Inherent Requirements Statement
Faculty of Design, Architecture and Building

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 Academic Liaison Officer in your faculty or school and/or 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.

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
1. Legal and Behavioural Requirements	Student engages in appropriate professional behaviour, having regard to their legal and ethical obligations under the law, professional regulations and codes of conduct. Student demonstrates behaviour that allows them to work constructively in a diverse and changing academic and practice environment. Student demonstrates self-awareness and ensures that their own opinions, attitudes and behaviours do not adversely affect others.	Is receptive and responds professionally to constructive feedback. Actively and professionally participates in collaborative tasks and group work. Complies with local laws and host university rules and regulations during in-country study. Effectively manages own physical and mental health and wellbeing during in-country study. Behaves personally and professionally in an appropriate manner as a representative of the University during in-country study. Meets host university minimum academic and behavioural requirements for admission as exchange student. Meets requirements for visa or equivalent in host country. Checks University email regularly and responds within three working days to any requests for information. Treats confidential information appropriately and respects the privacy of others.	Works effectively in the face of uncertainty and adapts to changing environments. Is receptive and responds appropriately to constructive feedback from professionals and clients on creative design outcomes. Demonstrates flexibility and adapts to client feedback. Accepts instruction and fulfils responsibilities given in the workplace. Works effectively with people from diverse social and cultural backgrounds. Effectively manages own emotions and behaviour. Effectively manages own physical and mental health. Respects personal and professional boundaries. Dresses appropriately and safely. Treats confidential information appropriately and respects the privacy of clients.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
2.1 Communication tasks – verbal	Student comprehends spoken English delivered at conversational speed. Student communicates effectively in spoken English. Student understands and responds to verbal communications accurately, appropriately and in a timely manner. Student to present and discuss an argument cogently.	Participates effectively and communicates clearly in tutorials and group activities, including team based projects. Understands and follows instructions when not in a leadership role. Provides clear instructions when in a leadership role. Effectively uses persuasive techniques to communicate a position or argument. Clearly communicates the core attributes of a design or scholarly work by presenting the work to a group of examiners. Provides well-reasoned conceptual explanations to justify design decisions. Participate in verbal presentations in a learning environment.	Participates effectively in workplace discussions. Provides an immediate and coherent response when presented with commentary and feedback from clients. Follows and provides clear instructions, as appropriate. Communicate with employers and clients in the workplace.
2.2 Communication tasks – written	Student comprehends written English. Student communicates effectively in written English.	Reads and comprehends information provided in a variety of formats. Responds appropriately and in a timely manner to communications from the University. Constructs an essay or assignment to required academic standards.	Understands and follows policy and procedure documents. Writes an appropriate application for work placements. Constructs a report in a manner that meets professional standards. Records information accurately and makes coherent notes.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
2.3 Communication tasks – Non-verbal	Student comprehends non-verbal information and cues. Student demonstrates non-verbal communication skills appropriate to the circumstances.	Communicates respectfully with student peers, and with academic and professional staff. Respects personal and professional boundaries. Communicates appropriately in classroom situations. Shows consistent and appropriate awareness of own behaviours.	Observes and understands non-verbal cues, and responds appropriately in context. Displays appropriate facial expressions and maintains eye contact, as appropriate. Communicates respectfully with people of different cultural and social backgrounds. Demonstrate sensitivity to individual differences. Respects personal and professional boundaries. Shows consistent and appropriate awareness of own behaviours.
3.1 Cognitive tasks - Literacy	Student understands and responds to written communications accurately, appropriately, and in a timely manner. Student comprehends information delivered in a range of written formats.	Gathers, organises, decodes, interprets and comprehends information from multiple sources. Reads and understands design material.	Understands and follows written instructions, including workplace policies, procedures and guidelines.

