

UTS Environmental Sciences

Inherent Requirements Statement for the Bachelor of Environmental Biology and Bachelor of Marine Biology

Introduction

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 are 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 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, carers' 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 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.

Alternative activities in Environmental Sciences

We recognise that some students will be unable to perform some of the tasks in Environmental Sciences courses. Therefore, where reasonable, we offer alternative tasks, learning activities and subjects as substitutes, which will ensure the academic integrity of the course and provide students with a well-rounded, professionally relevant course.

We will always do our best to accommodate students' needs. Please discuss individual arrangements with your Program Director for simple requests, or your Academic Liaison Officer for more significant adjustments. If you are unsure if a minor disability or condition will affect your ability to meet the inherent requirements, please make an appointment with the Academic Liaison Officer.

Academic Liaison Officer

email: Simon.Mitrovic@uts.edu.au

phone:

Accessibility Service

email: Accessibility@uts.edu.au

phone: 02 9514 1177

| Requirement area | Description of the Inherent Requirement | Examples in the academic environment, including field work |
|--|--|---|
| 1. Legal and Behavioural Requirements | <p>Student engages in appropriate behaviour, having regard to their legal and ethical obligations under the law, professional regulations and codes of conduct.</p> <p>Student demonstrates behaviour that allows them to work constructively in a diverse and changing academic and workplace 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 appropriately to constructive feedback.</p> <p>Actively and appropriately participates in collaborative tasks and group work.</p> <p>Works effectively in the face of uncertainty and adapts to changing environments.</p> <p>Accepts and fulfills responsibilities given in the field.</p> <p>Works effectively with people from diverse social and cultural backgrounds.</p> <p>Effectively manages own emotions and behaviour.</p> <p>Effectively manages own physical and mental health.</p> <p>Respects personal boundaries.</p> <p>Dresses appropriately and safely.</p> |

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|---|--|---|
| 3.1 Communication tasks – verbal | <p>Student comprehends spoken English delivered at conversational speed.</p> <p>Student communicates effectively in spoken English.</p> <p>Student understands and responds to 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> |
| 3.2 Communication tasks – written | <p>Student comprehends written English.</p> <p>Student communicates effectively in 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 a scientific report or other written work to required academic standards.</p> <p>Understands and follows policy and procedure documents.</p> <p>Records information accurately and makes coherent notes.</p> <p>Reads and accurately interprets scientific reports</p> |
| 3.3 Communication tasks – Non-verbal | <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>Communicates respectfully with people of different cultural and social backgrounds.</p> |

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| | | <p>Shows consistent and appropriate awareness of own behaviours.</p> <p>Observes and understands non-verbal cues, and responds appropriately in context.</p> |
| 4.1 Cognitive tasks - Literacy | <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, interprets, comprehends and critically evaluates information from multiple sources.</p> <p>Follows written instructions, including field work policies, procedures and guidelines.</p> |
| 4.2 Cognitive tasks - Numeracy | <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> |
| 4.1 Cognitive tasks – Knowledge and information | <p>Student locates, processes, integrates and implements knowledge and information.</p> | <p>Locates and analyses appropriate and relevant information for the purpose of academic assessments.</p> <p>Integrates theory and knowledge from various sources.</p> <p>Engages in rational and ethical reasoning.</p> <p>Understands and responds appropriately to another person’s perspective.</p> |
| 5.1 Sensory Tasks – Visual | <p>Student appropriately responds to visual information and cues.</p> | <p>Understands learning materials delivered in a visual format.</p> <p>Conducts visual analyses based on colour gradients.</p> <p>Conducts and records visual observations in the field.</p> |

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| 5.2 Sensory Tasks – Auditory | Student appropriately 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 appropriately to auditory cues and direction during field work.</p> |
| 5.3 Sensory Tasks – Tactile | Student appropriately responds to and comprehends tactile information. | <p>Understands learning and field based materials delivered in a tactile format.</p> |
| 6. Physical tasks – Gross motor tasks | Student safely uses gross motor skills to undertake required learning, assessment and professional tasks. | <p><i>BACHELOR OF ENVIRONMENTAL BIOLOGY</i></p> <p>Walk long distances on uneven or unstable terrain.</p> <p>Walk moderate distances carrying equipment, over uneven and unstable terrain.</p> <p>Work in outdoor environments.</p> <p>Work in proximity to water.</p> <p>Travel independently to locate outdoor sites in the Sydney region.</p> <p>Travel via Light Rail, Bus, or Train for long periods, with limited stops.</p> <p>Undertake field work exposed to weather – rain, sunshine and wind.</p> <p>Camp in the bush in basic conditions, without electricity or running water, sleeping on the ground.</p> <p>Use non-disabled access toilets or bush toilets.</p> |

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| | | <p>Work safely and responsibly in remote locations – 2 to 3 hours from emergency services.</p> <p>Work safely and responsibly with hazardous substances in the laboratory.</p> <p>Sleeps overnight in shared (and sometimes tent) accommodation.</p> <p>Hikes distances on unstable paths in remote areas.</p> <p>Works along river edges and ocean beach edges.</p> <p>Walks uphill and around an urban wetland to survey species present.</p> <p>Works in forests to survey mammals and invertebrate species.</p> <p>BACHELOR OF MARINE BIOLOGY</p> <p>Walk long distances on uneven or unstable terrain (eg. rock platforms).</p> <p>Walk moderate distances carrying equipment, over uneven and unstable terrain.</p> <p>Work in outdoor environments.</p> <p>Work in proximity to water.</p> <p>Undertake field work exposed to weather – rain, sunshine, wind.</p> <p>Travel significant distance (more than two hours) by small boat across choppy seas.</p> <p>Travel via Light Rail, Bus, or Train for long periods, with limited stops.</p> <p>Travel independently to sites in the Greater Sydney region.</p> <p>Work safely and responsibly in remote locations – 2 to 3 hours from emergency services.</p> |

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| 6.2 Physical tasks – Fine motor tasks | | <p>Work safely and responsibly with hazardous substances in the laboratory.</p> <p>Samples invertebrates within a rocky intertidal zone.</p> <p>Surveys coral-dwelling fish species on marine reefs using goggles, snorkel, and wetsuit.</p> <p>Sleeps overnight in shared (and sometimes tent) accommodation.</p> |
| | Student safely uses fine motor skills to undertake required learning, assessment and professional tasks. | Work safely with scientific instrumentation and data recording in the field. |
| 7. Sustainable performance | Student maintains physical and mental performance at a consistent and sustained level over time. | <p>Attends classroom, laboratory or fieldwork for the required number of hours per day or week.</p> <p>Participates in multiple tutorials, lectures and other learning activities in a day or week.</p> <p>Undertakes assessments and examinations required to assess necessary skills and knowledge.</p> <p>Works for up to 3 hours in laboratory conditions.</p> <p>Maintains a sufficient level of concentration to complete an activity.</p> <p>Remains focused, and provides consistent and appropriate responses during practical learning activities.</p> |