**Inherent requirements statement**

**Instructions**

**The primary focus of the inherent requirements at RMIT is on the activities and tasks undertaken in a program rather than the abilities of a person.**

**This focus applies to programs with a professional experience placement or a significant practical or laboratory component, rather than on-campus lectures and tutorials. The reason for this is that reasonable adjustments in the latter context are relatively less complex to apply than it is in the former context (i.e. during placement where students are working with the public or activities where the safety of the student and others is a significant factor).**

* **Please provide specific program examples that relate to program tasks, rather than generic examples or copies of examples from other templates, unless relevant. The aim is to bring to life program examples from the professional experience placement, significant practical or laboratory component context. Two to three examples are sufficient**
* **remember the target audience is prospective and current students, so refer to “you” rather than “they”, use plain English and avoid jargon where possible**
* **Consider what functional areas apply, remember this is a tool of inclusivity, not exclusion – so we are trying to look at it through that lens. A good indicator is, if you are finding it difficult to come up with examples for an area, this may mean it is not inherent to your program**
* **it is imperative that a consistency across RMIT statements is maintained, the template and wording cannot be edited except to:**

**-omit any inherent requirement categories that are not applicable to the program**

* **Name the saved document by including program code and program name only**

* **consult the Manager of the** [**Equitable Learning Services**](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) **(ELS) if you have questions about the appropriateness of the identified inherent requirement**

**Resources to assist you to complete the inherent requirement template**

* **Refer to the Inherent requirements guide including the  *Inherent requirements reference table [page 6]* when completing the template**
* **Refer to the full list of RMIT program inherent requirement statements:** [**https://www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/entry- requirements/inherent-requirements**](https://www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/entry-%20%20requirements/inherent-requirements)
* **For queries, contact the Manager, Equitable Learning Services by email els@rmit.edu.au**

**Inherent requirement statement example**

**The inherent requirement statement template consists of the following three sections:**

1. **Functional area**: Definition of the functional area

1. **What do I need to be able to do**? Examples of the **tasks** required, **setting** and **rationale with a focus on placement settings**
2. **What adjustments to my study conditions can I access?** This section will be amended if necessary and in consultation with the Manager, [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) **(ELS) contact els@rmit.edu.au**

[***Nursing example:***](https://www.rmit.edu.au/study-with-us/applying-to-rmit/local-student-applications/entry-requirements/inherent-requirements/health-biomedical-science/bachelor-of-nursing)

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| **1.** | **Functional area** | **Social Communication** |
| **Definition** | **Social Communication refers to the capacity to understand and use appropriate non-verbal communication such as: eye contact, gestures, facial expression, speaking volume, tone of voice, proximity and verbal turn taking.** |
| ***2.*** | ***What do I need to be able to do?*** | |
| ***Rationale*** | ***[INSERT summary of essential TASK/s and REASON for its inclusion]***  ***E.g., Recognise, interpret, use and respond to non-verbal communication (TASK) appropriately in professional experience placement settings, to build relationships, assess patients and provide treatment (REASON)*** |
| ***Setting/environment*** | ***[INSERT relevant name of program placement and/or any other settings/environments the tasks relate to i.e. on- campus learning or laboratory settings, early childhood, community or field education settings]***  ***[INSERT 2 examples minimum, 3 examples maximum]***  ***E.g., In the patient care and simulation environment, tasks which use social communication abilities include:***  ***• identifying that a patient is uncomfortable or in pain from their facial expression or body posture***  ***•responding to patients with open body language, eye contact and facial expressions to demonstrate understanding and empathy*** |
| ***Program examples*** |
| **3.** | ***What adjustments to my study conditions can I access?*** | |
| **Reasonable Adjustments**  **Please do not edit the reasonable adjustments sections**  **This section can be amended if necessary in consultation with the Manager,** [**Equitable Learning Services**](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) **(ELS)** | **A range of adjustments can be organised through the** [**Equitable Learning Service**](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) **(ELS). Contact the ELS to discuss what adjustments may be helpful to you.**    **Consideration will be given to the use of non-verbal communication appropriate to your disability or condition for example, if you have a vision or hearing impairment, you may rely more on using either auditory or visual means of social communication** |

**Template: Inherent requirement statement (complete green section only)**

**As part of the [insert name of program] you will undertake a [insert the name of the professional experience placement/ significant practical component or laboratory component]**

**The following information outlines examples of the fundamental tasks you will be expected to carry out in this program.**

**These examples are provided for your information only and are not entry requirements.**

**There are a range of adjustments to your study conditions available to enable and support you to undertake these tasks. Please contact the** [**Equitable Learning Services**](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) **(ELS) to discuss any adjustments you may require.**

