

Griffith Health Local Protocol - Fit for Professional Practice

1.0 Purpose

This Local Protocol outlines the series of steps that should be taken when Griffith Health's expectation of students' standard of behaviour and conduct is not met, with respect to professional practice.

2.0 Scope

This Local Protocol applies to non-award, undergraduate and postgraduate students of Griffith Health who are undertaking professional practice activities. Professional practice is undertaken by students performing prescribed and/or voluntary activities either in a professional, industry or community setting such as observation, clinical practice or internship, or in a university setting, such as a laboratory, clinical or applied skills facility, clinic or research facility.

3.0 Procedure

3.1 Requirements of health student professional conduct

Professional practice is a critical component of Griffith Health programs as it builds student professionalism as well as a well-equipped health workforce of the future. To engage in professional practice, students are required to understand their compliance obligations in their intended profession as well as the expected conduct of the profession (Appendix 1). They are required to meet professional practice requirements in their first trimester of study and maintain them throughout their enrolment in a program.

Students are required to conduct themselves, before and during professional practice activities, in a manner that is consistent with the Griffith Student and other relevant health profession Codes of Conduct, while not breaching relevant student policies such as the [Student Charter](#), [Student Conduct, Safety and Wellbeing](#) and [Student Academic Integrity](#).

Griffith Health is focused on educating students on professionalism and appropriate professional conduct, as a student is a health professional in training. This educational approach builds student professional identity and socialises students to the expectations of their intended profession as well as to interdisciplinary practice. Professional conduct education prepares the student for all types of professional practice activities, as well as employment, and protects the student and the public against risks. Staff members are integral in socialising students to their new health profession and facilitating appropriate student behaviour. This socialisation process should commence in Orientation Week.

3.1.1 Student responsibilities

Within the educative approach to facilitate appropriate student conduct, the student is an active participant. Student responsibilities include:

- Understanding and displaying professional behaviour that is in line with the relevant Codes of Professional Conduct
- Understanding and meeting the professional practice requirements by the end of the first trimester of first year of study, or earlier if advised by the Program, as outlined on the [Health Placement Support Hub](#) website. This includes, but is not limited to:

- Obtaining an Australian National Police Check from the Australian Federal Police if listed as mandatory. Students must, where required, present their certificate when attending placement
 - Obtaining a current Queensland Blue Card or Working with Children Check from another state/territory for their program of study, if listed as mandatory
 - Obtaining required immunisations and health test requirements, as specified on the on [Health Placement Support Hub](#) website, to comply with the Griffith University Guidelines for the Prevention and Control of Communicable and Notifiable Diseases
 - Obtaining other professional practice requirements, as specified by the organisation at which they will be attending a professional practice activity. These requirements can differ between organisations, states and territories
- Maintaining all professional practice requirements. Students are required to update any professional practice requirements upon expiry so that currency is maintained throughout their enrolment in a program
 - Disclosing to the Program Director or the Health Placement Support Hub, criminal convictions, inability to obtain a Blue Card/Working with Children Check or the inability to be vaccinated. Disclosure will be required in the first trimester of study
 - Notifying the Health Placement Support of any changes to Police Information during their enrolment
 - Disclosing health and wellbeing concerns, as per the [Students with Disabilities Policy](#)
 - Complying with Griffith University infection control policies for on-campus activities and facility-based policies for the organisations in which professional practice activities are conducted in the community
 - Complying with workplace health safety policies and procedures on-campus and facility-based policies for the organisations in which professional practice activities are conducted in the community
 - Complying with organisation-specific requirements, such as removing facial piercings and covering tattoos.

