Inherent Requirements for Bachelor of Pharmacy Programme at the University of Auckland

Bachelor of Pharmacy courses
Inherent requirements for undergraduate School of Pharmacy courses in the Bachelor of Pharmacy (BPharm) and Bachelor of Pharmacy (Honours) (BPharm(Hons)) programmes.

Important note
The University of Auckland aims to achieve a safe, inclusive and equitable study environment where students can thrive and achieve their study and career goals.

If you are a student with lived experience of disability, or if other factors may impact your studies and ability to carry out the inherent requirements outlined below, please discuss these with us. Please note, there is no requirement (legal or other) to disclose a disability¹. Where students do choose to disclose, this information will be treated confidentially and will be used only to arrange appropriate academic support. This is best through Student Disability Services (within Campus Life) in conjunction with the Academic Director of the BPharm programme before enrolling.

Students with a variety of physical and learning disabilities have succeeded in our programmes then registered as interns and [fully registered] pharmacists in New Zealand. For example, some students with chronic health conditions, limited strength in their hands or some form of vision impairment. If you are passionate about pursuing studies and a career in pharmacy, we can collaborate with you to determine reasonable adjustments to assist you in meeting the inherent requirements outlined below.

The following inherent requirement statements are not intended to exclude anyone from pursuing a BPharm, BPharm (Hons) or career in pharmacy. School of Pharmacy staff strongly encourage the widest group of students from all equity groups, including those with learning and/or physical disabilities, to apply for our programmes. *University of Auckland Equity Policy at April 2021: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/equity-policy-and-procedures-.html

What are Inherent Requirements?
The BPharm and BPharm(Hons) programmes aim to support those who wish to pursue a course of study in pharmacy and a career pathway in health. Our programmes are committed to working with students to make reasonable adjustments, as necessary, to enable students with disabilities or other factors that may affect their study to meet the requirements of their course teaching, learning and assessment activities.

¹ For more on disclosure guidance from Student Disability Services: https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/students-with-disabilities-disclosure-guidelines.html
To support potential and current students' decision-making, the University has developed inherent requirement statements for all Faculty of Medical and Health Sciences Pharmacy courses. These statements specify the inherent requirements for progression to complete a BPharm or BPharm(Hons) degree. These, in turn, are based on the inherent requirements needed for entry to registration with the Pharmacy Council of New Zealand in the intern scope of practice after graduation.

The following inherent requirements are not part of any selection criteria. Rather, they inform potential students of pharmacy about the likely requirements within the BPharm and BPharm(Hons) programmes, and those who wish to register as interns and/or fully registered pharmacists. It is important for all involved to recognise that the School of Pharmacy does not determine a student's eligibility for registration as a pharmacist after graduation – this decision is made by the Pharmacy Council of New Zealand, based on their respective regulatory requirements.

Inherent Requirement Statements for Bachelor of Pharmacy and Bachelor of Pharmacy (Honours)

The University of Auckland BPharm and BPharm(Hons) are prescribed qualifications, accredited by the Pharmacy Council of New Zealand, that allow graduates to apply for entry to the register as a health practitioner in one or more of the pharmacist scopes of practice.

Successful completion of the BPharm and BPharm(Hons) programmes require demonstrating mastery of both theoretical knowledge and practical skills. These are applied in academic study and in practice settings to solve a range of clinical, scientific and mathematical problems.

Some of the activities in this course require fine and gross motor skills, particularly in laboratory, clinical skills, simulation and clinical placement situations. Students enrolled in pharmacy studies require a range of practical experience in simulated and real-world pharmacy and health settings before graduation. Students are required to conduct placement activities in diverse environments across a range of New Zealand pharmacy contexts and settings.

Students should read the inherent requirement statements in conjunction with other programme information and the academic requirements in the BPharm and BPharm(Hons) Programme and Degree Regulations in the University of Auckland Calendar. All students are also required to comply with university rules, policies and statutes.

Note: If it is anticipated that the inherent requirements cannot be met with reasonable adjustments, you will not be prohibited from enrolment, but you may be unable to successfully complete your programme. For this reason, University staff will provide guidance regarding other study options.

With appropriate supports and reasonable accommodations, students must be able to carry out the list of Inherent Requirements described below, in order to successfully complete pharmacy courses in the BPharm and BPharm(Hons) programmes.
Inherent Requirements

- **Behaviour**
  - Legal and Safe
  - Ethical
  - Adaptable

- **Communicative**
  - Verbal
  - Non-verbal
  - Written

- **Collaborative**
  - Professional
  - Intrapersonal

- **Cognitive**
  - Cognition
  - Metacognition
  - Literacy
  - Numeracy
  - Sustained Focus

- **Sensory**
  - Visual
  - Auditory

- **Physical**
  - Gross Motor
  - Fine Motor
**Inherent Requirements Detail**

The following are required for study in the Bachelor of Pharmacy and Bachelor of Pharmacy (Honours) programmes at the University of Auckland and for those wishing to register after graduation as a pharmacist in the intern scope of practice via the Pharmacy Council of New Zealand.

