



Bachelor of Science (Paramedicine)

Introduction

The Bachelor of Science (Paramedicine) at Curtin University is professionally accredited and graduating students will need to meet the requirements of the professional body to register to work in this profession. Students should be familiar with the requirements set out by the following accrediting bodies and standards which may impact their progression throughout their studies and in entering the profession:

- [Paramedicine Board of Australia](#)
- [Australian Health Practitioner Regulation Agency \(AHPRA\)](#)

How to read the inherent requirement statements

A series of inherent requirement statements have been developed that are specific to this course. To be successful in your studies all course requirements need to be met which includes the academic/theoretical content and practical application (industry placement). The requirements ensure students understand what is expected of them to complete their studies and therefore make an informed decision about their chosen course of study.

Each inherent requirement is made up of the following sections:

1. Introduction to the inherent requirement
2. Justification for the inherent requirement
3. Examples you must be able to demonstrate to meet each inherent requirement

Curtin University will endeavour to meet all students' needs to ensure success with their studies. Students with a disability or health conditions may have reasonable adjustments made to support them to meet the inherent requirements. For further support please contact [Curtin University's AccessAbility Services](#).

For additional information regarding Inherent Requirements, please contact the Course Coordinator at paramedicine@curtin.edu.au.

INHERENT REQUIREMENT STATEMENTS

LEGAL

1. Paramedicine is a regulated profession, and safe practice is governed by legislation, regulatory requirements and professional obligations. Paramedicine students enrolled in the Bachelor of Science (Paramedicine) must be able to meet the legal requirements relevant to study and practice in this profession.
2. The study and practice of paramedicine requires students to demonstrate knowledge of, and compliance with, relevant Australian legislation, regulatory requirements, professional standards, registration obligations and scope of practice requirements that apply to paramedicine students and practitioners.

Knowledge of and compliance with legal and regulatory requirements are essential for safe participation in university-based learning, simulation activities and workplace learning experiences. Meeting these requirements helps protect patients, students, staff and the wider community from harm. It also ensures that paramedicine students act responsibly, practice within appropriate professional boundaries, and remain accountable for their conduct throughout the course and in preparation for professional registration.



Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may relate to how information is accessed, processed or demonstrated, while maintaining the requirement to comply with applicable legislation, regulatory requirements, registration obligations and professional standards. Adjustments cannot remove or override the need for students to comply with lawful and professional requirements relevant to paramedicine practice. Paramedicine students should demonstrate an awareness of the legal right to raise a conscientious objection, as well as the limits of this right. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:

- Satisfactorily completing required criminal history screening, declarations and other mandatory compliance checks.
- Meeting paramedicine student registration requirements and self-reporting obligations with the Australian Health Practitioner Regulation Agency (AHPRA).
- Complying with legal and regulatory requirements relevant to privacy, confidentiality, consent, professional conduct and safety.
- Adhering to workplace, university and placement-provider policies that reflect legislative and regulatory obligations, including health and safety requirements, e.g. Work Health and Safety Act and uniform requirements.
- Practicing within the expected paramedicine student scope of practice and following lawful directions, policies and procedures in academic and placement settings.
- Complying with relevant child protection and safety legislation.

ETHICAL BEHAVIOUR

1. Paramedicine is a profession governed by professional codes, standards, policies and guidelines. Paramedicine students are required to demonstrate ethical and professional behaviour in all academic, simulation, clinical and placement contexts
2. The study and practice of paramedicine requires students to demonstrate knowledge of, and engagement in, ethical behaviour consistent with the expectations of the paramedicine profession, relevant regulatory bodies and Curtin University. This includes acting with integrity, maintaining professional boundaries, and taking responsibility for professional conduct and decision-making.