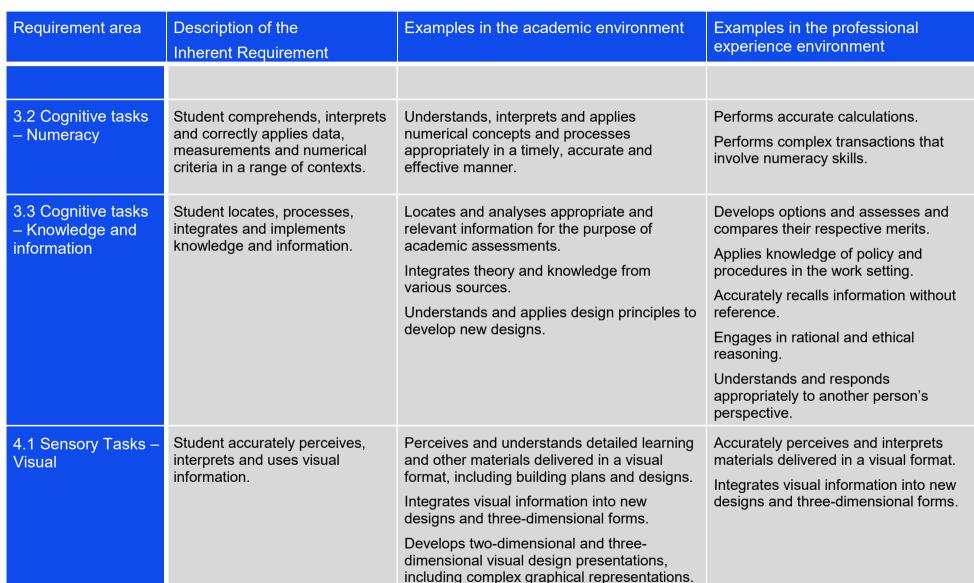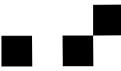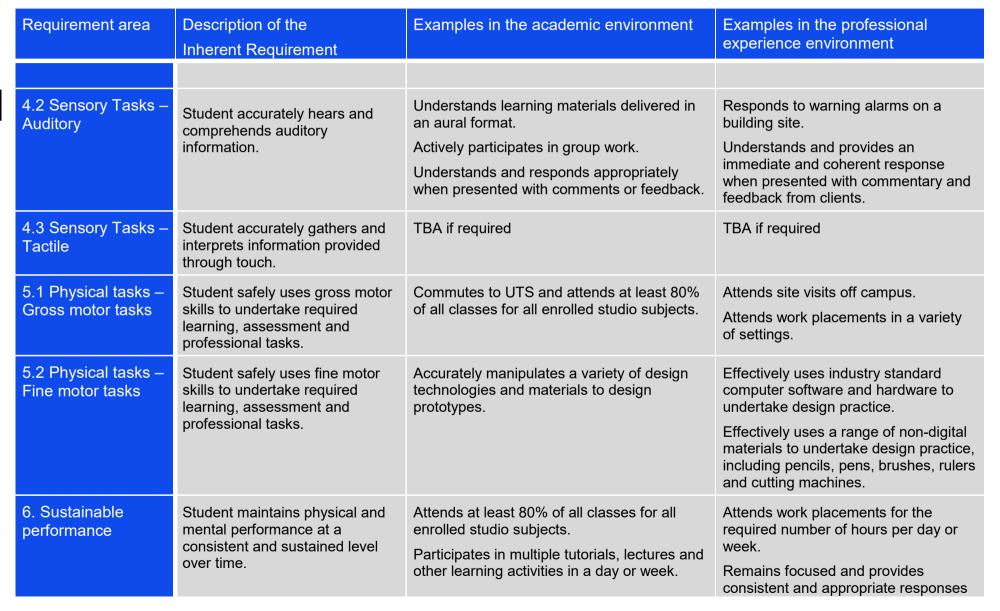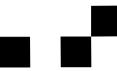| Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
3.2 Cognitive tasks – Numeracy	Student comprehends, interprets and correctly applies data, measurements and numerical criteria in a range of contexts.	Understands, interprets and applies numerical concepts and processes appropriately in a timely, accurate and effective manner.	Performs accurate calculations. Performs complex transactions that involve numeracy skills.
3.3 Cognitive tasks – Knowledge and information	Student locates, processes, integrates and implements knowledge and information.	Locates and analyses appropriate and relevant information for the purpose of academic assessments. Integrates theory and knowledge from various sources. Understands and applies design principles to develop new designs.	Develops options and assesses and compares their respective merits. Applies knowledge of policy and procedures in the work setting. Accurately recalls information without reference. Engages in rational and ethical reasoning. Understands and responds appropriately to another person's perspective.
4.1 Sensory Tasks – Visual	Student accurately perceives, interprets and uses visual information.	Perceives and understands detailed learning and other materials delivered in a visual format, including building plans and designs. Integrates visual information into new designs and three-dimensional forms. Develops two-dimensional and three-dimensional visual design presentations, including complex graphical representations.	Accurately perceives and interprets materials delivered in a visual format. Integrates visual information into new designs and three-dimensional forms.

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4.2 Sensory Tasks – Auditory	Student accurately hears and comprehends auditory information.	Understands learning materials delivered in an aural format. Actively participates in group work. Understands and responds appropriately when presented with comments or feedback.	Responds to warning alarms on a building site. Understands and provides an immediate and coherent response when presented with commentary and feedback from clients.
4.3 Sensory Tasks – Tactile	Student accurately gathers and interprets information provided through touch.	TBA if required	TBA if required
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.	Commutes to UTS and attends at least 80% of all classes for all enrolled studio subjects.	Attends site visits off campus. Attends work placements in a variety of settings.
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.	Accurately manipulates a variety of design technologies and materials to design prototypes.	Effectively uses industry standard computer software and hardware to undertake design practice. Effectively uses a range of non-digital materials to undertake design practice, including pencils, pens, brushes, rulers and cutting machines.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	Attends at least 80% of all classes for all enrolled studio subjects. Participates in multiple tutorials, lectures and other learning activities in a day or week.	Attends work placements for the required number of hours per day or week. Remains focused and provides consistent and appropriate responses

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		Undertakes assessments and examinations required to assess necessary skills and knowledge, within the specified timeframe. Presents scholarly works to examiners at and within a specified time. Produces required group work output to student peers within an agreed timeframe. Maintains a sufficient level of concentration to complete an activity.	during practical placement. Prioritises work tasks and effectively manages time and energy to meet deadlines.