



Inherent Requirements at UWS

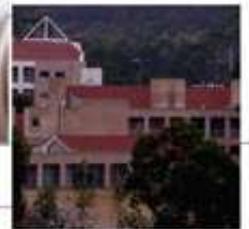
Ben Hur was a stroll in the park

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Key Definition: Inherent Requirements

Are the fundamental components of a course or unit, that are essential to demonstrate the capabilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the university's learning, assessment and accreditation processes. *(Note: making a requirement compulsory does not necessarily make it an Inherent Requirement)*



Impetus for Inherent Requirement Development

- Disability Discrimination Act (1992)
- Disability Education Standards (The Standards) 2005
- Disability Discrimination and other Human Rights Legislation, Amendment Act (2009)
- Inclusive Curriculum Pedagogical Approach
- Risk Management
- Mission of University and School



School of Nursing & Midwifery

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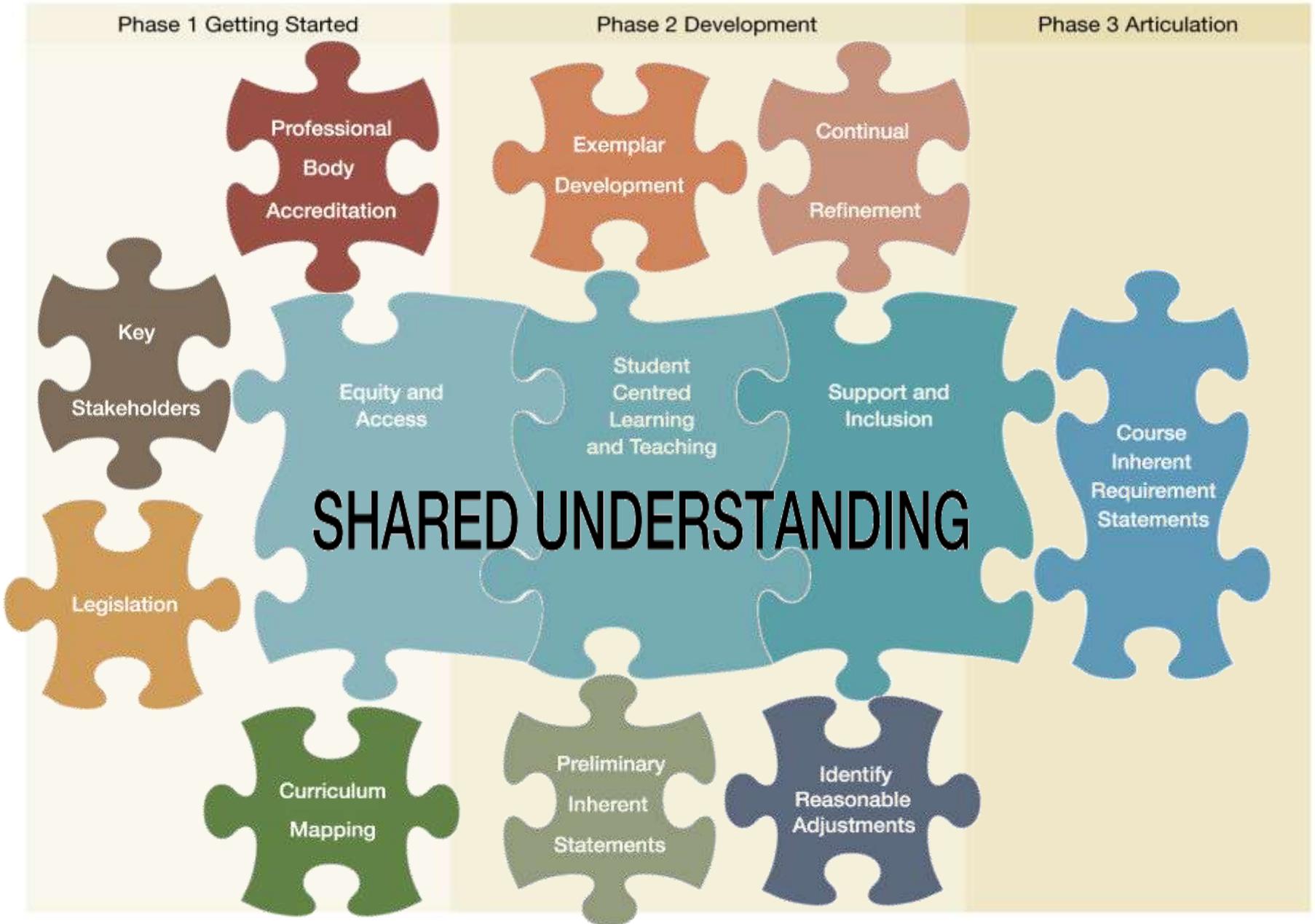
Disability Services Response

