve a minimum of 80% attendance in synchronous classes for each unit. If a student is unable to attend a learning experience (e.g., due to extenuating circumstances, such as illness or the death of a family member), they must notify the unit coordinator via email as soon as possible. It is important to note that external work commitments are not considered a valid reason for missing classes, and students are expected to make every effort to attend.

Failure to meet the attendance requirement may result in the student being at risk of not satisfying the Sustainable Performance Inherent Requirement. In such cases, the student will be required to meet with the course coordinator and head of discipline to discuss their circumstances. Continued failure to meet attendance requirements may result in exclusion from the course.

Student Behaviour

Students in the Bachelor of Physiotherapy course are being prepared for a professional future as a registered physiotherapist. As part of being professional, students are expected to behave professionally on and off campus. When a student wears the Federation University physiotherapy uniform, they will be seen to represent the Federation University physiotherapy course, even if the student is not on clinical placement. Thus, professional behaviour is expected at all times. Any allegation of inappropriate behaviour while wearing the Federation University physiotherapy uniform will result in action being taken according to the student code of conduct policy.

As professionals, students are expected to respect the rights of other students and staff, and rude or insulting behaviour of others will not be tolerated. Students must keep their phones silent during lectures, tutorials, workshops, and practicals.

- ▶ Inappropriate student conduct includes, but is not limited to:
- ▶ Disrupting any teaching, study, assessment, or research activities or the administration of the University.
- ▶ Threatening, intimidating, or disorderly behaviour.
- ▶ Endangering the health or safety of a person.
- ▶ Verbal abuse, offensive behaviour, or physical or sexual assault, or any harassment as outlined in the Harassment Policy

There is a smoke-free policy within the University and, therefore, smoking/vaping is not permitted in any building. It is also unacceptable for students to smoke or drink alcohol in uniform in a public place.

Professional Language and Behaviour

Healthcare professional students are required to uphold a standard of professionalism in both communication and conduct. The use of language and communication should be not only comprehensible, but also contextually appropriate, with the use of scientific terminology being particularly fitting when engaging with academic staff, clinical personnel, and peers.

It is imperative for students to also be aware of their non-verbal communication, which encompasses elements such as eye contact, facial expressions, and body language, all of which play pivotal roles in exemplifying professional behaviour.

Students are expected to continuously acquire informed consent when working with peers, teachers, and members of the public. The acquisition of informed consent depends on the provision of comprehensive and understandable information to patients or simulated patients, including the issuance of appropriate warnings. The components of informed consent are both taught and regularly assessed as part of the course.

The physiotherapy discipline places a profound emphasis on professional behaviour. Instances of inappropriate behaviour reported by staff, clinicians, the public, or fellow students will be treated with utmost seriousness. Consequences may encompass, but are not restricted to, practical exam failure, removal from placement, or penalties according to the student code of conduct, contingent upon the context of inappropriate behaviour.

Social Media

Social media can be a wonderful opportunity to build community, participate in developments, and progress and promote the physiotherapy profession. However, as many are aware, social media also has potential dangers and pitfalls. Be aware that social media can be viewed by the public, and inappropriate behaviour on social media is covered in the student code of conduct. Here are some tips taken from the AHPRA social media policy found at <https://www.ahpra.gov.au/>

- ▶ Maintain confidentiality online (a carryover from the Acknowledgment/Confidentiality form signed in first year).
- ▶ The Code of conduct also articulates standards of professional conduct in relation to privacy and confidentiality of patient information, including when using social media
- ▶ Complying with professional obligations

- ▶ Complying with confidentiality and privacy obligations (such as by not discussing patients or posting pictures of procedures, case studies, patients, or sensitive material which may enable patients to be identified without having obtained consent in appropriate situations). For example, posting unauthorised photographs of patients in any medium is a breach of the patient's privacy and confidentiality, including on a personal Facebook site or group even if the privacy settings are set at the highest setting (such as for a closed, 'invisible' group)
- ▶ Presenting information in an unbiased, evidence-based context, and
- ▶ Not making unsubstantiated claims
- ▶ Maintain professional online boundaries – 'therapeutic relationships' differ from social relationships. Therapeutic relationships are intended to meet the needs ONLY of the patient/client

Punctuality and Time Management

As part of professional behaviour, punctuality is expected in all learning experiences (lectures, tutorials, skills laboratories, and clinical placements). Students who are repeatedly late in attending learning experiences will be asked to meet with the relevant year-level coordinator and explain their behaviour. If a student continues to demonstrate poor punctuality, they may be then asked to meet with the course coordinator and/or the head of discipline linking with the components relating to attendance (see attendance section).

