

INHERENT REQUIREMENTS FOR DENTAL PROGRAMS

Griffith University and the School of Medicine and Dentistry strongly supports the right of all people to pursue a dental program.

Introduction to inherent requirements

Inherent requirements are the essential components of a program or course that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the program or course, while preserving the academic integrity of the university's learning, assessment and accreditation processes. The inherent requirements are the abilities, knowledge, and skills needed to complete the program that must be met by all students. Students with a disability or chronic health condition may be able to have reasonable adjustments made to enable them to meet these requirements. You may wish to refer to the [Student Disability and Accessibility](#) website.

Griffith University and the School of Medicine and Dentistry are committed to making reasonable adjustments to teaching and learning, assessment, clinical practice and other activities to enable students to participate in the programs. Reasonable adjustments must not fundamentally change the nature of the inherent requirement.

Students are required to undertake activities which reflect the Australian health care context which may include mixed gender, religious and culturally diverse environments. For further information contact your Program Director.

To support potential and current students' decision making, a series of inherent requirement statements has been developed. These statements specify the requirements of the Dental programs for student admission and progression. The statements are clustered under eight domains.

Successfully completing the Dental program enables you to apply for registration as a (registered) dental professional with the [Dental Board of Australia](#) (DBA), which is a partner board of the [Australian Health Practitioners Registration Authority](#) (Ahpra).

Reasonable Adjustments

The Disability Discrimination Act [DDA], 1992 as amended in 2009 (Australian Government Comlaw, 2010) provides legal protection for everyone in Australia against discrimination based on disability. The DDA through the Disability Standards for Education 2005 requires institutions to make reasonable adjustments to enable the student with a disability to participate in education on the same basis as a student without a disability.

Reasonable adjustments are modifications made to the learning environment, teaching delivery, or assessment method used to help students with a disability or chronic health condition to access and participate in education on the same basis as those without a disability. Reasonable adjustments facilitate students meeting the inherent requirements of their course of study.

An adjustment is defined as "reasonable" if it balances the interests of all parties affected including not causing "unjustifiable hardship" to the educational institution.

Examples of adjustments include but are not limited to provision of the following:

- assistive technology
- furniture
- extra time in exams
- notetaking supports.

For further information about adjustments, please refer to the [Griffith Student Disability and Accessibility](#) webpage.

The inherent requirements apply to the following programs:

- Bachelor of Dental Health Science (1577) / Master of Dentistry (5703)
- Bachelor of Dental Hygiene (1613)
- Bachelor of Dental Prosthetics (1638)
- Bachelor of Dental Technology/Bachelor of Dental Prosthetics (1580)

How to Read the inherent requirements statements:

If you are intending to enrol in an undergraduate Dental program at the School of Medicine and Dentistry, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements.

If you think you may experience challenges for any reason including a physical or mental disability or chronic health condition, you should discuss your concerns with staff, such as the Program Director or Disability Advisor. These staff can work collaboratively with you to determine reasonable adjustments to assist you to meet the inherent requirements. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

These inherent requirements should be read in conjunction with other program information and [DBA](#) and [Ahpra](#) publications; such as the [Obligations as a Registered Dental Practitioner](#), and [Guidelines for Mandatory Notifications](#).

There are eight domains of inherent requirements for undergraduate dental programs. Some domains have several sub-domains.

1. Ethical behaviour
2. Behavioural stability
3. Legal
4. Communication
5. Cognition
6. Sensory ability
7. Strength and mobility
8. Sustainable performance.

The inherent requirements are made up of the following four components:

- A. Inherent requirements statements: Introduction to, and description of, the inherent requirement.
- B. Justification of inherent requirement: Explanation of why this is an inherent requirement of the program.
- C. Adjustments: The nature of any adjustments that may be made to allow you to meet the requirement.
- D. Exemplars: Examples of tasks that show how you meet or have met the requirement. These are examples only and not a comprehensive list.

