



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 <u>UTS Student Rules</u>.

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 <u>UTS</u> <u>Student Charter</u> 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.

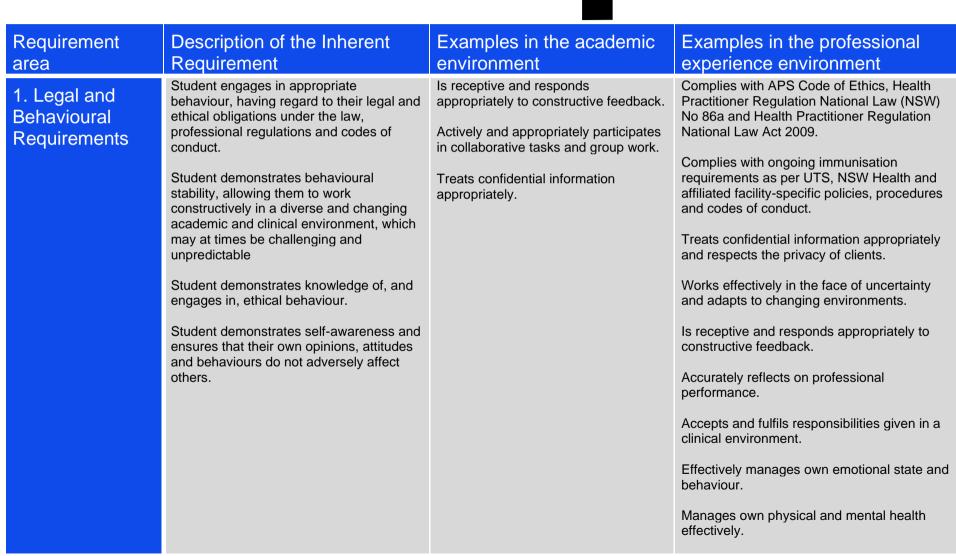
Reasonable adjustments

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 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.