Practical Sessions

Participating in practical classes is a fundamental aspect of physiotherapy education, providing a unique opportunity for hands-on learning. In these sessions, it is expected that all students actively participate as "patients," allowing their peers to practice essential manual skills. As part of the professional responsibility of the student, it is crucial to facilitate an environment conducive to learning.

To ensure professionalism and respect in these practical situations, students are required to wear comfortable, loose-fitting clothing that maintains dignity. Participation as a "patient" may involve partial disrobing to allow access to specific areas of the body being assessed or treated. During these activities, it is essential to be respectful of draping, modesty, and the patient's dignity at all times.

It is also important to note that practical classes often require interaction with and assessment of peers of all genders. Students are expected to engage professionally and inclusively, regardless of personal comfort levels, to uphold the principles of equality and respect central to physiotherapy practice.

Any inappropriate behaviour towards another student during these practical situations will be addressed in accordance with the Student and Support for Students Policy. Penalties may range from behavioural agreements to exclusion from the course, depending on the severity of the incident. <https://policy.federation.edu.au/students/policy/ch01.php>

Anatomy Laboratories

Occupational health and safety and risk management rules must be adhered to during all practical and laboratory sessions. It should be noted that the anatomy laboratories contain an array of teaching equipment and therefore should be treated with care and respect. In addition, learning tasks may involve the use of cadavers and prosected specimens. Learning from altruistic donors is a privilege, and respect for the deceased must be consistently

maintained. All students must agree to the 'Anatomy Classroom Ethical Statement' prior to commencing each anatomy unit.

Presentation / Dress Requirements

Federation University requirements for professional hygiene and presentation are as follows:

- ▶ Fingernails are natural, clean unpainted, and do not extend beyond the fingertips.
- ▶ Maintain a high standard of oral and body hygiene, including the use of deodorant.
- ▶ Hair must be clean, neat and tied back off the face so that it does not extend below the shoulders or interfere with treatment techniques by coming into contact with patients.
- ▶ Clothes must be washed, ironed, and presentable.
- ▶ No jewellery is to be worn except a wedding ring (plain band), and a single or pair of ear studs can be worn.
- ▶ Facial makeup should be natural and not overstated.
- ▶ Perfume and aftershave should not be worn.
- ▶ Watches must be removed when performing any practical techniques or skills
- ▶ Students must also be aware that facial hair must be removed for mask testing to ensure the seal is complete, this must be maintained in this state when in clinical areas requiring a mask to be worn as per [State Government requirements](#).

Uniform

Students have a uniform as established by Federation University Physiotherapy department:

- ▶ Physiotherapy polo shirt - Shirts must be long enough that the midriff or back are not exposed when arms are fully extended above the head or when squatting or bending over.
- ▶ Black/dark blue long pants (plain fabric-not pin stripes. Shorts, jeans, denim, tracksuit pants, or cargo trousers are not allowed). The waist must be high enough to not expose lower back/ skin when bending or squatting
- ▶ Black, closed in, flat sole shoes which are lace up or T-bar.
- ▶ Shoes must be clean and maintained in good repair.
- ▶ If it is necessary to wear a jacket over the shirt or a long-sleeve T-shirt underneath the Physiotherapy polo, it must be a similar colour to the uniform top
- ▶ If a belt is worn, the buckle should be small and non-injurious to patients.
- ▶ When on clinical placement, ID badges must be worn visibly; unless it is a provider request that they are not to be worn. Name badges can be purchased from the FedUni store.

Student Feedback

The physiotherapy discipline places a strong emphasis on the reciprocal nature of feedback, recognising its dual role in fostering sustainability and continual improvement of both the learning and teaching experience. Our commitment to collaborative learning and feedback is designed to create an inclusive community of practice, where every student actively contributes to the collective success of the course. We also acknowledge the importance of maintaining a respectful and positive feedback culture, where strengths and effective practices are highlighted alongside areas for improvement.

