

School of Clinical and Health Sciences

- Pharmacy Inherent Requirements Statement

UTS strongly supports the right of all people who wish to undertake a course at our university to pursue their goals and achieve their personal potential. We welcome prospective students with disabilities, and students from diverse social, economic and cultural backgrounds.

Inherent Requirements are academic and non-academic requirements that are inherent in or essential to the successful completion of a course. By identifying and effectively communicating the Inherent Requirements of our courses, UTS aims to assist prospective and current students to make informed decisions about their study, and to facilitate productive and transparent discussions about career choices.

What does this mean for prospective and current students?

Prospective and current students should carefully read this Inherent Requirement Statement, and consider whether they might experience challenges in successfully completing their preferred or chosen course. This Statement should be read in conjunction with the [UTS Student Rules](#).

If you are a prospective or current student and are concerned about your ability to meet these Inherent Requirements, you should discuss your concerns with the Academic Liaison Officer in your faculty or school and/or the UTS Accessibility Service on 9514 1177 or at accessibility@uts.edu.au.

Please note that UTS also requires students to comply with the [UTS Student Charter](#) and relevant University policies, procedures and regulations. In

addition, students who enrol in professional degrees are required to comply with legal requirements relating to accreditation and registration. For Pharmacy students, these are the [Health Practitioner Regulation National Law \(NSW\)](#) and the [National Competency Standards Framework for Pharmacists in Australia](#).

Reasonable adjustments

UTS will make reasonable adjustments to teaching and learning, assessment, professional experiences, course related work experience and other course activities to facilitate maximum participation by students with disabilities, carer responsibilities, and religious or cultural obligations in their courses.

When making adjustments for students, UTS will continue to ensure the integrity of its courses and assessment requirements and processes, so that the students on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that award. The purpose of reasonable adjustments is to assist students to meet the Inherent Requirements of a course, not to replace or override them.

Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. Students are not otherwise required to disclose their disability or other personal circumstances to UTS, unless they pose a risk to their health or safety, or to that of others. Students should familiarise themselves with relevant deadlines and allow sufficient time for reasonable adjustments to be made.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
1. Legal and Behavioural Requirements	<p>Student engages in appropriate behaviour, having regard to their legal and ethical obligations under the law, professional regulations and codes of conduct.</p> <p>Student demonstrates behavioural stability, allowing them to work constructively in a diverse and changing academic and clinical environment.</p> <p>Student demonstrates knowledge of, and engages in, ethical behaviour.</p> <p>Student demonstrates self-awareness and ensures that their own opinions, attitudes and behaviours do not adversely affect others.</p>	<p>Treats confidential information appropriately.</p> <p>Participates in tutorials, lectures and clinical placements in a collegial manner.</p> <p>Is receptive and responds appropriately to constructive feedback from a preceptor, teacher or colleague.</p>	<p>Complies with relevant child protection and safety legislation.</p> <p>Cleanses hands and forearms in line with NSW Health requirements for hand washing and hand hygiene.</p> <p>Dresses appropriately, safely, and hygienically for the relevant environment as per UTS, NSW Health and affiliated facility-specific policies, procedures and codes of conduct.</p> <p>Complies with ongoing immunisation requirements as per UTS, NSW Health and affiliated facility-specific policies, procedures and codes of conduct.</p> <p>Provides a criminal history status and notifies relevant staff of any changes to this status immediately over the duration of the course.</p> <p>Is receptive and responds appropriately to constructive feedback from clinicians, clinical staff, lecturers and peers, but demonstrates the critical judgement to question instructions and decisions appropriately and professionally.</p> <p>Copes with own emotions and behaviour effectively when dealing with individuals in the clinical setting.</p> <p>Appropriately expresses emotions and gives priority to patient care, regardless of own</p>

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			<p>feelings, attitudes and motives.</p> <p>Acts quickly and effectively manages individuals who may be emotionally unstable and/or have fluctuating health status.</p> <p>Manages own physical and mental health effectively, and seeks assistance and notifies relevant parties if own physical or mental health is affected or declining.</p> <p>Treats confidential information appropriately and respects the privacy of clients.</p> <p>Communicates effectively and respectfully with people of different gender, sexuality, age, diverse linguistic, cultural, religious, socio-economic and educational backgrounds and across a variety of social contexts.</p> <p>Is respectful, clear, attentive, empathetic, honest and non-judgmental.</p> <p>Respects personal and professional boundaries.</p> <p>Respects and responds appropriately to another person's perspective.</p> <p>Reflects on and evaluates own practice.</p>