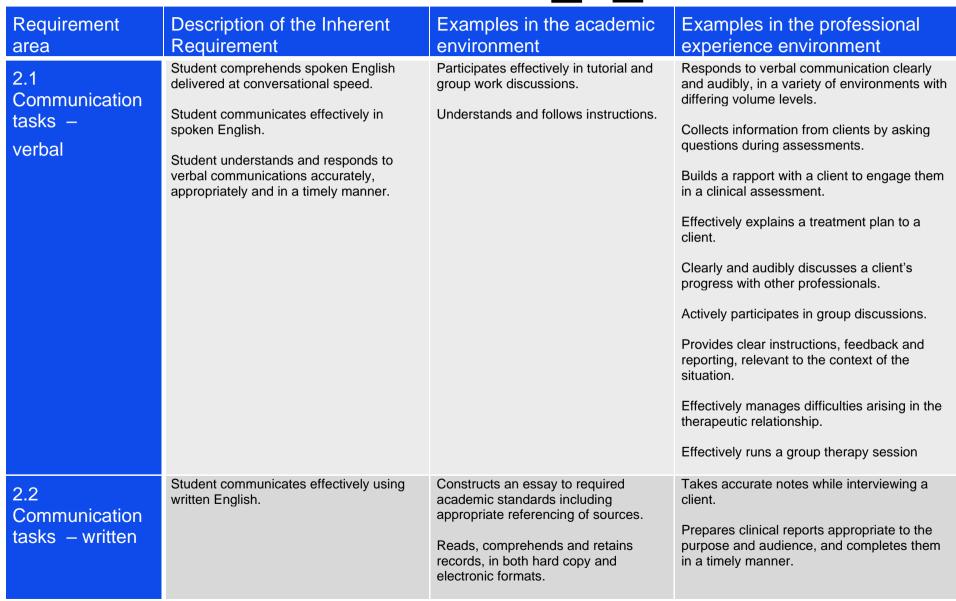




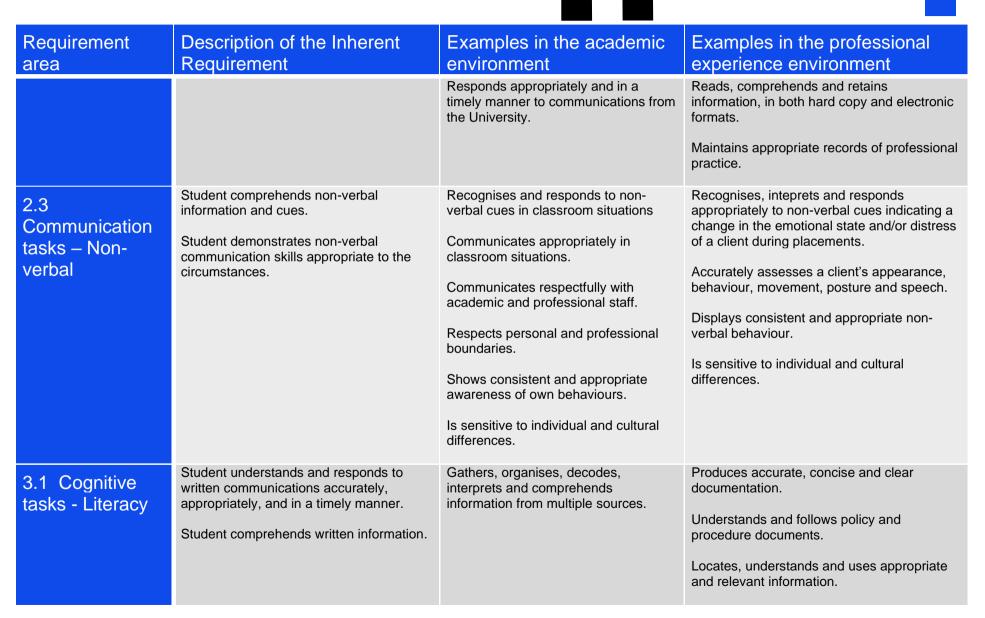


Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			Identifies when a clinical issue is outside their scope or expertise, or when their practice may be affected by an impairment.
			Works effectively with people from diverse social and cultural backgrounds.
			Communicates effectively and respectfully with people of different gender, sexuality, age, diverse linguistic, cultural, religious, socio-economic and educational backgrounds and across a variety of social contexts.
			Is respectful, clear, attentive, empathetic, honest and non-judgmental.
			Respects personal and professional boundaries.
			Respects and responds appropriately to another person's perspective.
			Dresses appropriately and safely for clinical placement.
			Uses reflective practice as a basis for undertaking and contributing to clinical supervision.

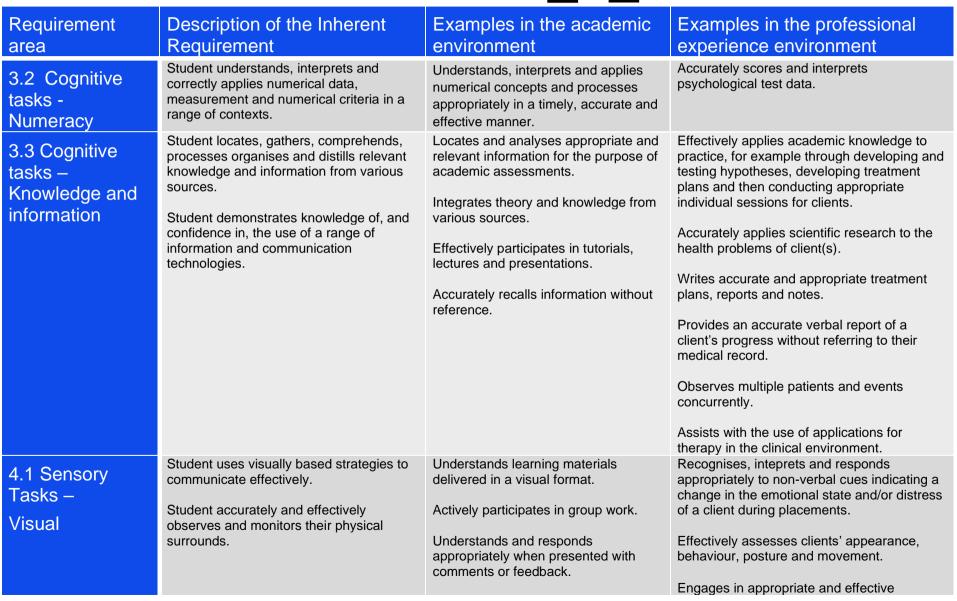
















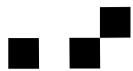
Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		Develops and delivers presentations.	reciprocal interpersonal behaviour demonstrating visually based engagement skills. Effectively monitors the broader clinical practice environment. Negotiates unfamiliar settings safely and effectively.
4.2 Sensory Tasks – Auditory	Student accurately responds to and comprehends auditory information.	Understands learning materials delivered in an aural format. Actively participates in group work. Understands and responds appropriately when presented with verbal comments or feedback.	Uses auditory based strategies to communicate effectively, including appropriate use of voice and appropriate use of auditory based material. Assesses and interprets the rate and volume of a client's verbal speech, as well as the quantity and content of information being provided.
4.3 Sensory Tasks – Tactile	Student accurately interprets and responds to information provided through touch.		Recognises and effectively interprets tactile indicators of a client's mood or psychological wellbeing (e.g. a handshake may communicate anxiety. High fives with a child may indicate rapport level and/or mood state.).
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.		Attends clinical placements of varying lengths and in a range of physical settings (hospitals, urban and rural). Moves effectively and safely in environments where there may be multiple pieces of equipment and people (e.g. multi-bed ward) and confined spaces.





Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
	Student safely uses fine motor skills to		Independently carries instruments, materials and equipment necessary for clinical care. Sits, stands and walks for extended periods (e.g. 2-4 hours). Provides physical assistance to people of all genders, age and ethnicity. Independently carries and manipulates
5.2 Physical tasks – Fine motor tasks	undertake required learning, assessment and professional tasks.		instruments, materials and equipment necessary for clinical care. Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects where appropriate.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	Participates in tutorials and lectures, throughout the day. Undertakes assessments and examinations required to assess necessary skills and knowledge. Maintains a sufficient level of concentration to complete an activity.	Attends clinical placements of varying lengths, ranging from half-day weekly placements to full-time (Monday-Friday, 8am to 6pm) block placements of up to 6 weeks in duration. Remains focused and provides consistent responses over a negotiated time frame. Demonstrates a consistent and sustained level of physical and mental energy to complete a specific task in a timely manner and over time. Accurately performs repetitive activities and focuses on an activity until it is completed appropriately. Maintains consistency and quality of





Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			performance throughout the designated period of duty.
			Travels to and attends scheduled clinical placements in urban, rural, community, hospital and other settings.