At the midpoint of each semester, the year-level coordinators will conduct semi-formal anonymous surveys on each unit, targeting the learning strategies that are implemented throughout the semester. These are collected in the form of keep, stop, start format.

Additionally, at Federation University, student evaluation of learning and teaching (SELT) is collected using Qualtrics online survey (<https://federation.edu.au/current-students/essential-info/administration/student-surveys>). All SELT surveys remain anonymous.

Student surveys provide the University with important feedback for future planning, delivery, and improving access of services to students throughout the University.

- ▶ [Student Evaluation of Learning and Teaching Procedure \(Higher Education\) CG1703](#)
- ▶ [Student Surveys Procedure ST2014](#)

Feedback can also be provided via the year-level student representatives who meet with the Head of Physiotherapy and Course Coordinator twice per year.

Upon graduation students will be asked to provide contact details so that we may contact them to fill out the graduate/employee survey. This information is used by the Head of Physiotherapy to improve the course and to provide information to the Physiotherapy course accreditation body. Course experience questionnaires (CEQ) are anonymous university run questionnaires that graduates will be asked to complete after graduation.

Student Representatives

Two student representatives from each year level of the course will be nominated by the year cohort. The student representatives will meet with the Head of Physiotherapy and Course Coordinator at least once each semester. Physiotherapy student representatives may be asked to attend specific meetings on campus. These representatives act as a communication channel for the year-level.

Student Senate

The Student Senate is Federation University's peak student representative body. The Senate serves as a platform for students to raise feedback with senior university staff and to advocate and represent Federation University students. More information on the Student Senate and how to be invited to attend the meeting can be found via the link:

<https://federation.edu.au/current-students/life-on-campus/getting-involved/student-senate>

Assessment

The philosophy of the physiotherapy discipline on the implementation of assessment is twofold, recognising that assessments can be considered "for learning" and assessments "of learning." This dual perspective means that each assessment task is not only designed to evaluate current understanding and skills but is also crafted to contribute to ongoing development throughout the course and future roles as a physiotherapist.

Assessments "for learning" are strategically structured to be learning experiences in themselves. They are intended to guide and shape knowledge and skills as students' progress through the course. In comparison, assessments "of learning" serve as checkpoints to evaluate overall comprehension and application of the content covered. These assessments provide valuable feedback on progress and help ensure that learning objectives for each unit are being met.

Throughout each unit, students typically encounter between 3 and 5 assessment tasks. These tasks may include individual and group assignments, with each designed to assess various aspects of learning and simulate the multifaceted challenges encountered in healthcare.

It is imperative for students to acquaint themselves with the specific rules and guidelines pertaining to assessments, as outlined in the provided links. Understanding and adhering to these guidelines is essential for maintaining academic integrity and ensuring fair and transparent assessment processes. Additionally, familiarity with Federation University policies on Assessment and Student Misconduct is crucial for ethical conduct and successful navigation of the assessment components of the course.

Learning, Teaching and Assessment policy

These policies relate to the processes involving assessment design, moderation, and outcomes. The supplementary assessment procedure comes into play when a student has not obtained a passing grade but fulfills the criteria for an additional opportunity to achieve a passing grade. Should any student require a supplementary examination, the relevant unit coordinator will discuss the supplementary examination procedure process.

- ▶ [Higher Education Assessment \(inclusive of FedTASKs\) Procedure AG1254](#)
- ▶ [Supplementary Assessment Procedure AG2032](#)

Examination Requirements

These policies collectively address various facets of student support and academic considerations within the higher education context. This includes guidelines for exam conduct, student support procedures including those with disabilities and other potential exceptional circumstances that may impact academic engagement and progression. Should any student have any questions around any of the examination procedures (including disability or special consideration processes), please contact the relevant year-level coordinator.

