



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 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.

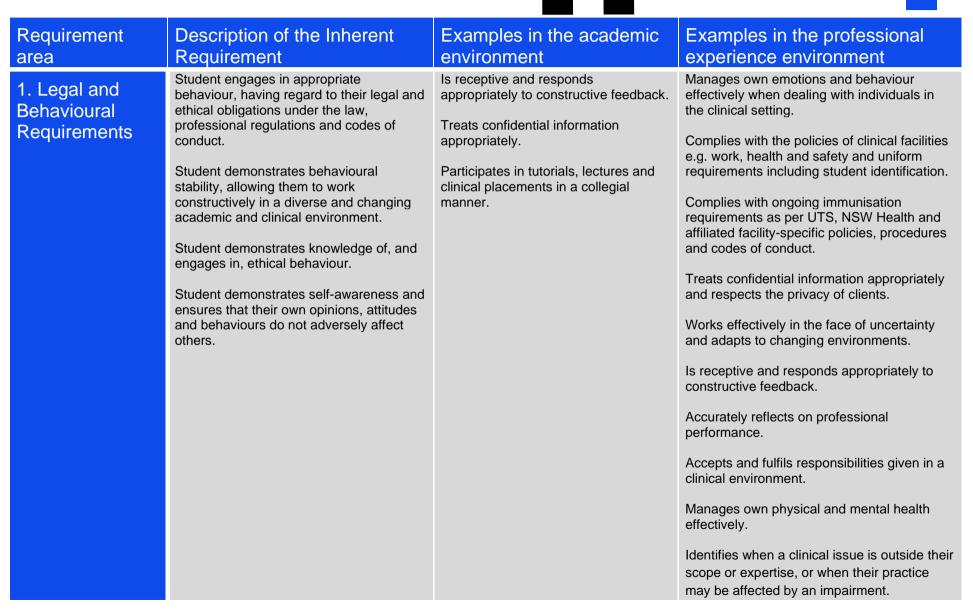
Reasonable adjustments

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.

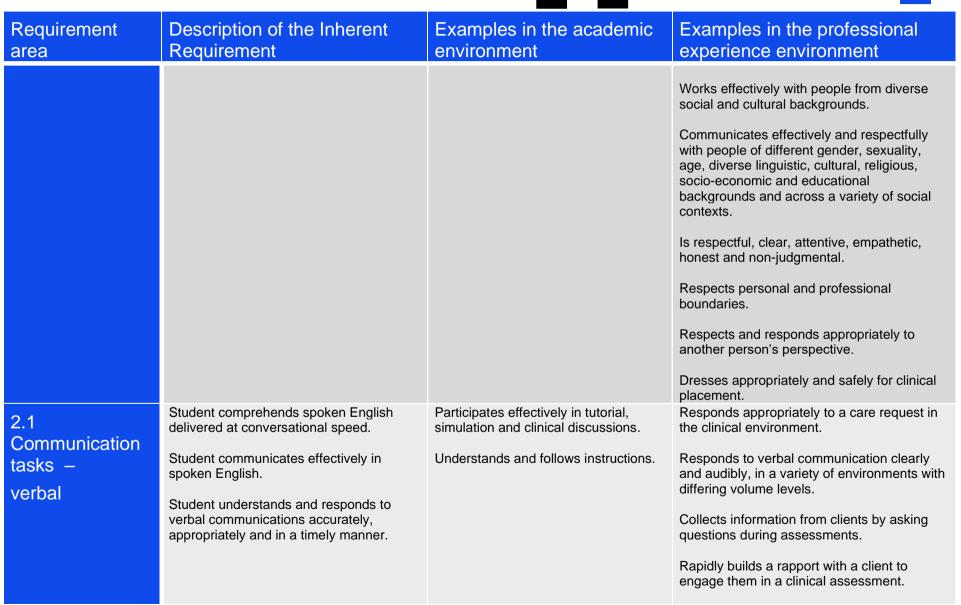
When making adjustments for students, UTS will continue to ensure the integrity of its courses and assessment requirements and processes, so that the students on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that award. The purpose of reasonable adjustments is to assist 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	Description of the Inherent	Examples in the academic	Examples in the professional
area	Requirement	environment	experience environment
			Effectively explains a treatment plan to a client.
			Clearly and audibly discusses a client's progress with other professionals.
			Actively participates in group discussions.
			Provides clear instructions, feedback and reporting, relevant to the context of the situation.
2.2	Student comprehends written English.	Constructs an essay to required academic standards.	Constructs timely physiotherapy notes, reports and information sheets that meet
Communication	Student communicates effectively in written English.	Reads and comprehends information,	legal and professional standards.
tasks – written	whiten English.	in both hard copy and electronic formats.	Takes accurate notes while interviewing a client.
		Responds appropriately and in a timely manner to communications from the University.	Reads and comprehends information, in both hard copy and electronic formats.
			Maintains appropriate records of professional practice.
2.3 Communication	Student comprehends non-verbal information and cues.	Recognises and responds to non- verbal cues appropriately in classroom situations.	Recognises and responds appropriately to non-verbal cues in the clinical environment.
tasks – Non-	Student demonstrates non-verbal		Accurately assesses a client's appearance,
verbal	communication skills appropriate to the circumstances.	Communicates appropriately in classroom situations.	behaviour, movement, posture and speech.
		Communicates respectfully with academic and professional staff.	Displays consistent and appropriate facial expressions and eye contact, being mindful of space, time boundaries and body movements and gestures.
		Respects personal and professional	



