

Admission and Course Progression

SCHOOL OF HUMAN SERVICES

INHERENT REQUIREMENTS STATEMENTS

The inherent requirements within this document apply to courses in the School of Human Services:

- Diploma of Arts Therapy
- Associate Degree of Arts Therapy
- Bachelor of Arts Therapy

- Diploma of Community Services
- Bachelor of Community Services

- Diploma of Counselling and Psychotherapy
- Associate Degree of Counselling and Psychotherapy
- Bachelor of Counselling and Psychotherapy
- Master of Counselling and Psychotherapy

Ikon strongly supports the right of all people to pursue study that prepares them to practice as human service professionals.

What are inherent requirements?

Inherent requirements are the essential components of a course or subject that demonstrate the abilities, knowledge, and skills to achieve the core learning outcomes of the course or subject, while preserving the academic integrity of learning, assessment, and accreditation processes. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students.

To support potential and current student decision making, a series of inherent requirement statements have been developed. These statements specify the course requirements for student admission and progression. The statements are clustered under eight domains consisting of ethical behaviour, behavioural stability, legal, communication, cognition, relational skills, reflective skills, and sustainable performance.

How this affects you

To successfully complete a course, you must show you can safely and reasonably perform its inherent requirements. Inherent requirements help you to:

- understand the skills and attributes you must demonstrate to successfully progress the course
- make informed decisions about your study and career choices, and
- prepare for the professional standards you'll need to meet in a workplace

Standardised testing may be used to assess some inherent requirements (e.g. literacy and numeracy tests). Otherwise, your ability to meet inherent requirements will be evaluated throughout your course.

Students with a disability or chronic health condition may be able to have reasonable adjustments made to enable them to meet these requirements.

Ikon is committed to making reasonable adjustments to teaching and learning, assessment, clinical practice, and other activities to enable students to participate in their course. Reasonable adjustments however must not fundamentally change the nature of the inherent requirement. Students are required to undertake activities which reflect the Australian human service context which may include mixed gender, religious and culturally diverse environments.

Reasonable adjustments need to balance the interests of everyone affected, including other students and Ikon.

What you need to do

If you are intending to enrol in a course in the School of Human Services, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting them during your studies.

If you think you may experience challenges for any reason including a disability or chronic health condition, you should contact Admissions who will provide you with an Application for Reasonable Adjustments. The Head of School (or an appropriate officer) will arrange to discuss your concerns with you in detail and determine whether reasonable adjustments are required and what these will be.

Ikon will work with you to understand your needs and 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, Ikon may be able to provide guidance regarding other study options.

We recommend you do this as early as possible, so you can make an informed choice about your study options.

Contact Admissions via email to
Domestic Students: futurestudents@ikon.edu.au.
International Students: admissions@ikon.edu.au.

How to read the inherent requirement statements

The inherent requirements are made up of the following five components and domains:

- Level 1 Introduction to the inherent requirement
- Level 2 Description of the inherent requirement
- Level 3 Explanation of why this is an inherent requirement of the course
- Level 4 Nature of any adjustments that may be made to allow you to meet the requirement

- Level 5 Examples of tasks that show you've met the requirement *

There are eight domains of inherent requirements. Some domains have a number of sub-domains. These inherent requirements should be read in conjunction with other published course information at ikon.edu.au/courses/ and the codes, guidelines and policies of the following professional bodies where you may apply for membership.

Ethical Behaviour

- L1 **Statement.** Human service professionals are guided by the codes of ethics, practice standards, guidelines and policies of the following professional bodies to which practitioners are accountable and responsible for ensuring their professional behaviour in all contexts:
Australian Association of Social Workers
Australian Counselling Association (ACA)
Community Work Australia (CWA)
Psychotherapy and Counselling Federation of Australia (PACFA)
Australian, New Zealand and Asian Creative Arts Therapies Association (ANZACATA)
- L2 **Description.** Student demonstrates knowledge of the code of ethics for the relevant profession and engages in ethical behaviour in practice
- L3 **Justification.** Compliance with the codes, standards, guidelines and policies facilitates safe, competent interactions and relationships between students and the people with whom they engage. This supports the physical, psychological, emotional, and spiritual wellbeing of all.
- L4 **Adjustments.** Adjustments must not compromise professional codes, standards, guidelines and policies or result in unethical behaviour. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Complying with conduct required to maintain professional registration/accreditation
 - Understanding and practising appropriate professional boundaries including confidentiality and duty of care in work with student peers and clients on placement
 - Demonstrate ability to reflect on ethical dilemmas and issues and take responsibility for ensuring awareness of ethical behaviour.

