

Unit Name	<b>Foundations of Medicine 2</b>	
Unit Number	<b>400862</b>	
Unit Coordinator	Dr Neeshaan Abrahams Building 30, Campbelltown Campus Phone: 4620 3765 Email: n.abrahams@westernsydney.edu.au	
Session	1H and 2H (year-long)	
Handbook Summary	This year-long Unit integrates the biomedical sciences with clinical skills. Students continue to build their knowledge of the structure and function of the human body, particularly: renal, musculoskeletal, neuroscience, reproduction and development, endocrinology, infectious disease, immunology and cancer. In addition, students will gain an understanding of the human context of health and disease, global health, medical professionalism, the quality and safety of healthcare, evidence-based practice and research skills. On clinical days, students will participate in bedside tutorials to further develop their skills in history and examination of body systems and will also learn how to carry out basic clinical procedures.	
Credit Points	80 credit points	
Assumed Knowledge	None	
Pre-requisites	400861 – Foundations of Medicine 1	
Co-requisites	Nil	
Equivalent Units	Nil	
Units Incompatible with and not to be counted for credit with	401277 – Clinical Sciences 2	
Unit Level	Undergraduate Level 2	
Attendance Requirements	Full time on campus - day	
Mode of Delivery	<ul style="list-style-type: none"> <li>• 4 hours of Problem Based Learning tutorial per week (compulsory)</li> <li>• 12-14 hours of PPD/Quality &amp; Safety tutorial per session</li> <li>• 6 hours of practical/tutorial per week (compulsory)</li> <li>• 8-9 hours of lectures per week</li> <li>• 1.5 hours of Introduction to Clinical Medicine tutorial per week (compulsory)</li> <li>• 1.5 hours of Clinical Procedural Skills tutorial per week (compulsory)</li> <li>• GP placements in 1H and community placement(s) in 2H</li> </ul>	
Enrolment Restrictions	Restricted to students enrolled in 4641 or 4647	
Unit Learning Outcomes	<b>Curriculum Themes</b>	<b>Overarching Graduate Outcomes</b>
	<b>1. Patient Care</b>	<b>Provides patient centred care as a member of an interdisciplinary team under appropriate supervision.</b>
	<b>1.1 Communication</b>	1.1.1 Communicates empathically and effectively with patients, families and health care team members to interact, negotiate, learn and foster understanding.

