

Inherent Requirements – Bachelor of Paramedicine and Graduate Diploma of Clinical Practice (Paramedicine)

[Inherent requirements](#) are the knowledge, abilities, skills and qualities students will need to have in order to achieve course learning outcomes. Students with a disability, long term illness and/or mental health condition may be able to have reasonable adjustments made to enable them to meet inherent requirements. Charles Sturt University is committed to making reasonable adjustments to teaching and learning, assessment, placement and other activities to enable students to fully participate in their course. Reasonable adjustments must not fundamentally change the nature of the inherent requirement, nor remove the need to meet these requirements.

To successfully complete the Bachelor of Paramedicine or the Graduate Diploma of Clinical Practice (Paramedicine), and then meet registration requirements for the Australian Health Practitioner Regulation Agency (Ahpra), you will need to be able to meet all the inherent requirements.

If you have a disability or chronic health condition, contact the [Accessibility and Inclusion](#) team to talk about the adjustments that may be put in place so you can meet the requirements.

Domain	Inherent Requirement <i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	Justification <i>Explanation of why this is an inherent requirement for the course</i>	Exemplars <i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	Adjustments <i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with Support Services.</i>
Ethical, legal and professional behaviour	Student demonstrates: <ul style="list-style-type: none"> • Knowledge of, and engagement in ethical behaviour in practice. • Adhering to professional standards, codes of conduct, and guidelines ensures safe and competent interactions and relationships for students and those they engage with. This practice promotes the physical, psychological, emotional, and spiritual well-being of everyone involved. • Compliance with professional regulations and the Australian law. 	<ul style="list-style-type: none"> • Compliance with the codes, standards, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people with whom they work. This supports the physical, psychological, emotional and spiritual wellbeing of all. 	<ul style="list-style-type: none"> • Complying with medico-legal requirements relating to informed consent, privacy and confidentiality with patient information in academic and clinical settings. • Complying with NSW Health requirements including Australian National Police Check and vaccinations and immunisations • Demonstrating ability to reflect on ethical dilemmas and issues and take responsibility for ensuring ethical behaviour. • Complying with relevant child protection and safety legislation. • Complying with the requirements for student registration with the Australian Health Practitioner Regulation Agency (Ahpra). 	<ul style="list-style-type: none"> • Adjustments must ensure the codes and standards are not compromised or result in unethical behaviour. • Adjustments specific to the individual can be discussed with Support Services



			<ul style="list-style-type: none"> • Complying with the policies of clinical facilities e.g., Work Health and Safety Act and uniform requirements. 	
Sustainable behaviour and performance	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • Consistent and sustained level of physical energy to complete a specific task in a timely manner and over time. • The ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately. • The capacity to maintain consistency and quality of performance throughout the designated period of time. • Behavioural stability to work constructively in a diverse and changing academic and workplace learning environments. 	<ul style="list-style-type: none"> • Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective practice. • Behavioural stability is required to work individually and in teams in changing and unpredictable environments. • Paramedicine students will be exposed to emergency situations and human suffering and will be required to have behavioural stability to manage these events. 	<ul style="list-style-type: none"> • Being receptive and responding appropriately to constructive feedback. • Coping with own emotions and behaviour effectively when working with individuals in the clinical setting. • Coping with own emotions and behaviour effectively when engaging in interactive simulated learning activities in the academic setting. 	<ul style="list-style-type: none"> • Adjustments must ensure that performance is consistent and sustained over a given period. • Adjustments must support stable, effective and professional behaviour in both academic and workplace learning settings. • Adjustments specific to the individual can be discussed with Support Services
Communication Verbal communication	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • Sensitivity to individual and/or cultural differences. • Ability to understand and respond to verbal communication accurately, appropriately and in a timely manner. • Ability to provide clear instructions in the context of the situation. • Timely clear feedback and reporting. 	<ul style="list-style-type: none"> • Communicating in a way that displays respect and empathy to others develops trusting relationships. • Communication may be restricted because of limitations of the individual (e.g. injury, disease or congenital conditions). • Speed and interactivity of communication may be critical for individual safety or treatment. • Timely, accurate and effective delivery of instructions is critical to individual safety, treatment, and management. 	<ul style="list-style-type: none"> • Participating in tutorials, lectures, simulation laboratories and workplace learning. • Practicing verbal communication skills during practical classes when undertaking high fidelity simulation scenarios. • Responding appropriately to requests from patients, supervisors and other health professionals in the clinical setting. • Conveying complex clinical information and concepts to patients and their families in a way that is understood and can be applied. 	<ul style="list-style-type: none"> • Adjustments must address effectiveness, timeliness, clarity and accuracy issues to ensure safety and appropriate practice. • Adjustments specific to the individual can be discussed with Support Services
Non-verbal communication	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • Capacity to recognise, interpret and respond appropriately to behavioural cues. • Consistent and appropriate awareness of own behaviours. 	<ul style="list-style-type: none"> • The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect in academic and professional relationships. • Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, 	<ul style="list-style-type: none"> • Recognising and responding appropriately in tutorials, lectures, simulation laboratories and workplace learning settings. • Providing care to a patient in a loud environment such as a nightclub or sports 	<ul style="list-style-type: none"> • Adjustments must enable the recognition, initiation of or appropriate response to effective non-verbal communication in a timely and appropriate manner. • Adjustments specific to the individual can be discussed with Support Services.



