



Charles Sturt  
University

# Inherent Requirements

## Bachelor of Occupational Therapy



### Definition

Inherent requirements are the fundamental components that demonstrate the abilities, knowledge and skills required to achieve the core learning outcomes of a course. They are based on course learning outcomes, which are designed to reflect professional standards. Reasonable adjustments can be made to meet the requirements; however, any adjustment must not fundamentally change the nature of the inherent requirement.



### Related webpage and policy

[Inherent requirements](#)

[Admissions Policy](#), [Course and Subject Design \(Coursework\) Procedure](#), [Disability and Work or Study Adjustment Policy](#), [Fitness for Study Procedure](#), [Workplace Learning for Students with Disability Guidelines](#).

## Domain – Ethical, legal, and professional behaviour

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"><li>• Compliance with relevant legislation, policies, guidelines, professional regulations and codes of conduct.</li><li>• Honest, ethical and professional behaviour.</li></ul>	<ul style="list-style-type: none"><li>• Occupational therapy is a profession that is governed by <a href="#">codes, guidelines and standards</a>, where occupational therapists are both accountable and responsible for ensuring safe and professional behaviour in all contexts.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrating appropriate behaviour with confidential information in classroom and professional experience placement learning settings.</li><li>• Demonstrating academic integrity in assessment tasks.</li></ul>	<ul style="list-style-type: none"><li>• Adjustments must ensure the codes and standards are not compromised or result in unethical behaviour.</li><li>• Adjustments must be consistent with legislative and regulatory requirements.</li></ul>

		<ul style="list-style-type: none"> <li>• Demonstrating honesty, integrity and professionalism in communication with the University and placement providers</li> <li>• Demonstrating appropriate behaviour with medico legal requirements relating to informed consent, privacy and confidentiality in academic and clinical settings.</li> <li>• Demonstrating ability to reflect on ethical dilemmas and issues and take responsibility for ensuring awareness of ethical behaviour.</li> <li>• Adjustments must ensure the codes and standards are not compromised or result in unethical behaviour.</li> <li>• Adjustments must be consistent with legislative and regulatory requirements.</li> </ul>	
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## Domain – Behavioural and emotional stability

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Sustained appropriate behaviour in academic and clinical environments</li> <li>• Capacity to monitor own behaviour and emotions and adjust behaviour when required.</li> <li>• Capacity to respond safely and effectively to stressful situations.</li> <li>• Capacity to adapt to changing environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioural stability is required to work individually and in teams in changing and unpredictable environments. Occupational therapy students will be exposed to health care and disability contexts in which they will encounter unexpected and potentially challenging diversity in human experiences, students will be required to have behavioural stability to manage these events objectively and professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Being receptive and responding appropriately to constructive feedback in academic and professional settings.</li> <li>• Managing own emotions and behaviours and coping effectively when interacting with individuals, groups and co-workers in professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must support stable, effective and professional behaviour in academic and diverse clinical settings without impacting client safety or the student's exposure to a range of clinical settings and scenarios that are required to meet the course learning outcomes and professional accreditation requirements and scope of practice.</li> <li>• Adjustments must be able to be sustainably implemented in the</li> </ul>

			clinical environment without compromising safety or the efficiency of the environment
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## Domain – Communication

### Subdomain – Verbal communication

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Verbal communication in English that is respectful, clear, empathetic and non-judgemental.</li> <li>• Sensitivity to individual and/or cultural differences.</li> <li>• Ability to understand and respond to verbal communication accurately, appropriately and in a timely manner.</li> <li>• Ability to provide clear, relevant instructions in the context of a situation.</li> <li>• Ability to provide timely clear feedback and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating in a way that displays respect and empathy to others develops trusting relationships that are essential to safe practice.</li> <li>• Fluency, speed and interactivity of communication is critical for individual safety, treatment and therapeutic relationships.</li> <li>• Timely, accurate and effective delivery of instructions is critical to individual safety, treatment and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rapport with clients during occupational therapy interactions.</li> <li>• Giving clear verbal instructions to clients, carers or team members within the clinical setting.</li> <li>• Responding appropriately to requests from clients, supervisors and other health professionals in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must address effectiveness, timeliness, clarity and accuracy of verbal communication to ensure safe, appropriate and effective practice.</li> </ul>

