

Unit Name	<b>Clinical Sciences 2</b>
Unit Number	<b>401277</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	Foundational learning for medicine is provided in this yearlong Unit that integrates the biomedical sciences through the use of authentic clinical scenarios. Small group problem-based learning, bedside teaching with patients and procedural skills teaching scaffolded by lectures, tutorials and practicals cover each of the body systems in turn, so that students are well prepared for clinical learning. Students will also learn about the human context of health and disease, medical professionalism, the quality and safety of healthcare, evidence-based practice, research and clinical skills through community visits, hospital based-sessions and workshops. The Professional Portfolio component within this unit will provide students in the Doctor of Medicine (MD) course with the means to monitor and support their acquisition of professional competencies in medicine. Supported by teaching sessions, learning resources and Professional Advisors, students will collate and review evidence of their learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing their learning and professional development needs, students will create their own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare students for the portfolios used extensively in post graduate specialty training in medicine.
Credit Points	80 credit points
Assumed Knowledge	None
Pre-requisites	401276 – Clinical Sciences 1
Co-requisites	Nil
Equivalent Units	Nil
Units Incompatible with and not to be counted for credit with	400862 – Foundations of Medicine 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 (compulsory)</li> </ul>

	<ul style="list-style-type: none"> <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 (compulsory)</li> </ul>																								
Enrolment Restrictions	Restricted to students enrolled in 4758																								
Unit Learning Outcomes	<p>The Doctor of Medicine is a vertically and horizontally integrated 5-year course in keeping with contemporary and well-established models of medical education. Curriculum integration is also an AMC accreditation requirement. Students will achieve the requirements for an AQF Level 7 course at the end of 3 years (Bachelor of Clinical Science) and then go on to complete 2 further years to achieve the MD Graduate Outcomes and complete requirements for an AQF Level 9E qualification.</p> <p>To guide students, MD Learning Milestones for each stage of the course are provided. These Milestones represent the cumulative learning which should be achieved at each stage of the course, mapped against the MD Graduate Outcomes. For the Clinical Sciences 2 Unit, they are equivalent to Unit Learning Outcomes. The Clinical Science 2 Learning Milestones are shown in the table below and the assessment items are mapped to these.</p> <table border="1"> <thead> <tr> <th>CURRICULUM THEMES</th><th>CS2 LEARNING MILESTONE</th></tr> </thead> <tbody> <tr> <td><b>1. Patient Care</b></td><td></td></tr> <tr> <td><b>Communication</b></td><td>1.1 Elicit, respect and consider the perspectives of others in group learning activities.</td></tr> <tr> <td><b>Patient Assessment and Management</b></td><td>1.2 Elicit a focussed medical history and perform a clinical examination.</td></tr> <tr> <td><b>2. Health in the Community</b></td><td>2.1 Analyse the social and cultural aspects of health, illness and risk factors for ill-health in communities and the roles of health agencies in health care.</td></tr> <tr> <td><b>3. Personal and Professional Development</b></td><td></td></tr> <tr> <td><b>Ethical Practise</b></td><td>3.1 Reflect on appropriate professional attitudes and values in tutorials and lectures.</td></tr> <tr> <td><b>Teamwork, Teaching and Leadership</b></td><td>3.2 Encourage group discussion, focus and progress in group learning activities.</td></tr> <tr> <td><b>Personal Needs</b></td><td>3.3 Describe personal, physical, learning and emotional needs and is aware of the pathways available for assistance.</td></tr> <tr> <td><b>4. Scientific Basis of Medicine</b></td><td></td></tr> <tr> <td><b>Applies Science to Practise</b></td><td>4.1 Describe the complex and adaptive biology of all body systems.</td></tr> <tr> <td><b>Uses Evidence and Research</b></td><td>4.2 Formulate an answerable research question.</td></tr> </tbody> </table> <p>In addition to the above, the Professional Portfolio component of the unit will supplement the students with further learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Demonstrate evidence of progress against learning milestones by compiling a portfolio.</li> <li>2. Evaluate academic achievement to identify strengths and areas requiring improvement.</li> <li>3. Create and monitor progress against a personalised learning plan.</li> </ol>	CURRICULUM THEMES	CS2 LEARNING MILESTONE	<b>1. Patient Care</b>		<b>Communication</b>	1.1 Elicit, respect and consider the perspectives of others in group learning activities.	<b>Patient Assessment and Management</b>	1.2 Elicit a focussed medical history and perform a clinical examination.	<b>2. Health in the Community</b>	2.1 Analyse the social and cultural aspects of health, illness and risk factors for ill-health in communities and the roles of health agencies in health care.	<b>3. Personal and Professional Development</b>		<b>Ethical Practise</b>	3.1 Reflect on appropriate professional attitudes and values in tutorials and lectures.	<b>Teamwork, Teaching and Leadership</b>	3.2 Encourage group discussion, focus and progress in group learning activities.	<b>Personal Needs</b>	3.3 Describe personal, physical, learning and emotional needs and is aware of the pathways available for assistance.	<b>4. Scientific Basis of Medicine</b>		<b>Applies Science to Practise</b>	4.1 Describe the complex and adaptive biology of all body systems.	<b>Uses Evidence and Research</b>	4.2 Formulate an answerable research question.
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Unit Content	<p>Patient Care</p> <ol style="list-style-type: none"> <li>Communicating with patients, carers, families and healthcare professionals</li> <li>Practical skills in history taking, physical examination and procedural skills</li> <li>Diagnostic and clinical problem formulation</li> </ol> <p>Health in the Community</p> <ol style="list-style-type: none"> <li>Determinants of health and illness in communities and populations</li> <li>Understanding health needs of diverse communities, the social and cultural context of health, illness and healthcare</li> <li>Aboriginal and Torres Strait Islander health</li> <li>Disease prevention and health promotion</li> </ol> <p>Professional and Personal Development</p> <ol style="list-style-type: none"> <li>Medical professionalism, professional standards and codes of conduct, legal obligations of students and medical practitioners</li> <li>Identifying and addressing own learning and personal needs</li> <li>Quality and safety of health care</li> <li>Self-evaluation and critical reflection on learning</li> </ol> <p>Scientific Basis of Medicine</p> <ol style="list-style-type: none"> <li>Demonstration of an understanding of the body as a complex, adaptive biological system</li> <li>Application of the biomedical, social and psychological sciences to clinical and health problems</li> <li>Information skills and academic literacy</li> <li>Evidence based practice and research skills</li> </ol>						
Assessment Items and Weighting	<b>Assessment Item</b>	<b>Type of Assessment<sup>1</sup></b>	<b>Length/Duration<sup>2</sup></b>	<b>Group (G)/ Individual (I)</b>	<b>Course Learning Outcomes<sup>3</sup></b>	<b>Percent age</b>	<b>Threshold Y/N (see c)</b>
	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

