



Bachelor of Biomedical / Health Sciences

Program Charter

Table of Contents

ABBREVIATIONS.....	2
ACKNOWLEDGEMENT	2
1. Background to Charter	2
2. Purpose of the Charter	2
3. Introduction	3
4. Part 1: The responsibilities of the Biomedical Science/Health Sciences Students.....	3
4.1 Expectations of On-Campus Students:	3
4.2 Expectations of Remote Students:.....	3
5. Discipline Regulations.....	4
5.1 The student will comply with professional obligations and responsibilities:	4
5.2 Failure to adhere to these discipline regulations can result in:	4
5.3 The students will undertake opportunities to provide feedback:.....	4
6. Part 2: The responsibilities of the University and Biomedical/Health Sciences program	4
6.1 Education	4
6.2 Privacy and Equal Opportunity	5
6.3 Administration and Support	6
6.4 Student Representation	6
7. Final Checklist	7

ABBREVIATIONS

- **Charter:** Bachelor of Biomedical Science Program OR Bachelor of Health Sciences Program Charter
- **Faculty or HSM:** Faculty of Health Sciences and Medicine
- **Head of Program:** The academic responsible for leading and coordinating the programs
- **Program or Programs(s):** Bachelor of Biomedical Science Program OR Bachelor of Health Sciences
- **Students:** A student enrolled within the Bachelor of Biomedical Science OR Bachelor of Health Sciences programs
- **Subject(s):** The subject(s) that form part of the program(s)
- **Subject Coordinator:** The academic responsible for convening and coordinating the subject within the programs
- **University:** Bond University.

ACKNOWLEDGEMENT

This charter was developed collaboratively by staff and students within the Biomedical Science and Health Sciences programs at Bond University.

We acknowledge the following documents which have assisted as a guide in developing this Charter:

- Bond University Exercise and Sports Science Program Charter
- Bond University Medical Program Charter
- Bond University Student Handbook.

1. Background to Charter

As a student within the Bachelor of Biomedical Science or the Bachelor of Health Sciences programs at Bond University, you should know what will be expected of you as you undertake your study. You should also know what you might reasonably expect of your staff within the programs during the delivery of your education at Bond University.

Within the Biomedical Science and Health Sciences programs we pride ourselves on setting a high standard of professional conduct and ethical practice. Our goal is to support you as a student to adopt similar high standards of conduct and practice to achieve your goals of working within your chosen profession.

This Charter identifies and spells out the responsibilities of both you as a student, as well as the staff involved in your education within the Biomedical Science and Health Sciences programs at Bond University.

2. Purpose of the Charter

The Charter has two broad aims:

1. To clearly state the expectations and responsibilities for the major parties involved in the Biomedical Science and Health Sciences programs
2. To promote "Good Practice" by incorporating a professional code of conduct for you which will remain consistent throughout your studies and experiences at Bond University and which you will retain as core knowledge, skills, and attributes for future practice.

The Charter specifically outlines the rights and responsibilities of students and staff. These expectations of behaviours and attitudes will remain consistent across your Biomedical Science or Health Sciences program. They include University-based teaching sessions, community outreach opportunities, practicum and internship placements and other related learning and teaching

and/or research experiences related to your program(s), as well as following graduation as a Bond Alumnus.

As a Bond University Biomedical Science or Health Sciences student, when you sign the final page of this charter you will be accepting the responsibilities within Part 1 of the Program Charter, the University and Program agrees that it has responsibilities to you, these are outlined in Part 2.

3. Introduction

Students of Bond University have an appreciation of broader expectations of the responsibilities of their program during their academic study. The Biomedical Science and Health Science Charter outlines more specifically the expectations of both students and faculty within these programs. By signing the final checklist related to the charter, the student acknowledges the responsibilities detailed within. Additional responsibilities and expectations may be outlined within the programs as part of subject specific requirements.

Biomedical Science and Health Science students at Bond University are encouraged to show the behavioural attributes of integrity, authenticity, and bravery along with the skills of kindness, acceptance, and transparency of process. These same attributes and skills are valued in members of the faculty and enable effective communication between staff and students. The standards and expectations outlined in the charter reflect these values and aim to achieve a conducive learning environment as well as foster a positive student experience.