***(Note to author: please complete green cells only and delete tables that are not required)***

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| **Functional area** | **Communication** |
| **Definition** | Verbal Expression and Comprehension (understanding) |
| **Rationale**  **Setting/environment**  **Program examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **Understand and respond to verbal communication**   * **In the [insert name of setting/environment] this will assist with [insert example *e.g., this will assist you in your work with patients to establish relationships, undertake assessment and deliver treatment in a safe manner]***   **Verbally communicate clear instructions and explanations in a timely way**   * **In the [insert name of setting/environment], verbal communication is the primary source of communication between [insert names of others in a placement setting *e.g., patients, health professionals and supervisors]*** |
| **Reasonable Adjustments**  **Please do not edit the reasonable adjustments sections** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  Additional time allowances for comprehension and expression may be available to you for on-campus learning activities.  Professional experience placement activities may require time responsive communication. This should be discussed with your Placement Coordinator prior to commencing clinical placement. |

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| **Functional area** | **Social Communication** |
| **Definition** | Social Communication refers to the capacity to understand and use appropriate non-verbal communication such as: eye contact, gestures, facial expression, speaking volume, tone of voice, proximity and verbal turn-taking. |
| **Rationale**  **Setting/environment**  **Reason**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **Recognise, interpret, use and respond to non-verbal communication appropriately in both on-campus and during [name of placement] to [insert reason]**  **In the [insert name of setting/environment], tasks which require your use of social communication abilities include:**  ***•***  ***• •*** |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services)(ELS). Contact the ELS to discuss what adjustments may be helpful to you. Consideration will be given to the use of non-verbal communication appropriate to your disability or condition for example, if you have a vision or hearing impairment, you may rely more on using either auditory or visual means of social communication. |

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| **Functional area** | **Reading** |
|  | Demonstrate effective reading and reading comprehension |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **Read and understand a range of written material in differing forms from a variety of sources such as: on screen material, screen-based, image-based and sign/symbol-based texts [delete or add written material type as applicable]**  **In the [insert name of setting/environment], essential information is communicated in written form. Tasks which require your use of reading include:**  •  • •  **The ability to read, understand and interpret written information is fundamental for: the delivery of [insert a short description e.g., teaching content/patient care] or working in a [insert name of environment e.g., laboratory environment] in a safe manner** |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services)s (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  You may use specialised software to support your literacy for on-campus learning activities. The appropriateness and practicality of using such software during clinical placements may vary between placements and should be discussed with the placement coordinator prior to commencing placement. |

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| **Functional area** | **Writing** |
| **Definition** | N.B. This refers not to the physical act of writing but rather to the written content |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **Produce coherent written communication appropriate to both on-campus learning activities and [name of placement] tasks**  **In the [insert name of setting/environment], tasks which require clear, concise, accurate and time-efficient writing include:**  ***•***  ***• •*** |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  You may use specialised software to support their literacy for on-campus learning activities. The appropriateness and practicality of using such software during professional experience placements may vary between placements and should be discussed with the placement coordinator prior to commencing placement. |

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| Functional area | **Number Skills** |
| **Definition** | Numeracy is the ability to understand and work with numbers. Basic numeracy skills consist of comprehending fundamental mathematics like addition, subtraction, multiplication, and division. |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **Demonstrate and correctly apply mathematics knowledge and mathematical skills for** **on-campus learning activities and [insert name of placement] tasks**  **In [insert name of setting/environment] and on-campus learning activities, tasks which require your use of number skills include:**  •  • •  **[If applicable include: The ability to read, understand and interpret written information is fundamental to working in a [insert name of setting/environment] in a safe manner.]** |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  You may use specialised software to support your literacy for on-campus learning activities. The appropriateness and practicality of using such software during professional experience placements may vary between placements and should be discussed with the placement coordinator prior to commencing placement. |

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| **Functional area** | **Concentration, Memory and Problem Solving** |  |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **Correctly use and apply knowledge of theory, research, and practice gained from on-campus learning to [insert name of setting/environment] during your [insert name of placement]**  **In the [name of setting/environment], tasks using your concentration, memory and problem solving abilities include:**  •  • • |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  You may use assistive technology and strategies such as rest breaks to support your memory, planning and organisation in the on- campus learning environment. The use of these strategies during placement should be discussed with the Placement Coordinator prior to commencing placement. |

