



## INHERENT REQUIREMENTS

### Bachelor of Pharmacy (Honours) Master of Pharmacy

#### WHAT ARE INHERENT REQUIREMENTS?

Pharmacy courses at Curtin University aim to assist graduates to develop the knowledge, skills and competencies required for the safe and effective practice of pharmacy. Certain Inherent Requirements or abilities are necessary for admission, progression and graduation. In a course such as Pharmacy, students must be able to cope with the demands of the theoretical component, and its application in practical settings including laboratories, workshops and clinical placements, which require additional types of physical capabilities and personal attributes.

The following Inherent Requirements apply to the Bachelor of Pharmacy (Honours) and Master of Pharmacy courses at Curtin University. They have been developed to ensure all prospective and current students understand what will be expected of them as they complete the Pharmacy course at Curtin University, and therefore make informed choices about their course of study.

#### WHAT IF YOU DON'T MEET ALL THESE REQUIREMENTS?

Curtin University welcomes applications from all students, including people with special needs and from diverse backgrounds. The list of Inherent Requirements should be particularly helpful for students to determine whether they can meet the demands of a Pharmacy course. If you have a disability, special need or health condition that may impact upon your studies, you are encouraged to consult Curtin University's [AccessAbility Services](#) and your Course Coordinator – as early as possible – to determine whether reasonable adjustments to learning and/or assessment environments will enable you to meet the academic requirements of the course. If the Inherent Requirements cannot be met following reasonable adjustments to learning and/or assessment environments, you may be unable to complete an essential component of the course. To avoid this, the Course Coordinator may provide guidance about alternative study options that better suit your needs/abilities.

Course Coordinators are:

BPharm (Hons): [Dr Andrew Crowe](#)

MPharm: [Prof Lynne Emmerton](#)

Reasonable adjustments must:

- Adhere to legislative and regulatory requirements
- Adhere to the Statutes, Rules, Policies, Procedures and Guidelines of Curtin University and professional pharmacy organisations
- Maintain ethical and professional behaviour
- Maintain the academic integrity of a course
- Attempt to provide equal opportunity to the student, without providing an unfair advantage

- Not cause unjustifiable hardship to the University or any persons concerned
- Not impact on your health and welfare, or that of others.

### **INHERENT REQUIREMENT 1: Compliance with Australian Law and professional regulations**

Compliance with legislative and regulatory requirements reduces the risk of harm to self and others in clinical and related settings, and ensures students are responsible and accountable for their practice.

Examples:

- Meet the requirements for [student registration](#) with the Australian Health Practitioner Regulation Agency (AHPRA)
- Comply with relevant legislation including child protection and safety, work health and safety, and anti-discrimination legislation
- Practise within contemporary federal and state pharmacy laws and regulations

### **INHERENT REQUIREMENT 2: Ethical, professional and co-operative behaviour in academic and practice environments**

Compliance with codes of conduct, codes of ethics, standards, guidelines and policies relevant to the University and the Pharmacy profession facilitates safe, competent interactions and relationships for students and those with whom they interact, and ensures their physical, psychological, emotional and spiritual wellbeing.

Examples:

- Comply with academic and non-academic codes of conduct and professional standards, including those relating to academic integrity, informed consent, privacy and behaviour that respects personal and professional boundaries and acceptable pharmacy service quality and competency standards
- Work with others effectively, co-operatively, and in a professional manner in diverse and changing academic and practical experience settings (classrooms, laboratories and workplace settings)
- Have, and aspire to maintain, an academic record with no findings of Academic or General Misconduct
- Practise within the Professional Practice Standards and the National Competency Standards Framework for Pharmacists in Australia

### **INHERENT REQUIREMENT 3: Safe practice**

Compliance with current scope of practice, university and workplace health and safety, infection control procedures and alarm systems are required for the safety of students, staff and others.

Examples:

- Adhere to immunisation and health screening requirements for the course
- Recognise if you have an infectious condition that could be transmitted in the course of your study or work placement, and take appropriate timely action
- Comply with relevant Workplace Health and Safety policies for equipment use and storage
- Be able to identify and respond appropriately to hazards and alarms to maintain personal safety
- Be able to wash your hands with disinfecting products and practise effective hand hygiene
- Be able to wear rubber gloves, wear safety glasses and other relevant personal protective equipment

#### **INHERENT REQUIREMENT 4: Intellectual skills for learning, recall and reasoning**

The acquisition, recall and application of knowledge, consistent and effective processing of information, attention to detail, theoretical deliberation (problem solving, critical evaluation and professional decision making) and life-long learning behaviours are required for safe practice in pharmacy.