- ▶ [Higher Education Examinations Procedure AG1940](#)
- ▶ [Students and Support for Students Policy ST2073](#)
- ▶ [Disability Learning Access Plan \(LAP\) Procedure ST1966](#)
- ▶ [Higher Education Special Consideration Procedure ST1967](#)

Academic Integrity Policy

These policies form the framework for maintaining ethical standards and honesty within the educational environment. The information provided within these policies will be integrated into both the academic integrity module (AIM), and across various units within the first semester of study. Please be aware that a range of penalties can apply to students found guilty of academic misconduct. These can be found in the Misconduct Determination Guidelines.

- ▶ [Academic Integrity Procedure AG1944](#)
- ▶ [Academic Misconduct Determination Guidelines](#)

Academic Integrity Module (AIM)

Federation University and the wider academic community are built on the shared values including honesty, fairness and responsibility. Academic integrity essentially means that students practice these values in their academic work.

The [Academic Integrity Module or AIM](#), was developed in Moodle as a self-paced interactive learning platform providing information aligned with TEQSA's guidelines for academic integrity. All students **must** complete the Academic Integrity Module before the submission of their first assessment task. Students can self-enrol via the Moodle site and the module will take around 30 minutes to complete.

Submission of Assessable Materials

All written assignments will be submitted electronically via Moodle unless otherwise stated in the unit description. All electronically submitted written assignments will undergo a plagiarism check using specified software. Students on submission of their assignments will be required to complete a student declaration confirming the following:

1. This assignment is my/our original work, and no part has been copied/ reproduced from any other person's work or from any other source, except where acknowledgement has been made (see Plagiarism policy and procedure)
2. This work has not been submitted for any other unit
3. This assignment has not been written for me/us and has not been created by another person or AI
4. I/ we hold a copy of this assignment and can produce a copy if requested
5. This work may be used for the purposes of moderation and identifying plagiarism
6. I/ we give permission for a copy of this marked assignment to be retained by the Institution for benchmarking and unit review and accreditation purposes.

Marking

Marking will be conducted by appropriately qualified professionals and academic staff in line with the outlined marking criteria for the assessment which will be available on Moodle.

Material Return

Assessment material submitted for evaluation during the study period will be returned pending the submission of the assessment task from all students, considering the length and complexity the marking of the collective assessment tasks. The return of marking will aim to be completed in such a time to provide relevant feedforward information that students will have time to implement. The only exception to this is that the results of the final assessment task will be withheld until the final results for the unit is released by the University. Results can be accessed via [myStudentCentre](#).

Assessments will be handed back, either in class or electronically. Assignments will be held electronically for six months after final grades are released. Written examination papers will be held electronically for 12 months after final grades are released. Electronically submitted assignments marked in electronic form may be returned electronically to the students' Federation University email address or via Moodle.

Higher Education Assessment Categories

<https://federation.edu.au/current-students/essential-info/administration/he-assessment-categories>

Current Grades for Unit

CODE	GRADE	%
HD	High distinction	80 - 100
D	Distinction	70 - 79
C	Credit	60 - 69
P	Pass	50 - 59
S	Ungraded pass	
MF	Marginal fail	40 - 49
F	Fail	0 - 39
SI *	Studies Impacted	
XF	Non-assessed fail	
UN	Ungraded fail	

Codes for Incomplete Assessment

CODE	CATEGORY
AD	Assessment deferred: up to 3 months
TD	Assessment deferred: 3 - 12 months
ZN	Supplementary assessment to be completed within 3 months

Moderation of Assessment

Moderation is a quality assurance process employed by Federation University to ensure that assessment is conducted with accuracy, fairness and consistency. Both pre-assessment and post-assessment moderation will be conducted throughout the course. This includes peer review and double marking processes to assist with consistency of marking. Please see the [Moderation of Assessment marking](#) procedure for any additional information.

Special Consideration

Special consideration is an equity measure at Federation University to ensure students are not disadvantaged by any recent/acute/special extenuating circumstances beyond their control. It should not be considered based on an ongoing condition and therefore should not repeatedly be offered. Essential information on Special Consideration can be found at <https://federation.edu.au/current-students/essential-info/administration/special-consideration/higher-education>

There are three types of special considerations:

- [Discretionary Assessment Extension](#)

Short extension (up to 5 working days) for one assessment task in one unit. Should not be used if an extension is required for the same circumstance across multiple units. Students need to apply no later than 2 days before the assessment is due.

