





Graduate School of Health - 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 <a href="https://linear.org/linear.o

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 <u>UTS Student Charter</u> 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

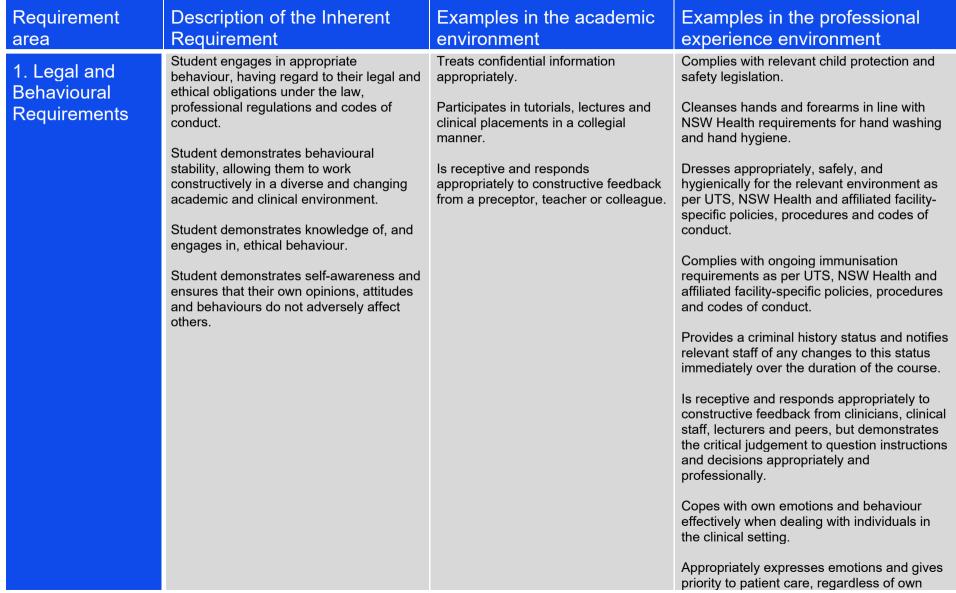
UTS will make reasonable adjustments to teaching and learning, assessment, professional experiences, course related work experience and other course activities to facilitate maximum participation by students with disabilities, carer responsibilities, and religious or cultural obligations in their courses.

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.

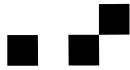
Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. Students are not otherwise required to disclose their disability or other personal circumstances to UTS, unless they pose a risk to their health or safety, or to that of others.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

