

Graduate School of Health – Genetic Counselling

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.

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
<p>1. Legal and Behavioural Requirements</p>	<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>Is receptive and responds appropriately to constructive feedback.</p> <p>Treats confidential information appropriately.</p> <p>Participates in tutorials, lectures and clinical placements in a collegial manner.</p>	<p>Manages own emotions and behaviour effectively when dealing with individuals in the clinical setting.</p> <p>Complies with the policies of clinical facilities e.g. work, health and safety and uniform requirements including student identification.</p> <p>Complies with ongoing immunisation requirements as per UTS, NSW Health and affiliated facility-specific policies, procedures and codes of conduct.</p> <p>Treats confidential information appropriately and respects the privacy of clients.</p> <p>Works effectively in the face of uncertainty and adapts to changing environments.</p> <p>Is receptive and responds appropriately to constructive feedback.</p> <p>Accurately reflects on professional performance.</p> <p>Accepts and fulfils responsibilities given in a clinical environment.</p> <p>Manages own physical and mental health effectively.</p> <p>Identifies when a clinical issue is outside their scope or expertise, or when their practice may be affected by an impairment.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			<p>Works effectively with people from diverse social and cultural backgrounds.</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>Dresses appropriately and safely for clinical placement.</p>
<p>2.1 Communication tasks – verbal</p>	<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 effectively in live-and-online learning, face-to-face tutorials, simulation exercises and clinical discussions.</p> <p>Understands and follows instructions.</p> <p>Communicates appropriately in live-and-online and face-to-face classroom situations.</p> <p>Understands and responds appropriately when presented with</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>Collects information from clients by asking appropriate questions during consultations.</p> <p>Rapidly builds a rapport with a client to engage them in a clinical genetic counselling consultation.</p>

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		comments or feedback.	Effectively explains the purpose and process of genetic counselling to a client.
2.2 Communication tasks – written	<p>Student comprehends written English.</p> <p>Student communicates effectively in written English.</p>	<p>Constructs written assessments (e.g. an essay or written reflection) to required academic standards.</p> <p>Responds appropriately and in a timely manner to communications from the University.</p>	<p>Constructs timely clinical notes / records, reports and information sheets / letters that meet legal and professional standards.</p> <p>Takes accurate notes while consulting with a client.</p> <p>Maintains appropriate records of professional and ethical practice.</p> <p>Produces accurate, concise and clear genetic counselling clinical documentation.</p>
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 to non-verbal cues appropriately in live-and-online or face-to-face 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 community and/or clinical environment.</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 cultural difference, space, time boundaries and body movements and gestures.</p> <p>Is sensitive to individual and cultural differences.</p>
3.1 Cognitive	Student understands and responds to written communications accurately,	Reads and comprehends information, in both hard copy and electronic	Reads and comprehends information, in both hard copy and electronic formats.

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tasks - Literacy	<p>appropriately, and in a timely manner.</p> <p>Student comprehends written information.</p>	<p>formats.</p> <p>Paraphrases, summarises and references information in accordance with appropriate academic conventions.</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 (eg: in the provision of a genetic risk assessment).</p>	<p>Understands and interprets genetic and genomic data for clinical and research use.</p>
3.3 Cognitive tasks – Knowledge and information	<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>Gathers, organises, decodes, interprets and comprehends information from multiple sources.</p> <p>Conceptualises and uses appropriate knowledge in response to academic assessment items.</p> <p>Integrates theory and knowledge from various sources.</p> <p>Participates effectively in live-and-online and face to face classes, tutorials and presentations.</p> <p>Accurately recalls information without reference.</p>	<p>Accurately applies scientific research to the health problems of client(s).</p> <p>Writes accurate and appropriate plans, reports and clinical notes.</p> <p>Provides an accurate verbal report of a client's progress without referring to their medical record.</p> <p>Observes multiple patients and events concurrently.</p> <p>Applies knowledge of policy and procedures in the community and/or clinical setting.</p> <p>Accurately recalls information without reference.</p>

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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>Develops and delivers presentations and participates in role plays.</p>	<p>Recognises, interprets and responds appropriately to visual cues indicating a change in the emotional state and/or distress of a client during placements.</p> <p>Effectively assesses clients' appearance, behaviour, posture and movement.</p> <p>Engages in appropriate and effective reciprocal interpersonal behaviour demonstrating visually based engagement skills.</p> <p>Effectively monitors the broader clinical practice environment.</p> <p>Negotiates unfamiliar settings safely and effectively.</p>
4.2 Sensory Tasks – Auditory	<p>Student accurately responds to and comprehends auditory information.</p>	<p>Understands learning materials delivered in an aural format.</p> <p>Actively participates in group work and role plays.</p> <p>Understands and responds appropriately when presented with verbal comments or feedback.</p>	<p>Uses auditory based strategies to communicate effectively, including appropriate use of voice and appropriate use of auditory based material.</p> <p>Accurately interprets tone, pitch and volume so as to distinguish speech from background noise, alarms and monitors.</p>
4.3 Sensory Tasks – Tactile	<p>Student accurately gathers and interprets information provided through touch.</p>	<p>Effectively participates in peer practice, involving physical activities such as role plays and community-based activities with students of diverse gender, sexuality, age, linguistic, cultural, religious, socio-economic and educational</p>	<p>Conducts consultations of clients who may be of different gender, sexuality, age, diverse linguistic, cultural, religious, socio-economic and educational backgrounds from their own.</p> <p>Responds appropriately to tactile cues. For example, recognizes that a handshake may</p>

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		backgrounds to their own.	communicate anxiety. High fives with a child may indicate rapport level and/or mood state.
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.		Attends clinical placements of varying lengths and in a range of physical settings (hospitals, community facilities, urban and rural). Moves effectively and safely in environments 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). 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. Provides physical assistance to people of all genders, sexual orientation, age, culture and ethnicity.
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.		Independently carries and manipulates instruments, materials and equipment necessary for clinical care. Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects where appropriate.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	Participates in live-and-online and face to face classrooms, tutorials, lectures, and practical skills sessions throughout the day. Undertakes assessments and	Attends clinical and community 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.

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		<p>examinations required to assess necessary skills and knowledge.</p> <p>Maintains a sufficient level of concentration to complete an activity.</p>	<p>Provides consistent genetic counselling support and 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 and community placements in urban, rural, community, hospital and other settings.</p>