

To assist students to make informed choices about their study, we have identified and set out below the Inherent Requirements for coursework award courses in Animal and Veterinary Bioscience.

The University of Sydney welcomes and encourages applications from students with disabilities, and from diverse social and cultural backgrounds. Where there are physical, intellectual, cultural, religious or other factors that impact on a student's ability to meet the inherent requirements, the University will make reasonable adjustments to assist the student to meet the requirements.

To successfully complete their award course, students must meet the academic requirements set out in the Faculty and course resolutions – these are set out in the [Faculty handbook](#).

In addition, students in all courses are required to comply with Australian laws and University rules and policies, including the [Code of Conduct for Students](#). The University of Sydney upholds the academic standards of each degree and discipline so that all students graduate with the skills and knowledge expected of a graduate of the award conferred.

**With appropriate supports and reasonable accommodations, students must be able to carry out the list of inherent requirements described below, in order to successfully complete the veterinary bioscience course.**

#### Communication tasks

1. Comprehend spoken English delivered at conversational speed (including in noisy environments, such as on farms and in classrooms).
2. Differentiate sound across a wide spectrum of tone, pitch and volume (including distinguishing speech, background noise, alarms and monitors).
3. Understand and respond to verbal communications accurately, appropriately and in a timely manner.
4. Communicate clearly, audibly and intelligibly in English.
5. Actively participate in group discussions and tutorials.
6. Read and comprehend information presented in a variety of standard formats.  
*e.g. test results, graphical formats such as charts, journal articles and access digital information.*
7. Record information accurately and make coherent notes.  
*e.g. laboratory or experimental notes*
8. Perceive non-verbal communication from others (animals and their owners) and respond appropriately (in context).  
*e.g. animal in pain or distress*
9. Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.  
*Students interact with animals owned by people across the lifespan and from a wide range of cultural and linguistic backgrounds. Students must be able to understand and appreciate the wide range of cultural perspectives on animal ownership and use.*

#### Observation/sensory tasks

1. Assess animal appearance, behaviour, posture and movement.  
*e.g. observe and recognise behavioural signals of stress*
2. Have sufficient visual acuity to identify and interpret results of diagnostic tests, via direct observation and microscopic examination.  
*e.g. examine tissue sections and smears via light microscope*

### Physical tasks

1. Gather and interpret information through touch.  
*e.g. ability to distinguish changes in both hard and soft tissue*
2. Physically restrain and inspect a wide variety of animal species. This includes cattle, sheep, poultry, pigs, fish.  
*e.g. determine the age of a sheep by inspection of the teeth*
3. Cleanse hands and forearms using disinfecting products.  
*This is a work health and safety and patient safety requirement.*
4. Wear clothing and masks designed to minimise the spread of infection and protect the wearer from infection or other hazards.  
*This is a work health and safety and patient safety requirement.*
5. Meet immunisation requirements, including those introduced after commencement in the course or program.  
*It is compulsory for students to be immunised for Q fever before entering the course. Detail is available on our website: <http://sydney.edu.au/vetscience/avb/vaccinations.shtml>*
6. Effectively manoeuvre around equipment and in confined spaces.  
*e.g. when yarding cattle and using a cattle crush*
7. Work, including sitting, standing and walking for prolonged periods (e.g. 2-4 hours).  
*e.g. participating in animal management and care on-farm.*
8. Attend placements in a range of physical settings, including businesses, farms and research facilities, in a range of geographical locations (e.g. urban, rural) and for the required number of hours.  
*Participation in extramural placements on farms and in animal-related businesses and research facilities is a degree requirement. Students may work outdoors, be exposed to a variety of weather conditions and work in areas with uneven ground or uncertain footing. Students may be required to undertake work on weekends and after hours.*

### Intellectual tasks

1. Gather, comprehend and organise information.
2. Integrate theory and knowledge from various sources.
3. Develop options and assess and compare their respective merits.
4. Accurately recall information without reference.
5. Accurately undertake arithmetic calculations.  
*e.g. undertaking calculations related to formulating rations*
6. Engage in scientific and clinical reasoning.
7. Engage in rational and ethical reasoning.
8. Understand another person's perspective.
9. Maintain a sufficient level of concentration to focus on an activity to completion.