3.1.2 Staff responsibilities

For the purpose of this Local Protocol, the definition of “staff” has been widened to include academic and professional members of Griffith University and its communities. This includes tutors, lecturers, course convenors, program directors, Deputy Heads of School, Heads of School, academic advisors, placement convenors, preceptors, program-based support persons, Health Placement Support Hub staff, industry/profession supervisors, and any other staff member of the university and its communities. Staff responsibilities include:

- Understanding and educating students on the Codes of Professional Conduct and University policies relevant to the programs in which they are involved
- Modelling appropriate professional behaviour
- Understanding and educating students on the professional practice requirements of the programs in which they are involved, as detailed on the [Health Placement Support Hub](#) website
- Encouraging students to complete the professional practice requirements within the specified time frame
- Maintaining confidentiality with respect to student disclosures
- Gaining consent to discuss the disclosure to identify, wherever possible, reasonable adjustments
- Promptly identifying and addressing professional practice concerns by following the procedures as outlined in this document, and other relevant policies, procedures, guidelines and frameworks such

as: [Student Conduct, Safety and Wellbeing](#), [Student Academic Integrity](#), [Student Review and Appeals Procedure](#) and [Staff Guidelines on Decision-Making in Student Cases](#)

- Recording professional practice concerns and submitting the documentation for Tier 1 and 2 concerns to the student's central University file in Student Business Services
- Ensuring students who do not complete professional practice requirements are restricted from attending professional practice activities.

The Griffith Health Placement Support Hub is responsible for:

- Maintaining up-to-date information on the outlined on the [Health Placement Support Hub](#) website
- Receiving, reviewing and verifying all professional practice requirements for Griffith Health students
- Emailing reminders to all students to complete professional practice requirements during the first trimester of study
- Generating reports on the attainment of professional practice requirements and providing these to the relevant Program Directors/Placement Officers.

The Dean (Academic) is responsible for approving professional practice requirements for Griffith Health programs.

3.2 Types of professional misconduct

Professional misconduct occurs when professional practice requirements are not met (compliance concerns) or when a student displays behaviour that is not in line with the relevant Codes (behavioural concerns), as defined below:

1. **Compliance concerns**, where students exhibit disregard for, or are unable to meet or maintain the rules, regulations or standards for undertaking professional practice. These standards are outlined on the [Health Placement Support Hub](#) website for each health profession
2. **Behavioural concerns**, where students engage in conduct outside the bounds of what is considered acceptable by each profession's code of conduct or demonstrate performance that is not consistent with the professional's established set of standards

3.3 Principles for managing compliance and behavioural concerns

All Griffith staff and members of the Griffith community are responsible for promptly identifying professional practice concerns and reporting the concern to the Program Director. The Program Director exercises judgement to determine the seriousness of the concern, i.e., whether the concern is a Tier 1 or Tier 2 matter, based on five criteria:

1. Type of issue: compliance or behavioural
2. Frequency of issue
3. Level of experience of the student
4. Intent of the student
5. Impact, or potential impact of the issue.

The decision-making matrix to support identification of concerns as Tier 1 or Tier 2 matters is provided in Appendix 2, with examples. Compliance concerns involving students with a criminal conviction or a negative working with children check, and students who request an exemption from vaccinations/health tests that constitute professional practice requirements, are automatically classified as Tier 2.

3.4 Management of compliance concerns

3.4.1 Tier 1 compliance concerns

Within the scope of acceptable professional boundaries, staff members are encouraged to deal, where possible, with issues proactively, i.e., as they arise, and to provide students with pastoral care, education and support as required to address the compliance concern in a timely manner. If this proactive, educational approach does not address the concern, the student is referred to the Program Director to manage the concern as a Tier 1 matter:

- If the professional practice requirements are not met by the student in a specified timeframe, a Tier 1 breach of the relevant Code or policy will be issued by the Program Director to the student
- The Program Director advises the Head of School, or their delegate, of the concern
- The Program Director may seek advice of others, either internal or external to the University, to investigate the compliance concern and to inform their decision-making process
- The Program Director may request the student to attend an interview and/or provide evidence to clarify concerns that have been identified. Where appropriate, attendance at the interview by another member of staff may be required to observe and verify the proceedings. The student being interviewed may nominate a peer support person who is not legally qualified, to accompany them to the interview
- The Program Director determines the outcome of the concern, including but not limited to one or more of the following actions:
 - Dismiss the concern and take no further action
 - Refer the student to meet with staff to receive support or other pastoral care to gain a greater understanding of the nature of the concern
 - Issue the student with a formal warning
 - Place conditions on the student's professional practice activity(s) based on the nature of the concern
 - Limit the student's participation in the learning activity or attendance at a professional setting
 - Set a new timeframe for the professional practice requirements to be met
 - Recommend to the student that they reconsider their enrolment due to potential difficulties associated with professional practice components
- The Program Director advises the student of the outcome in writing. The outcome is documented in the SONIA database. The outcome and all relevant documentation are recorded in the student's central University file in Student Business Services Records Services
- The Health Placement Support Hub informs the Program Director of whether professional practice requirements have been met within the specified timeframe, if appropriate based on the outcome of the concern. If the professional practice requirements have not been met, then the concern is raised as a Tier 2 matter

3.4.2 Tier 2 compliance concerns

Tier 2 compliance concerns are matters of seriousness that have the potential impact to disrupt a student's progression in a program. These include, but are not limited to, repeated failure to meet and or maintain professional practice requirements (i.e., failure to address a Tier 1 compliance issue satisfactorily). Students with a criminal conviction or a negative working with children check, and students who request an exemption from vaccinations/health tests which constitute professional practice requirements, are automatically classified as Tier 2. Tier 2 compliance concerns are managed by the Dean (Academic):

- A Tier 2 concern is raised by the Program Director or the Health Placement Support Hub to the Dean (Academic)
- The Program Director / Health Placement Support Hub provides all relevant information to the Dean (Academic), which may include, but is not limited to, the nature of the concern, communication with the student regarding the concern, investigations undertaken/advice sought regarding the concern, actions taken regarding the concern, documentation submitted by the student
- The Dean (Academic) seeks advice from the Head of School, or their delegate, on the concern
- The Dean (Academic) may seek advice of others, either internal or external to the University, to investigate the compliance concern and to inform their decision-making process
- The Dean (Academic) may request the student attend an interview and/or provide evidence to clarify concerns that have been identified. Where appropriate, attendance at the interview by another member of staff may be required to observe and verify the proceedings. The student being interviewed may nominate a peer support person who is not legally qualified, to accompany them to the interview
- The Dean (Academic) determines the outcome of the concern, based on the principles of natural justice, and includes but is not limited to one or more of the following actions:
 - Dismiss the concern and take no further action
 - Refer the student back to the Program Director to deal with the matter as Tier 1
 - Refer the student to meet with staff to receive support or other pastoral care to gain a greater understanding of the nature of the concern, and how it relates to their study
 - Arrange with the Program Director for adjustments to be made to professional practice components
 - Impose conditions on the student's continued enrolment in professional practice components
 - Restrict the student from undertaking or continuing a professional practice activity and terminate the student's enrolment in the professional practice course
 - Award a nil mark for the professional practice component of a course
 - Award a fail grade for the course in which the professional misconduct occurred
 - Deal with the matter under relevant University Policies and Procedures
 - Notify the Australian Health Practitioner Regulation Agency, where appropriate, of the student concern
- The Dean (Academic) advises the student of the outcome in writing. The outcome is documented in the SONIA database. The outcome and all relevant documentation are recorded in the student's central University file in Student Business Services with a copy to the Program Director

3.5 Management of behavioural concerns

3.5.1 Tier 1 behavioural concerns

Within the scope of acceptable professional boundaries, staff members are encouraged to deal, where possible, with behavioural issues proactively, i.e., as they arise, and to provide students with pastoral care, education and support as required to address the concern in a timely manner. If this proactive, educational approach does not address the concern, the student is referred to the Program Director to manage the concern as a Tier 1 matter:

- A Tier 1 breach of the relevant Code or policy will be issued by the Program Director to the student