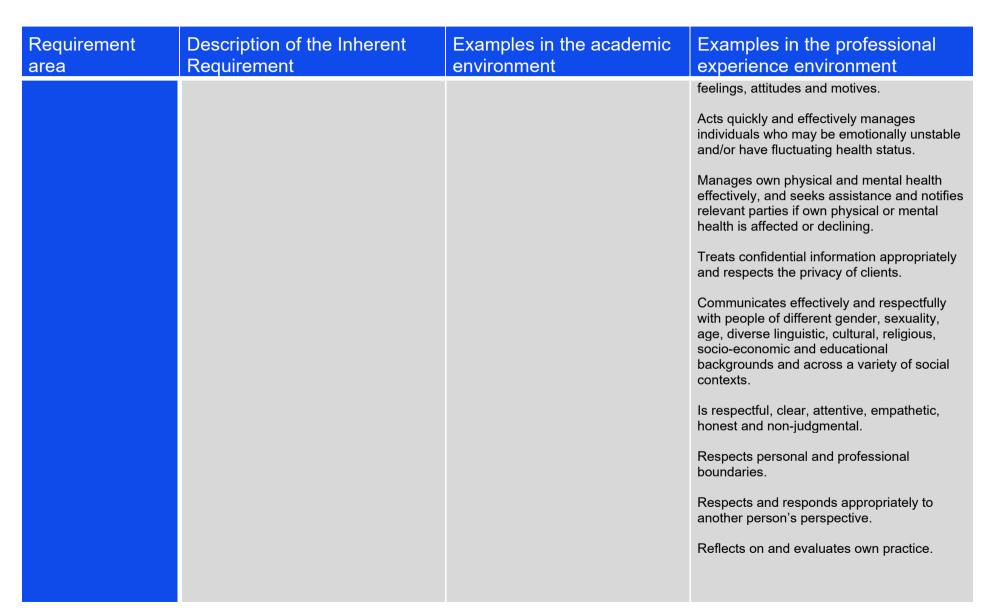




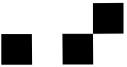


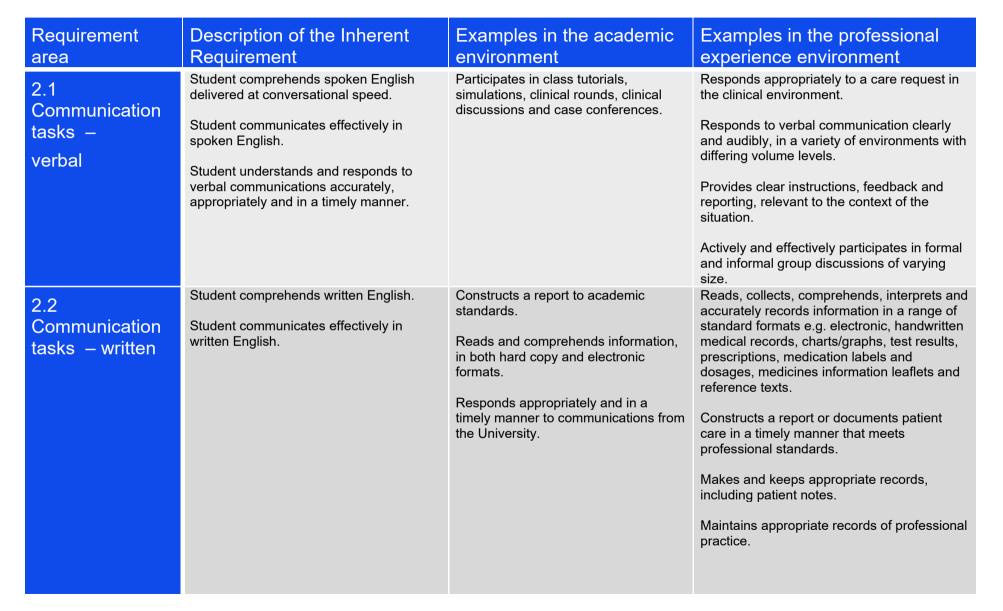






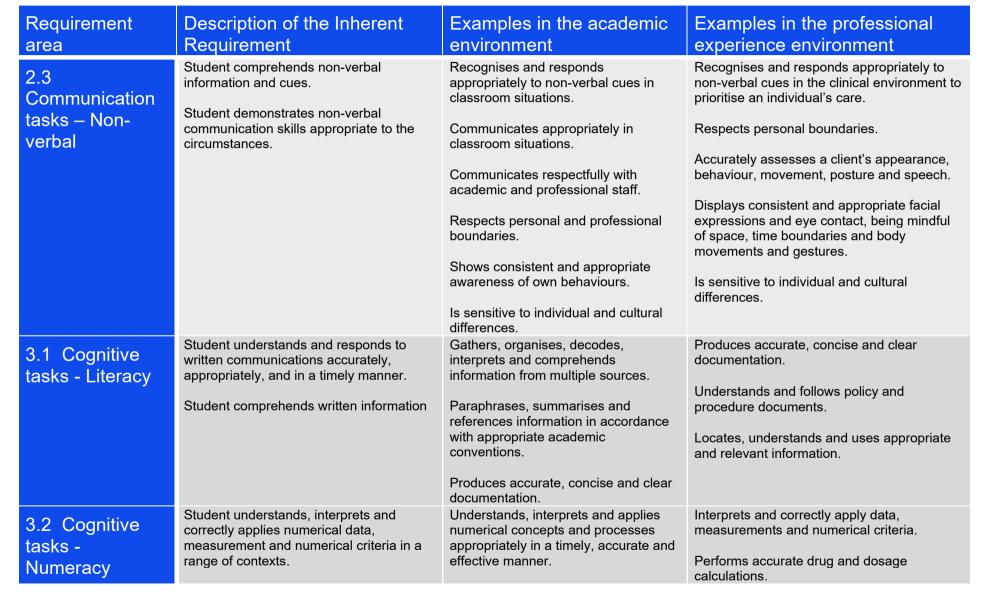










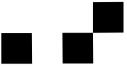


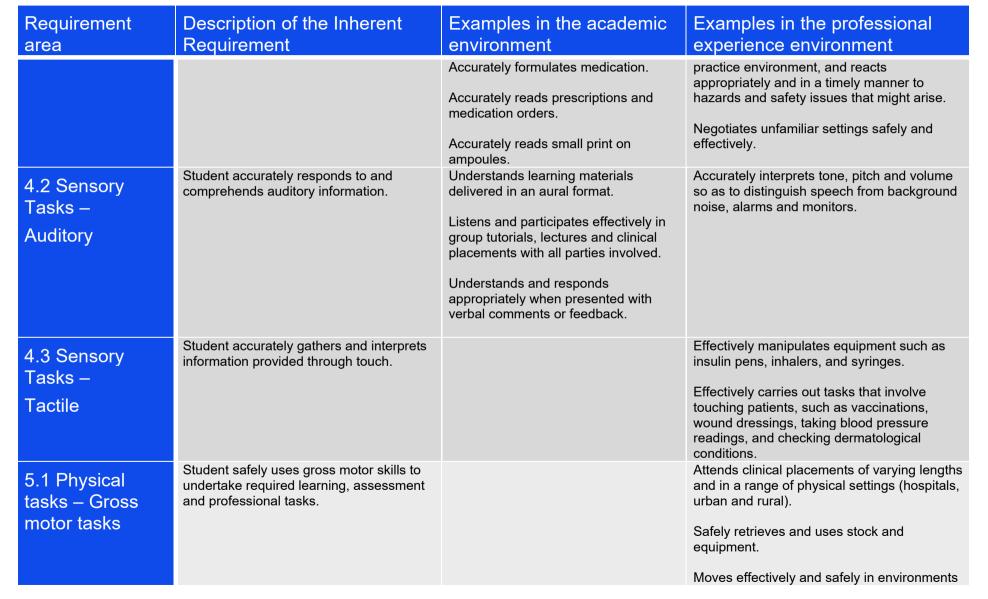




Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		Interprets and correctly apply data, measurements and numerical criteria. Performs accurate drug and dosage calculations.	Completes arithmetic calculations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







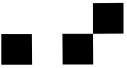






Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			where there may be multiple pieces of equipment and people (e.g. multi-bed ward) and confined spaces (ancillary spaces for drug preparation) or defined distances (e.g. between wards).
			Kneels, balances and uses both arms to provide chest compressions for basic life support (First Aid and CPR).
			Dispenses prescriptions and participates in ward rounds.
			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, age and ethnicity.
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.		Administers medications, including injections, and uses point-of-care testing devices. Compounds medicines and aseptic preparations. Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects.







Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	Participates in tutorials, lectures, and skills sessions throughout the day. Undertakes assessments and examinations required to assess necessary skills and knowledge. Maintains a sufficient level of concentration to complete an activity.	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. Provides consistent care over a negotiated time frame. Demonstrates a consistent and sustained level of physical and mental energy to complete a specific task in a timely manner and over time. Accurately performs repetitive activities and focuses on an activity until it is completed appropriately. Maintains consistency and quality of performance throughout the designated period of duty. Travels to and attends scheduled clinical placements in urban, rural, community, hospital and other settings.