

Inherent Requirements

Faculty of Medicine and Health Programs

Introduction

The Faculty of Medicine and Health supports the right of all people to pursue higher education studies. It is committed to ensuring that, wherever possible, reasonable adjustments are made to teaching and learning, assessment, work integrated learning (WIL) and other activities, so that students may participate in their program of study.

To support potential and current students' decision-making, the faculty has developed a series of Inherent Requirement statements that specify the requirements for student admission, progression and completion. Inherent requirements are the essential skills, knowledge, and abilities a student must demonstrate to successfully complete a course or program. They ensure that:

- The core learning outcomes are met
- The academic integrity of the qualification is preserved
- Students are aware of the attributes and skills they must demonstrate to successfully complete their studies
- Students have the capacity to meet their courses' professional standards
- Students are prepared for professional accreditation or practice where applicable
- Students can make informed decisions about their study and career choices.

Which courses do these Inherent Requirements apply to?

These inherent requirements apply to all Faculty of Medicine and Health programs/courses including Medicine, Psychology, Pharmacy, Nursing, Counselling, Social Work and Community Services. They outline the essential abilities, knowledge, and skills needed to achieve the core learning outcomes of these disciplines' awards. In doing so, they provide a guide for potential and current students to determine whether they can meet these requirements. They also outline the type of reasonable adjustments that could be implemented to allow a student to complete their studies. Reasonable adjustments are modifications or supports provided to students with disabilities, chronic health conditions, or other needs to help them meet inherent requirements. However, adjustments must not compromise academic integrity assessment or accreditation requirements of the program.

As the ability to demonstrate course learning outcomes is via student assessment, it is an inherent requirement of medicine and health courses that students are able to participate in authentic and valid assessment strategies. This may include, but is not limited to, supervised examinations (either online via web cam or under direct

supervision by a UNE staff member); oral viva (viva voce); group assessment during intensive schools or online; completion of work integrated learning (WIL) experiences.

These inherent requirements should be read in conjunction with course and unit information; university policies; relevant professional codes, guidelines and polices; and accreditation standards.

Each of the eight inherent requirements below consists of five elements:

- Element 1 – Introduction to the Inherent Requirement
- Element 2 – Description of the Inherent Requirement
- Element 3 - Justification for the need for the Inherent Requirement
- Element 4 – The type of adjustment that may be made to assist with meeting the Inherent Requirement
- Element 5 – Exemplars of ways of demonstrating the Inherent Requirement has been met

1. Cognition

Introduction

Healthcare, human behaviour and allied health programs require high-level cognitive abilities to process, analyse, and apply complex information in academic and clinical settings.

Description

Students must demonstrate:

- Capacity to locate, process, and recall information
- Capacity to effectively conceptualise, integrate, process, interpret and implement knowledge and information for academic tasks.
- Ability to integrate theory and practice
- Accurate clinical reasoning and problem-solving skills
- Concentration and attention to detail
- Ability to perform accurate calculations and measurements as required.

Justification

Safe and effective practice requires practitioners to:

- Make timely, accurate clinical decisions
- Process complex information
- Apply theoretical knowledge in practical settings
- Maintain attention to detail for patient/client safety
- Calculate medication doses and measurements precisely, where applicable.

Examples

1. Academic Setting:
 - Processing complex case studies during problem-based/situation-based learning sessions
 - Completing drug calculations in case scenarios
 - Analysing research data
2. Clinical Setting:
 - Assessing patient/client symptoms/issues and determining appropriate interventions
 - Calculating medication dosages accurately if required
 - Making real-time decisions in emergency situations

Reasonable Adjustments

- Digital recording of lectures
- Extra time for written assessments may be provided
- Use of text-to-speech software where appropriate
- Note-taking assistance when available
- Alternative format course materials

2. Communication

Introduction

Effective communication in English is fundamental across all healthcare, human behaviour and allied health disciplines. Students must be able to communicate clearly and appropriately in mixed gender environments with patients/clients, colleagues, and other interdisciplinary professionals in both academic and clinical settings.

Description

Students must demonstrate:

- Clear verbal communication in English
- Appropriate written communication skills
- Active listening and accurate responding abilities
- Empathy and sensitivity in communication with others.
- Comprehension of complex information
- Ability to adapt communication style to different audiences
- Understanding of human diversity.

