# Inherent Requirements for the Bachelor of Wildlife Conservation (Taronga)

To assist students to make informed choices about their study, we have identified and set out below the Inherent Requirements for the coursework award course in Bachelor of Wildlife Conservation (Taronga).

The University of Sydney welcomes and encourages applications from students with disabilities, and from diverse social and cultural backgrounds. Where there are physical, intellectual, cultural, religious, or other factors that impact on a student's ability to meet the Inherent Requirements, the University will make reasonable adjustments to assist the student to meet these requirements.

To successfully complete their award course, students must meet the academic requirements set out in the faculty and course resolutions – these are set out in the Faculty handbook. In addition, students in all courses are required to comply with Australian laws and University rules and policies, including the *Student Charter 2020.* The University of Sydney upholds the academic standards of each degree and discipline so that all students graduate with the skills and knowledge expected of a graduate of the award conferred.

**With appropriate supports and reasonable accommodations, students must be able to carry out the list of inherent requirements described below to successfully complete the Bachelor of Wildlife Conservation (Taronga).**

## Communication tasks

1. Comprehend spoken English delivered at conversational speed (including in noisy environments such as on farms and in classrooms).
   *e.g., listening to a wildlife biologist describe conservation programs on a fieldtrip*
2. Differentiate sound across a wide spectrum of tone, pitch, and volume (including distinguishing speech, background noise, alarms, and monitors).
   *e.g., recognising a fire alarm whilst undertaking a laboratory practical class*
3. Understand and respond to verbal communications accurately, appropriately and in a timely manner.
   *e.g., understanding and following directions regarding fieldwork safety, such as avoiding electric fences*
4. Communicate clearly, audibly, and intelligibly in English.
   *e.g., contribute to a group oral presentation in tutorial classes*
5. Actively participate in group discussions and tutorials.
   *e.g., actively listen and contribute to class discussions, including discussions on ethically challenging wildlife management scenarios*
6. Read and comprehend information presented in a variety of standard formats.
   *e.g., test results, graphical formats such as charts, journal articles and digital information*
7. Record information accurately and make coherent notes.
   *e.g., laboratory or experimental notes*
8. Perceive non-verbal communication from others (animals and their owners, keepers or researchers) and respond appropriately (in context).
   *e.g. animal in distress in a wildlife conservation setting; alert wildlife managers*
9. Communicate respectfully with people of different genders, sexuality, and age, and from diverse cultural, religious, socio-economic, and educational backgrounds.
   *Students will interact with animals owned/managed by people from a wide range of cultural and linguistic backgrounds during their studies. Students must be able to understand and appreciate the wide range of cultural perspectives on wildlife conservation, management and use.*

## Observation/sensory tasks

1. Assess animal appearance, behaviour, posture, and movement.
   *e.g., observe and recognise behavioural signals of stress*
2. Have sufficient visual acuity to identify and interpret results of diagnostic tests, experiments and field observations, via direct observation and microscopic examination.
   *e.g., examine animal samples unaided and tissue sections and smears via a light or dissecting microscope, use binoculars in the field*

**Physical tasks**

1. Physically restrain and inspect a wide variety of wildlife species, collect biological samples and field samples, deploy monitoring devices in the field.
   *e.g., remove an animal from a trap, collect faecal samples from the field, set-up camera traps.*
2. Cleanse hands after sampling in the laboratory and field using disinfecting products.
   *This is a work health and safety requirement.*
3. Wear clothing and masks designed to minimise the spread of infection and protect the wearer from infection or other hazards.
   *This is a work health and safety requirement.*
4. Meet initial and ongoing immunisation requirements, including those introduced after commencement in the course.
   *e.g., immunisation requirements set by external providers (such as COVID-19 immunisations).*
   *It is compulsory for students to be immunised for Q fever before commencing the Bachelor of Wildlife Conservation (Taronga) course, and to maintain a current tetanus immunisation during their studies. Details are available on our website https://www.sydney.edu.au/students/animal-veterinary-science-vaccinations.html*
5. Effectively manoeuvre around equipment and in confined spaces.
   *e.g., when handling animals and behind the scenes at Taronga*
6. Work, including sitting, standing, and walking for prolonged periods (e.g., 2-4 hours).
   *e.g., participating in field trips and wildlife surveys*
7. Attend field trips in a range of physical settings, in a range of geographical locations (e.g., urban, rural, remote).
   *Participation in core units of study with field trips to Taronga Zoo (Sydney) and Taronga Western Plains Zoo (Dubbo)* ***is a degree requirement for those undertaking the Bachelor of Wildlife Conservation (Taronga) course****. Students may work outdoors, be exposed to a variety of weather conditions and work in areas with uneven ground or uncertain footing. Students may be required to undertake work on weekends and after hours.*

