

UTS: Bachelor of Nursing

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.

What are Inherent Requirements?

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.

The Inherent Requirements are:

1. [Legal and Behavioural Requirements](#)
2. Communication Tasks: [Verbal](#), [Written](#), [Non-Verbal](#)
3. Cognitive Tasks: [Literacy](#), [Knowledge and Information](#)
4. Sensory Tasks: [Visual](#), [Auditory](#), [Tactile](#)
5. Physical Tasks: [Gross Motor Task](#), [Fine Motor Task](#)
6. [Sustainable Performance](#)

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](#) at 9514 1177 or at accessibility@uts.edu.au.

Please note that UTS also requires students to comply with the [UTS Student Rights and Responsibilities Policy](#) 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. Sometimes reasonable adjustments will not enable the student to meet the inherent requirements.

Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disabilities. 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 understands and applies the principles of professional, ethical behaviour, which includes integrity and accountability.</p> <p>Student demonstrates behaviour that allows them to work constructively in a diverse and changing academic and professional environment.</p> <p>Student demonstrates self-awareness and ensures that their own opinions, attitudes and behaviours do not adversely affect others.</p> <p>Student takes responsibility for their own learning and actively participates in teaching environments.</p>	<p>Is receptive and responds appropriately to constructive feedback.</p> <p>Actively and appropriately participates in collaborative tasks and group work.</p> <p>Actively and appropriately engages in classroom activities.</p> <p>Uses course materials, including the subject outline and subject announcements, to plan subject assessment tasks and other study commitments.</p> <p>Expresses opinions in a way that is sensitive to cultural and social differences.</p> <p>Communicates respectfully with and demonstrates professional courtesy towards academic and professional staff, and other students.</p> <p>Is honest and principled in interactions with peers and staff.</p> <p>Effectively manages demanding or stressful situations, recognising individual limitations and seeks support and advice where necessary.</p>	<p>Treats confidential information appropriately and respects the privacy of patients.</p> <p>Is receptive and responds appropriately to constructive feedback.</p> <p>Accepts and fulfils responsibilities given in the clinical setting.</p> <p>Works effectively with people from diverse social and cultural backgrounds.</p> <p>Effectively manages own emotions and behaviour.</p> <p>Effectively manages own physical and mental health.</p> <p>Complies with rules relating to the duties and obligations of health practitioners, by observing written and unwritten rules of professional conduct and professional courtesy.</p> <p>Complies with requirements for student registration with the Australian Health Practitioner Regulation Agency (AHPRA) and relevant child protection and safety legislation.</p> <p>Complies with requirements for ClinConnect registration such as</p>

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			<p>criminal record checks and vaccinations, including those introduced after commencement in the course or program.</p> <p>Complies with placement requirements such as pre-requisite learning modules with (HETI) and clinical pre-placement preparation.</p>
<p>2.1 Communication tasks: Verbal</p>	<p>Student comprehends spoken English delivered at conversational speed, including technical and medical terms appropriate to their stage of course progression.</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 tutorial and group work discussions.</p> <p>Understands and follows instructions.</p> <p>Effectively provides clear instructions appropriate to the context of the situation.</p> <p>Correctly uses technical and medical terminology in classes, simulation sessions, assessments and English language assessments.</p> <p>When communicating with staff and students, considers cultural differences.</p> <p>Effectively and appropriately engages in group presentations.</p>	<p>Engages in appropriate communication and develops therapeutic relationships with patients, relatives and staff.</p> <p>Demonstrates effective verbal communication when undertaking all patient care, assessments and clinical tasks or skills.</p> <p>Effectively communicates in a timely manner if instructions or any communication is not understood.</p> <p>Conducts or participates in patient care conversations such as team meetings, handover, escalation of care and assessments.</p> <p>Elicits clear instructions from multidisciplinary team members.</p>