Adherence to professional codes, standards, guidelines and university expectations is essential to safe, respectful and competent interactions with patients, peers, staff and placement providers. Ethical behaviour supports trust, protects the dignity and wellbeing of others, and helps ensure that care and professional relationships are conducted in a manner that does not place the physical, psychological, emotional or cultural safety of others at risk.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may involve supports that enhance understanding, decision-making, communication or behavioural regulation. Adjustments must maintain ethical practice, professional behaviour, confidentiality, patient safety, or compliance with relevant codes, standards, policies and guidelines. Any adjustment should be confined to exceptional circumstances where a student's deeply held personal values conflict with a limited range of particular medical procedures. Adjustments must support stable, effective and professional behaviour in both academic and clinical settings. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:



- Adhering to the applicable Codes, Guidelines, and Policies of the Paramedicine Board of Australia, the Australian Health Practitioner Regulation Agency and other relevant statutory authorities at all times to enable the safe delivery of care.
- Adhering to the Code of Conduct as outlined by the Paramedicine Board of Australia.
- Adhering to the Curtin University Student Code of Conduct.
- Maintaining confidentiality, privacy and appropriate professional boundaries in academic and clinical settings.
- Acting ethically and professionally during challenging or stressful situations.
- Placing patient care and safety ahead of personal interests.
- Advocating for vulnerable patients who are unable to do so themselves.
- Exercising sound judgement and completing responsibilities related to patient assessment and care in a professional manner.
- Responding appropriately to feedback and demonstrating insight into one's own abilities, limitations and fitness to practice.
- Complying with infection prevention and control procedures, screening and immunisation requirements.
- Completing required health screening and other checks relevant to participation in the course and placement activities.
- Monitoring one's own health and behaviour and seeking assistance when needed.

SENSORY ABILITY

Paramedicine requires sufficient sensory ability to safely assess, monitor and manage patients in dynamic and unpredictable environments. Curtin University identifies visual, tactile and auditory function as the operational sub-domains.

VISUAL

1. Paramedicine requires adequate visual function to support safe and effective patient care
2. The study and practice of paramedicine requires students to accurately obtain, interpret and respond to visual information relevant to patient assessment, treatment, monitoring, safety and communication. Adequate visual acuity is required to manage in the University and workplace learning environments to provide safe and effective care.

Visual function is necessary for tasks requiring observation, monitoring, reading, interpretation of equipment displays and recognition of clinical or environmental cues. These abilities are fundamental to safe and effective paramedicine practice.

Reasonable adjustments may be considered to support students to meet this requirement, including the use of appropriate assistive technologies, adaptive equipment or modifications to the presentation of visual information where suitable. Any adjustment must enable the student to perform the full range of skills required of paramedic students and practicing paramedics. Strategies used to address visual impairment must be effective and must not compromise patient care, clinical performance or safety. Students must still be able to obtain, interpret and respond to visual information accurately, safely and in a timely manner. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:
 - Reading small print on medication labels, ampoules, charts and documentation.
 - Reading from a monitor positioned across a small room.
 - Responding to visual alarms.
 - Observing patient appearance, behaviour and condition.



- Ability to respond to visual health and safety concerns that may affect clinicians and patients in dynamic operational environments.

TACTILE

1. Paramedicine requires adequate tactile function to support safe patient assessment and clinical care.
2. The study and practice of paramedicine requires students to demonstrate adequate tactile function to undertake the required range of skills and assessments, and functional touch sensation, ability to apply appropriate pressure, and appropriate use of touch are required to manage in the academic and clinical environments.

Tactile function is required for physical examination, procedural accuracy and the safe use of clinical techniques. It assists students to gather relevant clinical information and perform care safely and effectively.

Reasonable adjustments may be considered to support students to meet this requirement. Any adjustment must enable the student to perform the full range of skills required of paramedic students and practicing paramedics. Adjustments may include adaptive equipment, modified task set up where appropriate. Strategies used to address tactile impairment must be effective and must not compromise patient care, clinical performance or safety. Adjustments must enable the student's to perform safe and effective assessments or procedures requiring tactile discrimination and appropriate touch. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:
 - Demonstrating sufficient fine touch to undertake the required range of skills and clinical assessments, such as palpation of blood vessels and body organs.
 - Assessing skin condition or other tactile clinical signs.
 - Demonstrating sufficient tactile ability to undertake the required range of skills, such as the safe use of a needle and scalpel in clinical procedures.
 - Using touch safely and appropriately during patient examination and care.