**Behaviour**

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<th>Legal and Safe Behaviour Inherent Requirement</th>
<th>Rationale:</th>
<th>Example Tasks:</th>
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| Follows New Zealand Law, professional regulations and complies with standard operating procedures within current scope of practice. Follows workplace health and safety practices. | Taking responsibility for own practice, and focusing on harm minimisation and risk reduction are essential in developing safe, appropriate and effective practice as a health professional. This occurs through understanding and following legal, regulatory, professional and organisational requirements. | - Respond to the requirements for intern registration with the New Zealand Pharmacy Council.  
- Comply with relevant legislation including child protection and safety, work health and safety, and anti-discrimination legislation.  
- Limit task performance to current scope of practice.  
- Comply with relevant Workplace Health and Safety policies for equipment use and storage. |

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<th>Ethical Behaviour Inherent Requirement</th>
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| Demonstrates ethical behaviour in all academic, professional and clinical settings, work and activities. | Conducting oneself with integrity and following established standards, codes, guidelines and policies supports trust, builds mutual respect and develops safe and effective relationships with peers, academic teachers and people in academic and varied professional and health settings. | - Comply with academic and non-academic conduct codes and policies and professional and academic standards.  
- Identify and enact relevant applications of these codes and standards, including those relating to plagiarism, informed consent, privacy, confidentiality, and equitable and respectful behaviour in academic and clinical settings. |

The University of Auckland’s School of Pharmacy is committed to access and adaptation in our programmes to support the widest participation in the BPharm and BPharm(Hons) of diverse individuals. The statements of inherent requirements are based on our current understandings about the requirements of the pharmacy profession. If you feel you can successfully complete study requirements, and you have specific physical or learning needs, please make time to speak with us.
<p>| <strong>Adaptable Behaviour Inherent Requirement</strong> | <strong>Rationale:</strong> Shows the ability to adapt and manage behaviour sufficiently in unpredictable and/or new academic, professional and clinical settings to offer safe, appropriate and competent practice. | <strong>Example Tasks:</strong> Monitoring and adapting one's own emotional responses is critical within unpredictable situations, when working in varied teams, in time-critical situations and in unfamiliar settings. This involves managing one's own response to external and internal stressors and employing effective self-care strategies. | <strong>Example Tasks:</strong> - Cope with own emotions and behaviour effectively when dealing with changing demands in the practice setting. - Maintain respectful communication practices in times of increased stressors or workloads. - Receptive to, and respond appropriately, to constructive feedback. - Adjust to changing circumstances in a way that allows self-care while maintaining a professional-level focus on patient care needs. |
| <strong>Communicative</strong> | <strong>Verbal Communication Inherent Requirement</strong> | <strong>Rationale:</strong> Communicates effectively in spoken English (without needing English-language translation aids) to enable clear and easily understood discussions to occur around content learning and patient care. | <strong>Example Tasks:</strong> Effective verbal (spoken) communication, in English, with academic teachers, peers, patients and health professionals from diverse backgrounds is essential in developing safe, appropriate and effective practice as a health professional. | <strong>Example Tasks:</strong> - Understand and respond to verbal communication accurately and appropriately in a time-constrained environment when provided with additional verbal information impacting on a prescription. - Tailor communication use and style to different people and when communicating with people with cognitive/processing issues and/or impairments (e.g. hearing). - Build rapport with a patient to encourage full disclosure of relevant symptoms. - Present information more formally to a wider audience including engaging in developing case discussions and working with multidisciplinary health professionals. - Provide clear and audible instructions relevant to the context of the situation. - Provide timely and audible responses to classes and groups in all learning environments, including the classroom, laboratory, field (may include remote sites) and workplace settings. |
| <strong>Non-verbal Communication Inherent Requirement</strong> | <strong>Rationale:</strong> Responds to, and effectively uses, non-verbal | | <strong>Example Tasks:</strong> Effective skills in understanding, interpreting, responding to, and displaying appropriate non-verbal |</p>
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<th>Written Communication Inherent Requirement</th>
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| Communicates effectively in written English to enable clear and professional information sharing around content learning and patient care. Able to alter communication style, tone and language use (vocabulary) to meet the needs of the situation and recipients of the written communication. | Effective written communication, in English, with academic teachers, peers, patients and health professionals is essential in disseminating the results of academic evidence / argument and in developing safe, appropriate and effective practice as a health professional. | • Construct extended pieces of work consisting of grammatically correct and meaningful sentences.  
• Record information accurately and consistently in various formats, including handwritten and typed documents and spreadsheets.  
• Summarise and appropriately reference a range of literature in written assignments.  
• Communicate complex academic and clinical perspectives in writing.  
• Use precise and appropriate language to contribute and analyse both handwritten and electronic dispensing records in a time-constrained environment. |
## Collaborative