INHERENT REQUIREMENTS OF NURSING EDUCATION PROJECT (IRONE)

Developed:

- Model
- Framework, domains, assessment tool
- Bachelor of Nursing Inherent Requirement statements
- Inherent Requirement Resource Package

Model for Inherent Requirements Development





Framework

Level	Descriptor
<u>1</u>	Introductory statement
<u>2</u>	Describes the requirement
<u>3</u>	Provides the justification for why it is inherent
<u>4</u>	States the characteristics of the reasonable adjustments
<u>5</u>	Provides exemplars to assist with understanding from both an academic course and clinical perspective, when necessary



University of Western Sydney School of Nursing and Midwifery
Inherent Requirements
Course: Bachelor of Nursing
Unit: Clinical Practice 1001

IR Statement	Task Description	Skills/ Capabilities Required	Reason Why Inherent	Effects of Disability/Potential Adjustments
<p>Communication Verbal: Able to understand and respond to oral communication accurately</p>	<p>Responding to a patient care request in the clinical setting</p>	<p>Capacity to perceive, understand and respond appropriately to oral requests from patients. Nursing Student acts appropriately and in a timely manner in response to request, including the provision of feedback to patient.</p>	<p>Response to Patient care requests is an essential and critical aspect of nursing practice. Nurses must be able to perceive and respond to oral requests, since many patients will not be able to advise nursing staff of their needs in any other way, and a failure to identify the need and act appropriately will frequently compromise the comfort, treatment, recovery and/or safety of the patient. The provision of feedback to patients is often a critical factor in ensuring patients follow through on appropriate instructions to facilitate appropriate behaviours, actions and treatment outcomes.</p>	<p>Effects: Slow, slurred speech – Difficult to understand. Potential Adjustments:</p> <ol style="list-style-type: none"> 1. Use electronic speech device – slow, difficult to understand. Could delay treatment. 2. Have another person translating speech – takes longer, and translator would need strong Nursing or medical background to ensure correct translation. Prone to delays and potential misunderstandings that could affect patient safety. <p>Depends on severity of speech impairment</p>
<p>Able to provide clear instructions in the context of the situation.</p>	<p>Discussing post operative orders with patient/staff</p>			



Inherent Requirement Example

Communication

Nursing practice requires effective, verbal, non-verbal and written communication skills.

Verbal

Levels	Inherent Requirement Statements
<u>1</u>	Effective and efficient verbal communication in English is an essential requirement to provide safe delivery of care.
<u>2</u>	Demonstrates: <ul style="list-style-type: none"> • The ability to understand and respond to verbal communication accurately, appropriately and in a timely manner • The ability to provide clear instructions in the context of the situation • Timely clear feedback and reporting
<u>3</u>	<p><i>Justification of Inherent requirement:</i></p> <ul style="list-style-type: none"> • Communication may be restricted to verbal because of physical limitations of the individual (e.g. injury, disease or congenital conditions) • Speed and interactivity of communication may be critical for individual safety or treatment • Timely, accurate and effective delivery of instructions is critical to individual safety, treatment and management.
<u>4</u>	Adjustments for impaired verbal communication need to address effectiveness, speed, clarity and accuracy issues to ensure safety.
<u>5</u>	<p>Exemplars:</p> <p>Participating in tutorial discussions, simulation and clinical discussions. Responding appropriately to a care request in the clinical environment.</p>



UWS IR Web Portal

Inherent requirements | University of Western Sydney (UWS) - Western Sydney University

http://www.uws.edu.au/inherent-requirements

bing

Favorites Suggested Sites

Inherent requirements | University of Western Syd...