AUDITORY

1. Paramedicine requires adequate auditory function to support safe and effective communication, assessment and patient care.
2. The study and practice of paramedicine requires students to accurately hear, interpret and respond to auditory information in academic, simulation and workplace learning environments.

Auditory function is necessary for monitoring patient status, interpreting clinical cues, responding to safety signals and communicating effectively in dynamic and sometimes noisy operational settings.

Reasonable adjustments may be considered to support students to meet this requirement, including the use of appropriate assistive technologies where suitable. Any adjustment must enable the student to perform the full range of skills required of paramedic students and practicing paramedics. Strategies used to address auditory impairment must be effective and must not compromise patient care, clinical performance or safety. Students must still be able to obtain, interpret and respond to auditory information accurately, safely and in a timely manner. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:



- Demonstrating sufficient auditory function to undertake the required range of tasks, including communication and auscultation, in dynamic operational environments e.g. hearing patient speech and verbal cues and auscultating lung sounds.
- Responding to alarms, radio communication or instructions from colleagues.
- Ability to respond to auditory health and safety concerns to clinicians and patients in dynamic operational environments.

STRENGTH AND MOBILITY

Paramedicine requires adequate strength and mobility to provide safe and effective patient care in unpredictable environments. Curtin University separates this domain into gross motor skills and fine motor skills

GROSS MOTOR SKILLS

1. Paramedicine involves significant physical demands and requires effective gross motor function.
2. The study and practice of paramedicine requires students to perform gross motor tasks such as positioning, supporting, bending, twisting, pushing, pulling, lifting and carrying equipment and/or patients, using approved manual handling techniques and available assistive equipment.

Gross motor ability is necessary to safely perform patient care, transport, movement and operational tasks. Paramedicine students must be able to complete these activities consistently, independently and safely to reduce the risk of harm to self and others.

Reasonable adjustments may be considered to support paramedicine students to meet this requirement, including use of approved assistive equipment, task modification strategies or environmental adjustments where appropriate. Adjustments must enable student's ability to perform gross motor tasks safely, effectively and in a timely manner. Any adjustments should enhance functional capacity, protect the safety of self and others, and support the student's ability to provide appropriate care. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:
 - Maintaining balance while safely mobilising (moving) and transferring individuals or resources.
 - Safely retrieve and utilise ambulance and operational equipment in unpredictable environments.
 - Safely perform a physical examination on a patient, including palpation, auscultation (listening with a stethoscope), and percussion so that important and relevant information about the patient's health is determined. The physical examination must be performed in a timely manner.
 - Perform actions that require coordination of gross and fine motor muscular movements, balance, and functional use of the senses of touch and vision.
 - Working safely within dynamic operational environments, utilising dynamic postures and movements within various physical environments that may be at different heights and/or in confined spaces. including bending down, getting onto the ground and getting in and out of vehicles in a safe and timely manner.
 - Performing sustained, uninterrupted chest compressions on a patient in an operational setting, while maintaining the quality of compressions. Students must be able to perform other necessary aspects of the role immediately after performing chest compressions.



- Safely lift, transfer, and extricate incapacitated adult patients within a variety of physical environments, as part of a small team (2-4 persons) utilising standard equipment available to a paramedic. These gross motor tasks must be done in a timely manner and not cause undue risk to oneself, the patient, and/or other team members.

FINE MOTOR SKILLS

1. Paramedicine requires effective fine motor function and manual dexterity to support safe and precise clinical care in unpredictable environments.
2. The study and practice of paramedicine requires students to coordinate fine motor movements to manipulate equipment, perform procedures and deliver patient care accurately and safely. Paramedicine students must demonstrate the ability to use fine motor skills, including being able to grasp, press, pull, push, turn, squeeze, and manipulate objects and/or patients using appropriate techniques during assessment and/or treatment of patients.