4. Part 1: The responsibilities of the Biomedical Science/Health Sciences Students

4.1 Expectations of On-Campus Students:

1. The student will treat other staff and students of the University with fairness, kindness and respect
2. The student will avoid reckless behaviour that may offend, discriminate, or bully others
3. The student will utilise University facilities in a responsible and safe manner
4. The student will become aware of the University's policies, procedures, and regulations
5. The student will act with academic integrity and acknowledge that cheating and plagiarism is not allowed
6. The student will have an awareness of and a respect for Indigenous and First Nations culture and their importance within the university
7. The student will reflect the University with professionalism and honor
8. The student will participate in learning and research activities in a positive and constructive manner
9. The student will embrace diversity and respect the rights and viewpoints of others
10. The student will ensure their own self-care, health, and well-being.

4.2 Expectations of Remote Students:

1. The student will abide by University policies and procedures
2. The student will understand the safe usage of technology
3. The student will respect others by muting their microphone when other staff or students are speaking online
4. The student will uphold academic integrity in all forms of assessment
5. The student will maintain professionalism with staff and students

6. The student will utilise the 'raise hand' and/or chat section in the collaborate panel when asking a question
7. The student will refrain from derogatory language between staff and peers online
8. The student will proactively participate in discussions and stay on task in Collaborate breakout rooms
9. The student will not share class recordings or resources with others outside of their degree.

5. Discipline Regulations

5.1 The student will comply with professional obligations and responsibilities:

1. The student will inform their Biomedical Sciences/Health sciences program if they possess an infectious, communicable, or notifiable disease.
2. The student will inform their Biomedical Sciences/Health sciences program if they possess a disability or health condition that may detrimentally impact their engagement, judgement, or peers' safety.
3. The student will maintain professional boundaries to facilitate a safe working environment for both staff and students.
4. The student is prohibited from engaging in sexual relationships with staff members wherein a conflict of interest may arise.

5.2 Failure to adhere to these discipline regulations can result in:

1. Exclusion from undertaking Beyond Bond activities that are compulsory to complete
2. Exclusion from being considered a graduate from Bachelor of Biomedical Sciences / Health sciences program
3. Exclusion from professional outcomes offered by the Career Development Centre at Bond
4. Exclusion from having the opportunity to complete post graduate qualifications such as Doctor of Physiotherapy, Master of Occupational therapy, Master of Health care Innovations, Bachelor of Medical Studies and Master of Nutrition and Dietetic Practice at Bond University.

5.3 The students will undertake opportunities to provide feedback:

1. The student has the option to provide feedback regarding the functionality, effectiveness, importance, and teaching of all aspects of their program
2. The student has the option to complete all evaluation tools offered to them such as ETEVALs (Teaching and Subject evaluations), surveys, group sessions and regularly update their Class Representative(s) and staff with any concerns or suggestions.

6. Part 2: The responsibilities of the University and Biomedical/Health Sciences program

6.1 Education

The Biomedical Science/Health Science program(s) shall:

1. Provide high quality teaching and training to ensure students are confident in laboratory settings

2. Provide learning experiences that are challenging and are beneficial towards the student
3. Ensure that the course is relevant and led by individuals qualified to teach and train undergraduate and postgraduate Biomedical/Health Science students
4. Provide a level of training whereby, upon an individual's satisfactory completion of the course, the minimum standards attained comply with the professional expectations of the regulatory body where relevant
5. Inform students regularly of any updates and provide them with access to course information
6. Inform students within a reasonable period of any significant changes to the course structure or curriculum
7. Provide clear and timely information about assessment/submission dates and the preferred/required assessment format that the student will follow
8. Ensure the assessment and examinations are based upon the learning outcomes that are required by the course
9. Give impartial and timely feedback on the individual student's progress and performance, including any explanations for failure
10. Where necessary, reasonable extra support should be provided to students that require additional learning support
11. Respect the intellectual property rights of the student. Any work undertaken by the student remains the property of the student subject to locally agreed arrangements discussed in advance with class representatives and subject to the Intellectual Property Policy
12. Provide students with the opportunity to give feedback to the university or the program in terms of individual subjects, teaching and the program(s) as a whole
13. Ensure that all staff with responsibilities to students comply with the charter. This charter will be made available to both students and staff alike, with all parties expected to meet the content of this charter
14. Make clear the purpose and implications of HSM - Management of Allegations of Student Misconduct procedures. It is imperative that students and staff are clear about the need for professional responsibility
15. Ensure resources are allocated and available to facilitate delivery of the provisions of Parts 1 and 2 of this Charter.

