BOND UNIVERSITY

Bachelor of Biomedical Science & Bachelor of Health Sciences Programs Inherent Requirements

2026

INHERENT REQUIREMENTS TO STUDY BACHELOR OF BIOMEDICAL SCIENCE OR BACHELOR OF HEALTH SCIENCES AT BOND UNIVERSITY

STUDENT DECLARATION

Introduction

Bond University welcomes applications from all students, including those with disabilities and those from diverse social and cultural backgrounds. Where physical, learning, cultural, religious, and other factors impact a student's ability to meet the Inherent Requirements, Bond University will make reasonable adjustments to assist students to meet program requirements whenever possible. Inherent requirements provide a clear description of the skills and attributes that you must demonstrate to successfully commence and complete the Biomedical Science or Health Sciences program at Bond University and enable you to make an informed decision about your capacity to undertake the degree program.

If at any point prior to commencing or while enrolled in the program, you feel that you may experience challenges or may require support to meet the Inherent Requirements because of a disability or medical condition (including mental health or temporary conditions) you are encouraged to discuss your concerns with the Head of Discipline, Biomedical Science or Bond University's Accessibility & Inclusion Advisor to discuss the services and supports available to meet your individual needs.

A Bond University policy objective is to maintain consistent program requirements and academic standards for all students while allowing suitable flexibility in the assessment arrangements for students with disabilities. Reasonable adjustments are carefully implemented to avoid any disadvantage to candidates.

You may need a reasonable adjustment where significant mobility, sensory, learning, or other physical or mental health impairment, permanent or temporary, may prevent you from performing to capacity in an examination or in class activities conducted under standard conditions. Bond University is guided by the Disability Discrimination Act 1992 (Cth), the Anti-Discrimination Act 1991 (QLD) and the Disability Standards for Education 2005 (Cth) to ensure that reasonable adjustments are available. Adjustments must be reasonable and are not to compromise the academic integrity of a degree program. Reasonable adjustments are provided to assist students to achieve the Inherent Requirements, rather than as a substitute for them.

Bond University is committed to working collaboratively with students with disability to identify reasonable adjustments that enable them to demonstrate the inherent requirements of their program on an equitable basis.

Adjustments are determined through an individualised, consultative process, in accordance with the Disability Standards for Education

This document is not intended to exclude students with disability. Inherent requirements may be met through a range of reasonable adjustments and alternative methods, consistent with the Disability Standards for Education.

INHERENT REQUIREMENTS FOR THE BOND UNIVERSITY BIOMEDICAL SCIENCE AND HEALTH SCIENCES PROGRAM

1. BEHAVIOURAL REQUIREMENTS

Inherent Requirement	Students must demonstrate the ability to engage respectfully and appropriately in academic and professional learning environments.
Rationale	Effective participation in learning activities requires students to communicate and interact in ways that support safety, collaboration, and mutual respect.
Adjustments	Reasonable adjustments may include strategies, supports, or alternative approaches to participation, where appropriate, to enable students to meet this requirement. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

2. COMMUNICATION REQUIREMENTS

a. Literacy

Inherent Requirement	Biomedical & Health Sciences students must demonstrate: • Capacity to construct coherent written communication appropriate to the discipline. • Read and comprehend scientific literature and information presented in a variety of standard formats.
Rationale	The capacity to gather, interpret, and understand information from diverse sources, and to communicate messages clearly and accurately, is essential for maintaining safety in the laboratory and biomedical and health sciences settings.
Adjustments	Communication outcomes may be demonstrated using a range of assistive technologies. Any adjustments must meet the necessary standards of clarity, accuracy and accessibility to ensure effective recording and communication of information. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

b. Numeracy

Inherent Requirement	Biomedical & Health Sciences students must demonstrate: • Numeracy skills required to safely work in the laboratory setting. • The ability to interpret, analyse and apply numerical measurements and criteria
Rationale	Effectively applying numeracy skills and delivering precise data for use by oneself or others is crucial to ensuring safe, reliable and efficient care in laboratory, biomedical, and healthcare settings.
Adjustments	Any adjustments must meet the necessary standards to demonstrate the ability to analyse, apply and interpret data in a timely manner. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

c. Verbal

Inherent Requirement	Biomedical & Health Sciences students must be able to communicate effectively in academic and professional contexts, using verbal or alternative communication methods as appropriate. • Verbal communication in English to a standard that allows logical and comprehensible interactions in a scholarly and professional manner. • Comprehend and respond appropriately to verbal communication in a timely manner. • The ability to provide clear instructions in the biomedical or health science context. • The ability to actively lead and participate in group discussions (e.g. participating in tutorials and workshops).
Rationale	Effective verbal communication skills underpin the ability to understand and convey knowledge, as well as engage in active discussions and problem-solving within the subject setting. Being able to communicate in ways that show respect and empathy helps biomedical and health sciences students develop trusting professional relationships.
Adjustments	Adjustments must meet the necessary standards of functional, effective, timely, clear, and accurate communication. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