		<p>1.1.2 Establishes trusting relationships and communicates sensitively, empathically and effectively, without prejudice, with individuals and families from diverse backgrounds.</p> <p>1.1.3 Creates and manages communication and information in all media, for example orally, in writing, electronically, by telephone</p>
	<b>1.2 Patient Assessment</b>	<p>1.2.1 Assesses patient health needs, attending to physical, functional, social, cultural and psychological factors.</p> <p>1.2.2 Gathers a relevant and comprehensive patient history, generating and testing differential diagnoses</p> <p>1.2.3 Performs an accurate and appropriate clinical examination, testing &amp; refining differential diagnoses</p> <p>1.2.4 Synthesises clinical findings to develop prioritised differential diagnoses and a comprehensive problem list</p> <p>1.2.5 Selects, justifies and interprets investigations to evaluate likely diagnoses</p>
	<b>1.3 Patient Management</b>	<p>Develops, implements and monitors a management plan through a process of shared decision making which addresses the patient's unique medical, psychological and social needs and preferences:</p> <p>1.3.1 Formulates and implements (under supervision) a comprehensive management plan.</p> <p>1.3.2 Ensures that management addresses the patient's unique psycho-social, functional &amp; cultural needs and preferences.</p> <p>1.3.3 Explores the role of integrative and complementary therapies utilised by patients for their health care.</p> <p>1.3.4 Monitors the effectiveness of management and provides continuity of care throughout the duration of clinical responsibility.</p> <p>1.3.5 Makes timely, informed and rational decisions in circumstances of uncertainty according to best practice.</p> <p>1.3.6 Performs an appropriate range of technical and practical procedures safely and effectively.</p> <p>1.3.7 Prescribes and administers an appropriate range of medications and other therapeutic agents safely and effectively.</p> <p>1.3.8 Recognises, assesses, initiates management and seeks assistance for deteriorating and critically unwell patients who require immediate care.</p>
	<b>2. Health in the Community</b>	<b>Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia.</b>
	<b>2.1 Determinants of Health &amp; Illness</b>	<p>2.1.1 Evaluates the determinants of health and illness in populations.</p> <p>2.1.2 Explains how health inequities arise from the interplay of biological, socio-economic, behavioural, sociocultural and environmental factors.</p> <p>2.1.3 Discusses and evaluates the major issues and trends confronting global health, their determinants and effects on individuals and populations.</p>
	<b>2.2 Health Needs</b>	<p>2.2.1 Analyses the health needs and priorities of communities and populations, taking into consideration the historical, cultural, social and political forces which impact on health and wellbeing.</p> <p>2.2.2 Evaluates a range of strategies, including patient and population oriented approaches, for illness prevention and management, and health promotion.</p> <p>2.2.3 Demonstrates culturally sensitive communication and effective engagement with diverse communities and populations</p>
	<b>2.3 Health Care Systems</b>	<p>2.3.1 Explains the roles of health agencies, services and providers and how they interact to provide health care to individuals and populations.</p> <p>2.3.2 Evaluates the effectiveness of health care systems and services in addressing individual and population needs and priorities</p>
	<b>2.4 Health Promotion</b>	<p>2.4.1 Promotes the health and well-being of individual patients and populations within the context of the culture, health status and health needs of the community of which that patient is a member.</p> <p>2.4.2 Articulates the role of advocacy and public policy in promoting and protecting health and preventing disease.</p>
	<b>2.5 Indigenous Health</b>	2.5.1 Explains how various factors, including historical, cultural and political, interact to influence the health of the Aboriginal and Torres Strait Islander peoples.
	<b>3. Personal and professional development (PPD)</b>	<b>Demonstrates and develops professional skills, responsibilities and attitudes.</b>
	<b>3.1 Ethical Practice</b>	<p>3.1.1 Aware of and adheres to accepted medical professional codes of conduct.</p> <p>3.1.2 Applies ethical principles in professional practice.</p> <p>3.1.3 Displays and reflects on, appropriate professional attitudes and values.</p> <p>3.1.4 Values patient autonomy, privacy and confidentiality.</p>

		3.1.5 Aware of and complies with legal responsibilities and requirements, and the guidelines of regulatory bodies. 3.1.6 Maximises patient safety, ensures quality care, and manages risk and adverse medical outcomes
	<b>3.2 Teamwork</b>	3.2.1 Works effectively and cooperatively as a member of a multidisciplinary team and as a member of the health care system.
	<b>3.3 Learning &amp; Teaching</b>	3.3.1 Engages in self and peer evaluation, lifelong learning and teaching.
	<b>3.4 Personal needs</b>	3.4.1 Recognises own personal, physical and emotional needs and is aware of the pathways available for assistance.
	<b>3.5 Medical humanities</b>	3.5.1 Engages in scholarship of the arts and humanities to interpret the diverse human experience of health, illness and medical care.
	<b>4. Scientific basis of medicine</b>	<b>Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice.</b>
	<b>4.1 Applies science to practice</b>	Applies an understanding of the social and biomedical sciences to the assessment and management of the health needs of individuals and populations: 4.1.1 Demonstrates an understanding of the body as a complex adaptive biological system. 4.1.2 Applies an understanding of the basic, social and clinical sciences to clinical reasoning. 4.1.3 Explains the underlying mechanisms of health problems. 4.1.4 Explains the underlying mechanisms of investigative and therapeutic measures, including emerging technologies. 4.1.5 Applies an understanding of the psychological and social sciences to interpret health and illness within a social and cultural context.
	<b>4.2 Uses evidence</b>	Seeks, critically appraises and applies best available evidence relevant to health and illness in individuals and populations.
	<b>4.3 Research</b>	4.3.1 Takes opportunities to engage in research and scientific endeavour. 4.3.2 Applies an understanding of research rigour by formulating answerable research questions, selecting appropriate study designs, synthesising, critically analysing and disseminating research findings. 4.3.3 Applies an understanding of ethical principles, and relevant guidelines and laws, to the conduct of research
<b>Unit Content</b>	<ol style="list-style-type: none"> <li>1. The <b>Scientific Basis of Medicine</b> integrates understanding of the structure and function of the human body. This will be addressed at the level of organ systems, tissues, cells and molecules. The scientific basis of the following topics will be discussed: renal system, musculoskeletal system, neuroscience, reproduction and development, endocrinology, infectious disease, immunology and cancer.</li> <li>2. In the <b>Personal Professional and Development (PPD)</b> stream there is a focus on medical professionalism, professional standards and codes of conduct, legal obligations of students and medical practitioners and identifying and addressing own learning and personal needs</li> <li>3. <b>Quality and Safety</b> tutorials are part of PPD, looking at identifying risk, the way errors occur in medical practice, managing error as a medical student</li> <li>4. <b>Population Health</b> will explore statistics, translational research, epidemiology, outbreaks, health promotion and other challenges to public health.</li> <li>5. <b>Introduction to Clinical Medicine</b> and <b>Clinical Procedural Skills</b> will continue to extend the history and examination of body systems and will introduce students to clinical procedures.</li> </ol>	

