



Bachelor of Exercise Science/Master of Physiotherapy and Exercise Physiology and Bachelor of Applied Exercise Science/Master of Clinical Exercise Physiology

Expectations of Students

Section	Current
<p>Summary / Introduction</p>	<p>The following document provides discussion of expectations within health professional programs, to help prospective and enrolled students make informed choices about future study and professional requirements.</p> <p>UNSW encourages applications from students with diverse social, cultural and religious backgrounds, and students with disabilities. The University is committed to providing an inclusive learning environment and supporting students to participate in their studies.</p> <p>Physiotherapy and Exercise Physiology are professional programs that involve essential physical, cognitive, sensory and professional capabilities. These capabilities are inherent to the nature of the professions and to the requirements of safe practice. Accreditation of UNSW programs ensures our students are provided with opportunities to meet professional standards and ensure safe practice, that is, ensuring public safety.</p> <p>Students with disabilities or health conditions are encouraged to register with Equitable Learning Services (ELS), where reasonable adjustments can be considered through an Equitable Learning Plan (ELP). Reasonable adjustments are assessed on a case-by-case basis and are intended to support students to meet the essential professional requirements. The professional requirements cannot be adjusted, but ELPs may support a student to achieve these.</p> <ul style="list-style-type: none"> • Adjustments cannot be provided where they would compromise client, student or public safety, or where they would fundamentally alter essential learning outcomes or professional competencies required for practice. Reasonable adjustments do not alter the professional requirements that students must meet to graduate. • Adjustments affecting capacity to undertake work/tasks may require a change to part-time enrolment and/or extended timeframes for completion of the degree, particularly based on the availability of placements and the requirements to demonstrate a breadth of practice experience to meet professionals practice standards. • As graduates of regulated health professions, Physiotherapy and Exercise Physiology students are also subject to professional

	<p>registration and accreditation requirements. Health impairments that may impact client or public safety are also required to be disclosed during professional registration following graduation.</p> <ul style="list-style-type: none"> Concerns about a student's capacity to meet these requirements are managed in accordance with UNSW fitness to practise and student progression procedures. <p>Professional requirements range across varied domains including ethical behaviours, communication requirements and sensory and physical capabilities. Failure to demonstrate behaviours or skills consistent with these requirements may impact a student's ability to participate in required learning activities, including professional placements, and may affect progression within the program.</p> <p>Examples of these requirements are provided in the Attachment.</p>
Attachment	
Legal, ethical and behavioural requirements	<p>Physiotherapy, Exercise Science and Exercise Physiology are regulated health professions governed by legislation, professional standards, codes of conduct, guidelines and policies. Practice within health professions may be regulated by law to enable the safe delivery of care and to protect clients, colleagues and the broader community.</p> <p>Students must demonstrate knowledge of, and compliance with, relevant Australian and state legislation, professional regulation and scope of practice. This includes adherence to the requirements and standards of the relevant professional bodies, including the Physiotherapy Board of Australia and Exercise and Sport Science Australia (ESSA), as applicable.</p>
Communication requirements	<p>Effective communication is a core competency for safe, ethical and effective practice in Physiotherapy, Exercise Science and Exercise Physiology. Communication skills are inherent to academic learning, informed consent, practical activities, simulation and professional placements within these professions. There is an expectation that skills will develop over the length of the program, however progression towards communication requirements required at graduation, must be demonstrated throughout the program. Communication skills are detailed in the professional practice/threshold standards of the Physiotherapy Board of Australia and ESSA.</p>
Cognitive and intellectual requirements	<p>Cognitive, analytical and reasoning skills are required to support safe, ethical and effective practice in Physiotherapy, Exercise Science and Exercise Physiology. These skills are inherent to academic learning, practical activities, simulation and professional placements within these professions.</p>
Sensory abilities	<p>Physiotherapy, Exercise Science and Exercise Physiology require adequate sensory abilities to support accurate assessment, effective intervention and the safety of clients and communities. Sensory abilities are inherent to academic learning, practical activities, simulation and professional placements to ensure competency at time of graduation. For some sensory abilities, there is an expectation that these will develop over the length of the program, however progression towards sensory abilities required at graduation, must be demonstrated throughout the program.</p> <p>Examples of these sensory abilities include:</p>

	<ul style="list-style-type: none"> • accurately gather and interpret information provided through touch, including palpation and manual assessment techniques; • physically examine people of all genders and backgrounds in a respectful and professional manner; • demonstrate adequate visual ability to observe, assess and monitor client appearance, posture, movement, behaviour and the surrounding environment in a timely manner appropriate for safety; • demonstrate adequate auditory ability to comprehend and respond to clients, colleagues, verbal instructions, clinical information and relevant environmental sounds, including in settings that may be noisy or unpredictable; • for physiotherapy students, demonstrate adequate auditory ability to listen to chest sounds using a stethoscope; and • integrate sensory information from multiple sources to support safe communication, assessment, monitoring and intervention.
Physical strength and mobility	<p>Physiotherapy, Exercise Science and Exercise Physiology are physically demanding professions that require sufficient physical strength, mobility, coordination and endurance to support safe and effective practice. Depending on the particular profession covered by this document, certain physical abilities may be inherent to ensuring the safety of a practitioner and the client. Similarly, due to the nature of the skills required to be assessed, those physical abilities may be required for student, staff and public safety during assessment tasks, and to allow UNSW to ensure it is assessing the required capabilities at time of graduation.</p> <p>Examples of these physical strength and mobility abilities include:</p> <ul style="list-style-type: none"> • demonstrate appropriate gross and fine motor function to perform assessment, intervention and professional tasks safely and effectively; • physically examine, assess and assist people of all genders across a range of ages, body types and functional abilities; • assist with client handling, positioning and transfers, including providing physical assistance where required to support safe mobility; • maintain and adopt a range of postures, including standing, bending, squatting, kneeling and reaching, for the duration required to complete learning and clinical tasks; • independently position self, clients, equipment and the surrounding environment to perform tasks safely; • apply physical effort repeatedly over the course of academic and clinical activities while maintaining safe and effective performance and client safety; and • perform basic life support and emergency responses, including cardiopulmonary resuscitation, when required.