Fine motor skills are required for tasks involving precision, dexterity and controlled use of clinical equipment. These abilities are essential for safe procedural practice and accurate patient care.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include adaptive equipment or modified techniques. Adjustments must enable the student's to perform fine motor tasks, manipulate equipment, or carry out clinical procedures safely and consistently. Any adjustments should enhance functional capacity, protect the safety of self and others, and support the student's ability to provide appropriate care. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:
 - Demonstrating use of fine motor skills to provide safe effective assessment, diagnosis, treatment, the performance of clinical procedures and clinical care.
 - Using common diagnostic aids or instruments, either directly or in an adaptive form (e.g. sphygmomanometer, stethoscope, auroscope, otoscope and ophthalmoscope).
 - Providing general and emergency clinical care to patients in dynamic operational and physical environments.
 - Safely use equipment requiring application of fine motor skills, such as needles, scalpels, forceps, and specialised pre-hospital equipment. Where appropriate, this must be done while maintaining an aseptic non-touch technique.
 - Safely perform clinical procedural skills, such as vital signs, physical examinations, IV insertion, Intra Osseous (IO) insertion, medication delivery, needle thoracocentesis, cricothyroidotomy, ECG acquisition, wound care, and other clinical procedures within the paramedicine scope of practice.

COGNITION

1. Paramedicine requires knowledge of theory and the cognitive skills needed for safe and effective patient care.
2. The study and practice of paramedicine requires students to acquire, recall, interpret and apply knowledge, process information consistently and accurately, reason critically, solve problems, and make sound professional decisions.



Cognitive ability is essential for safe clinical reasoning, timely decision-making and effective patient management in unpredictable environments. Paramedicine students must be able to analyse, synthesise and apply information to respond appropriately to patient needs.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include alternative formats, assistive technologies or modifications to assessment conditions. Adjustments must enable the student's ability to acquire, recall, interpret, calculate, reason, and apply knowledge required for safe paramedicine practice. Any adjustments should support the student's ability to think critically, acquire and interpret information, apply and communicate that information accurately, and complete numerical calculations with precision. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples

- Processing, recalling, and applying appropriate information relevant to paramedicine practice in a timely manner.
- Reading and comprehending information from a range of sources.
- Measuring, calculating, and reasoning to analyse and synthesise relevant information.
- Providing medication safely and effectively, including calculating dosages accurately.
- Solving complex problems by obtaining, synthesising, and evaluating appropriate and relevant information.
- Engaging in scientific and clinical reasoning.
- Locating appropriate and relevant information.
- Integrating and implementing knowledge.
- Planning treatment and undertaking these plans effectively.
- Organising, prioritising, and managing time and activities.

COMMUNICATION

Paramedicine requires effective verbal, non-verbal, and written communication skills. Respectful, effective communication is required when interacting with patients, other healthcare workers, non-healthcare workers, and general members of the public. Curtin University separates this domain into verbal, non-verbal and written communication.

VERBAL COMMUNICATION

1. Effective verbal communication in English is an essential requirement of paramedicine practice to deliver safe and effective patient care.
2. The study and practice of paramedicine requires students to communicate clearly, sensitively, accurately and efficiently in spoken English in academic, clinical and operational settings.

Verbal communication is critical for patient assessment, care, teamwork, handover and professional interaction. Some contexts rely entirely on spoken communication, including phone and radio communication or interactions where non-verbal cues are limited. Communication is critical to developing respect, empathy, and trust. Some interactions may be limited to verbal only communication because of physical limitations of the individual (e.g. injury, disease or congenital conditions) or situation (e.g., radio or phone communication).

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include speech supports, alternative communication strategies or assistive technologies where appropriate. Adjustments must enable the student's ability to



communicate clearly, accurately, sensitively and in a timely manner in English, consistent with safe patient care and professional requirements. Any adjustments should ensure the student can communicate verbally with sufficient clarity, accuracy and effectiveness to support safe patient care and satisfy assessment requirements. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:

- Meeting the [English Language Skills requirements](#) set out by the Paramedicine Board of Australia (in addition to any university English requirements).
- Communicating verbally in a manner that meets the professional standards of a paramedic as outlined in the Code of Conduct of the Paramedicine Board of Australia.
- Demonstrating the ability to understand and respond to verbal communication accurately, appropriately and in a timely manner.
- Demonstrating the ability to provide and/or understand clear and timely instructions in the context of the situation, including in stressful and time-limited environments.
- Proficiency in verbal English to allow for fluid, precise, and comprehensible two-way verbal interactions, at conversational speed, with audible speaking volume, and with appropriate tone of voice, which meet the requirements of safe and effective patient care e.g. obtaining patient histories and explaining care clearly.
- Observing patients and communicating effectively and efficiently to elicit patient information; describing their mood, activity, and posture; and perceiving and responding to non-verbal communication (such as cues including emotional changes and distress); and establishing rapport and trust with patients and colleagues.
- Participating in handover, teamwork and emergency communication.
- Communicating effectively and sensitively with others, including patients, families, and other members of the healthcare team, and display respect, empathy, and compassion irrespective of their sex, age, culture, lifestyle, sexual orientation, spiritual beliefs, or disabilities.