Behavioural Stability

- L1 **Statement.** Behavioural stability is required to function and adapt effectively and sensitively in human service practice.
- L2 **Description.** Student demonstrates behavioural stability to work constructively in a diverse and changing academic and practice environment, which may at times be challenging and unpredictable.
- L3 **Justification.** Behavioural stability is required to work individually and in teams in diverse and changing environments. Students will be exposed to situations which are challenging and unpredictable and will be required to have the behavioural stability to manage these objectively and professionally.
- L4 **Adjustments.** Adjustments must support stable, effective and professional behaviour in both academic and practice settings. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**

- Being receptive and responding appropriately to constructive feedback
- Demonstrating respectful behaviour
- Managing own emotional state in order to be able to develop and maintain an appropriate relationship with a diverse range of clients, professional colleagues and supervisors, academic staff and peers

Legal

- L1 **Statement.** Human service practice is governed by legislation covering areas such as mental health, child protection, and disability. Compliance with legislation and professional regulations such as mandatory reporting, enables the safe delivery of care.. Professional practice is further governed by peer regulation through human service organisations.
- L2 **Description.** Student demonstrates knowledge and compliance with relevant laws and professional regulations.
- L3 **Justification.** Knowledge, understanding and compliance with legislative and regulatory requirements are necessary pre-requisites to placements to reduce the risk of harm to self and others. Compliance with these regulations and the law ensures that students are both responsible and accountable for their practice
- L4 **Adjustments.** Adjustments must be consistent with legal and regulatory requirements. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Complying with legal requirements regarding all aspects of practice and reporting any notifiable concerns to placement supervisor.
 - Complying with professional peer regulation

Communication Skills

Verbal Communication Skills

- L1 **Statement.** Effective verbal communication, in English, is an essential requirement to provide safe and effective delivery of human services. Communication needs to be respectful, clear, attentive, empathic, honest and non-judgemental.
- L2 **Description.** Student demonstrates sensitivity to individual and/or cultural differences; the ability to listen, understand and respond to verbal communication accurately, appropriately, empathically and in a timely manner; consistent and appropriate awareness of own verbal communication style; the ability to provide clear instructions and guidelines in the context of the situation; and timely clear feedback and reporting.
- L3 **Justification.** Communicating in a way that displays respect and empathy to others and develops trusting relationships. Speed and accuracy of communication may be critical for individual safety or therapeutic intervention. Accurate and effective delivery of verbal instructions is needed for individual safety, support and management.
- L4 **Adjustments.** Adjustments for verbal communication must address effectiveness, timeliness, clarity and accuracy issues to ensure safe and supportive professional practice. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Participating in tutorial and case discussions

- Engaging in verbal reflection with peers, tutors and clients
- Working collaboratively on group tasks
- Making presentations in class and in placement settings

Non-Verbal Communication Skills

- L1 **Statement.** Effective non-verbal communication is fundamental to human service practice and needs to be respectful, clear, attentive, empathic, and non-judgemental.
- L2 **Description.** Student demonstrates the capacity to recognise, interpret and respond appropriately to behavioural cues, consistent and appropriate awareness of own behaviours and sensitivity to individual and/or cultural differences.
- L3 **Justification.** The ability to 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. Being sensitive to individual and/or cultural differences displays respect and empathy to others and develops trusting relationships. The ability to understand non-verbal cues is essential for safe and effective observation of clients' reactions as part of professional assessment..
- L4 **Adjustments.** Adjustments must enable the recognition, interpretation and appropriate response to non-verbal cues as well as initiation of effective non-verbal communication in a timely and appropriate manner. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Recognising and responding to non-verbal cues indicating changes in the emotional state of clients and colleagues on placements
 - Recognising and responding appropriately to non-verbal cues in classroom situations

Written Communication Skills

- L1 **Statement.** Effective written communication, in English, is a fundamental responsibility with professional and legal ramifications in the human services.
- L2 **Description.** Student demonstrates the capacity to construct coherent written communication appropriate to the circumstances.
- L3 **Justification.** 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 for a range of purposes and audiences is vital to provide consistent, accurate and safe client care.
- L4 **Adjustments.** Adjustments must not compromise the necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and practice settings. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Constructing essays, reports, case plans, and other written work to required academic standards including appropriate referencing of sources.
 - Preparing placement reports which are appropriate to the purpose and audience, and completed in a timely manner

Cognition

Knowledge and Cognitive Skills

- L1 **Statement.** Consistent knowledge and effective cognitive skills must be demonstrated to undertake safe, professional, and competent human service practice.
- L2 **Description.** Student demonstrates the capacity to locate appropriate and relevant information, the ability to process information relevant to practice, and the ability to integrate and implement knowledge in practice.
- L3 **Justification.** Safe and effective human service practice is based on identifying, understanding, and accurately extracting from a range of sources and applying this appropriately. Students must demonstrate knowledge and skills required for course accreditation by professional accreditation bodies.
- L4 **Adjustments.** Adjustments must not compromise or impede student's ability to demonstrate the minimum acceptable level of knowledge and cognitive skill required to practise competently. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Ability to conceptualise and use appropriate knowledge in placement settings
 - Ability to conduct individual, group, and community programs informed by discipline knowledge, and research evidence.