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2.1 Communication tasks – verbal	<p>Student comprehends spoken English delivered at conversational speed.</p> <p>Student communicates effectively in spoken English.</p> <p>Student understands and responds to verbal communications accurately, appropriately and in a timely manner.</p>	<p>Participates in class tutorials, simulations, clinical rounds, clinical discussions and case conferences.</p>	<p>Responds appropriately to a care request in the clinical environment.</p> <p>Responds to verbal communication clearly and audibly, in a variety of environments with differing volume levels.</p> <p>Provides clear instructions, feedback and reporting, relevant to the context of the situation.</p> <p>Actively and effectively participates in formal and informal group discussions of varying size.</p>
2.2 Communication tasks – written	<p>Student comprehends written English.</p> <p>Student communicates effectively in written English.</p>	<p>Constructs a report to academic standards.</p> <p>Reads and comprehends information, in both hard copy and electronic formats.</p> <p>Responds appropriately and in a timely manner to communications from the University.</p>	<p>Reads, collects, comprehends, interprets and accurately records information in a range of standard formats e.g. electronic, handwritten medical records, charts/graphs, test results, prescriptions, medication labels and dosages, medicines information leaflets and reference texts.</p> <p>Constructs a report or documents patient care in a timely manner that meets professional standards.</p> <p>Makes and keeps appropriate records, including patient notes.</p> <p>Maintains appropriate records of professional practice.</p>

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2.3 Communication tasks – Non-verbal	<p>Student comprehends non-verbal information and cues.</p> <p>Student demonstrates non-verbal communication skills appropriate to the circumstances.</p>	<p>Recognises and responds appropriately to non-verbal cues in classroom situations.</p> <p>Communicates appropriately in classroom situations.</p> <p>Communicates respectfully with academic and professional staff.</p> <p>Respects personal and professional boundaries.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p> <p>Is sensitive to individual and cultural differences.</p>	<p>Recognises and responds appropriately to non-verbal cues in the clinical environment to prioritise an individual's care.</p> <p>Respects personal boundaries.</p> <p>Accurately assesses a client's appearance, behaviour, movement, posture and speech.</p> <p>Displays consistent and appropriate facial expressions and eye contact, being mindful of space, time boundaries and body movements and gestures.</p> <p>Is sensitive to individual and cultural differences.</p>
3.1 Cognitive tasks - Literacy	<p>Student understands and responds to written communications accurately, appropriately, and in a timely manner.</p> <p>Student comprehends written information</p>	<p>Gathers, organises, decodes, interprets and comprehends information from multiple sources.</p> <p>Paraphrases, summarises and references information in accordance with appropriate academic conventions.</p> <p>Produces accurate, concise and clear documentation.</p>	<p>Produces accurate, concise and clear documentation.</p> <p>Understands and follows policy and procedure documents.</p> <p>Locates, understands and uses appropriate and relevant information.</p>
3.2 Cognitive tasks - Numeracy	<p>Student understands, interprets and correctly applies numerical data, measurement and numerical criteria in a range of contexts.</p>	<p>Understands, interprets and applies numerical concepts and processes appropriately in a timely, accurate and effective manner.</p>	<p>Interprets and correctly apply data, measurements and numerical criteria.</p> <p>Performs accurate drug and dosage calculations.</p>

