

## Inherent Requirements

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### Version control

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## What are Inherent Requirements?

The College of Health Sciences (CHS) aims to achieve an inclusive study environment that reflects the diversity of Australian society. The CHS supports the right of all people who wish to undertake our courses to achieve their potential and pursue their career objectives.

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the College of Health Science's assessment and accreditation processes. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students.

To support potential and current students' decision making, the CHS has developed inherent requirement statements for the Graduate Certificate in Health Management or the Graduate Diploma in Health Management or the Master of Health Management. These statements specify the inherent requirements for progression to a completed degree. The CHS is committed to working with students to make reasonable adjustments to teaching and learning, assessment, and other activities to address the impact of students' disabilities or other factors on their ability to participate in and meet the requirements of their course. When making reasonable adjustments, the CHS will maintain the inherent academic and other requirements of its courses.

If you are intending to enrol in the Graduate Certificate in Health Management or the Graduate Diploma in Health Management or the Master of Health Management at the College of Health Sciences, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements. These inherent requirements should be read in conjunction with other course information.

The inherent requirement statements cover the following degrees:

- Graduate Certificate in Health Management
- Graduate Diploma in Health Management
- Master of Health Management

To successfully complete their course, students must meet all inherent requirements, with appropriate support and reasonable adjustments as necessary. If you are a student with a disability, or if there are other factors that

may impact upon your studies and ability to meet the inherent requirements, you should discuss any concerns with the CHS admission and student services staff prior to enrolling in your course of study. The CHS academic staff can work collaboratively with you to determine reasonable adjustments to assist you to meet the inherent requirements. If it is anticipated that the inherent requirements cannot be met with reasonable adjustments, you will not be prohibited from enrolment, but you may be unable to successfully complete your course. For this reason, CHS staff will provide guidance regarding other study options.

There are five domains of inherent requirements in the Graduate Certificate, Diploma or Master of Health Management courses. Some domains have several sub-domains.

1. Ethical behaviour
2. Professionalism and Interpersonal Relations
3. Communication
4. Cognition
5. Reflective skills

## **Ethical behaviour**

Student demonstrates knowledge of, and compliance with relevant laws and regulations. Students must conduct themselves in an ethical manner at all times and demonstrate:

- Compliance with all applicable laws and regulations
- Compliance with CHS policies and guidelines as well as directions given by staff
- Upholding principles of academic integrity and professional honesty at all times

## **Professionalism and Interpersonal Relations**

Effective management and leadership require the ability to use highly developed interpersonal skills and establish and maintain strong relationships with people.

Student demonstrates:

- The ability to establish and maintain rapport with academic staff and peers
- The ability to engage in effective group work
- The ability to engage and relate appropriately in individual, group and experiential learning groups

## **Communication**

This course requires effective, verbal, non-verbal, presentation and written communication skills.

### **Verbal**

Effective verbal communication, in English, is an essential requirement and needs to be respectful, clear, attentive, empathic, honest and non-judgemental.

Student demonstrates:

- Sensitivity to individual and/or cultural differences
- The capacity to listen, understand and respond to verbal communication accurately, appropriately, empathically and in a timely manner
- Awareness of own verbal communication style
- The capacity to outline own views on different subjects and articulate arguments consistent with the context of the situation

### **Non-verbal**

Effective non-verbal communication is fundamental to management and leadership. Student needs to be respectful, clear, attentive, empathic, and non-judgemental.

Student demonstrates:

- The capacity to recognise, interpret and respond appropriately to behavioural cues
- Consistent and appropriate awareness of own behaviour
- Sensitivity to individual and/or cultural differences

### **Presentation**

Presentation skills are fundamental to academic and professional development in health management.

Student demonstrates:

- Design and development of a presentation to required academic standards, including appropriate referencing of sources
- Presentation skills in conveying the underpinning contents and propositions pitched at different levels
- Persuasion skills with capacity to articulate messages to convince the recipients of the merits of the case under consideration

### **Written**

Effective written communication, in English, is a fundamental skill required as a manager or leader in a health environment.

Student demonstrates:

- The capacity to author an essay to required academic standards including appropriate referencing of sources
- The capacity to prepare reports which are appropriate to the purpose and audience, and completed in a timely manner

### **Cognition**

This course requires knowledge of theory and the skills of cognition and literacy.

#### **Knowledge and cognitive skills**

Consistent knowledge and effective cognitive skills must be demonstrated.

Student demonstrates:

- The capacity to locate appropriate and relevant information
- The ability to process information relevant to health management and leadership
- The ability to integrate and implement knowledge into practice based scenarios

#### **Literacy (language)**

Competent literacy skills are essential to provide effective management and leadership practice. Student demonstrates:

- Conveying a spoken message accurately and effectively
- Paraphrasing, summarising and referencing in accordance with appropriate academic conventions
- Producing accurate, concise and clear documentation which meets legal and professional requirements

## Numeracy

Competent numeracy skills are essential to enable evidence based and data driven decision making. Student demonstrates:

- The ability to perform accurate analysis and calculations of provided data.
- Accurately record and interpret numerical data.
- Correctly apply data, measurements, numerical criteria or analytical tests.

## Reflective skills

Effective management and leadership require self-awareness and a capacity for reflection and reflexivity in order to consider the effect of one's own issues, actions, values and behaviours on others.

Student demonstrates:

- The ability to accurately reflect on their management and leadership style and/ or performance
- The ability to accept feedback on their leadership style and respond constructively
- Identifying how one's own relational style and behaviour may impede or enhance work with other people

## Acknowledgement:

This content is based on information from the following sources:

1. The Inherent Requirements content © University of Western Sydney that is licensed under a Creative Commons Attribution-Non Commercial Share Alike 4.0 International licence. Requirements <http://www.uws.edu.au/ir>
2. The University of New England Inherent Requirement Statements for the School of Health Courses as developed from: University of Sydney Inherent Requirements for Pharmacy Courses.