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<th>Professional Inherent Requirement</th>
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| Demonstrates professional behaviours in all academic, professional and clinical settings, work and activities. | Conducting oneself professionally supports collaboration, builds trust and mutual respect and develops safe and effective relationships with peers, academic teachers and people in academic and varied professional and health settings. | • Comply with academic and non-academic conduct codes, policies and professional standards.  
• Perform lab-based activities, including animal dissections as required, in a professional manner.  
• Adhere to ethics policies for animal dissections and patient interviews.  
• Participate in work health and safety briefings.  
• Observe work health and safety requirements, including appropriate dress and conduct.  
• Receive and respond appropriately to constructive feedback. |

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<th>Intrapersonal Inherent Requirement</th>
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| Works with others cooperatively in diverse academic and practical experience settings with individuals and groups. | Working, communicating and solving problems effectively within diverse teams is critical in safe and effective teamwork in academic and varied professional and health settings. This involves reflecting on, and practising the appropriate times for taking on leadership and/or supporting roles within teams. | • Adjust ways of working within teams of varied personal, professional and clinical backgrounds and opinions to facilitate effective practice decisions.  
• Maintain honest and respectful communication practices in times of increased stressors or workloads.  
• Receive and respond appropriately to constructive feedback.  
• Work effectively in a team in all learning environments, including the classroom, laboratory, field (may include remote sites) and workplace settings. |

## Cognitive
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<th>Cognition Inherent Requirement</th>
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<th>Example Tasks:</th>
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| Demonstrates ability to acquire new knowledge, retain knowledge and apply knowledge in new situations, problems and contexts. | Remembering, understanding, problem solving and applying learning from coursework and study to develop safe, appropriate and effective knowledge and practice as a health professional. This includes cognitive skills in focus, memory, theory building and applying learning to new situations and practice settings. | • Identify and locate appropriate and relevant information.  
• Conceptualise, integrate, process and implement knowledge and complex information.  
• Recall information accurately without reference.  
• Apply policy and procedures appropriately in academic and work experience settings.  
• Perform repetitive activities with a high level of concentration and accuracy until completion of the task.  
• Source research and use an evidence-based framework to provide sound advice regarding patients with complex prescription requirements.  
• Notice and respond effectively to small but critical changes in instructions, measurements or reported symptoms.  
• Analyse impact of multiple medications on a patient's clinical presentation.  
• Make safe and appropriate patient care decisions from retained knowledge. |