	<ul style="list-style-type: none"> • Sensitivity to individual and/or cultural differences. 	<p>time boundaries and body movements and gestures promotes trust in academic and professional relationships.</p> <ul style="list-style-type: none"> • Being sensitive to individual and/or cultural differences displays respect and empathy to others and develops trusting relationships. • The ability to observe and understand non-verbal cues is essential for the safe and effective observation of patient symptoms and reactions to facilitate the assessment and treatment of patients. 	<p>arena where verbal communication may be compromised.</p> <ul style="list-style-type: none"> • Conveying reassurance, understanding and empathy to patients who may be distressed or unable to communicate verbally. 	
Written communication	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • Capacity to construct coherent written communication appropriate to the circumstances. 	<ul style="list-style-type: none"> • Construction of written text based assessment tasks to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice. • Accurate written communication, including record-keeping and patient notes is vital to provide consistent and safe patient practice. 	<ul style="list-style-type: none"> • Constructing an essay to academic standards. • Constructing case sheets and/ or patient health care records in a timely manner that meets legal and professional standards. 	<ul style="list-style-type: none"> • Adjustments must meet necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and workplace learning settings. • Adjustments specific to the individual can be discussed with Support Services.
Cognitive skills Knowledge and Thinking Skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • The capacity to locate appropriate and relevant information. • The ability to process information relevant to practice. • The ability to integrate and implement knowledge in practice. 	<ul style="list-style-type: none"> • Safe and effective delivery of Paramedicine practice is based on comprehensive knowledge that must be sourced, understood and applied appropriately. 	<ul style="list-style-type: none"> • Ability to conceptualise and use appropriate knowledge in response to academic assessment items. • Applying knowledge of policy and procedures in tutorials, simulation laboratories and workplace learning. • Applying academic practice knowledge and techniques to specific clinical scenarios during workplace learning. 	<ul style="list-style-type: none"> • Adjustments must ensure that a clear demonstration of knowledge and cognitive skills is not compromised or impeded. • Adjustments specific to the individual can be discussed with Support Services
Literacy	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • The ability to acquire information and accurately convey appropriate, effective messages. • The ability to read and comprehend a range of literature and information. • The capacity to understand and implement academic conventions to construct written text in a scholarly manner. 	<ul style="list-style-type: none"> • The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, treatment and delivery of practice. • The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for the safe and effective delivery of Paramedicine practice. 	<ul style="list-style-type: none"> • Demonstrates the ability to listen to information. • Conveying spoken instructions to a patient accurately and effectively in a clinical setting • Demonstrates ability to paraphrase, summarise and reference in accordance with appropriate academic conventions in written assessments. • Producing accurate, concise, and clear documentation which meets legal requirements. 	<ul style="list-style-type: none"> • Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information. • Adjustments specific to the individual can be discussed with Support Services.