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#	Domain	A. Inherent requirements statements <i>(for profession, as a Dental student)</i>	B. Justification of inherent requirement	C. Adjustments	D. Exemplars
1.	Ethical behaviour	The Dental profession governed by competency standards, codes of ethics, professional conduct and professional boundaries where dentists/hygienist/prosthetists are both accountable and responsible for ensuring professional behaviour in all contexts.	Compliance with the standards, codes, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people with whom they engage. This supports the physical, psychological, emotional and spiritual wellbeing of all.	- Adjustments must ensure the standards, codes, guidelines and policies are not compromised or result in unethical behaviour. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Demonstrating appropriate behaviour with confidential information in the classroom and Dental practice settings. ➤ Demonstrate ability to reflect on ethical dilemmas and issues and take responsibility for ensuring awareness of ethical behaviour
2.	Behavioural stability	- Behavioural stability is required to function and adapt effectively and sensitively in this role. - Student demonstrates behavioural stability to work constructively in a diverse and changing academic and clinical environment.	- Behavioural stability is required to work individually and in teams in changing and unpredictable environments. - Dental students will be exposed to emergency situations and human suffering and will be required to have behavioural stability to manage these events.	- Adjustments must support stable, effective and professional behaviour in both academic and clinical settings. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Being receptive and responding appropriately to constructive feedback. ➤ Managing own emotions and behaviour effectively when dealing with individuals and groups in the Dental practice setting.
3.	Legal	- Dental practice is mandated by legislation to enable the safe delivery of care. - Student demonstrates knowledge and compliance with Australian Law, professional regulations and scope of practice.	- Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to clinical placements to reduce the risk of harm to self and others. - Compliance with these professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice.	- Adjustments must be consistent with legislative and regulatory requirements. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Complying with the requirement for student registration with the Australian Health Practitioner Regulation Agency (Ahpra). ➤ Complying with relevant child protection and safety legislation.

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4.	Communication	The Dental profession, and this program, requires effective verbal, non- verbal and written communication skills.			
4a	Communication - Verbal	• Effective verbal communication, in English, is an essential requirement to provide safe delivery of care. • Student demonstrates: - Sensitivity to individual and/or cultural differences - The ability to understand and respond to verbal communication accurately, appropriately and in a timely manner - The ability to provide clear instructions in the context of the situation - Timely clear feedback and reporting.	• Communicating in a way that displays respect and empathy to others and develops trusting relationships. • Communication may be restricted to verbal because of physical limitations of the individual (e.g. injury, disease or congenital conditions). • Speed and interactivity of communication may be critical for individual safety or treatment. • Timely, accurate and effective delivery of instructions is critical to individual safety, treatment and management.	• Adjustments must address effectiveness, timeliness, clarity and accuracy issues to ensure safety and appropriate care. • Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Participating in tutorial, simulation and clinical discussions. ➤ Communicating extensively within dental practice setting, with individuals, the community, and the multi-disciplinary care team.
4b	Communication - Non-Verbal	• Effective non-verbal communication is fundamental to dentists/hygienist/prosthetists and needs to be respectful, clear, attentive, empathetic and non-judgmental. • Student demonstrates: - The capacity to recognise, interpret and respond appropriately to behavioural cue - Consistent and appropriate awareness of own behaviours - Sensitivity to individual and/or cultural differences.	• The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect in academic and professional relationships. • Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships.	• Adjustments must enable the recognition, initiation of or appropriate response to effective non-verbal communication in a timely and appropriate manner. • Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Recognising and responding appropriately in classroom situations. ➤ Recognising and responding appropriately to cues in the dental practice environment to meet the individual's and/or family care needs. ➤ Recognising and responding appropriately to cues in an emergency or disaster situation to meet the needs of the community and the multi-disciplinary team.

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			- Being sensitive to individual and/or cultural differences displays respect and empathy to others and develops trusting relationships. - The ability to observe and understand non-verbal cues is essential for the safe and effective observation of patient symptoms and reactions to facilitate the assessment and treatment of patients.		
4c	Communication - Written	- Effective written communication, in English, is a fundamental dentists/hygienist/prosthetists responsibility with professional and legal ramifications. - Student demonstrates the capacity to construct coherent written communication appropriate to the circumstances.	- Construction of written text-based assessment tasks to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice. - Accurate written communication, including record-keeping and patient notes, is vital to provide consistent and safe care.	- Adjustments must meet necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and clinical settings. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Constructing written work to academic standards. ➤ Constructing a dental report in a timely manner that meets professional standards - e.g. record keeping, referral letters, interprofessional correspondence.
5.	Cognition	The Dental profession, and this program, requires knowledge of theory and the skills of cognition, literacy and numeracy.			

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5a	Cognition - Knowledge and cognitive skills	- Consistent knowledge and effective cognitive skills must be demonstrated to provide safe and competent dental care. - Student demonstrates: - The capacity to locate appropriate and relevant information - The ability to process information relevant to practice - The ability to integrate and implement knowledge in practice.	Safe and effective delivery of Dental care is based on comprehensive knowledge that must be sourced, understood and applied appropriately.	- Adjustments must ensure that a clear demonstration of knowledge and cognitive skills is not compromised or impeded. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Ability to conceptualise and use appropriate knowledge in response to academic assessment items. ➤ Applying knowledge of policy and procedures in the dental practice setting. ➤ Synthesise information such as policies and evidence to share with patients to inform their decision making. ➤ Ability to prioritise tasks that appropriately meet the care needs of patients and their families.
5b	Cognition - Literacy (language)	- Competent literacy skills are essential to provide safe and effective delivery of care. - Student demonstrates: - The ability to acquire information and accurately convey appropriate, effective messages - The ability to read and comprehend a range of literature and information - The capacity to understand and implement academic conventions to construct written text in a scholarly manner.	- The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, treatment and delivery of care. - The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for the safe and effective delivery of Dental care.	- Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Demonstrates the ability to listen to information. ➤ Demonstrates the ability to convey a spoken message accurately. ➤ Demonstrates ability to paraphrase, summarise and reference in accordance with appropriate academic conventions. ➤ Demonstrates accurate, concise and clear dental documentation in a paper or digital format.