- The Program Director advises the Head of School, or their delegate, of the concern
- The Program Director may seek advice of others, either internal or external to the University, to investigate the compliance concern and to inform their decision-making process
- The Program Director may request the student to attend an interview and/or provide evidence to clarify concerns that have been identified. Where appropriate, attendance at the interview by another member of staff may be required to observe and verify the proceedings. The student being interviewed may nominate a peer support person who is not legally qualified, to accompany them to the interview
- The Program Director determines the outcome of the concern, including but not limited to one or more of the following actions:
 - Dismiss the concern and take no further action
 - Refer the student to meet with staff to receive support, remediation instruction or other pastoral care
 - Refer the student to counselling or other relevant professional support
 - Recommend the student take a leave of absence to address the issues that impacted on their behaviour
 - Require the student to access and successfully complete professional practice resources of remedial professional development activities
 - Require the student to undertake an additional specified period of supervised practice
 - Set an additional assessment task about professional practice issues
 - Allow the student to resubmit the assessment item to achieve a mark no higher than a “pass” for the item, if resubmission is available, as detailed in the course profile
 - Allocate marks for the assessment items related to the professional learning activity that reflects the student’s performance only in those aspects of the assessment that have been unaffected by the professional practice issues
 - Issue the student with a formal warning
 - Place conditions on the student’s professional practice activity(s) based on the nature of the concern
 - Limit the student’s participation in the learning activity or attendance at a professional setting
 - Refer the matter to the Dean (Learning and Teaching) for consideration as a Tier 2 matter
- The Program Director advises the student of the outcome in writing. The outcome and all relevant documentation are recorded in the student’s central University file in Student Business Services

3.5.2 Tier 2 behavioural concerns

Tier 2 behavioural concerns are matters of significant seriousness that have the potential impact on the student’s ability to undertake professional practice activities and thus are likely to disrupt a student’s progression in a program. In addition, they have the potential to lead to reputational damage. These include, but are not limited to breach of client confidentiality, failure to respond to direction which leads to or has the capacity to lead to significant risk or serious consequences, and failure to satisfactorily address Tier 1 issues raised. Tier 2 behavioural concerns are managed by the Dean (Learning and Teaching):

- A Tier 2 concern is raised by the Program Director to the Dean (Learning and Teaching)
- The Program Director provides all relevant information to the Dean (Learning and Teaching), which may include, but is not limited to, the nature of the concern, communication with the student regarding the concern, investigations undertaken/advice sought regarding the concern, actions taken regarding the concern, details of the course, professional practice activities and relevant

assessment items in relation to the concern, history of similar concerns, the student's academic transcript, documentation submitted by the student

- The Dean (Learning and Teaching) seeks advice from the Head of School, or their delegate, on the concern
- The Dean (Learning and Teaching) may seek advice of others, either internal or external to the University, to investigate the compliance concern and to inform their decision-making process
- The Dean (Learning and Teaching) may request the student attend an interview and/or provide evidence to clarify concerns that have been identified. Where appropriate, attendance at the interview by another member of staff may be required to observe and verify the proceedings. The student being interviewed may nominate a peer support person who is not legally qualified, to accompany them to the interview
- The Dean (Learning and Teaching) determines the outcome of the concern, based on the principles of natural justice, which includes but is not limited to one or more of the following actions:
 - Dismiss the concern and take no further action
 - Refer the student back to the Program Director to deal with the matter as Tier 1
 - Deal with the matter under relevant University Policies and Procedures
 - Notify the Australian Health Practitioner Regulation Agency, where appropriate, of the student concern
- Based on the investigation of the Tier 2 matter, the Dean (Learning and Teaching) may determine an outcome involving penalties, as detailed in relevant University Procedures
- The Dean (Learning and Teaching) advises the student of the outcome in writing. The outcome and all relevant documentation are recorded in the student's Central University file in Student Business Services with a copy to the Program Director

3.6 Emergency decision to restrict a student from undertaking or completing professional practice

A staff member, other than the Program Director, may receive information about the conduct of a student and form a view that there are reasonable grounds that:

- People, including clients of professional practice providers, the community or other students, University staff, professionals and other colleagues may be at risk, or
- The responsible staff member believes the actions of the student are of such seriousness as to present a risk to the reputation of the University and /or its professional practice providers.