NON-VERBAL COMMUNICATION

1. Effective paramedicine practice requires the ability to recognise and use non-verbal communication appropriately.
2. The study and practice of paramedicine requires students to recognise, interpret and respond to non-verbal cues, and demonstrate professional non-verbal behaviours that support rapport, trust, empathy and respect within academic, professional and clinical relationships

Non-verbal communication contributes to effective interaction, patient engagement and culturally responsive care. It is important for recognising distress, interpreting patient responses and demonstrating sensitivity to individual and cultural differences.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include targeted support strategies, adaptive communication approaches or environmental modifications where appropriate. Adjustments must enable the student to recognise, interpret and respond appropriately to non-verbal cues or demonstrate professional non-verbal communication. Any adjustments should enable the student to recognise and respond effectively and appropriately to non-verbal cues within the required timeframe. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:



- Recognising, interpret and respond appropriately to facial expressions, behaviour and body language from academic, professional and clinical interactions.
- Demonstrating own non-verbal behaviours e.g. one's own posture, gestures and facial expression, appropriately in university and clinical environments.
- Demonstrating empathy and respectful engagement through non-verbal behaviour.
- Communicating non-verbally in a manner that meets the professional standards of a paramedic as outlined in the Code of Conduct of the Paramedicine Board of Australia.

WRITTEN COMMUNICATION

1. Effective written communication in English is required for academic study and professional paramedicine practice.
2. The study and practice of paramedicine requires students to read, comprehend and produce written communication in the English language, that is accurate, timely, coherent and appropriate to the audience and context.

Written communication is necessary for academic work, professional documentation and safe clinical communication. Accuracy, clarity and timeliness are essential to support continuity of care, professional accountability and academic integrity. Effective communication using written English is required to produce a cohesive academic argument and demonstrate academic writing conventions, including paraphrasing.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include assistive technology, alternative formats or modified assessment conditions where appropriate. Adjustments must enable the student's to demonstrate the ability to read, comprehend and produce accurate, timely and audience-appropriate written communication that meets academic and professional standards. Any adjustments should allow the student to meet expected standards of clarity and accuracy, demonstrate the required level of knowledge in academic work, and communicate information clearly and precisely in clinical practice. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:
 - Meeting the [English Language Skills requirements](#) set out by the Paramedicine Board of Australia (in addition to any university English requirements).
 - Demonstrating capacity to construct coherent written communication appropriate to the circumstances.
 - Recording and communicating thoughts in a timely manner.
 - Providing clinical documentation in an accurate, concise, and timely manner that meets professional standards.
 - Reading and understanding written clinical, academic and procedural information.

REFLECTIVE SKILLS

1. Paramedicine requires self-awareness and the capacity for reflection and reflexivity in relation to one's beliefs, values, actions and behaviours.
2. The study and practice of paramedicine requires students to demonstrate they are aware of their own beliefs, actions, and values, and behave in a manner that reflects paramedic practice consistent with the [professional codes, guidelines and policies](#) as outlined by the Paramedicine Board of Australia. Paramedicine students must actively engage in clinical reasoning and critical reflection, recognise the boundaries of their scope of practice, understand when issues are outside that scope, and know how and when to seek assistance



or refer appropriately. Paramedicine students must also reflect on their own health and wellbeing and consider how these may affect public safety.

Reflective ability supports safe, ethical and responsive professional practice. It allows students to evaluate their performance, respond to feedback, recognise limitations, and make appropriate decisions about seeking support, referral or withdrawal from practice where necessary as outlined by the AHPRA [guidance for students](#).

