

BACHELOR OF MEDICINE, BACHELOR OF SURGERY (MBBS)

Introduction

The Bachelor of Medicine, Bachelor of Surgery (MBBS) 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:

- [Australian Medical Council](#)
- [Australian Health Practitioner Regulation Agency \(AHPRA\)](#)
- [Medical Board of Australia \(MBA\)](#)
- [Medical Council of New Zealand](#)

The inherent requirements should be read in conjunction with other course information as well as Medical Board of Australia (MBA) publications: [Guidelines for Mandatory Notification](#) and [Good Medical Practice – A Code of Conduct for Doctors in Australia](#).

How to read the inherent requirement statements

A series of inherent requirement statements have been developed which 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 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 inherent requirement
3. Examples you must be able to demonstrate to meet inherent requirement

Curtin will endeavour to meet all students needs to ensure success with studies. Students with a disability or health conditions may be able to have reasonable adjustments made to enable them to meet these requirements. The feasibility of making reasonable adjustments for the inherent requirements for the MBBS outlined below is not guaranteed. For further support please contact [Curtin's AccessAbility Services](#)

INHERENT REQUIREMENT STATEMENTS

LEGAL COMPLIANCE

1. The Bachelor of Medicine, Bachelor of Surgery (MBBS) is mandated by legislation and regulatory requirements to enable the safe delivery of care.
2. Students must comply with Australian law (both legislative and regulatory), Standards, professional competencies, and scope of practice.
3. Examples:
 - Satisfactorily complete the required Criminal Record Check and self-declaration.

- Comply with [Australian Health Practitioner Regulation Agency \(AHPRA\)](#) student registration self-reporting obligations.

ETHICAL BEHAVIOUR

1. The Bachelor of Medicine, Bachelor of Surgery (MBBS) is governed by codes, policies, standards, and guidelines ensuring students are accountable and responsible for professional behaviour.
2. Compliance with these codes, guidelines and policies facilitates safe, competent interactions and relationships for students and others with whom they engage, and ensures the physical, psychological, emotional, and spiritual wellbeing of the individual is not placed at risk.
3. Examples:
 - Adhere to the applicable Codes, Guidelines and Policies of the [Medical Board of Australia \(MBA\)](#), the [Medical Council of New Zealand](#) and other relevant statutory authorities at all times.
 - Adhere to the Curtin University Requirement for Professional Behaviour by Medical Students including Expected Professional Behaviour standards.
 - Where necessary participate in Professional Behaviour investigations and engage in and complete required mediation.
 - Sign and adhere to the Code of Professional Conduct Agreement for MBBS Students.
 - Behave ethically at all times including times of significant stress.
 - Demonstrate sufficient behavioural stability in order to work constructively in a diverse and changing academic and clinical environment.
 - Meet course mandatory immunisation requirements.
 - Meet specific clinical placement site requirements.
 - Display the resilience and flexibility to satisfactorily deal with the demands of being a medical student.
 - Monitor own health and behaviour and seek help when required.

COGNITION

KNOWLEDGE AND COGNITIVE SKILLS

1. An appropriate level of knowledge and cognitive skills demonstrated to provide safe and competent medical care.
2. Acquisition, recall and application of knowledge, consistent and effective processing of information, attention to detail, theoretical deliberation (problem solving, critical evaluation and professional decision making) and life-long learning behaviours which are required for safe and competent patient care.
3. Examples
 - Demonstrate the capacity to locate appropriate and relevant information.
 - Demonstrate the ability to process information relevant to practice.
 - Demonstrate the ability to integrate and implement knowledge in practice.
 - Demonstrate the ability to accurately acquire information and convey appropriate, effective messages.
 - Demonstrate the ability to read and comprehend a range of literature and information.

- Demonstrate the capacity to understand and implement academic conventions and to construct written text in a scholarly manner.
- Interpret and correctly apply data, measurements, and numerical criteria.
- Prescribe safely and effectively including calculating drug dosages.

COMMUNICATION

VERBAL COMMUNICATION

1. Sound verbal English communication with patients and university and clinical staff is required for effective learning and safe and effective practice.
2. Communication is critical to developing respect, empathy, and trust. Some interactions may be limited to verbal communication because of physical limitations of the individual (e.g. injury, disease or congenital conditions).
3. Examples:
 - Demonstrate the ability to understand and respond to verbal communication accurately, appropriately and in a timely manner.
 - Demonstrate the ability to provide 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 discussions, at conversational speed, audible speaking volume, and appropriate tone of voice which meets the requirements of clinical care and patient needs.