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| **Functional area** | **Mental Wellness and Behavioural Stability** |
| **Definition** | Mental Wellness is a state of well-being in which an individual can realise their own abilities or potential, can cope with the normal stresses of life and can work productively and fruitfully.  Behavioural stability refers to an individual’s ability to moderate their own behaviour.  Stable mental health promotes optimal and safe engagement in on-campus learning and clinical settings. Many people who live with mental health conditions complete their studies successfully. The following services are available to support students living with mental health conditions at RMIT:  [Equitable Learning Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services)s  [Counselling Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/counselling)s |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  The on campus learning environment can be challenging and will require students to engage with peers and teaching staff, reflect on their work and respond appropriately to constructive feedback.  **[Insert name of placement] in [insert name of setting/environment] can present complex and unpredictable human situations which require the following:**  **• managing multiple, complex demands with focus and composure**  **•remaining alert, focussed and engaged during [insert placement activity e.g., teaching activities] •managing personal emotions and behaviour effectively when dealing with [insert names of others in a placement setting e.g., patients, health professionals and supervisors]** |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  You will be supported to take time off from your studies if you become unwell or have difficulties with behavioural stability. The professional experience placements may also be deferred, where possible until you are ready to recommence. |

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| Functional area | **Vision** |
| Definition | Visual acuity refers to the extent to which a person can see or interpret visual information. This may also include colour vision. |
| **Rationale**  **Setting/environment**  **Program task examples** | ***What do I need to be able to do?***  **In the [insert name of setting/environment], tasks which require your vision include:**  •  • • |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  The use of assistive technology to enhance vision will be considered. It is recommended that you discuss this with ELS and the Placement Coordinator prior to commencing placement. Glasses and other visual aids can be used during on-campus learning activities and professional experience placement. |

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| Functional area | **Hearing** |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  The tasks which require your hearing or alternatives (e.g. accurate lip reading, amplification equipment) in the **[name of setting/environment]** include:  •  • • |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  Adjustments can be organised through the [Equitable Learning Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  The use of augmentation such as lip reading and / or assistive technology e.g. ‘power’ amplified stethoscope to enhance hearing will be considered. It is recommended that you discuss this with the ELS and Placement Coordinator prior to commencing placement. |

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| Functional area | **Tactile Ability** |
| Definition | Tactile abilities refer to the sense of touch |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **The use of tactile abilities supports [insert rationale e.g., accurate diagnosis, monitoring and treatment to ensure patient safety] in the [insert name of setting/environment]**  **In the [insert name of setting/environment], tasks which require your sense of touch include:**  •  • • |
| **Reasonable Adjustments** | ***What adjustments to my study conditions can I access?***  Adjustments can be organised through the [Equitable Learning Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  Adjustments will be considered in relation to your individual circumstances and physical capacities. Any adjustments considered should not compromise your safety and the safety of others. |

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| Functional area | **Gross Motor Skills** |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | **In both the on-campus learning and professional experience settings, tasks may involve: lifting, carrying, standing, pushing, pulling, twisting, bending and maintaining balance** **[delete or add descriptors as applicable]**    ***What do I need to be able to do?***  **In the [insert the name of setting/environment], tasks which require gross motor abilities include:**  •  • •  **[If applicable insert: Safe manual handling minimises the risk of injury to yourself and others]** |
| **Reasonable Adjustments** | A range of adjustments can be organised through the [Equitable Learning Services](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  Adjustments will be considered in relation to your individual circumstances and physical capacities. Any adjustments considered should not compromise your safety and the safety of others. |

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| Functional area | **Fine Motor Skills** |
| Definition | i.e., The ability to undertake precise coordinated movements of the hands |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **In both the on-campus learning and [insert name of setting/environment], tasks may involve: pushing, pressing, turning, pinching, grasping [include, delete or add descriptors as relevant]**  **In the [insert name of setting or environment], tasks which require fine motor abilities include:**  •  • • |
| **Reasonable Adjustments** | Adjustments can be organised through the [Equitable Learning Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  Adjustments will be considered in relation to your individual circumstances and physical capacities. Any adjustments considered should not compromise your safety and the safety of others. |

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| Functional area | **Physical and Mental Endurance** |
| Definition | This refers to the ability to undertake a task/s over a pre-determined period of time. This could include physical performance such as standing for a period of time, or cognitive (mental) performance such as concentrating for a particular length of time. |
| **Rationale**  **Setting/environment**  **Program task examples**  (\**If no placement, please provide examples for laboratory/significant practical component*) | ***What do I need to be able to do?***  **In the [insert name of setting/environment], tasks which require your physical and mental endurance include:**  •  • • |
| **Reasonable Adjustments** | Adjustments can be organised through the [Equitable Learning Service](https://www.rmit.edu.au/students/support-and-facilities/student-support/equitable-learning-services) (ELS). Contact the ELS to discuss what adjustments may be helpful to you.  Adjustments will be considered in relation to your circumstances and physical capacities. You may use strategies such as rest breaks to support your performance for on-campus learning activities. It is recommended that you discuss the use of these strategies during placement with ELS and the Placement Coordinator prior to commencing placement.  Any adjustments considered should not compromise your safety and the safety of others. |