



Inherent Requirements Reference Table: Workplace Adjustments

Functional area	Definition	Relevance to tasks	Workplace adjustment
Communication	The extent to which a person can use and understand verbal communication	Use, understand and respond to verbal communication e.g. providing clear verbal instructions to students in a tutorial setting.	Additional time allowances for comprehension and expression may be provided.
Social Communication	The capacity to understand and use appropriate non-verbal communication such as: eye contact, gestures, facial expression, speaking volume, tone of voice, proximity and verbal turn taking.	Use, recognise and respond appropriately to non-verbal cues from students, peers, and staff.	Consideration is given to the use of nonverbal communication behaviours appropriate to the student's disability or condition. If the student has a vision or hearing impairment, they may be more reliant upon either auditory or visual communication behaviours
Reading	The extent to which a person demonstrates effective reading and comprehension,	Read and understand a range of written material in differing forms from a variety of sources such as: on screen material, reference material and /or handwritten notes.	Staff may use specialised software to support their literacy.
Writing	The extent to which a person produces coherent written communication.	Produce coherent written communication content appropriate to work requirements.	Staff may use specialised software to support their literacy.

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Number skills	The ability to understand and work with numbers. Basic numeracy skills consist of comprehending fundamental mathematics like addition, subtraction, multiplication, and division.	Interpret and correctly apply numerical data, measurements, and formulae in a time-efficient manner.	Staff may use specialised software to support their numeracy for on-campus learning activities.
Concentration, Memory and Problem Solving	The ability to undertake tasks that encompass cognitive capacities for a period in the following areas: concentration, memory, planning and organisation, information processing (speed) and reasoning or problem-solving skills.	Correctly use and apply knowledge of theory, research, and practice.	Staff may use assistive technology and strategies such as structured work timetabling, quiet working spaces, working from home, rest breaks to support their memory, planning and organisation.
Mental Wellness and Behavioural Stability	A state of well-being in which an individual can realise their own abilities or potential, can cope with the normal stresses of life, and can work productively and fruitfully. Behavioural stability refers to an individual's ability to moderate their own behaviour.	Exposure to complex and unpredictable human situations will require staff to be mentally robust and demonstrate behavioural stability to manage these events competently and professionally.	Staff are supported with a range of wellbeing services including employee assistance program providers, Staff Respect Consultant and the injury management team.

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Vision	Visual acuity refers to the extent to which a person can see or interpret visual information. This may also include colour vision.	Sufficient visual acuity to undertake work requirements.	The use of assistive technology to enhance vision can be provided.
Hearing	The sense of hearing, and the extent that a person can be responsive to aural cues and differentiate vocal and other sounds and tone.	Sufficient hearing to undertake work requirements.	The use of augmentation such assistive technology / hearing loops to enhance hearing is available.
Tactile ability	Tactile abilities refer to the sense of touch, and the extent to which a person can distinguish tactile differences and detect tactile changes	Sufficient tactile abilities to undertake work requirements.	Adjustments will be considered in relation to the staff member's individual circumstances and physical capacities. Any adjustments considered should not compromise safety of the staff member and others.
Smell	The sense of smell refers to olfactory acuity, and the extent to which a person can distinguish the differences and changes in smell	Sufficient sense of smell to undertake work requirements.	The use of other senses to compensate for a deficient sense of smell may be considered. Adjustments will be considered in relation to the staff member's individual circumstances. Any adjustments considered should not compromise safety of the staff member and others.

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Gross Motor Skills	The use of large muscle groups that coordinate body movements for tasks involving lifting, carrying, pushing, pulling, standing, twisting and bending	Sufficient physical gross motor abilities to undertake work requirements.	Adjustments will be considered in relation to the staff member's individual circumstances and physical capacities. Any adjustments considered should not compromise the safety of the staff member and others.
Fine Motor Skills	Refers to the ability to undertake precise coordinated movements of the hands.	Coordination of movements of the hands such as: pushing, pressing, turning, pinching, grasping, shaking, and manipulating.	Adjustments will be considered in relation to the staff member's individual circumstances and physical capacities. Any adjustments considered should not compromise the safety of the staff member and others.
Physical and Mental Endurance	Refers to the ability to undertake a task/s over a predetermined period. This could include physical performance such as standing for a period or cognitive (mental) performance such as concentrating for a particular length of time.	Sufficient physical and mental endurance to undertake work requirements.	Adjustments will be considered in relation to the circumstances and the staff member's physical capacities. The staff member may use strategies such as structured work timetabling, quiet working spaces, working from home, rest breaks to support their memory, planning and organisation.