Assessment Items and Weighting	Assessment Item	Type of Assessment <sup>1</sup>	Length/Duration <sup>2</sup>	Group (G)/ Individual (I)	Course Learning Outcomes <sup>3</sup>	Percentage	Threshold Y/N (see c)
	1. Paper A: Anatomy	Short Answer	40 minutes	I	4.1	10	Y
	2. Paper B: SAQ/MEQ	Short Answer	2 hours	I	All	20	N
	3. Paper C: MCQ	Multiple Choice	2 hours	I	All	20	N
	4. End-of-block formative Assessments 1H	MCQ	30 minutes	I	All	N/A	N
	5. PPD Assessments 1H	Academic Writing Tasks	Compiled throughout 1H	I	3.1, 3.2, 3.3, 3.4, 3.5	S/US	Y
	6. Population Health Assessment 1H	Assignment	2000 words	I	2, 4.2, 4.3	S/US	Y
	7. Aboriginal and Torres Strait Islander Culture, Society and Health Assessment 1H	Multiple Choice	30 minutes	I	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.1	S/US	Y
	8. PBL Tutor Assessment 1H	Participation	Throughout 1H	I	1.1, 2.1, 3.1, 3.2, 4.1, 4.2	S/US	Y
	9. GP placement	Clinical Attachment Assessment	Throughout 1H	I	All	S/US	Y
	10. Paper D: OSCE	Simulation	6 stations	I	1.1, 1.2, 1.3	10	Y
	11. Paper E: SAQ/MEQ	Short Answer	2 hours	I	All	20	N
	12. Paper F: MCQ	Multiple Choice	2 hours	I	All	20	N
	13. End-of-block Assessments 2H	MCQ	30 minutes	I	All	N/A	N
	14. PPD Assessments 2H	Academic Writing Tasks	Compiled throughout 2H	I	3.1, 3.2, 3.3, 3.4, 3.5	S/US	Y
	15. Population Health Assessment 2H	Assignment	2500 words	I	2, 4.2, 4.3	S/US	Y
	16. Aboriginal and Torres Strait Islander Culture, Society and Health Assessment 2H	Assignment	2000 words	I	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.1	S/US	Y
	17. PBL Tutor Assessment 2H	Participation	Throughout 2H	I	1.1, 2.1, 3.1, 3.2, 4.1, 4.2	S/US	Y
	18. MiC placement	Participation	Throughout 2H	I	All	S/US	Y
	19. Attendance	See part h	Throughout Unit	I	3.1, 3.2, 1.1, 1.2, 1.3	S/US	Y
20. Professionalism	See part i	Throughout Unit	I	3.1, 3.2, 3.4	S/US	Y	

<sup>1</sup> Information provided in the Type of Assessment column will not be included in the Unit Outline, but can be used in the Learning Guide

<sup>2</sup> Indicate word length for written assignments; duration in hours for exams, oral presentations etc. For other types of assessment, provide sufficient details for work required and how item will be assessed (e.g. group assessment).