Inherent requirements

- > Inherent requirements for Accounting courses
- > Inherent requirements for Medicine courses
- > Inherent requirements for Midwifery (undergraduate) courses
- > Inherent requirements for Nursing (undergraduate) courses
- > Inherent requirements for Nursing and Midwifery (postgraduate) courses
- > Inherent requirements for Physiotherapy courses

Inherent requirements

What are inherent requirements?

Inherent requirements are the fundamental parts of a course or unit that must be met by all students. They are the attitudes, knowledge and skills you need to complete the course. Students with a disability or chronic health condition can have adjustments made to enable them to meet these requirements. There may also be other considerations, such as culture or religious considerations, that may impact your capacity to meet an inherent requirement and may require adjustments. However, any adjustments must not fundamentally change the nature of the inherent requirement.

Computers requirements aren't the same as inherent requirements.

Why are inherent requirements important?

Inherent requirements are the fundamental parts of a course. You must meet them in order to complete your course and graduate.

How does this affect you?

In order to successfully complete a course at UWS, you need to be able to complete all the inherent requirements. Make sure you carefully read the inherent requirements for any course you need to apply for. If you're not sure that you can meet them all, call the UWS Course Information Line or talk to your school careers advisor. If you have a disability or chronic health condition, contact a UWS disability adviser to talk about the adjustments that may be put in place so you can meet the requirements.

- > Call the Course Information Line on 1300 097 000
- > Contact the UWS Disability Service

Inherent requirements at UWS

We're currently working to identify inherent requirements for all UWS courses so you can make more informed choices. These will be progressively introduced over the next few years. The available inherent requirements are listed below.

Trusted site | Potential Malware Off | 1/1/2015



Outcomes to IRs Development

- Promotes **compliance** with Disability Discrimination legislation
- Supports the **determination** of *Reasonable Adjustments* under the Disability Discrimination Act (1992) and Disability Education Standards (2005)
- Makes **explicit the inherency** for all stakeholders
- Promotes disclosure of information to **facilitate informed decision making** by potential and continuing students
- Facilitates **timely determination** of adjustments to **support** student's course progression
- Provides a means by which to **monitor, evaluate and document** the impact of a student's disability in a systematic and transparent manner
- Provides a framework of **accountability, responsibility & risk management**



UWS Response Risk management Response:

- Academic Senate Education Committee
- Inherent Requirements Working Party
- High risk courses identified
- Inherent Requirement workshops
- University Wide Inherent Requirement Roll out team
- Policy changes
 - Courses & Units Approval Policy (new courses & units from 2013 must have IRS)
 - Enrolments Policy
- Communications strategy
 - Web site, handbook, UAC, letters of offer, enrolment process, course information
- Handbook changes



UWS Wide Rollout Approach

- Extend IR Project Officer contract
- IR Development Resource Package
- Workshops
- Meetings with Academic staff developing IRS
- Policy changes
- Academics prepare draft IRS & submit to IR Team (AJ, TA & IR PO)
- Drafts revised, re-submitted to academics
- Approved by IR Rollout Team, academics & Dean
- Placed on website & Comms strategy implemented
- IRS implemented, including enrolment process



Benefits - Students

- Enables informed decision-making on enrolment choices
- Timely advice
- Informs the development of appropriate adjustments
- Reduces conflict, uncertainty and questioning of adjustments
- Enhances timely implementation of adjustments
- Improves inclusion and access
- Clear, rigorous process reduces inappropriate enrolments, “sympathy passes” and unmerited progression.