In these circumstances, the staff member may assume the role of Emergency Action Decision Maker, and may:

- Where reasonably possible, notify and receive advice from the Dean (Learning and Teaching); and
- Recommend that a student be immediately removed from a professional practice setting; and/or
- Take all reasonable steps to ensure that the student is immediately removed from a professional practice setting.

Following the removal of the student from the professional practice setting, the matter is classified as a Tier 2 behavioural concern. The student concern is then referred to and managed by the Dean (Learning and Teaching), as per section 3.7 of this Local Protocol.

The Program Director, and other relevant staff members of the School, e.g., Head of School, Deputy Head of School (Learning and Teaching), are notified by the Responsible Staff Member of the student concern to manage the relationship between the University and professional practice provider.

3.7 Australian Health Practitioner Regulation Agency notification

The Australian Health Practitioner Regulation Agency (Ahpra) works with 15 National Boards to protect the public by regulating Australian's registered health practitioners and health students. Under National Law, all students enrolled in an approval program of study or who are undertaking clinical training in an Ahpra health profession must be registered as a student with their respective National Board. This process is undertaken annually by Griffith Health.

Based on Section 143 of the National Law, Griffith University is required to trigger a mandatory notification about a student based on concerns about their impairment. The National Law defines impairment as "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 carry out clinical training:

- As part of the approved program of study in which the student is enrolled, or
- Arranged by an education provider."

The National Law states that an education provider must notify Ahpra if they reasonably believe:

- A student enrolled in a program of study provided by the education provider has an impairment that, in the course of the student undertaking the clinical component as part of the program of study, may place the public at substantial risk or harm; or
- A student for whom an education provider has arranged clinical training has an impairment that, in the course of the student undertaking clinical raining, may place the public at substantial risk of harm.

As stated in Section 3.4.2 and 3.5.2 of this Local Protocol, one outcome associated with a Tier 2 concern is mandatory Ahpra notification. Ahpra notification is based on having a reasonable belief that the student who is undertaking clinical training has an impairment that detrimentally affects their capacity to undertake the training and is therefore placing the public at significant risk of harm. Where a notification is made, the student will be informed in writing. A copy of this notification must be appended to the student's central University file in Student Business Services.

3.8 Records Management

Records of all Tier 1 and Tier 2 decisions and outcomes must be documented in the student's central University file in Student Business Services. This is required to ensure that information is available to future decision-makers if a student infringes professional practice standards on more than one occasion, or the student appeals the decision related to their concern. Documentation must comply with [Griffith University Records Management Policy](#).

3.9 Appeals

A student has the right to a review of the decision as set out in the [Student Review and Appeals Policy](#). If the student is dissatisfied with the review outcome the student may appeal the decision to the University Appeals Committee, following the Student Review and Appeals Procedure. The outcome of this appeal is final.

APPENDIX 1 – CODES OF CONDUCT OR STANDARDS PUBLISHED BY PROFESSIONAL BODIES

Codes of Conduct or Standards may be accessed via each profession's respective professional or registration body. As at March 2020 Codes of Conduct were identified for the following professions:

Health Profession	URL of codes of conduct
Counselling	https://www.pacfa.org.au/wp-content/uploads/2017/11/PACFA-Code-of-Ethics-2017.pdf https://www.theaca.net.au/documents/ACA%20Code%20of%20Ethics%20and%20Practice%20Ver15.pdf
Dental Hygiene	http://www.dentalboard.gov.au/Codes-Guidelines/Policies-Codes-Guidelines.aspx
Dental Prosthetics	http://www.dentalboard.gov.au/Codes-Guidelines/Policies-Codes-Guidelines.aspx
Dental Technology	https://www.health.qld.gov.au/system-governance/policies-standards/national-code-of-conduct
Dentistry	http://www.dentalboard.gov.au/Codes-Guidelines/Policies-Codes-Guidelines.aspx
Dietetics	http://daa.asn.au/for-the-public/about-daa/constitution-and-by-laws/
Exercise Physiology/ Exercise Science	https://www.essa.org.au/Public/Professional_Standards/Professional_Standards.aspx
Rehabilitation Counselling	https://rcaa.org.au/page-professional-standards-ethics.html
Health Service Management	http://www.achsm.org.au/about-us/code-of-ethics/
Medical Laboratory Science	https://www.aims.org.au/about/constitution-by-laws
Medicine	http://www.medicalboard.gov.au/Codes-Guidelines-Policies.aspx
Midwifery	http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx
Nursing	http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Codes-Guidelines.aspx
Occupational Therapy	http://www.occupationaltherapyboard.gov.au/Codes-Guidelines.aspx
Paramedicine	https://www.paramedicineboard.gov.au/Professional-standards/Codes-guidelines-and-policies.aspx
Pharmacy	http://www.pharmacyboard.gov.au/Codes-Guidelines.aspx
Physiotherapy	http://www.physiotherapyboard.gov.au/Codes-Guidelines.aspx
Psychology	http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx
Social Work	https://www.aasw.asn.au/practitioner-resources/related-documents
Speech Pathology	https://www.speechpathologyaustralia.org.au/SPAweb/Members/Ethics/HTML/Code_of_Ethics.aspx

APPENDIX 2 – DECISION MAKING MATRIX TO SUPPORT IDENTIFICATION OF CONCERNS AS TIER 1 OR TIER 2 MATTERS

The list below is not intended to provide a definitive list of possible Tier 1 or Tier 2 matters, but rather a guide as to how matters may be classified as either Tier 1 or Tier 2 depending on the degree of seriousness of the matter when judged against the five criteria: 1) the type of issue; 2) frequency of the issue; 3) level of experience of the student; 4) intent of the student; 5) impact, or potential impact, of the issue.

Criteria	Tier 1 concern	Tier 2 concern
1. The type of Issue	<p data-bbox="416 819 584 853">For example:</p> <p data-bbox="416 875 560 909"><u>Compliance</u></p> <ul data-bbox="416 931 938 1458" style="list-style-type: none"> • Failure to complete a pre-requisite component for the professional practice (as specified on the Health Placement Support Hub website) that may be addressed in the short-term. • Out of date immunization and health certification • Pending Criminal Legal Matter of a nature that is unlikely to impact the student's ability to maintain required criminal record clearances and meet professional practice placement providers' standards to enable them to continue to undertake professional practice 	<p data-bbox="970 819 1137 853">For example:</p> <p data-bbox="970 875 1114 909"><u>Compliance</u></p> <ul data-bbox="970 931 1514 1671" style="list-style-type: none"> • Failure to complete a pre-requisite component for the professional practice (as specified on the on Health Placement Support Hub website) that is not able to be addressed in the short-term • Failure to obtain Blue Card or required criminal record clearance • Pending Criminal Legal Matter of a nature that is likely to impact the student's ability to maintain required criminal record clearances and meet professional practice placement providers' standards to enable them to continue to undertake professional practice (recognising a student's right to an assumption of innocence until convicted). • Being charged with an offence that carries a potential sentence of 12 months or more
Nature of the issue which compromises professional standards.	<p data-bbox="416 1693 539 1727"><u>Behaviour</u></p> <ul data-bbox="416 1749 938 1995" style="list-style-type: none"> • Failure to respond to a direction resulting in minor risk • Lack of punctuality • Leaving assigned post without authorisation from supervisor • Communication issues of a minor nature or seriousness 	<p data-bbox="970 1715 1093 1749"><u>Behaviour</u></p> <ul data-bbox="970 1771 1514 2083" style="list-style-type: none"> • Assault, Theft or serious criminal offence • Forgery – medical certificates, falsifying attendance records by impersonating and adopting the identity of another student. Falsifying Fit for Professional Practice documents, such as First Aid Certificates, prescriptions, qualifications, references