Examples:

- Learn and recall doses of common medicines and instructions for their use
- Gather, comprehend, integrate and organise patient histories and medication plans
- Make safe and appropriate patient-care decisions from retained knowledge and sourced credible evidence
- Notice and respond effectively to small but critical changes in instructions, measurements or reported symptoms
- Engage in scientific, clinical and ethical reasoning
- Complete professional practice tasks in a safe and reasonable time frame
- Competently use information and communication technology, including search engines, common software and online forms, and professional practice systems

#### **INHERENT REQUIREMENT 5: Metacognitive skills**

Understanding and ongoing learning about oneself is required for safe and effective development as a student pharmacist. This includes awareness of own thinking, and the ability to evaluate and adapt to challenges in learning and clinical practice environments.

Examples:

- Manage uncertainties in scientific and professional decision making
- Be aware of, and take responsibility for own personal role in inter-personal and team interactions
- Recognise when one's own thinking differs from another person's perspective and responds respectfully
- Receive and respond appropriately to constructive feedback, including learning from academic and professional practice setbacks

#### **INHERENT REQUIREMENT 6: English literacy (reading and comprehension)**

Competence in reading, comprehension and attention to detail in English is required for safe and effective development as a student pharmacist in Australia.

Examples:

- Read and comprehend handwriting, online and printed materials
- Read and interpret charts, spreadsheets and graphs
- Understand hazard signs and warnings
- Comprehend technical documents including risk assessments, standard operating procedures and material safety data sheets
- Integrate and summarise information accurately in a meaningful manner

### **INHERENT REQUIREMENT 7: Numeracy**

Accurate mathematical processing and reasoning are essential for safe and effective practice as a student pharmacist.

Examples:

- Demonstrate competency in a range of pharmaceutical calculations, including stability and disposition of medicines
- Accurately and efficiently calculate doses and quantities of ingredients for the preparation of pharmaceutical products
- Correctly apply data, measurements and numerical criteria
- Recognise when doses, strengths and quantities are potentially inaccurate or inappropriate

### **INHERENT REQUIREMENT 8: Verbal communication in English**

Effective verbal English communication with patients and university and workplace staff is required for effective learning and safe and effective practice. Verbal English must allow for fluid, precise and comprehensible two-way discussions, at conversational speed, audible speaking volume, and appropriate tone of voice.

Examples:

- Build conversational rapport with a patient to encourage their trust and cooperation in the healthcare consultation
- Effectively communicate and confirm instructions in noisy environments
- Question directions and decisions that are unclear
- Provide timely and audible responses to classes and groups in classroom, laboratory and workplace settings
- Present information to an audience of health professionals

### **INHERENT REQUIREMENT 9: Non-verbal communication**

An ability to recognise, interpret and respond to non-verbal cues is essential for effective communication as a developing health professional. Student pharmacists need to demonstrate respectful non-verbal behaviour, and be sensitive to individual and cultural variations in non-verbal communication.

Examples:

- Communicate effectively with people in distress
- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious and socio-economic backgrounds
- Use appropriate eye contact, gestures, facial expression and an open body language to build rapport and demonstrate understanding and empathy

### **INHERENT REQUIREMENT 10: Written communication in English**

Effective communication using written English is required to produce a cohesive academic argument and demonstrate academic writing conventions, including paraphrasing. Written communication must be at an appropriate level for the audience.

Examples:

- Summarise and appropriately reference a range of literature in written assessments

- Construct written arguments using grammatically-correct and meaningful sentences
- Produce accurate, concise, clear, legally-compliant patient notes in both handwritten and electronic formats, in a timely manner
- Produce accurate, concise and clear reports from laboratory and practical work

#### **INHERENT REQUIREMENT 11: Visual sensory ability (eyesight)**

Visual acuity, using corrective aids where needed, is required to manage in the university and workplace learning environments, and for safe and effective pharmacy practice.

Examples:

- Independently set up and use laboratory equipment that requires safe operation (e.g. hotplates, sharps)
- Make observations and accurately take measurements using instruments such as microscopes, balances, point-of-care devices and blood pressure monitors
- Observe and detect subtle differences and changes in clarity and colours in biological, chemical and pharmaceutical preparations and diagnostic/monitoring devices
- Read small font on common medicine packages (e.g. glass ampoules, blister packs)
- Process visual information from medication labels and packaging, identifying markings on medications, electronic displays, typed and handwritten documents, and posters
- Create and interpret graphs, figures and tables using physical and electronic media
- Observe visual alarms, warnings and directions in university and workplace environments
- Observe and assess physical symptoms (e.g. swelling, rashes, colour changes) and patient appearance, behaviour, posture, movement and speech

#### **INHERENT REQUIREMENT 12: Auditory sensory ability (hearing)**

Functional hearing, using corrective aids where needed, is required to manage in the university and workplace learning environments, and for safe and effective practice.