6.2 Privacy and Equal Opportunity

The Biomedical Science/Health Science program(s) is obliged to:

1. Respect the fundamental Human Rights of students as set out by the Universal Declaration of Human Rights (United Nations 1948) as far as they do not impact on the rights and freedoms of others for whom the Program has an equal duty of care, including fellow students and staff, and the public
2. Ensure that learning, both in the laboratory and in classrooms, is undertaken in a safe and secure physical environment
3. Provide a diverse environment which takes positive and effective action to protect students from bullying, discrimination, intimidation, or any form of harassment and promote equality and value diversity
4. Provide information to the student on how to lodge a formal complaint. All complaints

remain confidential to those involved and the complainant shall be protected from any form of victimisation following the complaint. Treatment of the complaint against a member of staff or a student shall be treated in a uniform manner

5. Those making complaints or any disclosures that are proven to be malicious and/or untruthful will be subject to the Biomedical Science/Health Science program's disciplinary procedures.

6.3 Administration and Support

The Biomedical Science/Health Sciences program shall:

1. Ensure that students have access to modern IT equipment that is appropriate for their programs' demands
2. Ensure that students have access to facilities, learning spaces, and library resources that are of a high standard to enable them to reach their academic goals and programs. expectations. Technical facilities such as anatomical models, computer programs and learning apps should be made available for all students
3. Ensure that during a student's academic journey both staff and administration adopt respectful communication skills with a helpful attitude
4. Ensure that students have access to both the University and their programs, regulations, and policies
5. Ensure that students receive advice regarding their own health and appropriate behavioural standards. Additionally, students should have their own General Practitioner (GP) for medical care. Students should be aware of various medical and counselling services provided by Bond University. Students' health and wellbeing are valued by their program and hence, their health should not put others in danger. The program staff will promote external services to the HSM faculty to avoid conflict, maintain confidentiality and professionalism
6. Ensure that students are provided access to various student-centered services within their program and that contacting a student support staff member is easily attainable. As some problems students may encounter are very personal the faculty must respect and refer them to appropriate services for their individualistic needs
7. Ensure that students are informed of who their staff members are and what services are available for support
8. If a staff member is faced with dual responsibilities of student's problems and academics, a system must be in place wherein the student can refer to a different staff member that would not have dual responsibilities. In the circumstance a 'conflict of interest' occurs, the student must be referred to alternative services with those who do not have academic responsibilities that can accommodate their needs
9. Ensure that students' problems remain confidential, however, students should be aware of those circumstances that arise wherein their information may be disclosed for their health and wellbeing to benefit
10. Ensure that students are informed of the various Career Advice facilities and services provided by Bond University

6.4 Student Representation

The HSM Faculty will:

1. Process complaints in an equitable, open, and transparent manner to ensure students feel safe when reporting complaints if they are treated unfairly

2. Support proactive student participation in all activities of their respective program, Bond University students' association(s) and external bodies that are related to the Biomedical/Health sciences program
3. Uphold a high degree of importance, esteem, and virtue in student representation in all facets of the program.

7. Final Checklist

- Background to Charter
- Purpose of the Charter
- Introduction
- Part 1: The responsibilities of the Biomedical Science/Health Sciences Students
- Discipline Regulations
- Part 2: The responsibilities of the University and Biomedical Science/Health Sciences program.

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I have read and accept all expectations of this Biomedical Science/Health Sciences Program Charter.

Signature

Date