### Interpersonal and social interactions

1. Participate in compulsory procedures, including those that you may have personal or ethical objections to, or that you find confronting. These include:
  - participating in farm management and animal husbandry procedures across the major and emerging animal industries including procedures, such as tail docking of sheep;
  - observing, assisting or performing humane animal slaughter, both religious and conventional, in accordance with local laws and customs
  - interacting with animal cadavers and cadaveric specimens, including anatomy dissections
  - observing, assisting, performing reproductive procedures including pregnancy diagnosis, semen collection, artificial insemination, embryo manipulation, mating and assisting with birth

2. Control the expression of his or her own emotions.  
*e.g. Give priority to animal care regardless of your own feelings*
3. Work effectively in the face of uncertainty and adapt to changing environments.  
*e.g. learn to make and justify decisions based on the available information, which may be incomplete; recognise and keep up with the changes that constantly occur in the organisation*

## **FREQUENTLY ASKED QUESTIONS**

### ***Why have a list of Inherent Requirements for Animal Science Courses?***

We think it's important for students to be aware of the inherent requirements they will need to meet in university subjects and courses. This information enables prospective students to make informed decisions about their subject and career choices. In the case of Animal Veterinary Bioscience and other veterinary and animal science degrees, many of the inherent requirements relate to patient contact. This contact increases with each year of the course and we believe it's important to be clear from the beginning about what is required to be able to successfully complete the course.

Where necessary, after confidential registration of a disability, reasonable adjustments are negotiated for the student with the relevant Faculty. Adjustments to coursework and assessments may also be made for students with carer's responsibilities, or cultural or religious needs. These adjustments may include such things as building and timetabling modifications, recording teaching material and special examination provisions. For fieldwork placements, it may include negotiating with supervisors in advance of the placement for reasonable adjustments. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the inherent requirements, not as a substitute for them.

### ***How are lists of inherent requirements developed?***

They are developed from the required learning outcomes of the courses. Course structure and content, including learning outcomes, are designed to ensure that the course meets required standards. In addition to meeting general higher education standards.

In the case of many university subjects, the inherent requirements are purely cognitive. In addition to teaching cognitive skills, trains students to diagnose and treat clients and patients. Students' abilities to do this are assessed in structured examinations and students are required to perform supervised care of clients and patients satisfactorily when on placement. Patient and client safety must be ensured at all times and the healthcare institutions, the registered practitioners supervising, and, the University have a duty of care to these patients and clients. Students are required to comply with relevant requirements for placement organizations.

### ***Do I have to make a declaration? Is there an assessment?***

No, the information on inherent requirements is provided for your guidance.

What should I do if I am worried about my ability to successfully undertake a listed inherent requirement? You can make initial contact with a course advisor or with Disability Services to discuss your specific issue. Liaison will occur, if necessary, with appropriate protection of your privacy. The Disability Services Team can be contacted on +61 2 86278422 or [disability.services@sydney.edu.au](mailto:disability.services@sydney.edu.au).

### ***What is an adjustment?***

These are modifications or accommodations made by the University that have the effect of assisting a student with a disability to participate or access something on the same basis as someone without a disability. Common accommodations include aids to vision or hearing (which many people of course wear every day). Disability Services at Sydney University works to support students with disabilities, including negotiating reasonable adjustments for students. These adjustments are frequently related to assessment, e.g. extra time in examinations, allowing students to type instead

of handwrite, or may relate to such issues as timetabling or access. Other assistance for fieldwork may include adjusting hours of work and the allocation of the type of placement may also be adjusted where needed to ensure the psychological safety of the student.

Sydney University has obligations under the [Disability Discrimination Act 1992 \(Cth\)](#), the [Anti-Discrimination Act 1977 \(NSW\)](#) and the [Disability Standards for Education 2005 \(Cth\)](#) to ensure that reasonable adjustments are available. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the inherent requirements, not as a substitute for them.

***Can I enrol even if I am not sure I will be able to carry out some of the inherent requirements?***

Yes. In fact, it will usually be unlawful for the University to restrict enrolment on the basis of disability, or to discriminate against students with a disability in other ways.

***What happens if I do enrol and I am unable to carry out some of the inherent requirements?***

Assessment is carried out with approved reasonable adjustments. If, even with reasonable adjustments, you are unable to carry out some of the inherent requirements, you may fail an inherent component of the course. In this event, you will be unable to graduate.