**Intellectual tasks**

1. Gather, comprehend, and organise information.
   *e.g., collect and interpret camera trap footage*
2. Integrate theory and knowledge from various sources.
   *e.g., integrate data from different wildlife survey methodologies to assess wildlife conservation outcomes*
3. Develop options and assess and compare their respective merits.
   *e.g., use a framework to evaluate potential wildlife management techniques against scientific, social and economic metrics*
4. Accurately undertake arithmetic calculations.
   *e.g., undertaking calculations related to statistical analysis of data.*
5. Engage in scientific reasoning.
   *e.g. evaluate the causes of population decline*
6. Engage in rational and ethical reasoning.
   *e.g., discuss the pros and cons of different wildlife management options*
7. Understand another person's perspective.
   *e.g. recognise diverse stakeholder perspectives when evaluating wildlife conservation scenarios*
8. Maintain a sufficient level of concentration to focus on an activity to completion.
   *e.g., serial dilutions in a laboratory practical class*

**Interpersonal and social interactions**

1. Participate in procedures, including those that you may have personal or ethical objections to, or that you find confronting.

   *e.g.*
   - *participating in wildlife management and animal husbandry procedures in captive facilities*

- *interacting with animal cadavers and cadaveric specimens, including anatomy dissections*

2. Work effectively in the face of uncertainty and adapt to changing environments.
   *e.g., learn to make and justify decisions based on the available information, which may be incomplete; recognise and keep up with the changes that constantly occur in the organisation*

## FREQUENTLY ASKED QUESTIONS

***Why have a list of Inherent Requirements for the Bachelor of Wildlife Conservation (Taronga) degree?***

We think it is important for students to be aware of the inherent requirements they will need to meet when undertaking university subjects and courses. This information enables prospective students to make informed decisions about their subject and career choices. In the case of Bachelor of Wildlife Conservation (Taronga) degree, many of the inherent requirements relate to plant, animal, and professional contact. This contact increases with each year of the course and we believe it's important to be clear from the beginning about what is required to be able to successfully complete the Bachelor of Wildlife Conservation (Taronga) course.

The Inherent Requirements are likely to be particularly helpful for students with disabilities. Many students successfully manage their disabilities with external support and opt not to notify the University. However, the University's Inclusion and Disability Services assists hundreds of current students with a disability and provides prospective students with advice about the support services offered at the University. Where necessary, after confidential registration of a disability, Inclusion and Disability Services negotiates reasonable adjustments for students with the relevant Faculty. Adjustments to coursework and assessments may also be made for students with carer's responsibilities, or cultural or religious needs. These adjustments may include such things as building and timetabling modifications and special examination provisions. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the inherent requirements, not as a substitute for them.

***How are lists of inherent requirements developed?***

They are developed from the required learning outcomes of the courses. Course structure and content, including learning outcomes, are designed to ensure that the course meets required standards. In addition to meeting general higher education standards.

In the case of many university subjects, the inherent requirements are purely cognitive. In addition to teaching cognitive skills, the Bachelor of Wildlife Conservation (Taronga) course requires interactions with industry partners (Taronga), including assessment of the behaviour, health, welfare and conservation status of captive and free-living wild animals. Students' abilities to do this are assessed in structured examinations and skills assessments. Animal and human safety must be always ensured at the zoo, on field trips, and research institutions. The zoo staff and the University have a duty of care to these animals. Students are required to comply with relevant requirements at Taronga and other facilities.

***Do I have to disclose any disability I believe I may have? Is there an assessment?***

No, the information on Inherent Requirements is provided for your guidance. While registration with Inclusion and Disability Services is necessary for you to obtain reasonable adjustments, you are not otherwise required to disclose your disability to the University, unless it poses a risk to your health or safety or to that of others.

***What should I do if I am worried about my ability to successfully undertake a listed inherent requirement?***

You can make initial contact with Inclusion and Disability Services on +61 2 8627 8422 or disability.services@sydney.edu.au to discuss your specific issue. Liaison will occur, if necessary, with appropriate protection of your privacy.

***What is an adjustment?***

These are modifications or accommodations made by the University that have the effect of assisting a student with a disability to participate or access something on the same basis as someone without a disability. Common accommodations include aids to vision or hearing (which many people of course wear every day). Inclusion and Disability Services at the University works to support students with disabilities, including negotiating reasonable adjustments for students. These adjustments are frequently related to assessment, e.g., extra time in examinations, allowing students to type instead of handwriting, or may relate to access issues. Other assistance for fieldwork may include adjusting hours of work and the allocation of the type of work may also be adjusted where needed to ensure the psychological safety of the student.

The University of Sydney has obligations under the *Disability Discrimination Act 1992* (Cth), the *Anti-Discrimination Act 1977 (NSW)* and the *Disability Standards for Education 2005* (Cth) to ensure that reasonable adjustments are available. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the Inherent Requirements, not as a substitute for them.

***Can I enrol even if I am not sure I will be able to carry out some of the inherent requirements?***
Yes. In fact, it will usually be unlawful for the University to restrict enrolment on the basis of disability, or to discriminate against students with a disability in other ways.

***What happens if I do enrol, and I am unable to carry out some of the inherent requirements?***
Assessment is carried out with approved reasonable adjustments. If, even with reasonable adjustments, you are unable to carry out some of the inherent requirements, you may fail an inherent component of the course. In this event, you will be unable to graduate.