Justification

Practitioners must:

- Ensure patient/client safety through clear communication in English
- Document patient/client care accurately

- Participate effectively in interdisciplinary teams, where applicable
- Explain complex information to patients/clients
- Maintain professional standards in all communications

Examples

1. Academic Setting:
 - Participating in tutorial discussions
 - Presenting case studies to peers
 - Writing academic reports and assignments
2. Clinical Setting:
 - Taking patient/client histories
 - Writing clinical notes
 - Communicating with interdisciplinary teams

Reasonable Adjustments

- Speech-to-text software for written work
- Sign language interpreters where appropriate
- Additional time for written assessments
- Communication aids when suitable
- Alternative presentation formats

3. Reflective Skills

Introduction

Healthcare, human behaviour and allied health programs require students to have self-awareness and to engage in self-reflectivity in order to consider the impact of their own issues, actions, values, beliefs and behaviours on their studies and practice.

Description

Students must demonstrate:

- Ability to accurately reflect on their academic and professional knowledge and performance.
- Ability to accept feedback and to respond constructively by integrating this feedback into their future study and performance.
- Ability to recognise and manage challenges, uncertainty and adapt to change.

Justification

Practitioners must:

- Adequately understand themselves to work effectively with others.
- Effectively manage their reactions,

- Recognise when a clinical issue is outside their scope of practice or expertise.
- Recognise when their practice may be affected by an impairment.

Examples

1. Academic Setting:
 - Participating in challenging discussions
 - Engaging with study material that may be potentially confronting or distressing.
 - Undertaking self-reflection exercises
 - Being receptive and responding appropriately to constructive feedback.
2. Clinical Setting:
 - Engaging effectively in difficult patient/client interactions
 - Managing emotional situations professionally
 - Engaging in regular clinical supervision
 - 'Referring on' in instances where client issues are beyond current scope of practice and/or expertise.

Reasonable Adjustments

- Engagement in personal counselling
- Atten regular clinical supervision
- Regular check-ins with course coordinators
- Mentoring support

4. Behavioural Stability

Introduction

Healthcare, human behaviour and allied health programs require students to maintain consistent and professional behaviour while managing challenging situations and emotional responses.

Description

Students must demonstrate:

- Emotional regulation
- Professional conduct
- Stress management
- Resilience
- Consistent and reliable behaviour
- Ability to manage challenges, uncertainty and adapt to change.

Justification

Practitioners must:

- Maintain patient/client safety regardless of circumstances
- Respond calmly in emergency situations
- Manage emotional challenges professionally
- Provide consistent quality of care and service
- Support colleagues and patients/clients effectively

Examples

3. Academic Setting:
 - Managing assessment deadlines
 - Participating in challenging discussions
 - Engaging with study material that may be potentially confronting or distressing.
 - Working effectively in group situations
 - Being receptive and responding appropriately to constructive feedback.
4. Clinical Setting:
 - Maintaining composure in emergencies
 - Engaging effectively in difficult patient/client interactions
 - Managing emotional situations professionally

Reasonable Adjustments

- Access to/attendance at counselling services
- Flexible scheduling for clinical placements where practicable
- Mentoring support
- Regular check-ins with course coordinators

5. Physical Capabilities

Introduction

Healthcare and many human behaviour and allied health programs require students to perform physical tasks safely and effectively while maintaining appropriate stamina levels.

Description

Students must demonstrate:

- Manual dexterity
- Physical stamina
- Gross and fine motor skills
- Ability to physically manipulate materials, systems and processes.
- Ability to manipulate instruments and equipment in tests and measurements.
- Safe movement in clinical settings
- Ability to perform clinical procedures

Justification

Practitioners must:

- Ensure patient/client safety during procedures and/or interactions
- Maintain effective practice during working hours
- Handle equipment and instruments safely, where applicable
- Perform clinical skills competently
- Respond to emergency situations promptly

Examples

1. Academic Setting:
 - Participating in practical, skills-based sessions
 - Handling equipment
 - Completing clinical skills training
2. Clinical Setting:
 - Performing patient/client examinations/assessments
 - Managing equipment

Adjustments

- Modified equipment where appropriate
- Ergonomic adaptations
- Additional rest breaks
- Alternative methods for clinical skills where appropriate
- Adjusted placement schedules where practicable

6. Sensory Abilities

Introduction

Healthcare, human behaviour and allied health programs require students to use various sensory abilities to assess patients/clients and maintain safety in clinical settings.