- [Higher Education Special Consideration – General](#)

Extensions longer than 5 working days and for multiple assessments across more than 1 unit. Can be applied for up to 3 working days after the assessment due date.

- [Higher Education Special Consideration – Deferred Examination](#)

Used when an individual cannot sit their end-of-semester examination. Will result in exam being shifted into the supplementary period.

Students with temporary or permanent disability, injury, illness or health conditions.

Students should contact the Course Coordinator if they can demonstrate that they are systemically or structurally disadvantaged by disability, ill-health, culture, and similar factors. However, students must also be aware of the inherent requirements, which are detailed below.

Federation University Disability Support Services

Federation University has support in place for students (and staff) with any form of disability. Students with disability are encouraged to contact the University's Disability Support Services

to discuss support strategies. <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/disability-support>

Inherent Requirements

The Institute of Health and Wellbeing has developed inherent requirements for students enrolled in its courses. Physiotherapy has a set of inherent requirements that **must be** met by all students. They are the fundamental abilities, behaviour and skills needed to complete the course and graduate as physiotherapists. Please refer to the link below:

<https://federation.edu.au/staff/learning-and-teaching/curriculum-quality/work-integrated-learning/inherent-requirements-at-federation-university>

Students should carefully review the inherent requirement statements and consider whether challenges may arise in meeting these requirements during the course. Students who anticipate challenges related to a disability, chronic health condition, or any other reason are encouraged to discuss their concerns with the Physiotherapy Course Coordinator.

Students with a disability or chronic health condition can access reasonable adjustments to enable them to meet the inherent requirements. Other factors, such as cultural or religious considerations, may also impact the ability to meet an inherent requirement and may require adjustments. However, any adjustments must not fundamentally alter the nature of the inherent requirement. In many cases, health conditions and disabilities do not pose significant barriers, provided the condition is effectively managed, appropriate care is received, and reasonable adjustments are implemented to support safe study and work in a clinical environment.

Many students with a wide range of impairments, illnesses, and health conditions successfully meet the required standards of knowledge, skills, and behaviours to become physiotherapists, demonstrating the high level of competence necessary to ensure patient safety.

Some prospective students and some existing students may not be able to progress with their studies, even with an appropriate range of adjustments and support in place, due to failure to meet these inherent requirements. Reasonable adjustments may be made to the way that standards are assessed or performed (except where the method of performance is part of the competence to be attained) and to how curricula and clinical placements are delivered.

However, all adjustments must:

- ▶ be consistent with legislative and regulatory requirements and not compromise codes, guidelines, and policies of the University and AHPRA
- ▶ not result in unethical or unprofessional behaviour
- ▶ meet the necessary standards of timeliness, accuracy, and functional effectiveness to ensure that self- and patient care, treatment or safety is not compromised
- ▶ address the need to perform the full range of tasks involved in clinical practice
- ▶ ensure that performance is consistent and sustained over a given period

Reasonable adjustments will be made in consultation with academic staff and Disability Support Services staff.

Protected Disclosures

Federation University is committed to the aims and objectives of the [*Protected Disclosure Act 2012*](#). The university recognises the importance of transparency and accountability in its

administrative and management practices. Federation University will take all necessary steps to protect people who make disclosures from any detrimental action in reprisal for making the disclosure. More information on the protected disclosures procedures can be found via https://policy.federation.edu.au/corporate_governance/procedures/protectdisclosure/ch01.php

Plagiarism

Under the University's regulations students must ensure that any coursework submitted for assessment is genuinely their own and is not plagiarised (borrowed or copied, without specific acknowledgement, or taken from other published or unpublished work). Please see the following link to learn more about plagiarism

https://policy.federation.edu.au/forms/Att15_Plagiarism_Resources.pdf

Students who are accused of plagiarism may undergo a hearing process to determine the potential course of action regarding the claim. A framework of the hearing process can be viewed via the following link <https://policy.federation.edu.au/forms/FINAL-Student-Plag-Proc-Flowchart-Work.pdf>

Penalties

Instances of suspected plagiarism will be dealt with in accordance with the University's Regulation 6.1.1 – Plagiarism:

https://federation.edu.au/_data/assets/pdf_file/0005/44996/Reg-611Plagiarism-19_01_16.pdf

Please note that if found guilty of academic misconduct, the penalties can escalate to removal from the course.