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<th>Metacognition Inherent Requirement</th>
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| Shows awareness of one’s own learning and thinking strategies, and ways to improve. | Developing ongoing strategies to improve personal thinking and learning strategies and practice capabilities are required to stay current in providing safe, appropriate and effective practice as a health professional. This includes cognitive skills in reflection, evaluation and adapting to and applying new strategies for thinking and learning and applying established strategies to new situations. | • Manage and proactively learn from academic and clinical set-backs by self-evaluation.  
• Be aware of, and take responsibility for own personal role in interpersonal and team interactions.  
• Reflect on the options, ethical implications, and impact for all the stakeholders when making practice decisions.  
• Review the outcome of treatment for a patient's particular symptom presentation and then adapt own knowledge for future clinical decisions. |
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<th><strong>Literacy Inherent Requirement</strong></th>
<th><strong>Rationale:</strong></th>
<th><strong>Example Tasks:</strong></th>
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| Uses and applies English literacy skills effectively to share and understand information through a range of symbols and English language text with varied audiences. | Sharing and comprehending medicine and health information shared between patients, families and other health professionals is required in providing safe, appropriate and effective practice as a health professional. | - Read and understand a range of literature and information, including handwritten and typed documents, spreadsheets, graphs, diagrams and pictographs.  
  - Integrate and summarise information in a meaningful manner.  
  - Comprehend, summarise and reference a range of literature according to appropriate academic conventions in written assignments.  
  - Produce accurate, concise and clear documents and medical documentation and prescription advice that meets legal requirements. |
| **Numeracy Inherent Requirement** | **Rationale:** | **Example Tasks:** |
| Uses and applies numeracy skills, mathematical reasoning and numeric processing effectively, and with accuracy, in relation to patient care decisions. | Being a competent mathematical thinker who can accurately and reliability solve number-related practice problems is required to provide safe and effective practice. | - Reliably perform accurate calculations.  
  - Accurately interpret numerical data.  
  - Correctly apply data, measurements and other numerical criteria.  
  - Perform medication and pharmaceutical calculations accurately and reliably in a time-constrained environment.  
  - Accurately interpret test results and numeric clinical values. |
| **Sustained Focus Inherent Requirement** | **Rationale:** | **Example Tasks:** |
| Shows the ability to sustain mental, physical and emotional focus over time and under time pressure in developing patient care skills, knowledge and application. | Being able to persevere and prioritise in academic studies and in varied practice settings when participating in complex, multi-step tasks often within time-bound situations, is required to provide safe and effective practice as a health professional. | - Sustain study practices and clinical performance to sufficiently engage with the learning workload for a study period, and for the degree.  
  - Sustain a working posture, associated manual tasks, cognitive engagement, performance level and emotional control for the full duration of a practice process e.g. making multiple small measurements and corrections to create a number of pharmaceutical products in a constrained timeframe with a significant ongoing workload.  
  - Sustain performance for durations that are manageable within overall placement shift-planning for practice. |
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<th>Sensory</th>
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<td><strong>Visual Sensory Inherent Requirement</strong></td>
<td><strong>Rationale:</strong></td>
<td><strong>Example Tasks:</strong></td>
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<td>Manages learning environments and requirements, and safely and effectively completes practices and tasks with visual (seen) components.</td>
<td>Elements of the working and teaching environment are delivered by visual means, and the ability to learn from or respond to these inputs is required to provide safe and effective practice.</td>
<td>• Observe and detect subtle differences and changes in colours, including interpreting and analysing biological and chemical samples. • Observe and detect subtle differences and changes in shape, form and/or motion, including interpreting and analysing human movements. • Detect colour differences in capsules, medication coatings, creams blended with another ingredients. • Process visual information from medication labels, electronic displays, wall-posted information, online dispensing software, and handwritten and electronic documents. • Process the visual information required to measure out sterile ingredients. • Make observations and accurately take measurements using instrumentation such as microscopes and balances. • Observe alarms, warnings and directions (for example, related to industrial or experiential placement activities) to ensure the safety of yourself and others during laboratory work, work placements.</td>
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<td><strong>Auditory Sensory Inherent Requirement</strong></td>
<td><strong>Rationale:</strong></td>
<td><strong>Example Tasks:</strong></td>
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<td>Manages learning environments and requirements, and safely and effectively completes practices and tasks with auditory (heard) components.</td>
<td>Elements in the working and learning environment are delivered by auditory means, and the ability to learn from or respond to these inputs is required to provide safe and effective practice.</td>
<td>• Accurately record information delivered verbally. • Interact with verbal communications that provide additional information impacting on a prescription. • Follow developing discussions with colleagues for patient care decisions. • Participate in and understand work, health and safety briefings. • Observe alarms, warnings and directions (for example, related to industrial or experiential placement activities) to ensure the safety of yourself and others during laboratory work, work placements.</td>
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<td><strong>Physical</strong></td>
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<td>Gross Motor Ability Inherent Requirement</td>
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| Completes practical and assessment tasks involving strength, a range of motion, coordination and mobility sufficient to meet practice needs. | Being able to demonstrate a range of physical actions in a time-constrained environment is required to provide safe and effective practice. | • Move and maintain balance around practice areas to access, transport and use ingredients, glassware and equipment on varying surfaces and levels, to complete tasks within constrained timeframes.  
• Reach and work across sterile areas without contaminating surfaces or materials.  
• Use spatulas to manually blend ingredients together and keep within a small blending area.  
• Travel to and participate in practical exercises, at off-campus locations within reasonable timeframes (with regard to health and safety considerations), including those over uneven ground.  
• Assist in the management of medical emergencies by recognising, assessing, instigating and contributing to emergency life support responses on completion of appropriate first aid courses including directing or performing CPR. |

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<th>Fine Motor Ability Inherent Requirement</th>
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| Completes practical and assessment tasks involving manual dexterity and fine motor skills sufficient to meet practice needs. | Being able to demonstrate a range of fine-motor manual tasks in a time-constrained environment is required to provide safe and effective practice. | • Able to handle needles and administer vaccinations.  
• Manipulate instruments and equipment in tests and measurements.  
• Use knobs and dials in equipment used for laboratory and field data collection and analysis.  
• Unscrew ingredient bottles, hold glass pipettes and release small quantities.  
• Tip very small amounts of ingredients onto scales without touching the scale surfaces, stir liquids using glass stirring rods, use both hands to use two spatulas to swipe from all angles of a glass mixing tile into the centre and into a jar and then wipe the blades clean with negligible ingredient loss.  
• Use computer equipment.  
• Contribute to both handwritten and electronic medical records. |