<sup>3</sup> Indicate the assessment item to which the Learning Outcomes listed at **Question 2.4** relate. The School's Curriculum Advisor can provide advice and assistance regarding assessment and learning outcomes.

Threshold: Threshold assessments are compulsory requirements within the unit that must be met in order to pass the unit. They include mastering professional skills and/or attainment of required professional attributes and may be graded or non-graded. Failure to satisfactorily complete a threshold requirement will result in a Fail grade for the unit.

To be awarded a passing grade in Foundations of Medicine 2, students must achieve aggregate score of 50% or higher (after standard setting has been applied) in the assessments outlined in the table above. In addition, students must:

- a. \*Have attempted all Papers A – F.
- b. \*Have attempted Paper A: Anatomy Practical Exam and attained a mark of 50% or higher (after standard setting has been applied). Students who are “Unsatisfactory” on their first attempt will be provided with one opportunity to remediate provided that their mark is within 2 standard deviations of the mean mark of the cohort (after standard setting has been applied). The remediation task may take the form of an equivalent Practical Exam or Viva Voce at the discretion of the School. Successful completion of remediation will allow the student to progress into the third year of the MBBS program as long as they have met all other requirements of Foundations of Medicine 2. Students who are deemed “Unsatisfactory” on the first attempt of Paper A: Anatomy, will receive a Fail for Paper B even after successful completion of remediation. The mark from the first attempt will be used in the calculation of the final aggregate for the unit, even after successful completion of remediation. As anatomy is a core component of the MBBS program, students must demonstrate competence to receive a pass mark in order to progress to the third year of the course.
- c. \*Have attempted Paper D: OSCE and attained an aggregate mark 50% or higher (after standard setting has been applied), and have a mark of 50% or higher (after standard setting) at 3 or more stations. Students who are deemed “Unsatisfactory” on their first attempt will be provided with one opportunity to remediate. Successful completion of remediation will allow the student to progress into the third year of the MBBS program as long as they have met all other requirements of Foundations of Medicine 2. Students who are deemed “Unsatisfactory” on the first attempt of Paper D: OSCE, will receive a Fail for Paper D even after successful completion of remediation. The mark from the first attempt will be used in the calculation of the final aggregate for the unit, even after successful completion of remediation. Students are required to demonstrate competencies in clinical skills in order to progress to the third year of the course.
- d. Have attained a “Satisfactory” performance in Problem Based Learning (PBL) Tutor Assessments according to PBL assessment criteria as set out in the Foundations of Medicine 2 400862 Learning Guide. The criteria for attaining a “Satisfactory” result for PBL Tutor Assessments vary according to the stage of the program. Foundations of Medicine 2 Session 1H: A “Satisfactory” result will be awarded if students do not receive any criteria at a level 4 in the end of Session 1H PBL tutor report. Foundations of Medicine 2 Session 2H: A “Satisfactory” result will be awarded if students do not receive any criteria at a level 4 and no more than two criteria at level 3 in the end of Session 2H PBL tutor report. Students who receive an “Unsatisfactory” result for their PBL tutor assessment for Session 1H will be given feedback and one opportunity to remediate. It is the student’s responsibility to discuss a remediation plan with the Year 2 PBL Convenor in the first week of Session 2H. There will not be an opportunity to remediate an “Unsatisfactory” result at the end of Session 2H. As all teaching material is embedded in the PBL learning environment, it is imperative that students demonstrate adequate knowledge/performance to receive a satisfactory result for PBL tutor assessments for both Session 1H and 2H in order to receive a “Satisfactory” result for PBL Tutor Assessments (1H and 2H) in order to progress to the third year of the course.
- e. Have satisfactorily completed the requirements of the Personal and Professional Development (PPD), Population Health and Aboriginal and Torres Strait Islander Culture, Society and Health assessment items as described in the Foundations of Medicine 2 Learning Guide and individual component Student Guides. To achieve an overall “Satisfactory” result in each, students must submit the required items by the due date and obtain a “Satisfactory” result. Student who receive a “Not yet satisfactory” result on their first attempt will receive feedback and be allowed one opportunity to resubmit. If they do not meet the requirements for a “Satisfactory” result after

resubmission, and/or have failed to (re)submit their work on time, students will receive a “Not Satisfactory” result and a Fail grade in the Unit. As these are core components of the MBBS program, students must receive “Satisfactory” grades in both 1H and 2H to progress to the third year of the course.