Student Complaints and Appeals

Should a student have to undertake an academic hearing in relation to misconduct, they should be aware of the student appeal procedure.

https://policy.federation.edu.au/corporate_governance/procedures/standard_10/ch01.php

Should a student have a complaint regarding a potential allegation relating to discrimination, they should be aware of the student complaints procedure:

<https://policy.federation.edu.au/students/policy/ch02.php>

Student Resources

Student Support Services

At times, students may experience stresses from study, paid work or family pressures, which may interfere with their progression. The University offers free support services that many students find valuable, such as the Counsellors, Disability Support Services, Study Skills Advisors and Welfare Officers. We strongly encourage students to utilise these services.

The Student Support and Services Directorate was established to assist students in many aspects of campus life. The following services, among others, are provided:

- ▶ Student Advocacy Service: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/student-advisory-service>
- ▶ Children's Centres: <https://federation.edu.au/about-us/facilities-and-services/commercial-services/children-centre/childrens-centres-home>
- ▶ FedLiving: <https://federation.edu.au/about-us/facilities-and-services/commercial-services/fedliving/fedliving-home>
- ▶ Counselling Services: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/advice-and-counselling>
- ▶ Disability Services: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/disability-support>
- ▶ Scholarships, bursaries and grants: <https://federation.edu.au/current-students/starting-at-federation/scholarships>
- ▶ Chaplaincy Service. <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/chaplaincy>
- ▶ Financial Information and Support: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/financial-information-and-support>

Federation University provides insurance for students who are injured while performing University associated activities such as Clinical Education placement. This is limited liability coverage - for further information contact the Clinical Coordinator.

Computing, email

All students are issued a university email address upon enrolment. All official communication from Federation University is sent to this email address, not to personal email accounts. Staff will contact students via this address for matters related to their units.

Student Email

Students are expected to check and read their university emails daily, as email is the primary means of communication used by staff. Failure to read emails will not be accepted as a valid excuse for being unaware of changes to student requirements. All emails sent to Federation University staff must be sent from the university email account. Emails sent from personal accounts may not be read or actioned.

Emails should include an appropriate signature containing the sender's name, student number, year level, and enrolled course. A sample email signature can be found via the following link: https://studyskills.federation.edu.au/wp-content/uploads/2020/06/email-communication_2020.pdf

Email Etiquette

When sending emails from a university email account, students are representing Federation University. This is akin to driving a Federation University-branded vehicle; behavior reflects on the institution. Students must adhere to best practice guidelines for email communication and maintain a professional tone.

myStudent Centre

The myStudent Centre portal allows students to view enrolment details, update certain personal information, and pay fees and charges. This service is an essential resource for managing administrative aspects of student life.

Moodle

Unit resources for physiotherapy students are available via the Moodle online learning system utilised by Federation University. Each unit has its own Moodle shell which will include announcements from lecturers, additional readings and study materials for downloading. Students enrolled in a unit gain access to its Moodle shell and retain access to relevant materials even after the unit is completed. This ensures continuity in learning and supports the progressive building of knowledge and skills across the course.

The Federation University Use of Learning and Teaching Technology Procedure can be viewed at

https://policy.federation.edu.au/academic_governance/procedures/learning_and_teaching_technology/ch01.php

All students have agreed, as a condition of enrolment, to abide by these conditions. It is strongly urged that all users become familiar with these conditions, as breaches will be dealt with by suspension of right of access to the facilities.

These conditions, among other things, define uses which are permitted and those which are not permitted. Some of these conditions of specific application to students are:

Authorised Users of ICT Services are not permitted to provide others with their Authentication Credentials. It is the responsibility of Authorised Users to ensure that their authentication credentials are securely stored as they are responsible for all activity initiated from their account or with their Authentication Credentials.