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			<p>Demonstrates an awareness of the need to communicate in a way that takes into account people's health, cultural differences and backgrounds, including when dealing with multidisciplinary team members, family members and other relevant persons.</p> <p>Effectively engages in discussions where communication may be critical to patient safety, treatment and management.</p> <p>Demonstrates effective oral communication appropriate to the clinical situation.</p>
<p>2.2 Communication tasks: Written</p>	<p>Student comprehends written English, including technical and medical terms appropriate to their stage of course progression.</p> <p>Student communicates effectively in written English.</p>	<p>Reads and comprehends information provided.</p> <p>Responds appropriately and in a timely manner to communications from the University and University staff.</p> <p>Completes essays and other written assignments to required academic standards.</p> <p>Submits written work in a timely manner.</p> <p>Participates in online discussions and blogs in a way that develops a coherent,</p>	<p>Understands, interprets and follows written instructions for patient care.</p> <p>Understands and applies documentation standards in accordance with relevant policies.</p> <p>Understands and complies with electronic medical records policies and procedures.</p> <p>Produces accurate, concise and clear documentation.</p> <p>Documents information in medical records in a coherent, comprehensive</p>

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		<p>constructive and respectful exchange of ideas.</p>	<p>and logical way, having regard to the relevance of the documentation required.</p> <p>Documents information in plain English, in a clear and intelligible manner.</p> <p>Paraphrases, summarises and follows written clinical instructions.</p>
<p>2.3 Communication tasks: Non-verbal</p>	<p>Student comprehends non-verbal information and cues.</p> <p>Student demonstrates non-verbal communication skills appropriate to the circumstances.</p>	<p>Communicates respectfully with academic and professional staff.</p> <p>Respects personal and professional boundaries.</p> <p>Communicates appropriately in classroom situations.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p>	<p>Observes and understands non-verbal cues, and responds appropriately in context.</p> <p>Displays appropriate facial expressions and maintains eye contact, as appropriate.</p> <p>Communicates respectfully with people of different gender, sexuality, and age, and from diverse cultural, religious, socio-economic and educational backgrounds.</p> <p>Respects personal and professional boundaries.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p>

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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, including technical and medical terms.</p>	<p>Identifies, evaluates and comprehends a range of nursing or midwifery literature and information and accurately conveys appropriate messages.</p> <p>Effectively acquires evidence-based information and reads, interprets, comprehends and decodes multiple sources of information to construct academic assessments in a scholarly manner.</p>	<p>Follows written instructions, including faculty and facilities' policies, procedures and guidelines.</p> <p>Locates, understands and uses appropriate and relevant information.</p>
3.1 Cognitive tasks: Knowledge and information	<p>Student locates, processes, integrates and implements knowledge and information.</p>	<p>Locates and analyses appropriate and relevant evidence-based information for practice, health policy, and scholarly materials for the purpose of academic assessments.</p> <p>Comprehends, interprets and correctly applies nursing or midwifery principles, theory, standards, relevant codes and legislation in laboratory tutorials and simulation assessments.</p> <p>Applies nursing or midwifery theory to clinical practice situations in tutorials, laboratory, and simulation sessions.</p> <p>Applies knowledge and demonstrates competence in clinical skills in laboratory, and simulation sessions.</p>	<p>Develops, implements and discusses plans of care from medical records, and processes and integrates information relevant to practice and delivery of safe patient care.</p> <p>Applies knowledge of nursing or midwifery theory and standards in a clinical practice setting for example, when planning and delivering clinical skills.</p> <p>Demonstrates comprehensive clinical skills and knowledge in a variety of clinical settings, appropriate to students' stage of course progression.</p>

4.1 Sensory Tasks: Visual

Student accurately and effectively observes and monitors their physical surrounds.

Understands learning materials delivered in a visual format.

Understands and interprets visual information in laboratory and simulation sessions.

Identifies visual differences and changes in a variety of scenarios, including monitoring equipment, patient care equipment and simulated patients.

Effectively conducts visual observations, examinations and assessments of simulated patients.

Understands information delivered in a visual format such as electronic medical records, paper documentation, orders, diagnostic imaging and pathology results.

Understands and accurately interprets visual cues when caring for patients.

Effectively monitors equipment and patient care equipment in clinical contexts.

Effectively reads and interprets a variety of diagnostic tools and tests such as urinalysis, electrocardiographs, blood gases, blood glucose machines and treatment equipment.

Effectively undertakes safe medication preparation and administration by reading and interpreting safe medication administration guidelines.

Effectively conducts a variety of patient assessments including visual observations, examinations and assessments such as manual blood pressure, respiratory rate, skin and wound assessment.