Examples:

- Observe auditory alarms, warnings and directions in university and workplace environments
- Accurately record and interact with spoken instructions and information
- Follow developing discussions with healthcare colleagues regarding patients
- Listen to nuances in patients' bodily sounds (e.g. wheezing)

#### **INHERENT REQUIREMENT 13: Tactile sensory ability (touch)**

Functional touch sensation, ability to apply appropriate pressure, and appropriate use of touch are required to manage in the university and workplace environments, and for safe and effective practice.

Examples:

- Detect grittiness of powders when blending creams
- Apply appropriate pressure when mixing, tapping or squeezing to dispense drops
- Palpate or apply compression with appropriate pressure
- Be comfortable touching people of any age or gender, and regardless of their sexual, cultural, religious or socio-economic background, in a professionally-appropriate manner, to observe signs and symptoms, deliver immunisation, apply wound dressings, take body measurements, measure blood pressure and provide first aid.

#### **INHERENT REQUIREMENT 14: Gross motor ability (larger movement)**

Functional movement is required to manage in the university and workplace learning environments, and for safe and effective practice. This includes sufficient strength, range of motion, coordination and independent mobility (using mobility aids if necessary) to meet practice needs in a time-constrained environment.

Examples:

- Sit, stand and walk for periods of 2-4 hours at a time
- Maintain an upright position while using both upper limbs to perform a task
- Manoeuvre around equipment and in confined spaces (e.g. workstations, laboratory benches, clinical areas, dispensary and store rooms)
- Independently carry and manipulate equipment and materials (glassware, ingredients, paperwork) on varying surfaces and levels, to complete tasks within constrained timeframes
- Have the physical capability to provide emergency life support
- Have the physical dexterity to perform blood pressure monitoring and respiratory function tests
- Travel to, and participate in, pharmacy placements and other fieldwork, and meet the physical demands of those sites
- Practise safe handling techniques when handling pharmaceutical stock, including sterile fluids

#### **INHERENT REQUIREMENT 15: Fine motor ability (delicate control)**

Fine-motor manual skills and dexterity are required to manage in the university and workplace learning environments, and for safe and effective practice.

Examples:

- Remove lids, measure very small amounts of liquids and solids, stir and use a spatula
- Adjust levers, knobs and dials
- Use computer equipment (e.g. mouse, touchscreens, pointers, keyboards)
- Open pharmaceutical packaging (e.g. bottles, boxes, blister packs)
- Demonstrate use of medication devices (e.g. eye drops) without shaking
- Apply wound dressings
- Safely handle needles and syringes
- Prepare sterile products including chemotherapy, radiopharmaceuticals and biological agents using aseptic technique, reconstituting, drawing up and transferring small volumes accurately and with precision

#### **INHERENT REQUIREMENT 16: Self-regulated and sustained performance**

Functional and sustainable physical, cognitive and psychosocial performance is required to complete complex and extended practice tasks safely and effectively in time-constrained environments. Interruptions to consciousness (e.g. from uncontrolled epilepsy, narcolepsy or repetitive fainting) present significant risks to own and others' safety in university and workplace environments.

Examples:

- Maintain a level of concentration to focus on an activity to completion
- Perform repetitive tasks (e.g. typing, walking) for periods of 2-4 hours, with appropriate breaks
- Sustain study practices and workplace performance to ensure effective learning and application of that learning
- Work within own limits of personal and professional competence

### **INHERENT REQUIREMENT 17: Behavioural stability and adaptability**

Student pharmacists will need to adapt their behaviour to manage their emotional responses in changing and unpredictable environments. Student pharmacists will also need to demonstrate appropriate interpersonal and social interactions during times of additional stressors in their own lives; this may require seeking counselling and/or withdrawing from study.

Examples:

- Control the expression of own emotions to maintain a professional, respectful environment when working with people of varied personal and professional backgrounds and in times of increased stressors or workloads
- Manage multiple tasks and complex demands with composure and focus
- Effectively prioritise competing demands to manage workload
- Accept and fulfil responsibilities for patient care
- Manage own physical and mental health effectively, ensuring appropriate others are aware of conditions that may fluctuate and impact performance
- Be receptive and respond appropriately to constructive feedback
- Be able to work effectively in the face of uncertainty and adapt to changing environments