University ICT Services must not be used in any manner, which the University considers to be inappropriate, this may include, but is not limited to:

- ▶ Accessing pornography.
- ▶ Unauthorised monitoring of electronic communications.
- ▶ Knowingly downloading, storing, distributing, or viewing of offensive, obscene, indecent, or menacing material. This could include, but is not limited to, defamatory material, material that could constitute racial or religious vilification, discriminatory material, material that incorporates gratuitous violence or frequent and highlighted bad language.
- ▶ Stalking, blackmailing, or engaging in otherwise threatening behaviour.
- ▶ Any use which breaches a law, including copyright breaches, fraudulent activity, computer crimes and other computer offences.
- ▶ Transmitting spam or other unsolicited communications; or

- ▶ The introduction or distribution of security threats, including a virus or other harmful malware

Account codes and passwords are strictly for personal use and must be treated as private and confidential. Sharing or distributing these credentials is considered misuse and will result in the immediate withdrawal of account privileges. If there is any suspicion that account security has been compromised, it should be reported promptly to the ITS Service Desk.

Any form of harassment using electronic means, such as email, will be treated as a breach of university policy or of the law, as appropriate, and may result in disciplinary proceedings under the Student Code of Conduct policy.

Federation University Library

A collection of Physiotherapy resources are held in the Federation University Library. Essential texts are held in Closed Reserve. Students are expected to purchase required textbooks and to read widely within the literature. The library web page will provide information regarding library resources and databases useful for Physiotherapy students. Please see the Library Use Policy at

Library Resources: <https://federation.edu.au/library>

Many of the online resources available through the Federation University library (access to databases, ejournals, etc.) are restricted to students with a Federation University user ID & password.

'ASK' Services

Academic Skills and Knowledge (ASK) is a first point of contact service available in the library (for on-campus students), staffed by experienced Student Academic Leaders. Online students can access this service by phone, email, web enquiry form, Twitter, or Facebook. Students can use this service for assistance with academic writing, referencing, study skills, exam prep and more.

Information Technology Services (ITS)

ITS Service Desk Portal 'Service Now' is a 'one stop information shop' for assistance with resolving computer problems i.e., accessing Moodle, student email account, myStudentCentre. See: <https://federation.service-now.com/sp>

There are also several software applications available to assist with various forms of study.

Policies and Procedures

Progression, Withdrawal and Deferring Study

It is advisable that prior to withdrawal, deferral or leave of absence from any unit or the course that students meet with their Course Coordinator (see the unit overview page for contact details).

Progression

Strict rules govern students' progression through the Bachelor of Physiotherapy and Bachelor of Physiotherapy (Honours) units. Many units will have pre-requisite units which need to be

completed before enrolling in the following semester. Details of pre-requisites and enrolment details can be found at [Monitoring Course/Qualification Progression Procedure AG879](#)

Failure of a unit will result in an extra year of study

A student may not enrol in any third-year unit of the course until all prescribed first- and second-year units have been satisfactorily completed and a student may not enrol in any fourth-year unit of the course until all third-year units have been satisfactorily completed. A student has a maximum time of six years to complete the degree.

Withdrawal

Withdrawal can be managed through StudentHQ. See <https://federation.edu.au/current-students/essential-info/administration/taking-leave-or-withdrawing-from-studies> for information regarding withdrawal from units. Students must withdraw from a unit prior to the census date for semester 1 or semester 2 or they will be charged for the unit.

See <https://federation.edu.au/current-students/essential-info/administration/important-dates> for all important dates regarding enrolments.

Leave of Study

Please refer to <https://federation.edu.au/current-students/essential-info/administration/taking-leave-or-withdrawing-from-studies> for information related to taking a break from study.

Academic Credit Transfer

Federation University recognises formal prior coursework learning and have policy and procedures that govern the granting of credit towards Federation University's Higher Education awards on the basis of prior formal learning, through the credit transfer process. Students should be aware that credit transfers require evidence of satisfactory achievement of the Intended Learning Outcomes outlined for the unit students are seeking credit for. Please refer to:

https://policy.federation.edu.au/academic_governance/procedures/selection_admission_and_enrolment/ch04.php for information related to academic credit transfer.

Applications for academic credit transfer must be submitted using the [Enquiry and Application portal](#). Advanced standing will only be granted on a yearly basis as units may change. Advanced standing will be applied on an individual basis and will consider the time since completion of previous study, the learning outcomes of the units and changes that have occurred within units.