### Subdomain – Non-verbal communication

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>

<ul style="list-style-type: none"> <li>• Capacity to recognise, interpret and respond appropriately to behavioural cues.</li> <li>• Consistent and appropriate awareness of own non-verbal cues.</li> <li>• Sensitivity to individual and/or cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective non-verbal communication is essential in the provision of safe, empathetic and effective care. Accurate assessment is dependent on the timely recognition and interpretation of non-verbal cues.</li> <li>• 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.</li> <li>• Displaying consistent and appropriate facial expressions, maintaining suitable eye contact, being mindful of space, time boundaries, body movements and gestures promotes trust in academic and professional relationships.</li> </ul> <p>Being sensitive to individual and/or cultural differences displays respect and empathy to others and develops trusting relationships.</p>	<ul style="list-style-type: none"> <li>• Displaying appropriate and culturally sensitive non-verbal cues when working with people in academic and professional practice environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must enable the recognition, initiation of, or appropriate response to, non-verbal communication in a timely and appropriate manner.</li> </ul>
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### Subdomain – Written communication

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Effective written communication in English is a fundamental responsibility in occupational therapy with professional and legal ramifications.</li> <li>• Capacity to construct coherent written communication appropriate to the circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Construction of written text-based assessment items to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice.</li> <li>• Accurate written communication, including record-keeping and client</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing written works to sufficient academic standards.</li> <li>• Constructing clinical reports and medical letter/reports in a timely manner that meets professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must meet necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of written and digital information in both academic and professional practice settings.</li> <li>• Adjustments must be able to be sustainably implemented in the</li> </ul>

	notes, is vital to provide consistent and safe professional care.		clinical environment without compromising safety or the efficiency of the environment.
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## Domain – Cognitive skills

### Subdomain – Knowledge and cognitive skills

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Capacity to locate appropriate and relevant information.</li> <li>• Ability to process, interpret and critique information relevant to practice.</li> <li>• Ability to integrate and implement knowledge in practice.</li> <li>• Ability to reflect on performance and develop action plans.</li> <li>• Capacity to develop professional reasoning skills.</li> <li>• Ability to acquire, read and comprehend a range of literature and accurately convey appropriate and effective messages.</li> <li>• Ability to interpret and correctly apply data, measurements and numerical criteria.</li> <li>• Ability to access and use technology, and adapt to technological changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and effective delivery of occupational therapy is based on comprehensive knowledge that must be sourced, understood and applied appropriately.</li> <li>• Reflection, reasoning and professional development are essential for occupational therapists.</li> <li>• The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, treatment and delivery of care.</li> <li>• Competent application of numeracy skills is essential in occupational therapy to facilitate the safe and effective delivery of care.</li> <li>• Have the capability to operate various digital technologies in diverse learning and professional settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to conceptualise and use appropriate knowledge in response to academic assessment items.</li> <li>• Ensuring client safety and effective healthcare provision by appropriately applying knowledge of theory, research evidence, policies and procedures in the professional environment.</li> <li>• Capacity to learn or change behaviours in response to feedback.</li> <li>• Accurately recording measurements in client notes.</li> <li>• Able to use computers to access online learning resources to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must ensure that a clear demonstration of knowledge and cognitive skills is not compromised or impeded.</li> <li>• Adjustments must be able to be sustainably implemented in the clinical environment without compromising safety or the efficiency of the environment.</li> <li>• Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information.</li> </ul>

## Domain – Sensory abilities

### Subdomain – Visual

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Adequate visual acuity is required to provide safe and effective occupational therapy care.</li> <li>• Student demonstrates sufficient visual acuity to perform the required range of skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments to maintain consistent, accurate and safe care of self and to others.</li> <li>• Visual observations, examination and assessment are fundamental to safe and effective occupational therapy practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Observing and detecting subtle changes in posture, movement and the ability to perform meaningful activities during assessment and treatment.</li> <li>• Safely operating equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must address the need to perform the full range of tasks involved in professional practice.</li> <li>• Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise treatment or safety.</li> </ul>

