

# Macquarie University Doctor of Medicine (Macquarie MD) *Admission, Program and Inherent Requirements*

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## Overall Definition

*Inherent requirements are the essential activities, capacities and academic requirements that are necessary for a student to successfully achieve the core learning outcomes of a Macquarie University degree or program or unit.*

Students must meet the inherent requirements in order to complete their degree, program or unit and graduate.

Clearly defined inherent requirements provide students with a greater understanding of what essential activities, capacities and academic requirements are required to successfully complete their degree, program or unit. They also provide students with an opportunity to make informed decisions as to whether the degree, program or unit is suitable.

Macquarie University is committed to principles of equity and social inclusion in the provision of admission to students.

Students who do not meet the inherent requirement may be able to have reasonable adjustments made to enable them to meet these inherent requirements. In assessing whether an adjustment is reasonable, the University is entitled to maintain the academic requirements and other requirements or components that are inherent in or essential to the degree, program or unit. Reasonable adjustments must not fundamentally change the inherent requirement.

Inherent requirements are different from any legislative or professional requirements that might apply to a course of study.

Inherent requirements are part of a suite of course requirements.

## Medical Deans' Inherent requirements for studying medicine in Australia and New Zealand

The MD Program Inherent Requirements are designed in reference to the Medical Deans' *Inherent requirements for studying medicine in Australia and New Zealand* guideline available at: <https://gamsat.acer.edu.au/files/MedicalDeansInherentRequirements.pdf>

**At entry** – a medical student's knowledge and cognition will be assessed by a variety of means including GPA, GAMSAT, Personal Statement and MMI interview.

**During the medical program** – a medical student's knowledge and cognition will be assessed by performance in assessments and during small group and clinical teaching.

<p><b>Admission requirements</b></p>	<p>Minimum admission requirements include:</p> <ul style="list-style-type: none"> <li>• Bachelor Degree <ul style="list-style-type: none"> <li>◦ Australian AQF level 7 bachelor's qualification, or recognised equivalent</li> </ul> </li> <li>• Grade Point Average (GPA) of 5 (out of 7.00)</li> <li>• GAMSAT score of 50 with a minimum of 50 in each of the three sections (or MCAT score of 500 with a minimum of 125 in each of the four sections for international students residing outside of Australia)</li> <li>• Pre-requisites of one approved tertiary unit of Human Anatomy and one tertiary unit of Human Physiology</li> <li>• Personal Statement</li> <li>• English language requirement: IELTS of 7.0 overall with minimum 7.0 in each band</li> <li>• Interviews will be conducted in the Multiple Mini Interview (MMI) format</li> </ul> <p>Applicants who are currently or have previously been enrolled in an Australian post-graduate medical program will not be considered for admission to the Doctor of Medicine (Macquarie MD) unless there are extenuating circumstances. Applicants with extenuating circumstances will be assessed on a case-by-case basis and will only be considered for entry if they:</p> <ol style="list-style-type: none"> <li>1. Meet all other entry criteria (as above)</li> <li>2. Have demonstrated satisfactory progress through their prior medical program</li> <li>3. Submit a special request or re-application for entry to the Macquarie MD which includes an official copy of their transcript from their medical program and a brief description of their reasons for applying or re-applying to the Macquarie MD.</li> <li>4. Are deemed a suitable candidate by the Executive Dean (FMHS, Macquarie University) after consideration of their circumstances underpinning their request for entry to the Macquarie MD.</li> </ol> <p>Admission is competitive. Meeting the minimum requirements will not guarantee an offer of enrolment.</p>
<p><b>Compulsory course requirements and information</b></p>	<p>Applicants must acknowledge that they have read, understood and agree to comply with ALL policies and requirements outlined in the document. These include:</p> <ul style="list-style-type: none"> <li>• Practical Class Participation <ul style="list-style-type: none"> <li>◦ Full participation in practical classes which involve observation, manual handling, examination and therapy techniques. Students will be expected to practice on each other, and be practiced on by other students and teaching staff.</li> </ul> </li> <li>• Clinical Placement Requirements</li> </ul>

- o Compliance with the requirements of the NSW Ministry of Health Policy
- o Obtain all necessary criminal record clearances and vaccinations, including those required for compulsory local and international partners
- o Attendance at International clinical placements (India). Students must be eligible for a visa for entry into India to complete compulsory clinical placement.
- o Hold a current CPR (Cardio Pulmonary Resuscitation) certificate
- o Hold a current First Aid certificate
- o Obtain a NSW working with children check clearance

### **Course Requirements**

Specific requirement for the course and each unit will be published on the website.