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3.3 Cognitive tasks – Knowledge and information		<p>Interprets and correctly apply data, measurements and numerical criteria.</p> <p>Performs accurate drug and dosage calculations.</p>	<p>Completes arithmetic calculations (e.g., dosage and pharmaceutical calculations) within deadlines.</p>
	<p>Student locates, gathers, comprehends, processes and organises relevant knowledge and information from various sources.</p> <p>Student demonstrates knowledge of, and confidence in, the use of a range of information and communication technologies.</p>	<p>Conceptualises and uses appropriate knowledge in response to academic assessment items.</p> <p>Participates in tutorials, lectures and presentations.</p> <p>Uses scientific, clinical and ethical reasoning and critical thinking to devise and examine different options in a given situation, and analyse their respective merits, using evidence-based practice to decipher the best option(s).</p>	<p>Applies knowledge of policy and procedures in the clinical setting.</p> <p>Assists with the use of applications for therapy in the clinical environment.</p> <p>Locates and applies appropriate research and process information relevant to practice from various sources.</p> <p>Integrates and implements theoretical knowledge in professional and clinical placement environments.</p> <p>Formulates a provisional diagnosis and treatment plan by collecting, interpreting and organising information as well as integrating theory and knowledge.</p>
4.1 Sensory Tasks – Visual	<p>Student uses visually based strategies to communicate effectively.</p> <p>Student accurately and effectively observes and monitors their physical surrounds.</p>	<p>Understands learning materials delivered in a visual format.</p> <p>Actively participates in group work.</p> <p>Understands and responds appropriately when presented with comments or feedback.</p> <p>Develops and delivers presentations.</p>	<p>Accurately formulates medication.</p> <p>Accurately reads prescriptions and medication orders.</p> <p>Accurately reads small print on ampoules</p> <p>Effectively assesses clients' appearance, behaviour, posture and movement.</p> <p>Effectively monitors the broader clinical</p>

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		<p>Accurately formulates medication.</p> <p>Accurately reads prescriptions and medication orders.</p> <p>Accurately reads small print on ampoules.</p>	<p>practice environment, and reacts appropriately and in a timely manner to hazards and safety issues that might arise.</p> <p>Negotiates unfamiliar settings safely and effectively.</p>
4.2 Sensory Tasks – Auditory	Student accurately responds to and comprehends auditory information.	<p>Understands learning materials delivered in an aural format.</p> <p>Listens and participates effectively in group tutorials, lectures and clinical placements with all parties involved.</p> <p>Understands and responds appropriately when presented with verbal comments or feedback.</p>	Accurately interprets tone, pitch and volume so as to distinguish speech from background noise, alarms and monitors.
4.3 Sensory Tasks – Tactile	Student accurately gathers and interprets information provided through touch.		<p>Effectively manipulates equipment such as insulin pens, inhalers, and syringes.</p> <p>Effectively carries out tasks that involve touching patients, such as vaccinations, wound dressings, taking blood pressure readings, and checking dermatological conditions.</p>
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.		<p>Attends clinical placements of varying lengths and in a range of physical settings (hospitals, urban and rural).</p> <p>Safely retrieves and uses stock and equipment.</p> <p>Moves effectively and safely in environments</p>

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			<p>where there may be multiple pieces of equipment and people (e.g. multi-bed ward) and confined spaces (ancillary spaces for drug preparation) or defined distances (e.g. between wards).</p> <p>Kneels, balances and uses both arms to provide chest compressions for basic life support (First Aid and CPR).</p> <p>Dispenses prescriptions and participates in ward rounds.</p> <p>Sits, stands and walks for extended periods (e.g. 2-4 hours) while frequently being required to use both upper limbs to perform a task.</p> <p>Provides physical assistance to people of all genders, age and ethnicity.</p>
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.		<p>Administers medications, including injections, and uses point-of-care testing devices.</p> <p>Compounds medicines and aseptic preparations.</p> <p>Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects.</p>

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6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	<p>Participates in tutorials, lectures, and skills sessions throughout the day.</p> <p>Undertakes assessments and examinations required to assess necessary skills and knowledge.</p> <p>Maintains a sufficient level of concentration to complete an activity.</p>	<p>Attends clinical placements of varying lengths, ranging from half-day weekly placements to full-time (Monday-Friday, 8am to 6pm) block placements of up to 6 weeks in duration.</p> <p>Provides consistent care over a negotiated time frame.</p> <p>Demonstrates a consistent and sustained level of physical and mental energy to complete a specific task in a timely manner and over time.</p> <p>Accurately performs repetitive activities and focuses on an activity until it is completed appropriately.</p> <p>Maintains consistency and quality of performance throughout the designated period of duty.</p> <p>Travels to and attends scheduled clinical placements in urban, rural, community, hospital and other settings.</p>