Numeracy	<p>Student demonstrates:</p> <ul style="list-style-type: none"> The ability to interpret and correctly apply data, measurements and numerical criteria. 	<ul style="list-style-type: none"> Competent application of numeracy skills is essential in Paramedicine to facilitate the safe and effective delivery of Paramedicine practice. 	<ul style="list-style-type: none"> Calculating the percentage of body surface area affected in a patient with burns. Calculating the rate at which a volume of intravenous fluid is to be administered over a period of time. Accurately calculating the required dosage of medications for paediatric patients based on their weight and age. 	<ul style="list-style-type: none"> Adjustments must demonstrate a capacity to interpret and apply concepts and processes appropriately in a timely, accurate and effective manner. Adjustments specific to the individual can be discussed with Support Services.
<p>Sensory abilities Visual</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> Sufficient visual acuity to perform the required range of skills. 	<ul style="list-style-type: none"> Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments to maintain consistent, accurate and safe practice of self and to others. Visual observations, examination and assessment are fundamental to safe and effective Paramedicine practice. 	<ul style="list-style-type: none"> Assess changes in patient colour, breathing pattern, level of distress to identify any deterioration/improvement. Monitoring ECG readouts Identify and access veins for IV injections and or setting up for IV fluids. Accurately draw and administer appropriate dosage of medication. 	<ul style="list-style-type: none"> Adjustments must address the need to perform the full range of tasks involved in clinical practice. Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise treatment or safety. Adjustments specific to the individual can be discussed with Support Services.
Auditory	<p>Student demonstrates:</p> <ul style="list-style-type: none"> Sufficient aural function to undertake the required range of skills. 	<ul style="list-style-type: none"> Sufficient auditory ability is necessary to monitor, assess and manage an individual's health needs consistently and accurately. Auditory assessments and observations are fundamental to safe and effective Paramedicine practice. 	<ul style="list-style-type: none"> Using a stethoscope to listen to the breathing sounds of a patient to perform a respiratory assessment Listening to instructions and feedback from multiple sources simultaneously for e.g. patient, other paramedics, and hospital staff. 	<ul style="list-style-type: none"> Adjustments must address the need to perform the full range of tasks involved in clinical practice. Any strategies to address the effects of the hearing loss must be effective, consistent and not compromise treatment or safety. Adjustments specific to the individual can be discussed with Support Services.
Tactile	<p>Student demonstrates:</p> <ul style="list-style-type: none"> Adequate tactile function sufficient to undertake the required range of skills and assessments. 	<ul style="list-style-type: none"> Sufficient tactile ability is necessary to monitor, assess and detect patients' physical characteristics and act on any abnormalities detected to provide thorough Paramedicine practice. Tactile assessments and observations are fundamental to safe and effective Paramedicine practice. 	<ul style="list-style-type: none"> Palpate abdomen for tenderness, bloating, rigidity. Insert cannular into a patient's vein. Palpate pulses. 	<ul style="list-style-type: none"> Adjustments must have the capacity to make effective assessments of physical characteristics and abnormalities within safe time frames. Adjustments specific to the individual can be discussed with Support Services.
<p>Strength and mobility Gross motor skills</p>	<p>Student demonstrates:</p> <ul style="list-style-type: none"> Ability to perform gross motor skills to function within scope of practice. 	<ul style="list-style-type: none"> Sufficient gross motor skills are necessary to perform, coordinate and prioritise practice. Tasks that involve gross motor skills include lifting, carrying, pushing, pulling, standing, twisting and bending. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others. 	<ul style="list-style-type: none"> Maintaining balance while safely mobilising and transferring patients or resources. Assisting patients, with varying physical capacities, to and from beds, chairs and standing, in a variety of environments. Safely carrying medical equipment of up to 15kg. 	<ul style="list-style-type: none"> Adjustments should facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate practice. Adjustments specific to the individual can be discussed with Support Services.



Fine motor skills	Student demonstrates: <ul style="list-style-type: none">• Ability to use fine motor skills to provide safe effective practice.	<ul style="list-style-type: none">• Sufficient fine motor skills are necessary to perform, coordinate and prioritise practice. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects and individuals. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others.	<ul style="list-style-type: none">• Connecting patients to monitoring equipment and recording events.• Inserting a small intravenous needle into a small vein to allow administration of medication.• Drawing up a precise measurement of medication from a glass ampoule into a plastic syringe.	<ul style="list-style-type: none">• Adjustments should facilitate functional effectiveness, safety to self and others and a capacity to provide appropriate practice.• Adjustments specific to the individual can be discussed with Support Services
Digital Literacy and Capability	Student demonstrates: <ul style="list-style-type: none">• Ability to access and use technology and adapt to technological changes.	<ul style="list-style-type: none">• Having the capability to operate various digital technologies in diverse learning and workplace settings.• Understanding appropriate use of digital technology in various settings.• Being able to access and update a range of programmes and platforms to deliver medications, remote health practice and health promotion and client/patient education programmes.	<ul style="list-style-type: none">• Able to use digital technology safely to use infusion pumps and other medical equipment, electronic medical records (EMR), Telehealth.• Able to use computers to access online learning resources to support learning.	<ul style="list-style-type: none">• Adjustments specific to the individual can be discussed with Support Services.