

Graduate School of Health – Orthoptics

Inherent Requirements Statement

UTS strongly supports the right of all people who wish to undertake a course at our university to pursue their goals and achieve their personal potential. We welcome prospective students with disabilities, and students from diverse social, economic and cultural backgrounds.

Inherent Requirements are academic and non-academic requirements that are inherent in or essential to the successful completion of a course. By identifying and effectively communicating the Inherent Requirements of our courses, UTS aims to assist prospective and current students to make informed decisions about their study, and to facilitate productive and transparent discussions about career choices.

What does this mean for prospective and current students?

Prospective and current students should carefully read this Inherent Requirement Statement, and consider whether they might experience challenges in successfully completing their preferred or chosen course. This Statement should be read in conjunction with the [UTS Student Rules](#).

If you are a prospective or current student and are concerned about your ability to meet these Inherent Requirements, you should discuss your concerns with the Academic Liaison Officer in your faculty or school and/or the UTS Accessibility Service on 9514 1177 or at accessibility@uts.edu.au.

Please note that UTS also requires students to comply with the [UTS Student Charter](#) and relevant University policies, procedures and

regulations. In addition, students who enrol in professional degrees are required to comply with legal requirements relating to accreditation and registration.

Reasonable adjustments

UTS will make reasonable adjustments to teaching and learning, assessment, professional experiences, course related work experience and other course activities to facilitate maximum participation by students with disabilities, carer responsibilities, and religious or cultural obligations in their courses.

When making adjustments for students, UTS will continue to ensure the integrity of its courses and assessment requirements and processes, so that the students on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that award. The purpose of reasonable adjustments is to assist students to meet the Inherent Requirements of a course, not to replace or override them.

Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. Students are not otherwise required to disclose their disability or other personal circumstances to UTS, unless they pose a risk to their health or safety, or to that of others. Students should familiarise themselves with relevant deadlines and allow sufficient time for reasonable adjustments to be made.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
<p>1. Legal and Behavioural Requirements</p>	<p>Student engages in appropriate behaviour, having regard to their legal and ethical obligations under the law, professional regulations, standards of competency and codes of conduct.</p> <p>Student demonstrates behavioural stability, allowing them to work constructively in a diverse and changing academic and clinical environment.</p> <p>Student demonstrates knowledge of, and engages in ethical behaviour.</p> <p>Student demonstrates professional and constructive conflict resolution, negotiation and rapport-building skills.</p>	<p>Is receptive and responds appropriately to constructive feedback.</p> <p>Copes with own emotions and behaviour effectively when dealing with peers, teachers and other individuals.</p> <p>Complies with relevant child protection and safety legislation.</p> <p>Treats confidential information appropriately.</p> <p>Complies with NHMRC guidelines on the ethical conduct of research in any research projects undertaken as part of the course.</p> <p>Participates in workshops, lectures, assignments and clinical placements in a collegial manner.</p>	<p>Copes with own emotions and behaviour effectively when dealing with patients, clinicians, clinical staff, lecturers and peers.</p> <p>Appropriately expresses emotions and gives priority to patient care, regardless of own feelings, attitudes and motives.</p> <p>Complies with relevant child protection and safety legislation.</p> <p>Complies with ongoing immunisation requirements as per UTS, NSW Health and affiliated facility-specific policies, procedures and codes of conduct.</p> <p>Treats confidential information appropriately and respects the privacy of patients.</p> <p>Objectively and professionally manages emergency situations and human suffering.</p> <p>Is receptive and responds appropriately to constructive feedback from clinicians, clinical staff, lecturers and peers, but demonstrates the critical judgement to question instructions and decisions appropriately and professionally.</p> <p>Works effectively with people from diverse social and cultural backgrounds.</p> <p>Respects personal and professional boundaries.</p> <p>Is respectful, clear, attentive, empathetic, honest and non-judgmental.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
2.1 Communication tasks – verbal	Student comprehends spoken English delivered at conversational speed.	Participates effectively in tutorial, simulation and clinical discussions.	Manages own physical and mental health effectively.
	<p>Student communicates effectively in spoken English.</p> <p>Student understands and responds to verbal communications accurately, appropriately and in a timely manner.</p>	<p>Communicates effectively in oral examinations e.g. viva voce.</p> <p>Understands and follows instructions.</p>	<p>Responds to verbal communication clearly and audibly, in a variety of environments with differing volume levels.</p> <p>Collects information from patients by asking questions during assessments.</p> <p>Responds appropriately to a care request and effectively and accurately communicates with patients in the clinical environment.</p> <p>Understands and responds accurately to verbal communications.</p> <p>Conveys a spoken message accurately.</p> <p>Provides clear instructions appropriate to the context of the situation.</p> <p>Provides timely clear feedback and reports.</p>
2.2 Communication tasks – written	<p>Student comprehends written English.</p> <p>Student communicates effectively in written English.</p>	<p>Constructs an essay to required academic standards.</p> <p>Paraphrases, summarises and references in accordance with appropriate academic conventions.</p> <p>Reads and understands information in both hard copy and electronic formats.</p>	<p>Accurately and legibly records patient information in the patient's record or file.</p> <p>Constructs an orthoptics report in a timely manner that meets professional standards.</p> <p>Produces accurate, concise and clear orthoptics documentation.</p> <p>Maintains appropriate records of professional practice.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		<p>Constructs an orthoptics report in a timely manner that meets professional standards.</p> <p>Produces accurate, concise and clear orthoptics documentation.</p>	
<p>2.3 Communication tasks – Non-verbal</p>	<p>Student comprehends non-verbal information and cues.</p> <p>Student demonstrates non-verbal communication skills appropriate to the circumstances.</p>	<p>Recognises and responds appropriately to non-verbal cues in classroom situations.</p> <p>Communicates appropriately in classroom situations.</p> <p>Communicates respectfully with academic and professional staff.</p> <p>Respects personal and professional boundaries.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p> <p>Is sensitive to individual and cultural differences.</p>	<p>Recognises and responds appropriately to non-verbal cues in the clinical environment.</p> <p>Respects personal and professional boundaries.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p> <p>Is sensitive to individual and cultural differences.</p> <p>Displays consistent and appropriate facial expressions and eye contact, being mindful of space, time boundaries and body movements and gestures.</p>
<p>3.1 Cognitive tasks - Literacy</p>	<p>Student understands and responds to written communications accurately, appropriately, and in a timely manner.</p> <p>Student comprehends written information.</p>	<p>Gathers, organises, decodes, interprets and comprehends information from multiple sources.</p> <p>Analyses, paraphrases, summarises and references in</p>	<p>Produces accurate, concise and clear orthoptics documentation.</p> <p>Understands and follows policy and procedure documents.</p>

