

Education Student Inherent Requirements Statement

UTS strongly supports the right of all people who wish to undertake a course at our university to pursue their goals and achieve their personal potential. We welcome prospective students with disabilities, and students from diverse social, economic and cultural backgrounds.

Inherent Requirements are academic and non-academic requirements that are inherent in or essential to the successful completion of a course. By identifying and effectively communicating the Inherent Requirements of our courses, UTS aims to assist prospective and current students to make informed decisions about their study, and to facilitate productive and transparent discussions about career choices.

What does this mean for prospective and current students?

Prospective and current students should carefully read this Inherent Requirement Statement, and consider whether they might experience challenges in successfully completing their preferred or chosen course. This Statement should be read in conjunction with the [UTS Student Rules](#).

If you are a prospective or current student and are concerned about your ability to meet these Inherent Requirements, you should discuss your concerns with the UTS Accessibility Service on 9514 1177 or at accessibility@uts.edu.au.

Please note that UTS also requires students to comply with the [UTS Student Charter](#) and relevant University policies, procedures and regulations. In addition, students who enrol in professional degrees are

required to comply with legal requirements relating to accreditation and registration.

Reasonable adjustments

UTS will make reasonable adjustments to teaching and learning, assessment, professional experiences, course related work experience and other course activities to facilitate maximum participation by students with disabilities, carer responsibilities, and religious or cultural obligations in their courses. UTS will manage each case in order that the relevant regulatory requirements are met.

When making adjustments for students, UTS will continue to ensure the integrity of its courses and assessment requirements and processes, so that the students on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that award. The purpose of reasonable adjustments is to assist, where feasible, students to meet the Inherent Requirements of a course, not to replace or override them.

Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. Students are not otherwise required to disclose their disability or other personal circumstances to UTS, unless they pose a risk to their health or safety, or to that of others. Students should familiarise themselves with relevant deadlines and allow sufficient time for reasonable adjustments to be made.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
<p>1. Legal and Behavioural Requirements</p>	<p>Student engages in appropriate professional behaviour, having regard to their legal and ethical obligations under the law, professional regulations and codes of conduct.</p> <p>Student demonstrates professional behaviour that allows them to work constructively in a diverse and changing academic and practice environment.</p> <p>Student demonstrates self-awareness and ensures that their own opinions, attitudes and behaviours do not adversely affect others.</p>	<p>Is receptive and responds professionally to constructive feedback.</p> <p>Actively and professionally participates in collaborative tasks and group work.</p>	<p>Complies with relevant legislation, including child protection, work health and safety and drugs and poisons legislation.</p> <p>Treats confidential information appropriately and respects the privacy of teachers, learners and parents/carers.</p> <p>Works effectively in the face of uncertainty and professional challenges, and adapts to changing environments.</p> <p>Is receptive and responds appropriately to constructive feedback from supervisors and teachers to improve teaching practices.</p> <p>Accepts and fulfils agreed professional responsibilities given in the workplace.</p> <p>Works effectively with people from diverse social and cultural backgrounds, including learners with a disability and learners from Aboriginal and Torres Strait Islander backgrounds.</p> <p>Effectively manages own emotions and behaviour.</p> <p>Effectively manages own physical and mental health.</p> <p>Respects personal and professional boundaries.</p> <p>Respects and responds appropriately to another person's perspective.</p> <p>Dresses appropriately and safely.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
<p>3.1 Communication tasks – verbal</p>	<p>Student comprehends intelligible spoken English delivered at conversational speed.</p> <p>Student communicates effectively in spoken English.</p> <p>Student understands and responds to intelligible verbal communications accurately, appropriately and in a timely manner.</p>	<p>Participates effectively in tutorial and group work discussions.</p> <p>Understands and follows instructions.</p> <p>Effectively uses persuasive techniques to communicate a position or argument.</p>	<p>Effectively uses a range of verbal strategies for reporting to learners and parents/carers and keeping accurate and reliable records of student achievement.</p> <p>Comprehends spoken English in indoor and outdoor noisy environments, such as classrooms and playgrounds.</p> <p>Communicates effectively in a range of social situations and with people from diverse linguistic and cultural groups.</p> <p>Organises classroom activities and provides clear instructions and directions to learners.</p> <p>Communicates effectively to manage challenging behaviour.</p> <p>Provides timely and appropriate feedback to learners about their learning.</p> <p>Uses a range of verbal communication strategies to support student engagement.</p> <p>Uses effective communication strategies to support inclusive student participation and engagement in classroom activities.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
<p>3.2 Communication tasks – written</p>	<p>Student comprehends written English.</p>	<p>Reads and comprehends information provided.</p> <p>Responds appropriately and in a timely manner to communications from the University.</p> <p>Constructs an essay or assignment to required academic standards.</p>	<p>Records information accurately and makes coherent notes.</p> <p>Effectively uses a range of written strategies for reporting to learners and parents/carers and keeping accurate and reliable records of student achievement.</p>
<p>3.3 Communication tasks – Non-verbal</p>	<p>Student comprehends non-verbal information and cues.</p> <p>Student demonstrates non-verbal communication skills appropriate to the circumstances.</p>	<p>Communicates respectfully with academic and professional staff.</p> <p>Respects personal and professional boundaries.</p> <p>Communicates appropriately in classroom situations.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p>	<p>Recognises and understands non-verbal cues, and responds appropriately in context.</p> <p>Communicates respectfully with people of different cultural, linguistic and social backgrounds.</p> <p>Uses active listening skills to respond effectively and with empathy to children and adults.</p> <p>Uses a range of appropriate non-verbal communication strategies to support student engagement in the classroom.</p> <p>Demonstrates sensitivity to individual differences and understanding of learners' physical, social and intellectual development and how these may affect learning.</p> <p>Respects personal and professional boundaries.</p> <p>Effectively manages own emotions and behaviours.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
<p>4.1 Cognitive tasks - Literacy</p>	<p>Student understands and responds to written communications accurately, appropriately, and in a timely manner.</p> <p>Student comprehends written information.</p>	<p>Gathers, organises, decodes, interprets and comprehends information from multiple sources.</p> <p>Understands the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p> <p>Understands the relevant and appropriate sources of professional learning for teachers.</p>	<p>Understands and follows relevant policy and procedure documents.</p> <p>Locates, understands and uses appropriate and relevant information.</p> <p>Knows and understands literacy teaching strategies and their application in teaching areas.</p> <p>Understands and interprets student assessment data to evaluate student learning and modify teaching practice.</p> <p>Reads, comprehends and uses relevant syllabus and curriculum requirements.</p>
<p>4.2 Cognitive tasks – Numeracy</p>	<p>Student comprehends, interprets and correctly applies data, measurements and numerical criteria in a range of contexts.</p>	<p>Understands, interprets and applies numerical concepts and processes appropriately in a timely, accurate and effective manner.</p>	<p>Interprets and correctly applies data, measurements and numerical criteria in the classroom.</p> <p>Applies numeracy skills and mathematics knowledge to solve problems in a range of professional contexts.</p> <p>Knows and understands numeracy teaching strategies and their application in teaching areas.</p> <p>Interprets student assessment data to evaluate student learning and modify teaching practice.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
<p>4.3 Cognitive tasks – Knowledge and information</p>	<p>Student locates, processes, integrates and implements knowledge and information.</p>	<p>Locates and analyses appropriate and relevant information for the purpose of learning and academic assessments.</p> <p>Integrates theory and knowledge from various sources.</p>	<p>Applies theoretical knowledge in the professional setting.</p> <p>Organises content into an effective learning and teaching sequence.</p> <p>Sets learning goals that provide achievable challenges for learners of varying abilities and characteristics.</p> <p>Plans lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>Accurately recalls information without reference.</p> <p>Completes tasks in a safe and reasonable time frame.</p> <p>Applies Code of Ethics in decision making</p> <p>Applies knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>Applies strategies that support learners' well-being and safety, working within school and/or system, curriculum and legislative requirements.</p> <p>Uses curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
5.1 Sensory Tasks – Visual	Student accurately and effectively observes and monitors their physical surrounds.	<p>Understands learning materials delivered in a visual format.</p> <p>Develops and delivers presentations.</p>	<p>Visually monitors learners’ behaviour and safety in indoor and outdoor settings, such as classrooms, playgrounds, sporting events and excursions.</p> <p>Uses a range of resources, including ICT, that engage learners in their learning.</p> <p>Negotiates unfamiliar settings safely and effectively.</p>
5.2 Sensory Tasks – Auditory	Student accurately responds to and comprehends auditory information.	<p>Understands learning materials delivered in an aural format.</p> <p>Actively participates in group work.</p> <p>Understands and responds appropriately when presented with comments or feedback</p>	<p>Responds to school bells and warning alarms.</p> <p>Understands and responds to questions and comments from children and adults in indoor and outdoor environments, including noisy environments such as classrooms and playgrounds.</p>
5.3 Sensory Tasks – Tactile	Student accurately gathers and interprets information provided through touch.		<p>Avoids physical contact with students except in rendering assistance.</p>

<p>6. Physical tasks – Gross motor tasks</p>	<p>Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.</p>		<p>Attends professional experience placements off campus, in a variety of settings.</p> <p>Performs teaching and non-teaching duties, as required, such as playground duties, school sport, excursion supervision.</p> <p>Sets up safe learning environments with resources and equipment.</p> <p>Safely retrieves, moves and uses sporting and other necessary equipment.</p>
<p>6.2 Physical tasks – Fine motor tasks</p>	<p>Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.</p>		<p>Effectively manipulates educational resources during learning activities.</p> <p>Effectively uses standard ICT resources, such as computers, audio-visual equipment and tablets, to facilitate teaching.</p> <p>Effectively negotiates classroom and campus environments</p>
	<p>Student maintains physical and mental performance at a</p>	<p>Participates in multiple tutorials, lectures and other learning activities in a day or week.</p>	<p>Attends professional placements for the required number of hours or days per week.</p>

7. Sustainable performance

consistent and sustained level over time.

Attends classes, keeps up with reading and submits assignments according to the requirements of the subject, and in a manner consistent with university and faculty rules and policies.

Undertakes assessments and examinations required to assess necessary skills and knowledge.

Maintains a sufficient level of concentration to complete an activity.

Remains focused and works consistently and appropriately while on professional placement.

Provides constant supervision, instruction and care to learners over an agreed time frame.

Professionally manages multiple demands while supervising tasks.

Thank you for reading through the compulsory Inherent Requirements.
Please complete the Acknowledgment Page, found [here](#), and upload it to your MyPlacement profile.