- f. Have attained a “Satisfactory” result in the GP Supervisor Clinical Attachment Assessment (CAA). Students who receive an “Unsatisfactory” result for their CAA will be provided feedback and given one opportunity to remediate and convert their result to “Satisfactory”. As GP placements overlap student learning in all other components of the Unit, students must obtain a “Satisfactory” result in this assessment to ensure they have a sound understanding of General Practice and progress to the third year of the course.
- g. Have completed the MiC placement as set out in the MiC curriculum guide. As MiC community placements overlap student learning in other components of the Unit, students must complete the placement to ensure they have a sound understanding of community medicine and progress to the third year of the course.
- h. Have met the attendance requirements of the MBBS program: A student’s attendance will be assessed as ‘Satisfactory’ or ‘Attendance threshold not met’ as outlined below and summarised in Table 1. Attendance is fundamental in the MBBS program and students must be assessed as satisfactory as per Table 1 in order to progress to the third year of the course.
  - a. **Satisfactory:** students who attend 80%, or greater, of each compulsory component of the Unit, per session.
  - b. **Attendance threshold not met:** students who have attended less than 80% of one (or more) compulsory component(s) of the Unit, in either session 1 or session 2, and where there are no, or inadequate, grounds to grant special consideration. Students who do not meet the attendance threshold will receive a **Fail grade** for the entire Unit.
  - c. Students will be deemed to be **Tardy** if they are recorded as LATE in greater than 15% of any compulsory component of the Unit, in either session 1 or session 2, and where there are no, or inadequate, grounds to grant special consideration. All tardy students will be referred to the Unit Coordinator for an assessment of their professionalism and overall attendance. The Unit Coordinator can recommend a **Fail grade** for the entire Unit in these cases.
  - d. Any “Wellbeing Days” will be accounted for in the latitude between 80% and 100% attendance of compulsory components for which no documentation is required.
  - e. A student will be recorded as present if they attend the entire compulsory component. It is the student’s responsibility to ensure that they are marked present. A student will be recorded as absent if they:
    - i. do not attend a compulsory component
    - ii. leave a compulsory component early without permission
    - iii. arrive after the commencement of the compulsory component having missed a substantial part of the component (as determined by the Unit Coordinator)
    - iv. attend a compulsory component that is not their allocated time without prior permission from the Unit Coordinator or Clinical Dean
    - v. fail to comply with all aspects of the Anatomy Facility Code of Conduct Policy (<https://policies.westernsydney.edu.au/document/view.current.php?id=211>) and/or fail to complete the associated contract.
    - vi. If a student arrives after the commencement of a component it is at the discretion of the teaching staff whether they will be allowed to join the class.

**Table 1. Summary of assessment classifications relating to attendance**

Assessment Classification	% Attendance <sup>1</sup>	Impact on Final Grade <sup>2</sup>
Satisfactory	≥80%	None
Attendance threshold not met	<80%	Fail grade in the Unit
Tardy	>15% Late	Referral to the Unit Coordinator who can recommend a Fail grade in the Unit to the School of Medicine Results and Progression Committee

<sup>1</sup> The % attendance must be met within each compulsory component of the Unit, per session. Individual compulsory components are: PBL, Practicals, ICM, CPS, GP placements and Other Mandatory Learning Activities (comprising all other compulsory tutorials and workshops grouped together).

2 Where there are no, or inadequate, grounds to grant special consideration.

- i. Students must behave professionally at all times and comply with codes of conduct and policies for professional practice as outlined by:

The NSW Ministry of Health

[https://www1.health.nsw.gov.au/pds/ActivePDSDocuments/PD2015\\_049.pdf](https://www1.health.nsw.gov.au/pds/ActivePDSDocuments/PD2015_049.pdf).