Literacy (Language) Skills

- L1 **Statement.** Competent literacy skills are essential to engage in safe and effective human service practice.
- L2 **Description.** 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 including making explicit links between practice and theory.
- L3 **Justification.** The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment and practice in the human services. The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for safe and effective practice in placement settings.
- L4 **Adjustments.** Adjustments must not compromise the student's ability to demonstrate the minimum acceptable capacity to effectively acquire, comprehend, apply and communicate accurate information and engage in written reflection. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Conveying a spoken message accurately and effectively during placements.
 - Paraphrasing, summarising and referencing in accordance with appropriate academic and/or professional conventions.
 - Producing accurate, concise and clear documentation while on placement which meets legal and professional requirements.

Relational Skills

- L1 **Statement.** Human service practice requires the ability to use highly developed interpersonal skills and establish and maintain strong relationships with people in practice with individuals, groups, and communities.
- L2 **Description.** Student demonstrates the ability to establish and maintain rapport with clients, academic staff, supervisors and peers; engage in effective and empathic interpersonal and group work; and engage and relate appropriately in individual and group practice supervision and experiential learning groups.
- L3 **Justification.** Highly developed relational skills are a cornerstone of relationship-building that permits effective engagement, assessment, intervention, and closure with clients, groups, and communities. Highly developed relational skills are necessary to engage effectively in individual and group supervision and experiential training activities that support the establishment and maintenance of an effective and appropriate relationships with clients, colleagues, and community members.
- L4 **Adjustments.** Adjustments must not compromise the student's opportunity to demonstrate effective relational skills. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Building rapport with a client in order to engage them in assessment and effective practice during placement.
 - Effectively using relational and interpersonal skills to manage relationships with clients.
 - Relating effectively, openly and sensitively with academic staff, supervisors and peers.

Reflective Skills

- L1 **Statement.** Human service practice requires self-awareness and a capacity for reflection and reflexivity in order to consider the effect of one's own issues, actions, values and behaviours on practice.
- L2 **Description.** Student demonstrates the ability to accurately reflect on their skills and performance, and the ability to accept feedback on their practice and respond constructively.
- L3 **Justification.** Participation in supervision is a key teaching strategy in human service training which requires well developed understanding of oneself in order to appropriately engage in this activity. Working with clients while on placement and understanding and responding to them requires well developed understanding of oneself, impact on others, and the ability to effectively manage one's reactions to situations that may arise.
- L4 **Adjustments.** Adjustments must not compromise the student's ability to demonstrate an acceptable minimum level of self-reflection. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Identifying when a clinical issue is outside one's scope or expertise, or when one's practice may be negatively affected by a student's personal experience and/or reactions.
 - Identifying how one's own relational style and behaviour may impede or enhance work with particular clients on placement
 - Identifying and bringing difficult areas of one's clinical practice to supervision in order to reflexively improve work with clients and colleagues on placement

- The constructive use of one's own responses within the interpersonal and supervisory relationships

Sustainable Performance

- L1 **Statement.** Human service practice requires both physical and mental performance at a consistent and sustained level to meet individual and group needs.
- L2 **Description.** Student maintains consistent and sustained level of physical energy to complete a specific task in a timely manner and over time; the ability to perform complex, emotionally demanding, and repetitive activities with a level of concentration and emotional regulation that ensures a capacity to focus on the activity until it is completed appropriately; and the capacity to maintain consistency and quality of performance throughout the designated period of time
- L3 **Justification.** Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective support to client.
- L4 **Adjustments.** Adjustments must ensure that performance is consistent and sustained over a required period. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Participating in tutorials and lectures.
 - Providing consistent placement practice over a negotiated time frame.
 - Completion of assessment and placement tasks within negotiated time frame.



Got questions?

If you are a prospective student, please reach out to Admissions.

Domestic Students: futurestudents@ikon.edu.au

International Students: admissions@ikon.edu.au

If you are a current student, please reach out to experience@ikon.edu.au