### **Registration Standards**

Australian Medical Council standards apply. Graduates will be eligible to apply to register and practice as a doctor. In order to register upon completion, graduates must also meet the Australian Medical Board's registration standards including those for English language skills and criminal history. See more at: <http://www.medicalboard.gov.au/Registration-Standards.aspx>

### **University Policy - Code of Conduct**

In addition, all potential applicants must comply with Australian laws and University rules and policies, including the Code of Conduct for Students which can be viewed at: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

### **Ethical behavior**

- Adhere to the applicable Codes, Guidelines and Policies of the Medical Board of Australia and other relevant statutory authorities at all times e.g. NSW Health Policy, Australian Medical Board
- Behave ethically at all times including times of significant stress
- Satisfactorily complete the required Criminal Record Check and self-declaration (at the start of each year)

### **Legal**

- Comply with Australian law, professional regulations, and scope of practice e.g. AHPRA, WHS Act 2011

### **Inherent requirements**

Inherent requirements are the essential activities, capacities and academic requirements that are necessary for a student to successfully achieve the core learning outcomes of a Macquarie University degree or program or unit.

Reasonable adjustments must not fundamentally change the inherent requirement.

## Inherent Requirements for the Macquarie University Doctor of Medicine (Macquarie MD) Program

Category Definition [MQ-wide]	Justification [MQ-wide]	MD Specific Examples
<b>Category 1: Physical</b>		
<p>The physical inherent requirement is to have the physical capacities to safely and effectively perform the activities necessary to undertake the learning activities and achieve the learning outcomes of a degree.</p>	<ul style="list-style-type: none"> <li>Work Health and Safety legislation requires that students do not place themselves or others at risk</li> <li>Students may need to complete specific tasks in a timely manner and sustain performance overtime</li> <li>Some programs include physical activities that require use of specific faculties, motor skills and capacities</li> </ul>	<ul style="list-style-type: none"> <li>Read small print on ampoules or similar, e.g. visual acuity with maximal correction of N8 and/or 6/18 or better (HEOPS criteria) is required for medicine practice. Students with visual field defects, nystagmus etc. may require assessment by an ophthalmologist.</li> <li>Read a monitor across a bed.</li> <li>Respond to visual alarms.</li> <li>Hear and understand the human voice at 1 m.</li> <li>Hear across speech frequencies by having no more than 40 db of hearing loss.</li> <li>Gather and interpret information through touch, e.g. clinical assessments, such as palpation of vessels and organs, and to estimate the size of skin lesions.</li> <li>Perform gross motor skills to undertake a full physical exam without hurting the patient, colleagues and self (HEOPS); perform cardiopulmonary resuscitation (CPR) and function within full scope of practice.</li> <li>Move independently to attend medical emergencies when required.</li> <li>Perform fine motor skills to provide safe and effective diagnosis, treatment and clinical care, e.g. washing hands before touching patients, venipuncture, wound suture, intravenous cannulation and other practical procedures as determined by the Faculty.</li> <li>Maintain consistency and quality of performance throughout the designated period of duty.</li> <li>Demonstrate no risk of interruptions to consciousness that would place patients at risk.</li> </ul>