NON-VERBAL COMMUNICATION

1. Ability to recognise, interpret and respond to non-verbal cues for effective communication, empathy and gaining trust and respect as a developing health professional.
2. The ability to observe, understand and respond appropriately to non-verbal cues assists with building rapport and gaining trust and respect in academic and professional relationships whilst being sensitive to individual and/or cultural differences demonstrates respect and empathy and helps develop trusting relationships.
3. Examples:
 - Demonstrate the capacity to recognise, interpret and respond appropriately to non-verbal cues.
 - Demonstrate consistent and appropriate awareness of own non-verbal behaviours.

WRITTEN COMMUNICATION

1. Effective communication using written English is required to produce a cohesive academic argument and demonstrate academic writing conventions, including paraphrasing.

2. Written communication must be at an appropriate level for the audience. Competence in reading and comprehension in English is required for safe and effective development.
3. Examples:
 - Demonstrate capacity to construct coherent written communication appropriate to the circumstances.
 - Record and communicate thoughts in a timely manner.
 - Complete medical records, reports, and letters in a timely manner.

SENSORY ABILITY

VISUAL

1. Adequate visual acuity is required to manage in the University and workplace learning environments to provide safe and effective care.
2. Tasks requiring visual accuracy, reading of clinical and scientific information in a variety of formats and visual observations are fundamental to safe and effective practice.
3. Examples:

Demonstrate sufficient visual acuity to perform the required range of skills, including:

- reading small print on ampoules or similar.
- reading a monitor across a bed.
- responding to visual alarms.
- Reading medication details, electronic displays, typed and handwritten documents, and posters.

TACTILE

1. Sufficient tactile ability is required to perform competent and safe care.
2. 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 university and workplace environments.
3. Examples:
 - Demonstrate sufficient fine touch to undertake the required range of skills and clinical assessments, such as palpation of vessels and organs, to estimate the size of skin lesions, and to perform clinical procedures.

AUDITORY

1. Auditory function is required to provide safe and effective patient care.

2. Sufficient auditory function in the university and clinical learning environments to monitor, assess and manage an individual's health needs consistently and accurately.
4. Examples:
 - Demonstrate sufficient aural function to undertake the required range of tasks including auscultation.

STRENGTH AND MOBILITY

This course requires strength and mobility involving fine and gross motor skills.

Gross motor skills

1. Utilisation of appropriate gross motor skills is required to undertake appropriate clinical care.
2. Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include lifting, carrying, pushing, pulling, standing, twisting, and bending. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others.
3. Examples:
 - Demonstrate the ability to perform gross motor skills to undertake a full physical examination, and to function within scope of practice.
 - Demonstrate the ability to undertake a full physical examination without harming patient or self.
 - Demonstrate one fully functional arm and the other capable of providing support.
 - Demonstrate the ability, under direction, to assist in the management of medical emergencies when required.

Fine motor skills

1. Medicine is a profession that requires manual dexterity and possession of fine motor skills fundamental in providing adequate clinical care.
2. Sufficient fine motor skills are necessary to perform, coordinate and prioritise care. Tasks that include fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects and individuals. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to self and others.
3. Examples:
 - Demonstrate the ability to use fine motor skills to provide safe effective diagnosis, treatment, the performance of clinical procedures, and clinical care.

SUSTAINABLE PERFORMANCE

1. Medicine requires functional and sustainable physical, cognitive, and psychosocial performance to complete complex and extended practice tasks safely and effectively in time-constrained

environments.

2. Sufficient physical and mental endurance is required to perform multiple tasks in an assigned period to provide safe and effective care.
3. Examples:
 - Demonstrate consistent and sustained level of physical energy to complete a specific task in a timely manner and over time.
 - Demonstrate 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.
 - Demonstrate the capacity to maintain consistency and quality of performance throughout the designated period of duty.
 - Demonstrate that there must be no significant risk of interruptions of consciousness that would present a risk to patients.

BEHAVIOURAL STABILITY

1. Behavioural stability is required to function and adapt effectively and sensitively.
2. Medical students require a stable temperament and ability to conduct themselves appropriately and safely in stressful situations. Behavioural stability is required to work individually and in teams in changing and unpredictable environments.
3. Examples:
 - Demonstrate sufficient behavioural stability in order to work constructively in a diverse and changing academic and clinical environment.
 - Demonstrate sufficient behavioural stability to work constructively with confronting topics and confronting situations involving patients relevant to the practice of medicine including but not limited to illness, trauma, and death.
 - Display the resilience and flexibility to satisfactorily deal with the demands of being a medical student.
 - Monitor their own health and behaviour and to seek help when required.
 - Demonstrate the ability to assist in the management of medical emergencies when required.
 - Demonstrate the ability to work effectively in an emergency situation.
 - Demonstrate the ability to withdraw from a situation if there is a potential negative impact for themselves, other health professionals and/or patients.

Attribution



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