

## Statement of Inherent Requirements

<b>Faculty</b>	Science and Technology
<b>Disciplines</b>	Environmental Science, Forensic Science, Medical Science, Pharmaceutical Science
<b>Courses</b>	<p><b>Diploma Course</b></p> <p>Diploma of Science [192JA]</p> <p><b>Undergraduate Courses</b></p> <p>Bachelor of Applied Science in Forensic Science [142JA]          Bachelor of Biomedical Science [264JA]          Bachelor of Environmental Science [791AA]          Bachelor of Forensic Studies [xxx]          Bachelor of Medical Science [660AA]          Bachelor of Pharmaceutical Science [131JA]          Bachelor of Applied Science (Honours) [223ZA]          Bachelor of Applied Science (Honours) – Environmental Science [223ZA]          Bachelor of Applied Science (Honours) – Forensic Science [223ZA]          Bachelor of Applied Science (Honours) – Medical Science/Biomedical Science [223ZA]          Bachelor of Applied Science (Honours) – Pharmaceutical Science [223ZA]          Bachelor of Science [392AB]</p> <p><b>Postgraduate Courses</b></p> <p>Graduate Certificate in Forensic Studies in Forensic Science (online) [882AA]          Postgraduate Diploma in Forensic Studies in Forensic Science (online) [883AA]          910AA Masters of Applied Science (Research) [910AA]          Masters of Applied Science (Research) – Environmental Science [910AA]          Master of Applied Science (Research) – Forensic Science [910AA]          Masters of Applied Science (Research) – Medical Science/Biomedical Science [910AA]          Masters of Applied Science (Research) – Pharmaceutical Science [910AA]          Master of Forensic Studies in Forensic Science (online) [884AA]</p>

<b>Ethical Behaviour</b>
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>Compliance with relevant professional standards and/or codes of conduct, and commonly accepted standards of professional behaviour facilitates safe, competent interactions and relationships for students and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.</li> </ul>

### Examples

- The handling, of evidence, and related documentation and processing is conducted with care, respect and in accordance with professional guidelines.
- Demonstrating appropriate behaviour with data and factual information in academic, laboratory and/or field settings.
- Apply ethical behaviour in all contexts, including academic, laboratory, clinical and/or field settings demonstrating an appreciation of the need for sensitivity, confidentiality and discretion.

### Additional Examples for specified disciplines

#### Environmental Science

- The interaction with animals is conducted in a respectful and ethical manner and in accordance with the University of Canberra Animal Ethics Policy.

#### Forensic, Medical and Pharmaceutical Science

- Complying with University of Canberra Human and Animal Ethics policy requirements

## Legal Compliance

### Inherent Requirement

- Comply with Australian Law, professional regulations and/or scope of practice relevant to the profession or scientific discipline.

### Rationale

- Knowledge, understanding and compliance with Australian law and professional regulations facilitates effective, professional, responsible and accountable scientists, and is necessary to work effectively and meet professional certification requirements.

### Examples

- Complying with policies for field-based practice to ensure student and staff safety.
- Complying with relevant occupational health and safety legislation and/or regulations.

### Examples for specified disciplines

#### Forensic Science, Medical Science & Pharmaceutical Science

- Responding to the requirement for student registration with the appropriate regulatory authorities.

## Communication Skills

### 1. Expressive Communication Skills

### Inherent Requirement

- Communicate effectively, in English, to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Actively participating in tutorial, laboratory and field discussions.
- Constructing written scientific documents to meet academic and professional standards.
- Responding appropriately to a request for scientific information or support in the professional environment.

## 2. Receptive Language Skills

#### Inherent Requirement

- Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge and critical thinking skills.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Read and comprehend information presented in a variety of standard formats such as test results, graphical formats such as charts and accessing computerised information.
- Comprehend spoken English delivered at conversational speed (including in noisy environments, such as a classroom).
- Participating in tutorial, simulation, clinical and placement discussions.

## 3. Interpersonal Communication Skills

#### Inherent Requirement

- Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Create and develop rapport with peers, academic and profession staff conducive to effecting working relationships

- Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.
- Recognise, interpret and respond appropriately to behavioural cues in the laboratory.
- Perceive non-verbal communication and respond appropriately (in context).

## Behavioural Stability

### Inherent Requirement

- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional standards.

### Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.

### Examples

- Responding appropriately and professionally to stressfully and emotionally traumatic situations and issues.
- To work constructively in culturally and socially diverse teams while dealing with challenging technical issues which often contain ambiguous and incomplete information.
- Take responsibility for their own learning, including completing multiple, completing tasks within defined timeframes.

## Motor Skills

### Inherent requirement

- Sufficient tactile function, strength and mobility to function in classroom, laboratory, clinical and field-based settings within the scope of applied scientific practice.

### Rationale

- Laboratory, clinical and field-based practice requires gross and fine motor function in order to consistently undertake scientific tasks in a safe and effective manner.
- Staff and students are physically able to conduct laboratory, clinical and field-based tasks in a manner that minimises the risk of harm to self and others.

### Examples

- Utilising resources and equipment, in a range of classroom, clinical and environmental settings, resources and equipment in a safe manner.
- Recording, observing, documenting and modelling the use of medical and scientific hardware and analytical equipment.
- Moving between a range of indoor and outdoor learning spaces.
- Manipulating resources during learning activities.
- Using ICT equipment for teaching and learning.

--

## Sensory Skills

### Inherent requirement

- Sufficient sensorimotor skills, including visual, auditory and tactile acuity to complete theoretical and applied scientific tasks in a range of classroom, laboratory, clinical and field-based settings.

### Rationale

- Scientific practice requires visual, auditory and tactile acuity in order to: demonstrate the required range of science inquiry skills; solve scientific problems; and to practice in an applied science setting in a safe and effective manner.

### Examples

- Conduct classroom, laboratory, clinical or field-based tasks in a manner that capitalises on the available resources, equipment, personnel and setting.
- Negotiating unfamiliar settings in a manner that still allows effective scientific practice.

## Cognitive Skills

### Inherent Requirement

- Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive and literacy skills, including focus, memory, and attention to detail.

### Rationale

- Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

### Examples

- Undertaking a range of assessment tasks such as exams, written assignments, presentations and practical applications that demonstrate knowledge of the required content.
- Ability to conceptualise and use appropriate knowledge in response to academic assessment items.
- The ability to read, decode, interpret, synthesize and comprehend information from multiple sources.

## ICT Capacity

### Inherent Requirement

- Acquire, and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.

**Rationale**

- Competent ICT skills are essential to successfully access, apply and communicate information.

**Examples**

- Submit assessment items online.
- Use ICT to access unit information, as required.
- Engage with peers using relevant ICT platforms and/or programs for group work assessment tasks.