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include structured reflective tools, coaching, assistive technology where appropriate. Adjustments must enable students to demonstrate the student's capacity for self-awareness, reflection, responding to feedback, recognising personal limits, and taking appropriate action to maintain safe practice. Any adjustments should enable the student to participate effectively in reflective practice, demonstrate insight into their own performance and limitations, and act appropriately to maintain safe professional practice. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:

- Appropriately give and receive constructive feedback, especially in the clinical setting, and utilise the feedback to improve one's own practice.
- Identifying goals and setting objectives, particularly for the clinical practice setting, that are specific, measurable, achievable, realistic, and timely to reflexively improve clinical practice.
- Accurately reflect on one's own performance, engage in critical reflection, and reflect on one's own beliefs, actions, and values.
- Recognising when a matter is outside one's scope and seeking appropriate assistance or referral.
- Accepting constructive feedback and responding appropriately.
- Reflecting on one's own health and wellbeing and seeking help when required.
- Removing self from clinical practice or training if one's health is impaired such that there may be a substantial risk of harm to oneself, the patient, other members of the healthcare teams, and/or the public.

BEHAVIOURAL STABILITY

1. Paramedicine requires behavioural stability to work constructively in diverse, changing and unpredictable academic, clinical and operational environments.
2. The study and practice of paramedicine requires students to demonstrate they can function and adapt effectively and sensitively, maintain a stable temperament, and conduct themselves appropriately and safely in stressful, confronting or unpredictable situations, both individually and as part of a team.

Paramedicine students may be exposed to challenging and unpredictable situations including illness, trauma, suffering and death. Behavioural stability is necessary to support safe, objective and professional responses in these contexts and to minimise risk to self and others.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include access to support strategies, coaching or structured learning supports. Adjustments must enable the student's ability to manage challenging situations safely, professionally and constructively, either independently or as part of a team. Adjustments must support stable, effective and professional behaviour in both academic and clinical settings. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.



3. Examples:

- Being receptive and responding appropriately to constructive feedback.
- Demonstrating sufficient behavioural stability to work constructively in diverse and dynamic academic and unpredictable operational environments.
- Demonstrating sufficient behavioural stability to work constructively with confronting topics and situations involving patients relevant to the practice of emergency healthcare, including but not limited to illness, trauma, and death.
- Displaying the resilience and flexibility to satisfactorily deal with the demands of being a paramedicine student.
- Monitoring own health and behaviour and seeking help when required.
- Demonstrating the ability to provide safe and effective patient care in emergency and disaster settings.
- Demonstrating the ability to communicate and work effectively with others in an emergency or disaster situation.
- Demonstrating the ability to withdraw from a situation if there is a potential negative impact on oneself, other health professionals, and/or patients.

SUSTAINABLE PERFORMANCE

1. Paramedicine requires sustained physical, cognitive and psychosocial performance to support safe and effective patient care.
2. The study and practice of paramedicine requires students to maintain the physical energy, mental attention and psychosocial functioning needed to safely, accurately and consistently complete necessary tasks for the required duration.

Sustainable performance is required to complete complex and extended tasks safely and effectively in time-constrained environments. Interruptions to a paramedic student's consciousness or significant impairment in physical, cognitive or psychosocial functioning may pose serious risks to their own and other's safety in university and clinical learning environments.

Reasonable adjustments may be considered to support students to meet this requirement. Adjustments may include planning supports, structured breaks where appropriate or assistive technologies. Adjustments must enable students to demonstrate the student's ability to sustain the physical, cognitive and psychosocial performance needed to complete tasks safely, consistently and for the required duration. Adjustments must ensure that performance is consistent and sustained over a given period. Paramedicine students can discuss individual support needs with Curtin AccessAbility Services.

3. Examples:

- Demonstrating a consistent and sustained level of physical energy to complete a specific task in a timely manner and overtime.
- Demonstrating the ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately.
- Demonstrating the capacity to maintain consistency and quality of performance throughout the designated period of duty.
- Demonstrating that there is no significant risk of interruptions of consciousness that would present a risk to oneself, patients, and/or other people.



Inherent Requirements <http://www.westernsydney.edu.au/ir>

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