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4.2 Sensory Tasks: Auditory	Student accurately responds to and comprehends auditory information.	<p>Understands learning materials delivered in an aural format.</p> <p>Actively participates in group work.</p> <p>Actively participates in laboratory tutorials and simulation sessions by performing observations measured by auscultation.</p> <p>Understands and responds appropriately when presented with comments or feedback.</p>	<p>Effectively performs observations measured by auscultation.</p> <p>Effectively participates in patient-related communication delivered in an aural format, such as therapeutic communication, patient hand over, verbal orders, telephone orders and emergency procedures.</p> <p>Responds to emergency alarms, equipment alarms, patient call bells and calls for help or care in the clinical setting.</p> <p>Understands feedback and instructions from team members and patients in a clinical setting.</p>
4.3 Sensory Tasks: Tactile	Student accurately gathers and interprets information provided through touch.	Effectively participates in tutorials, laboratory and simulation sessions such as performing palpation and identifying anatomical anomalies	Effectively detects changes in patient's physical characteristics through touch such as anatomical anomalies, body temperature, pulse palpation, skin quality and peripheral oedema.
5.1 Physical tasks: Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and clinical skills and tasks.	Effectively participates in tutorials, laboratory and simulation sessions by undertaking safe practice of skills that involve the use of manikins, monitoring equipment and beds.	Effectively participates in safe practice of skills that involve use of monitoring equipment, a variety of other equipment and beds.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		<p>Safely lifts and mobilises equipment at various heights and of various weights.</p> <p>Effectively performs at a consistent and sustained level over time the physical tasks necessary to provide simulated patient care such as lifting, carrying, transferring, pushing, pulling, standing, twisting, bending and moving in restricted spaces.</p> <p>Effectively performs necessary life support interventions on manikins, such as cardiopulmonary resuscitation, for prolonged periods of time.</p>	<p>Safely retrieves stock, and lifts and mobilises equipment at various heights and of various weights.</p> <p>Effectively performs at a consistent and sustained level over time the physical tasks necessary to conduct, coordinate and prioritize patient care such as lifting, carrying, transferring, pushing, pulling, standing, twisting, bending and moving in restricted spaces.</p> <p>Responds to emergency response protocols and evacuation procedures, such as fire evacuation, via emergency stairwells while lifting, pulling or carrying patients and or equipment in a timely manner.</p> <p>Effectively responds to emergency calls in a timely manner from all areas of the clinical unit.</p> <p>Effectively performs necessary life support interventions on patients, such as cardiopulmonary resuscitation, for prolonged periods of time.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
5.2 Physical tasks: Fine motor tasks	<p>Student safely uses fine motor skills to undertake required learning, assessment and clinical skills and tasks.</p>	<p>Effectively uses standard ICT resources, such as computers and audio-visual equipment, for the completion of academic assessments.</p> <p>Effectively participates in tutorial, laboratory and simulation sessions, undertaking the safe practice of skills that involve grasping, pressing, pushing, turning, squeezing and manipulating various objects and persons for safe patient care.</p>	<p>Effectively uses standard ICT resources, such as computers, audio-visual equipment, telephones and monitoring equipment in a workplace setting.</p> <p>Effectively undertakes the safe practice of skills that involve grasping, pressing, pushing, turning, squeezing and manipulating various objects and persons for safe patient care.</p> <p>Effectively uses various kinds of medical equipment including intravenous infusion pumps, telemetry monitors, surgical drains and vascular access devices</p>
6. Sustainable performance	<p>Student maintains physical and mental performance at a consistent and sustained level over time.</p>	<p>Participates in multiple tutorials, simulations, lectures and other learning activities in a day or week.</p> <p>Attends classes, undertakes pre-laboratory work and readings. Submits assignments according to the requirements of the subject, and in a manner consistent with university and faculty rules and policies.</p>	<p>Attends clinical placements for the required number of hours per day, in accordance with the shift allocation, and the required number of weeks for each clinical subject.</p> <p>Maintains a consistent and sustained level of mental and physical endurance and strength to undertake specific tasks in a timely manner and over time.</p>

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		<p>Undertakes assessments and examinations including OSCEs and simulations required to assess necessary skills and knowledge.</p> <p>Maintains a sufficient level of concentration to complete an activity.</p>	<p>Performs repetitive and other essential activities in accordance with the registered nurse job demand list.</p> <p>Remains focused and provides consistent and appropriate responses during clinical placements.</p>