- (e.g. inappropriate communication or rudeness of a minor nature with others that does not lead to, or risk, serious consequences)
- Minor breach of confidentiality (e.g. failure to limit the ability of others to hear or see confidential information)
- Impairing in a minor way the ability of university employee or another student to participate in a learning activity
- Inaccurate or incomplete recording of patient records
- Inappropriate use of mobile phones or other electronic devices during professional practice sessions
- Inadequate preparation or clean-up of professional practice work areas.
- Deficient or illegible clinical records
- Intoxication by alcohol or drugs in connection with the practice setting (including being under the influence of prescription drugs that impair performance in the practice setting)
- Engagement in sexual misconduct in connection with the practice setting
- Communication issues of a serious nature (including inappropriate use of social media, victimisation, exploitation and blackmail, harassment, bullying, threatening behaviour, serious rudeness or aggression and intimidation)
- Breach of confidentiality (disclosure of an individual's information to others, where the information was previously unknown, identity, impersonation and identity theft)
- Providing treatment or intervention to a patient without, or outside of the scope of, an approved treatment plan and/or signed patient consent (where required) and or without supervision or supervisor approval (where required)
- Falsifying attendance records by signing for students not attending the learning activity
- Damage to, or inappropriate use or lack of care of equipment or materials
- Serious breach of health and safety policy/requirements, including non-compliance with infection control protocols

2. Frequency of Issue

How often is the student compromising professional standards

For example:

One-off lapse, episodic, unpredictable issue with conduct, performance, compliance or disability/health that is of a minor nature and is assessed as a Tier 1 concern.

For example:

Habitual, continual, constant, predictable issue with conduct, performance, compliance or disability/health, or a one-off issue that is of a serious nature and is assessed as a Tier 2 concern

3. Level of experience of the student

Relates to your expectation that the

For example:

Students who have not previously undertaken a learning activity related to work and/or the profession whose conduct, performance, compliance or

For example:

- Experienced student
- Where student is expected to fully understand and exhibit standards

student should be aware of the professional issue

disability/health is assessed as a Tier 1 concern

consistent with Professional Code of Conduct

4. Intent of the student

Intentionality of the act

For example:

- Action is accidental, unintentional or due to lack of knowledge and is of a minor nature and assessed as a Tier 1 concern
- Cultural considerations/mitigating circumstances e.g. no prior instruction or unclear instructions which result in an issue that is of a minor nature and assessed as a Tier 1 concern

For example:

- Actions contravene clear instructions
- Actions appear intentional
- Two or more students involved, and/or
- Action is of a serious nature and is assessed as a Tier 2 concern

5. Impact, or potential impact of the Issue

Who/what is affected by the student compromising professional standards

For example:

- Actions impact in a minor or temporary way on the student's Fitness to Practice
- Small impact on other students learning opportunity
- Actions impact do not impact on the reputation of the degree and its standing with the profession

For example:

- Actions impact on the reputation of the degree and its standing with the profession
- Actions impact on the reputation of the University and/or other organisation(s)
- Actions impact on public safety
- Significant impact on other students' learning opportunities

INFORMATION

Printable version (PDF) Downloadable version (Word)

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Document number	2020/000002
Purpose	This local process outlines the series of steps that should be taken when Griffith Health’s expectation of students’ standard of behaviour and conduct is not met, with respect to professional practice
Audience	Staff; Students
Category	Academic
Subcategory	Griffith Health
Effective date	11 May 2020
Review date	2024
Protocol advisor	Dean, Learning & Teaching (Health)
Approving authority	Health Group Board

RELATED POLICY DOCUMENTS AND SUPPORTING DOCUMENTS

Legislation	Health Practitioner National Law Act 2009 https://www.ahpra.gov.au/About-AHPRA/What-We-Do/Legislation.aspx
Policy	Student Conduct, Safety and Wellbeing Student Academic Integrity Student Charter
Procedures	NA
Local protocols	NA
Forms	NA