### Subdomain – Auditory

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Sufficient auditory function to undertake the required range of skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient auditory ability is necessary to monitor, assess and manage a client's health needs consistently and accurately.</li> <li>• Assessments and observations using auditory information are fundamental to safe and effective occupational therapy practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding and engaging appropriately to a client during a professional interaction or assessment.</li> <li>• Detecting requests by calls for help or activation of a call bell.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Subdomain – Tactile

Inherent requirement	Justification	Exemplars .	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>Adequate tactile function sufficient to undertake the required range of skills and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient tactile ability is necessary to monitor, assess and detect clients' physical characteristics and act on any differences to provide appropriate occupational therapy management.</li> <li>Tactile assessments and observations are fundamental to safe and effective occupational therapy practice.</li> </ul>	<ul style="list-style-type: none"> <li>Detecting changes in circulation, e.g. temperature.</li> <li>Palpating joints, muscles, and soft tissues, and detecting anatomical or movement differences.</li> </ul>	<ul style="list-style-type: none"> <li>Adjustments must have the capacity to make effective assessments of physical characteristics and differences within safe time frames.</li> </ul>

## Domain – Strength and mobility

### Subdomain – Gross motor skills

Inherent requirement	Justification	Exemplars.	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>Ability to perform gross motor skills to function within scope of practice.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. 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.</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining own and client's balance in a safe manner when providing people with support during transfers and when mobilising.</li> <li>Working with people who have varying physical capacity in a safe and effective manner in a range of positions, e.g. on plinths and hospital beds, mats on the floor, seated on chairs and in standing.</li> </ul>	<ul style="list-style-type: none"> <li>Adjustments should facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate occupational therapy.</li> <li>Adjustments must be able to be sustainably implemented in the clinical environment without compromising safety or the efficiency of the environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to appropriately position self, client and equipment to perform tasks reliably and within a safe range of movement is required to reduce risk of harm to self and others.</li> </ul>		
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### Subdomain – Fine motor skills

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Ability to use fine motor skills and manual dexterity to provide safe effective occupational therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient fine motor skills are needed to provide occupational therapy. This includes tasks like grasping, pressing, pushing, turning, squeezing, and handling objects and people. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing treatment techniques, e.g. fabricating splints, demonstrating use of adaptive equipment, demonstrating manual dexterity tasks during activities of daily living.</li> <li>• Undertaking assessments, e.g. evaluation of hand sensation and joint movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments should facilitate functional effectiveness, safety to self and others and demonstrate a capacity to provide appropriate occupational therapy.</li> <li>• Adjustments must be able to be sustainably implemented in the clinical environment without compromising safety or the efficiency of the environment.</li> </ul>

### Domain – Sustainable performance

Inherent requirement	Justification	Exemplars	Adjustments
<i>Description of knowledge, abilities, skills and qualities students will need to be able to demonstrate</i>	<i>Explanation of why this is an inherent requirement for the course</i>	<i>Examples of tasks that require this knowledge, ability, skill or quality. This is not a comprehensive or exhaustive list.</i>	<i>The nature of any reasonable adjustments that may be made. Adjustments specific to the individual can be discussed with <a href="#">Support Services</a></i>
<ul style="list-style-type: none"> <li>• Consistent and sustained levels of physical energy to complete tasks in a timely manner and over time.</li> <li>• The ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to effectively engage in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Providing consistent occupational therapy practice during a negotiated time frame.</li> <li>• Maintaining appropriate time management to provide services to</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustments must ensure that performance and concentration is consistent and sustained over a given period.</li> <li>• Adjustments must be able to be sustainably implemented in the</li> </ul>



<p>the activity until it is completed appropriately.</p> <ul style="list-style-type: none"> <li>• The capacity to maintain consistency and quality of performance throughout the designated time frame.</li> </ul>	<p>learning activities and to provide safe and effective occupational therapy.</p>	<p>the expected number of people in a given time frame.</p>	<p>university and professional environment without compromising safety or the efficiency of the environment.</p>
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### Approval details

The inherent requirements for the **Bachelor of Occupational Therapy** were approved as follows:

Approved by	Date	Resolution
University Courses Committee	30 April 2025	UCC36/11