		<ul style="list-style-type: none"> <li>Physically examine people of any gender or age. <i>E.g. medical students treat male, female and gender X patients across the lifespan.</i></li> </ul>
<b>Category 2: Cognition</b>		
<p>The inherent requirement for cognition is possessing the intellectual, conceptual, integrative and quantitative capabilities to undertake the learning activities and achieve the learning outcomes of a degree.</p>	<ul style="list-style-type: none"> <li>Students need the capacity to read, comprehend, analyse and integrate complex written materials</li> <li>Students need the capacity to reason and to synthesize knowledge in order to solve problems</li> <li>Students need the capacity to identify and apply important information to relevant situations</li> <li>Students need the capacity to prioritize and to complete tasks within the required timeframe</li> <li>Students need the capacity to use basic quantitative and other research skills to gather, interpret and evaluate data as relevant for the program of study</li> <li>Students need the capacity to develop an ability to make judgements in complex situations involving potentially conflicting ethical or moral dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>Integrate theory and knowledge from various sources, e.g. formulate a provisional diagnosis and a treatment plan based on a history and physical examination.</li> <li>Develop options and assess and compare their respective merits, e.g. use evidence-based practice knowledge to prioritise treatment options for a patient with cystic fibrosis.</li> <li>Accurately recall information without reference, e.g. perform a patient handover to a senior colleague. Accurately undertake arithmetic calculations. e.g. use calculations to safely prescribe drugs.</li> <li>Complete clinical tasks in a safe and reasonable timeframe, e.g. plan treatment objectives for a client in a consultation setting.</li> <li>Maintain a sufficient level of concentration to focus on an activity to completion during the morning, afternoon and evening. e.g. plan and carry out the collection of a blood sample from a patient.</li> <li>Demonstrate a capacity to understand and recognise various individual, cultural and societal perspectives when making judgements about patient care.</li> </ul>
<b>Category 3: Communication</b>		
<p>The inherent requirement for communication is the capacity to communicate</p>	<ul style="list-style-type: none"> <li>Students need to be able to understand and participate in verbal and non-verbal exchanges in</li> </ul>	<ul style="list-style-type: none"> <li>Understand and respond to verbal communication accurately, appropriately and in a timely manner, e.g. respond appropriately to a patient's question while walking them along a noisy hospital corridor.</li> </ul>

<p>information, thoughts and ideas through a variety of mediums and with a range of audiences. MQ is an English-speaking university although students may be required to communicate in other languages in accordance with their program of study.</p>	<p>informal, formal and professional contexts.</p> <ul style="list-style-type: none"> <li>• Students need to be able to clearly understand and follow instructions and/or tasks.</li> <li>• To demonstrate their learning, students need to convey their own thoughts and understanding using various communication mediums such as writing, presentations, tutorialsetc.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly, audibly, and intelligibly in English and provide timely instructions in the context of the situation; e.g. ability to be understood at 3 m in a quiet room (HEOPS criterion).</li> <li>• Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.</li> <li>• Perceive non-verbal communication from others and respond appropriately (in context), e.g. recognise and respond to patient facial expressions and emotional states when experiencing pain or distress.</li> <li>• Complete medical records, reports and letters in a timely manner.</li> <li>• Read and comprehend information presented in a variety of standard formats in a reasonable timeframe in the context of clinical consultations, e.g. hand written and electronic medical records, scientific articles, pathology reports.</li> <li>• Understand and implement academic conventions and construct written text in a scholarly manner, <i>e.g. produce research and other scholarly work using correct referencing without plagiarism.</i></li> </ul>
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**Category 4: Behavioural**

<p>The behaviour inherent requirement is the capacity to sustain appropriate behaviour over the duration of units of study to engage in activities necessary to undertake the learning activities and achieve the learning outcomes of a degree.</p>	<ul style="list-style-type: none"> <li>• Some programs require students to interact with fellow students, university staff, or external parties (e.g. organisational representatives, hospital patients, primary and high school students) in order to achieve learning outcomes in environments that may be sensitive, demanding or dynamic</li> <li>• Students need to function and adapt effectively and sensitively and manage their own emotions in an academic, clinical or placement environment</li> <li>• Students need to be open and responsive to constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Control the expression of your own emotions, e.g. maintain a professional empathy and objectivity in the context of a death of an infant or child or a dying patient.</li> <li>• Work effectively in the face of uncertainty and adapt to changing environments, e.g. demonstrate resilience and competence when randomly allocated a patient case during a viva examination.</li> <li>• Accept and fulfill responsibilities you are given for patient/client care, e.g. assess a new patient and report findings to the clinical supervisor prior to commencing treatment.</li> <li>• Manage your own physical and mental health effectively, e.g. seek professional help as required.</li> <li>• Respect and adhere to personal and professional boundaries, e.g. students are assessed on their knowledge of professional practice as applied to complex clinical situations and in their dealings with colleagues and staff.</li> <li>• Dress appropriately and safely for the clinical workplace, e.g. students will be required to wear protective gowns and masks when treating patients with</li> </ul>
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infectious diseases or low immunity.

- Demonstrate sufficient behavioural stability in order to work constructively in a diverse and changing academic and clinical environment.
- Display the resilience and flexibility to satisfactorily deal with the demands of being a medical student.
- Self-reflect and improve own performance and to accept feedback from peers and educators in all settings.