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5c	Cognition - Numeracy	- Competent and accurate numeracy skills are essential for safe and effective care. - Student demonstrates the ability to interpret and correctly apply data, measurements and numerical criteria.	Competent application of numeracy skills is essential in Dental to facilitate the safe and effective delivery of Dental care.	- Adjustments must demonstrate a capacity to interpret and apply concepts and processes appropriately in a timely, accurate and effective manner. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Performing accurate drug prescription calculations ➤ Demonstrating accurate recording on clinical records.
6.	Sensory ability	The Dental profession, and this program, requires adequate visual, auditory and tactile abilities.			
6a	Sensory ability - Visual	- Adequate visual acuity is required to provide safe and effective dental care. - Student demonstrates sufficient visual acuity to perform the required range of skills.	- Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments to maintain consistent, accurate and safe care of self and to others. - Visual observations, examination and assessment are fundamental to safe and effective dental practice.	- Adjustments must address the need to perform the full range of tasks involved in clinical practice. - Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise treatment or safety. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Observing and detecting subtle changes in individuals or care team throughout the duration of care ➤ Demonstrate accuracy in performing dental care to individuals.
6b	Sensory ability - Auditory	- Auditory ability is required to provide safe and effective dental care. - Student demonstrates sufficient aural function to undertake the required range of skills.	- Sufficient auditory ability is necessary to monitor, assess and manage an individual's health needs consistently and accurately. - Auditory assessments and observations are fundamental to safe and effective dental practice.	- Adjustments must address the need to perform the full range of tasks involved in clinical practice. - Any strategies to address the effects of the hearing loss must be effective, consistent and not compromise treatment or safety.	➤ Accurately perform dental care to individuals and monitor outcomes. ➤ Detecting care request by activation of verbal signals or calls for help.

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6c	Sensory ability - Tactile	- Sufficient tactile ability is required to perform competent and safe dental care. - Student demonstrates adequate tactile function sufficient to undertake the required range of skills and assessments.	- Sufficient tactile ability is necessary to monitor, assess and detect patients' physical characteristics and act on any abnormalities detected to provide thorough dental care. - Tactile assessments and observations are fundamental to safe and effective Dental practice.	- Adjustments specific to the individual can be discussed with a Disability Advisor. - Adjustments must have the capacity to make effective assessments of physical characteristics and abnormalities within safe time frames. - Adjustments specific to the individual can be discussed with a Disability Advisor.	- Detecting any changes in circulation observations e.g. temperature and pulse palpation. - Conduct dental care with precision, and tactile sensitivity during procedures.
7.	Strength and mobility	The Dental profession, and this program, requires strength and mobility involving fine and gross motor skills.			
7a	Strength and mobility - Gross motor	- Dental involves physical demands and requires gross motor function. - Student demonstrates the ability to perform gross motor skills to function within scope of practice.	- 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.	- Adjustments should facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate care. - Adjustments specific to the individual can be discussed with a Disability Advisor.	- Maintaining balance while safely mobilising and transferring individuals or resources. - Able to safely retrieve and utilise stock and equipment. - Ability to manoeuvre into a variety of ergonomically appropriate positions when providing care for individuals.
7b	Strength and mobility - Fine motor	The dental profession that dentists/hygienist/prosthetists to have manual dexterity and fine motor skills.	Sufficient fine motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve fine motor skills include	Adjustments should facilitate functional effectiveness, safety to self and others and a capacity to provide appropriate care.	Able to direct instruments and equipment in the oral cavity when providing dental care to individuals.

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		Student demonstrates the ability to use fine motor skills to provide safe effective care.	- 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.	Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Performing oral examination, treatment and care using a variety of equipment and instruments in varying sizes in the oral cavity.
8.	Sustainable performance	- Dental practice requires both physical and mental performance at a consistent and sustained level. - Student demonstrates: - Consistent and sustained level of physical and mental capacity to complete a specific task in a timely manner and over time - 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. - The capacity to maintain consistency and quality of performance throughout the designated period of time.	Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care.	- Adjustments must ensure that performance is consistent and sustained over a given period. - Adjustments specific to the individual can be discussed with a Disability Advisor.	➤ Participating in tutorials, lectures, and skill development. ➤ Provide care for individuals of groups of people with complex needs over an assigned time frame. ➤ Maintain consistent and sustained performance in a variety of oral care settings. ➤ Manage time efficiently when performing individualised dental care.