Benefits - Academic Staff

- Risk management strategy – clear, rigorous, documented, defensible decision trail
- The frame work explicitly aligns the reasonable adjustments to the IRS ensuring consistent implementation, on-going monitoring, evaluation and documentation for all students
- Articulates inherency and provides the basis for constructive dialogue with DAs and students
- Differentiates between a compulsory element of a course and what is explicitly inherent
- Supports the identification of appropriate adjustments to take account of the impact of the disability on course progression
- Supports the maintenance of the academic integrity of the course



Benefits – Disability Staff

- Risk management strategy - clear, rigorous, documented, defensible decision trail
- Informs development of Reasonable Adjustments
- Reduces likelihood of unachievable enrolments – able to provide sound advice to students
- Reduces frequency and intensity of “robust discussions” with academics
- Differentiates between a compulsory element of a course and what is explicitly inherent
- Supports the maintenance of the integrity of the adjustment process
- Enhances working relationships with academics & students



Bigger than Ben Hur?

- Over 3 years work
- 16 drafts for Nursing IRS (2 to 3 for most others)
- Numerous meetings
- 5 Ring binders of printed material (TA)
- Over 5,000 emails (TA)
- 3 Workshops
- 7 Conference Presentations
- 1 published journal article (with 3 more in progress)
- Over 160 Resource Packages distributed nationally and internationally
- Policy review & amendment
- Course IRS either completed (11) or in development (10)



Lessons Learned

- Process of developing IRS enhances knowledge & understanding for academics & DAs – “I just feel so much more confident & competent in dealing with students with disabilities now.” (Nursing Academic, not involved in IRONE Project)
- Need to ensure that we are articulating the Inherent requirements of Course – not employment or registration (sometime grey areas – accreditation, professional registration, placements, etc.)
- Course Accreditation requirements may impact on some courses – (e.g. MBA, NMBA, Law Society, etc.) – may be inherent
- Significant Risk Management issue – particularly after 2009 DDA amendments
- Some students not able to progress – based on rigorous, well-documented & validated process



Lessons Learned (Cont.)

- Mostly a tool for inclusion – clearly identified inherency, justification and Reasonable Adjustment characteristics (e.g. PT Clinicals)
- Process as important as the outcomes – concerned that simply adopting existing IRS may reduce benefits
- Positive impact on pedagogy
- Positive impact on Academic/DA relationships
- Positive impact on students
- Many academic staff need guidance, support and resources to “get it” and develop appropriate IRS.
- Need structure, training & expert input for best results.
- Lots of common ground across disciplines, but some critical differences that require specialised IRS – generic not enough.



Scholarly Activities

- 7 Conference Presentations, including 4th International Conference on Nursing in Baltimore (June, 2012)
- PG Research Student
- 1 x Journal article published, 3 under review, more in development
- 3 Ethics (NEAF) applications for research (1 x approved)
- DEAN PD Day presentation
- Presentation to Australia/NZ Council of Deans of Nursing & Midwifery



Resources Developed

- Web portal (www.uws.edu.au/ir/inherent_requirements)
 - General Introduction & information on IRS
 - Links to IRS for courses
 - Links to resources.
- RA development tool
- Workshops
- IR Development Resource Package
- IR Development Checklist



Resource Package

- Distributed to over 160 Australian, international disability staff, academics (Nursing & other disciplines)
- Plans to follow up on use and effectiveness of package



Some Feedback

- Prof Rhonda Griffiths, Dean UWS School of Nursing & Midwifery:

“This project has been an outstanding success. The team has really excelled.”

- Nancy Conkin, from Colorado Mesa University:

“Thank you for sharing your Inherent Requirements document. Your organization has taken essential requirements to a new level! Very professional and well thought out.”



POT-SHOTS — Brilliant Thoughts in 17 words or less

POT-SHOTS NO. 0324 @ASHLEIGHBRILLIANT 2005

I HAVE SOME
WONDERFUL
ANSWERS ~

DO YOU HAVE
ANY
INTERESTING
QUESTIONS?

Ashleigh
Brilliant.com





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