<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.

12. Paper F: MCQ	Multiple Choice	2 hours	I	All	20	N
13. End-of-block formative 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. Self-Evaluation of Learning 2H	Reflection Essay	750 words	I	3.1, 3.2, 3.3	S/US	Y
20. Professional Portfolio	Portfolio compilation and Interviews	1x 20mins interview with Professional Advisors	I	3.1, 3.2, 3.3	S/US	Y
21. Attendance	See part i	Throughout Unit	I	3.1, 3.2, 1.1, 1.2, 1.3	S/US	Y
22. Professionalism	See part j	Throughout Unit	I	3.1, 3.2, 3.4	S/US	Y

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 Clinical Sciences 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 MD program as long as they have met all other requirements of Clinical Sciences 2. Students who are deemed “Unsatisfactory” on the first attempt of Paper A: Anatomy, will receive a Fail for Paper A 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 MD 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 MD program as long as they have met all other requirements of Clinical Sciences 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

	<p>successful completion of remediation. Students are required to demonstrate competencies in clinical skills in order to progress to the third year of the course.</p> <p>d. Have attained a “Satisfactory” performance in Problem Based Learning (PBL) Tutor Assessments according to PBL assessment criteria as set out in the Clinical Sciences 2 Learning Guide. The criteria for attaining a “Satisfactory” result for PBL Tutor Assessments vary according to the stage of the program. Clinical Sciences 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. Clinical Sciences 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.</p> <p>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 Clinical Sciences 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 MD program, students must receive “Satisfactory” grades in both 1H and 2H to progress to the third year of the course.</p> <p>f. The Professional Portfolio and self-evaluation of learning in 2H test the mastery of professional skills and attainment of professional attributes and competencies. To achieve a satisfactory result, students must complete the self-evaluation of learning 2H, attend the interview with Professional Advisors in 2H and demonstrate achievement against the learning outcomes of the Unit. 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. Students are required to demonstrate competencies in both the Professional Portfolio and self-evaluation of learning in 2H in order to progress in the course.</p> <p>g. 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.</p> <p>h. 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.</p> <p>i. Have met the attendance requirements of the MD 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 MD program and students must be assessed as satisfactory as per Table 1 in order to progress to the third year of the course.</p> <p>a. <b>Satisfactory:</b> students who attend 80%, or greater, of each compulsory component of the Unit, per session.</p>
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- 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).

<sup>2</sup> Where there are no, or inadequate, grounds to grant special consideration.

- j. 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>.

	<p>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.</p> <p>Failure to uphold these inherent requirements and professional standards may result in the student being awarded a Fail grade for the unit.</p> <p>k. 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 <a href="https://www.westernsydney.edu.au/currentstudents/current_students/exams/results">https://www.westernsydney.edu.au/currentstudents/current_students/exams/results</a>. 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.</p> <p>l. 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 permission from the Unit Co-ordinator. Any breaches of this requirement will be treated as Academic Misconduct, as per The University policy.</p> <p>m. Assessment papers in Clinical Sciences 2 (401277) will include up to 25% of question content sourced from Clinical Sciences 1 (401276).</p>
Required Reading	The WSU MD 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 MD program. A list of recommended textbooks is available in the Unit Learning Guide.
On-line Learning Requirements	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.
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> <p>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></p> <p>International students must additionally have a translated International Police Check or statutory declaration.</p> <p>2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire course.</p> <p>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></p>

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.
  5. NSW Undertaking/Declaration form
  6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool)
  7. Relevant Local Health District specific documentation as requested.
- Contact your School for further details. Resources are also available on the Placement Hub website  
[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)

#### **Inherent Requirements**

Students are also expected to meet the inherent requirements of the course as outlined in the Western Sydney University Inherent Requirements for Medicine Courses:

([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)).

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 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."