The Australian Health Professional Regulation Authority "Good Medical Practice"

<http://www.medicalboard.gov.au/documents/default.aspx?record=WD10%2F1277&dbi d=AP&checksum=eNjZ0Z%2FajN7oxjvHXDRQnQ%3D%3D>

The Western Sydney University Student Code of Conduct Policy

<https://policies.westernsydney.edu.au/document/view.current.php?id=258>,

which includes the Student Misconduct Rule

<https://policies.westernsydney.edu.au/document/view.current.php?id=304>.

The School of Medicine Student Code of Professional Conduct

This code is adapted from the New Zealand Code of Professional Conduct for Medical Students. The Australian Medical Council Professionalism Group has recommended its adoption by Australian medical schools. The form can be found on the Medicine Course Hub on vUWS.

Failure to uphold these inherent requirements and professional standards may result in the student being awarded a Fail grade for the unit.

- j. If a student withdraws from the Unit prior to the session 1H census date no academic penalty is imposed and no grade is recorded on the student's academic transcript. If a student withdraws from the Unit during session 1H, after the census date, they will receive an 'E' grade (Fail Discontinued) on their academic transcript. The last date to discontinue after census is the Friday that is two weeks before the published start date of the exams for the session. For an explanation of the WSU grade award, please see ([https://www.westernsydney.edu.au/currentstudents/current\\_students/exams/results](https://www.westernsydney.edu.au/currentstudents/current_students/exams/results)). Students who have satisfactorily passed 1H assessments will be awarded a Y grade (Continuing) until their final grade for the Unit is determined after all assessments are completed for the unit. If a student has been awarded a Y grade (Continuing) in the Unit, having completed at least one session of study, and subsequently withdraws from the unit, the Y grade will be converted to a 'F' grade (Fail) for the Unit. In the event of serious illness or misadventure experienced by a student after the session 1H census date, the student may apply for a W grade (withdrawal without academic penalty) through the official University processes.
- k. Student may not submit assessments for the Unit of which any part of the work has been previously submitted, except where appropriately referenced, and with prior

	<p>permission from the Unit Co-ordinator. Any breaches of this requirement will be treated as Academic Misconduct, as per The University policy.</p> <p>I. Assessment papers in Foundations of Medicine 2 (400862) will include up to 25% of question content sourced from Foundations of Medicine 1 (400861).</p>
	<p>The WSU MBBS is an integrated 5-year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for Units in the MBBS program. A list of recommended textbooks is available in the Unit Learning Guide.</p>
On-line Learning Requirements	<p>A Year 2 Medicine site is available on vUWS, the University's eLearning system, comprising material for Foundations of Medicine 2 (400862) and Clinical Sciences 2 (401277). Students can access course documents, lecture notes and recordings, PBL group material and discussion forums with peers and staff.</p>
Special Requirements	<p><b>All Students</b>  <b>To be eligible to enrol in a unit and attend a health-related placement in your course, students must meet Western Sydney University course requirements AND Special Legislative Requirements to be assessed in their first year of study against the following</b></p> <ol style="list-style-type: none"> <li>1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire course. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit  <a href="https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf">https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf</a></li> <li>International students must additionally have a translated International Police Check or statutory declaration.</li> <li>2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire course.</li> <li>3. A current approved first aid certificate valid for their entire course, approved provider courses can be found at  <a href="http://training.gov.au">http://training.gov.au</a></li> <li>4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.</li> <li>5. NSW Undertaking/Declaration form</li> <li>6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool)</li> <li>7. Relevant Local Health District specific documentation as requested.</li> </ol> <p>Contact your School for further details. Resources are also available on the Placement Hub website  <a href="https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance">https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance</a></p> <p><b>Inherent Requirements</b>  Students are also expected to meet the inherent requirements of the course as outlined in the Western Sydney University Inherent Requirements for Medicine Courses:  <a href="https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses">https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses</a>.</p> <p>Inherent requirements are the fundamental components of a Course or Unit, that are necessary to demonstrate the capabilities, knowledge and skills essential 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. The Disability Education Standard, Section 3.4 (3) states: "In assessing whether an adjustment to the Course, Unit of the Course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the Course or</p>



	<p>program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its Courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award.”</p>
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