Description

Students must demonstrate:

- Visual acuity (with correction if required)
- Auditory perception
- Tactile sensitivity
- Spatial awareness
- Sensory integration skills
- Ability to accurately receive and record information delivered verbally

- Ability to undertake accurate observations and measurements using a range of screening tools/scales

Justification

Practitioners must, where applicable:

- Observe patients/clients accurately
- Monitor vital signs and equipment
- Read medical documentation/assessments/case notes
- Perform assessments (e.g. physical, psychological, psychosocial)
- Maintain safe practice environments

Examples

1. Academic Setting:
 - Reading diagnostic/assessment results
 - Observing demonstrations
 - Using equipment
2. Clinical Setting:
 - Assessing patient/client conditions
 - Monitoring equipment
 - Performing examinations/assessments (e.g. physical, psychological, psychosocial)

Adjustments

- Use of corrective lenses
- Amplification devices where appropriate
- Modified assessment methods
- Adaptive equipment
- Alternative formats for visual materials

7. Ethical and Legal Behaviour

Introduction

Healthcare, human behaviour and allied health programs require students to consistently be accountable for, and demonstrate, ethical behaviour and professional conduct in accordance with professional standards, codes of conduct, and legal requirements.

Description

Students must demonstrate:

- Professional integrity

- Confidentiality maintenance
- Cultural competence
- Respect for others
- Adherence to professional boundaries
- Compliance with the university's ethical guidelines, codes, policies, procedures and guidelines
- Compliance with professional codes of conduct, standards and legal requirements

Justification

Practitioners must:

- Protect patient/client rights and dignity
- Maintain public trust in healthcare, human behaviour and allied health professions
- Ensure safe and ethical practice
- Support positive patient/client outcomes
- Comply with legal and professional requirements

Examples

1. Academic Setting:
 - Maintaining academic integrity
 - Respecting peer confidentiality in group work
 - Following research ethics protocols
 - Demonstrating professional behaviour in simulations/role plays
 - Uphold legal and legislative requirements
2. Clinical Setting:
 - Maintaining patient/client confidentiality
 - Respecting professional boundaries
 - Following ethical guidelines in practice
 - Demonstrating cultural sensitivity
 - Uphold legal and regulatory requirements

Reasonable Adjustments

- Additional ethics training
- Cultural competency support
- Professional mentoring
- Structured guidance for complex situations
- Regular supervision sessions

8. Sustainable Performance

Introduction

Healthcare, human behaviour and allied health programs require students to maintain consistent performance levels throughout their studies and demonstrate reliability in both academic and clinical settings.

Description

Students must demonstrate:

- Consistent attendance
- Reliable performance
- Time management skills
- Physical and mental stamina
- Commitment to ongoing learning
- Professional development engagement

Justification

Practitioners must:

- Maintain patient/client care standards
- Ensure continuity of service
- Meet professional obligations
- Engage in lifelong learning
- Contribute effectively to interprofessional teams

Examples

1. Academic Setting:
 - Meeting attendance requirements
 - Completing assignments on time
 - Participating consistently in learning activities
 - Maintaining academic progress
2. Clinical Setting:
 - Completing required placement hours
 - Maintaining performance throughout working hours
 - Meeting professional development requirements
 - Demonstrating reliable attendance

Adjustments

- Flexible attendance arrangements where possible
- Modified scheduling of placements where practicable
- Study skills support
- Time management training
- Refer to wellbeing support services

Concerned about being able to meet the Inherent Requirements?

If, having read these Inherent Requirements, you are worried that you might experience challenges in meeting them, you must discuss your concerns with the university's Student Accessibility and Wellbeing Office (SAWO) <https://www.une.edu.au/current-students/support/student-support/student-access-and-inclusion> in conjunction with the Course Coordinator of the course you wish to/are enrolled in. These staff will work with you to determine if reasonable adjustments can be made to assist you meet the course's Inherent Requirements. If it is determined that the Inherent Requirements cannot be met with reasonable adjustments, staff will provide guidance regarding other study options.