

Inherent Requirements for Pharmacy Courses

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 Pharmacy.

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 ([Undergraduate](#) and [Postgraduate](#)). In addition, students in all courses are required to comply with Australian laws and University rules and policies, including the [Student Charter 2020](#). 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 pharmacy courses.

Communication tasks

1. Comprehend spoken English delivered at conversational speed
E.g. in noisy environments, such as hospital wards
2. Understand and respond to verbal communications accurately, appropriately and in a timely manner.
E.g. respond appropriately to a patient's question while walking them along a noisy hospital corridor.
3. Communicate clearly, audibly and intelligibly in English.
4. Actively participate in group discussions.
E.g. case conferences and informal discussions concerning patient or client care.
5. Read and comprehend information presented in a variety of standard formats.
E.g. handwritten clinical notes, test results, small font writing on ampoules, graphical formats such as charts and accessing computerized information, prescriptions and handwritten notes from prescribers.
6. Record information accurately and make coherent notes.
E.g. medical notes, observation charts, clinical interventions when dispensing prescriptions – by hand and using a computer - that meet legal standards for the documentation of care.
7. Perceive non-verbal communication from others and respond appropriately (in context).
E.g. patient or client pain or distress.
8. Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
E.g. pharmacy students treat and interact with patients across the lifespan and from a wide range of cultural and linguistic backgrounds.

Observation / Sensory tasks

1. Assess patient appearance, behaviour, posture, movement and speech.
2. Monitor the broader practice environment (including observing multiple patients and events simultaneously).

Physical tasks

1. Gather and interpret information through touch.
E.g. measure blood pressure
2. Physically examine people of both genders.
E.g. pharmacy students treat both male and female patients.
3. Provide basic life support.
E.g. kneel and use both arms to provide chest compressions.
4. Cleanse hands and forearms using disinfecting products.
E.g. in every clinical environment and in the classroom students are required to wash their hands between patient /student contact. This is an occupational health and safety and patient safety requirement.

5. Wear clothing and masks designed to minimise the spread of infection and protect the wearer.
E.g. students will be required to wear protective gowns and masks when treating patients with infectious diseases or low immunity. This is an occupational health and safety and patient safety requirement.
6. Meet ongoing immunisation requirements.
E.g. students must be immunized before entering a clinical environment. Detail is available at <https://sydney.edu.au/students/clinical-placement-checks.html>
7. Independently carry and manipulate instruments, materials and equipment necessary for clinical care.
8. Effectively manipulate small objects.
E.g. draw up and administer medications, perform a wound dressing.
9. Maintain a standing position while using both upper limbs to perform a task.
E.g. dispensing prescriptions and preparing extemporaneous products
10. Work, including sitting, standing and walking for prolonged periods (eg. 2-4 hours)
11. Effectively maneuver around equipment and in confined spaces.
E.g. In a multi-bed ward, an operating theatre, a nurses station and ancillary spaces (such as those used for drug preparation), in a pharmacy.
12. Attend clinical or practicum placements in a range of physical settings (E.g. urban, rural, hospitals, clinics) and for the required number of hours, within a reasonable period.

Intellectual tasks

1. Gather, comprehend and organise information.
E.g. take a medication history from a patient and formulate a provisional diagnosis and a treatment plan.
2. Integrate theory and knowledge from various sources.
E.g. use knowledge of anatomy and drug action in order to undertake quality use of medicines.
3. Develop options and assess and compare their respective merits.
E.g. use evidence-based practice knowledge to prioritize treatment options for a patient with a complicated medical history.
4. Accurately recall information without reference.
E.g. patient observations, a summary of clinical details for handover, any relevant information gathered from a patient before dispensing a prescription.
5. Accurately undertake arithmetic calculations.
E.g. completing dosage and pharmaceutical calculations.
6. Engage in scientific and clinical reasoning.
E.g. Make appropriate clinical recommendations regarding medication therapy.
7. Engage in rational and ethical reasoning.
E.g. give consideration to patient autonomy and preferences in chronic care and palliative treatment.
8. Understand another person's perspective.
9. Complete clinical tasks in a safe and reasonable time frame.
10. Maintain a sufficient level of concentration to focus on an activity to completion.

Interpersonal and social interactions

1. Control the expression of your own emotions.
E.g. Provide continuous professional care including when staff feel sad or angry.
2. Be able to work effectively in the face of uncertainty and adapt to changing environments.
E.g. Deal with rapidly changing patient conditions and required care tasks. Adapt to different clinical environments encountered during training.
3. Accept and fulfill responsibilities you are given for patient/client care.
E.g. This is a patient safety requirement.
4. Manage your own physical and mental health effectively.
E.g. This is a patient safety requirement. Seeking help and/or notifying others of fluctuations in physical and mental health as necessary (e.g. hypoglycaemia, hypomania, infective diseases).
5. Respect personal and professional boundaries.
E.g. Students are assessed on their knowledge of professional practice as applied to complex clinical situations and in their dealings with colleagues and staff.
6. Dress appropriately and safely for the clinical workplace.
E.g. This is an occupational health and safety requirement.

FREQUENTLY ASKED QUESTIONS

Why have a list of Inherent Requirements for Pharmacy 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.

The Inherent Requirements are likely to be particularly helpful for students with disabilities. Many students successfully manage their disabilities with external support, and opt not to notify the University. However, the University's Disability Services assists hundreds of current students with a disability, and provides prospective students with advice about the support services offered at the University. Where necessary, after confidential registration of a disability, Disability Services negotiates reasonable adjustments for students 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, the health professional courses are accredited (inspected and approved) by specialist groups. There are 14 health professions regulated by the Australian Health Practitioner Agency (AHPRA) and profession specific boards or councils are responsible for assessing programs of study and education providers against accreditation standards

In the case of many university subjects, the Inherent Requirements are purely cognitive. However, the health professional courses, in addition to teaching cognitive skills, train 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 organisations (e.g. NSW health). The health placement requirements are at:

<https://sydney.edu.au/students/clinical-placement-checks.html>

Do I have to disclose any disability I believe I may have? Is there an assessment?

No, the information on Inherent Requirements is provided for your guidance. While registration with Disability Services is necessary for you to obtain reasonable adjustments, you are not otherwise required to disclose your disability to the University, unless it poses a risk to your health or safety or to that of others.

What should I do if I am worried about my ability to successfully undertake a listed essential requirement?

You can make initial contact with a course advisor via the Pharmacy Student Services Team or with Disability Services to discuss your specific issue. Liaison will occur, if necessary, with appropriate protection of your privacy. The Pharmacy Student Services Team can be contacted on +61 2 93512320. The Disability Services Team can be contacted on +61 2 86278422 or 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 essential component of the course. In this event, you will be unable to graduate with the health professional degree.