d. Non-verbal

Inherent Requirement	Biomedical & Health Sciences students must demonstrate awareness of professional and respectful communication practices.
Rationale	The ability to recognise, interpret, and respond to non-verbal cues, to communicate with congruent and respectful non-verbal behaviour, and to be sensitive to individual and/or cultural variations in non-verbal communication is essential for developing and maintaining effective relationships in academic and professional settings.
Adjustments	Any adjustments must enable the recognition, initiation of and appropriate response to effective non-verbal communication in a timely and appropriate manner. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

3. COGNITIVE REQUIREMENTS

Inherent Requirement	Biomedical & Health Sciences students must demonstrate the ability to complete learning activities and assessments to the required academic standards, with reasonable adjustments where appropriate.
Rationale	Consistent knowledge and effective cognitive skills must be demonstrated to work safely in a biomedical or health sciences setting.
Adjustments	Adjustments must ensure that a clear demonstration of knowledge and cognitive skills is not compromised or impeded. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

4. SENSORY REQUIREMENTS

a. Visual

Inherent Requirement	Biomedical & Health Sciences students must be able to access, interpret, and respond to relevant sensory information required for learning and assessment, either independently or with reasonable adjustments.
Rationale	Visual observations, examinations and assessments are fundamental to safe and effective practice and learning in biomedical and health sciences. Visual acuity is essential for developing and demonstrating

	the technical skills required by the discipline, as well as for working safely and accurately in a laboratory setting.
Adjustments	Any adjustments must enable the need to perform the full range of tasks in a laboratory or other biomedical setting and should not compromise the accuracy of the work or the safety of the student. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

b. Auditory

Inherent Requirement	Biomedical & Health Sciences students must demonstrate sufficient aural function to undertake the required range of tasks and manage learning environments.
Rationale	Elements in the learning and working environments are delivered by auditory means, and the ability to learn from or respond to these inputs is required to provide safe and effective practice.
Adjustments	Adjustments must address the need to perform a range of tasks in the laboratory and other biomedical or health sciences settings. Any strategies to address the effects of the hearing loss must be effective, consistent and not compromise safety. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

c. Tactile

Inherent Requirement	Biomedical & Health Sciences students must demonstrate: ○ sufficient tactile acuity to perform the required tasks in the classroom and laboratory settings. ○ sufficient tactile acuity to perform the required range of skills and assessments.
Rationale	Sufficient tactile ability is required to perform competently and safely in a biomedical or health sciences setting, including in the laboratory when performing experiments.
Adjustments	Adjustments must address the need to perform a range of tasks safely and accurately in the laboratory and other biomedical or health sciences settings. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

5. MOTOR REQUIREMENTS

a. Gross motor skills

Inherent Requirement	Biomedical & Health Sciences students must be able to perform required tasks safely and effectively, with or without reasonable adjustments.
Rationale	Laboratory work and activities require adequate gross motor skills to perform scientific tasks safely and effectively. Individuals must be able to carry out and participate in these tasks. The ability to appropriately position oneself, chemicals, devices and equipment to perform tasks reliably with a range of movement is required to reduce the risk of harm to oneself and others.
Adjustments	Any adjustments must enable the need to perform the full range of tasks in a laboratory or other biomedical setting and should not compromise the accuracy of the work or the safety of the student. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

b. Fine motor skills

Inherent Requirement	Biomedical & Health Sciences students must be able to perform laboratory tasks safely and accurately, using adaptive equipment or alternative methods where appropriate.
Rationale	Laboratory work and activities require manual dexterity and fine motor skills to perform scientific tasks safely and effectively. Individuals must be able to carry out and participate in these tasks and demonstrate laboratory skill competency. Tasks that involve fine motor skills include grasping, pressing, pushing, turning, squeezing, and manipulating various-sized objects. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others.
Adjustments	Any adjustments must enable the performance of the full range of tasks in a laboratory or other biomedical setting and should not compromise the accuracy of the work or the safety of the student. Adjustments should be discussed with the Accessibility & Inclusion Advisor.

Individual Assessment Clause

Determinations regarding inherent requirements and reasonable adjustments are made on an individual basis, through consultation with the student and relevant University staff, having regard to the student's functional impact, course requirements, and available supports.

Students are encouraged to engage early with Accessibility & Inclusion Services to explore available supports and collaboratively plan adjustments.

Bond University
Gold Coast Queensland 4226
Australia

+61 7 5595 000

bond.edu.au

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TEQSA PRV12072