Employment

It is only when students are on a Federation University indicated clinical experience that they are covered by Federation University insurance and are eligible to undertake physiotherapy techniques under the supervision of a suitably qualified physiotherapist.

A student who works in a health business, not organised by the Federation University Physiotherapy course, in which they are asked to use therapeutic modalities, e.g., soft tissue mobilising/massage, ultrasound, exercise, and for which the student may or may not be paid by the employer, will not be covered by any Federation University insurance.

In addition, unless the student is qualified and works as an allied health assistant under supervision, the student risks breaching federal law relating to practicing as a physiotherapist when not qualified and registered. There are legal penalties for this.

Students may only work in areas for which they have training, e.g., first aider/lifesaver (with appropriate certificates), care worker/allied health assistant/physiotherapy assistant (after appropriate certification or training), and sports trainer (with SMA or appropriate certification).

Workplace, Health & Safety

Federation University operates under current Workplace health and safety legislation for Workplace Health & Safety. Consequently, there are rules that all people at Federation University must observe. It is the students' responsibility to note requirements of clothing or safety equipment for certain rooms or classes.

All laboratories such as anatomy will have set expectations which will be outlined by each of the relevant unit coordinators at the commencement of each semester.

Infectious Diseases Policy

Students have a responsibility to protect their patients, their colleagues and themselves from preventable infectious diseases through either immunisation or risk-limiting behaviour. Please refer to the Risk Management Framework Procedure

https://policy.federation.edu.au/corporate_governance/procedures/risk/ch01.php

Clinical education providers have a range of requirements that Federation University must ensure that all students who attend facilities have met attendance requirements. Many health facilities require that all health care worker students are immunised against Hepatitis B, Measles, Mumps, Rubella, Pertussis and Varicella prior to their first clinical placement within their facility. Therefore, it is a condition of enrolment that all students provide evidence of immunisation prior to their first placement or the end of their first teaching period. Additionally, all students must adhere to the relevant Covid-19 infection control policy of any relevant site that they are learning in.

Responsibilities of Health Care Worker Students

- ▶ All health care worker students must be familiar with information about the risks of acquiring and transmitting preventable infectious diseases.
- ▶ Health care worker students have an ethical duty to be aware of their immunity or infectious status to ensure they do not place others at risk of infection.
- ▶ It is a responsibility of health care worker students to understand and practice infection control practices, including standard and additional precautions, in their clinical experiences.
- ▶ Students who fail to seroconvert following Hepatitis B immunisation will be required to have a blood test prior to their first clinical placement for each academic year, to determine their Hepatitis B status. Non Sero Converters and those who test positive for a blood-borne virus should see their GP for further advice on protecting themselves and their patients from infectious diseases.
- ▶ Students who engage in at-risk behaviour and/or suspect they may have been infected with a blood-borne virus during their unit have an ethical duty to seek testing and counselling.
- ▶ Prior to their first clinical placement, students must provide written confirmation to the professional placement unit of having completed the schedule of vaccinations, or of having commenced that process. Failure to comply with this requirement will result in

the student not be able to progress into a clinical placement, which will impact progression through the course.

- ▶ Students infected with blood-borne viruses should exclude themselves from exposure-prone procedures as a standard precaution.

Confidentiality

Students have a legal right to confidentiality and cannot be compelled to disclose their immunity or infectious status to others. However, students infected with a blood-borne virus are strongly recommended to inform the relevant Course Coordinator to ensure that:

- ▶ Appropriate steps are taken to ensure that the duty of care to patients within any clinical placement facility is not breached; and
- ▶ The health and safety of the student and their colleagues in the clinical placement facility are maximised.

Final word

In joining the Bachelor of Physiotherapy course, you are now part of a collective of students, educators, and professionals committed to excellence and collaboration. Together, we foster an environment where questions are welcomed, ideas are shared, and support is abundant. As you go about your learning over the next couple of years, remember that every interaction has the potential to contribute to your pursuit of knowledge and growth.

As you navigate your studies, embrace the challenges, celebrate the victories, and lean on the strength of this community. Your unique perspectives and experiences enrich our collective learning, making the physiotherapy community at Federation University truly special.