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		accordance with appropriate academic conventions.	Locates, understands and applies appropriate and relevant information.
3.2 Cognitive tasks - Numeracy	Student understands, interprets and correctly applies numerical data, measurement and numerical criteria in a range of contexts.	<p>Performs accurate calculations for correction of refractive errors using glasses, contact lenses or intra-ocular lenses.</p> <p>Accurately records numerical information in case studies and assignments.</p>	<p>Performs accurate ophthalmic and optical calculations.</p> <p>Accurately measures and records optical correction and calculations for testing and treating patients, such as aligning ocular biometric measures with a patient's refraction.</p>
3.3 Cognitive tasks – Knowledge and information	<p>Student locates, gathers, comprehends, processes and organises relevant knowledge and information from various sources.</p> <p>Student demonstrates knowledge of, and confidence in, the use of a range of information and communication technologies.</p>	<p>Conceptualises and uses appropriate knowledge in response to academic assessment items.</p> <p>Effectively participates in tutorials, lectures and presentations.</p> <p>Accurately recalls information without reference.</p> <p>Demonstrates appropriate use of available evidence in assessment tasks.</p>	<p>Accurately applies knowledge of policy and procedures in the clinical setting.</p> <p>Assists with the use of applications for investigation, diagnosis and therapy in the clinical environment.</p> <p>Uses evidence-based practice in patient management.</p>
4.1 Sensory Tasks – Visual	<p>Student has adequate and stable visual acuity and peripheral vision.</p> <p>Students must demonstrate as a minimum, distance visual acuity of 6/12 binocularly and near visual acuity of N.8 binocularly to perform the range of skills required in clinical practice.</p>	<p>Accurately identify topical medication to administer to patients.</p> <p>Accurately perform a range of tests and records results in dim lighting.</p> <p>Accurately read scales and records results in dim lighting.</p>	<p>Safely assist a range of patients, including those with visual or mobility impairments.</p> <p>Accurately identify topical medication to administer to patients.</p> <p>Accurately perform a range of tests and record results in medical records in dim lighting.</p>

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	<p>Students must also demonstrate a sufficient binocular field of vision of 50 degrees horizontally and 40 degrees vertically.</p>	<p>Accurately perform tests that involve assessment in the periphery of their visual field, for example assessment of ocular motility and/or confrontation visual fields.</p>	<p>Accurately read scales and record results in medical records in dim lighting.</p> <p>Accurately perform tests that involve assessment in the periphery of their visual field, for example assessment of ocular motility and/or confrontation visual fields.</p> <p>Detects, monitors and assesses patients' physical characteristics and acts on any abnormalities detected to provide thorough orthoptics care.</p> <p>Negotiates unfamiliar settings safely and effectively including those with lowered lighting.</p>
<p>4.2 Sensory Tasks – Auditory</p>	<p>Student accurately responds to and comprehends auditory information.</p>	<p>Accurately detects subject responses while performing a Goldman visual field test.</p> <p>Accurately detects responses while performing an examination of binocularity using the synoptophore.</p>	<p>Accurately detect patient responses while performing a Goldman visual field test</p> <p>Accurately detect patient responses while performing an examination of binocularity using the synoptophore.</p> <p>Accurately undertake a blood pressure measurement by auscultation.</p> <p>Detects and responds to a patients verbal indications of distress or discomfort when using assessment devices with chin rests or when a device makes contact with the patient's eye.</p> <p>Detect and respond to care request by activation of call bell or calls for help.</p>

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4.3 Sensory Tasks – Tactile	Student accurately gathers and interprets information provided through touch.	Accurately manipulates a range of instruments in close proximity or while making contact with the eye.	<p>Accurately manipulates a range of instruments in close proximity or while making contact with the patient's eye, such as positioning prism bars in front of the eye or performing applanation tonometry.</p> <p>Accurately positions instrumentation to ensure patient comfort and safety.</p> <p>Conducts a physical assessment and detects any anatomical abnormalities.</p>
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.	Regulates the height of instruments placed on adjustable tables ensuring subject comfort and test accuracy.	<p>Regulates the height of instruments placed on adjustable tables ensuring patient comfort and test accuracy.</p> <p>Maintains balance while safely mobilising and transferring individuals or resources.</p> <p>Safely retrieves and uses stock and equipment.</p>
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.	Manipulates a range of instruments in close proximity or while making contact with the eye.	Manipulates a range of instruments in close proximity or while making contact with the patient's eye.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	<p>Participates in tutorials, lectures, clinical practical classes and clinical education placements.</p> <p>Undertakes assessments and examinations required to assess necessary skills and knowledge.</p>	Provides consistent care over a negotiated time frame.

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		Maintains a sufficient level of concentration to complete an activity.	