

UTS Faculty of Transdisciplinary Innovation (TD School)

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, cultural and indigenous 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, TD School 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, 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
<p>1. Legal and Behavioural Requirements</p>	<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 work 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 from academics and student peers on creative design outcomes.</p> <p>Actively and appropriately participates in collaborative tasks and group work.</p> <p>Is self-directed and takes autonomous responsibility for own actions and decisions.</p> <p>Shares workload in group work projects.</p> <p>Engages in courteous negotiation with student peers.</p> <p>Takes a positive and collaborative approach to group projects</p>	<p>Works effectively in the face of uncertainty and adapts to changing environments.</p> <p>Is receptive and responds appropriately to constructive feedback from professionals and clients on creative design project outcomes.</p> <p>Demonstrates flexibility and adapts to client feedback.</p> <p>Accepts instructions, asks for clarification if needed and fulfils responsibilities given in the workplace.</p> <p>Takes time to read and follow the professionalism in the workplace material provided by UTS.rks 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 and professional boundaries.</p> <p>Dresses appropriately and safely, following the guidelines of the workplace.</p> <p>Treats confidential information appropriately and respects the privacy of clients.</p>

2.1 Communication tasks – verbal

Student comprehends spoken English delivered at conversational speed, including technical terms.

Student communicates effectively in spoken English.

Student understands and responds to verbal communications accurately, appropriately and in a timely manner.

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 appropriate 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.

Participates effectively in workplace discussions.

Provides a timely and coherent response when presented with commentary and feedback from clients.

Follows and provides clear instructions, as appropriate.

<p>2.2 Communication tasks – written</p>	<p>Student comprehends written English, including relevant technical writing.</p> <p>Student communicates effectively in written English.</p>	<p>Reads and comprehends information provided in a variety of formats.</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>Understands and follows policy and procedure documents.</p> <p>Writes an appropriate application for work placements.</p> <p>Constructs a report in a manner that meets professional standards including deadlines.</p> <p>Records information accurately and makes coherent notes.</p>
<p>2.3 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 student peers, and 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>Communicates respectfully with people of different cultural and social backgrounds.</p> <p>Demonstrate sensitivity to individual differences.</p> <p>Respects personal and professional boundaries.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p>
<p>3.1 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, including relevant technical materials.</p>	<p>Gathers, organises, decodes, interprets and comprehends information from multiple sources.</p> <p>Reads and understands design material.</p>	<p>Understands and follows written instructions, including workplace policies, procedures and guidelines, seeking assistance if required.</p>

<p>3.2 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>Performs accurate calculations. Performs complex transactions that involve numeracy skills.</p>
<p>3.3 Cognitive tasks – Knowledge and information</p>	<p>Student locates, processes, integrates and implements knowledge and information.</p>	<p>Locates and analyses appropriate and relevant business and scholarly materials for the purpose of academic assessments.</p> <p>Comprehends, interprets and correctly applies business principles.</p> <p>Relies on course materials, including the subject outline and subject announcements, to effectively plan subject assessment tasks and study commitments.</p>	<p>Develops options from business analysis and stakeholder engagement and considers the respective merits.</p> <p>Applies knowledge of theoretical frameworks in a workplace practice focused setting.</p> <p>Effectively organises and applies relevant knowledge, data and analysis to develop coherent advice, recommendations or submissions.</p>
<p>4.1 Sensory Tasks – Visual</p>	<p>Student accurately perceives, interprets and uses visual information.</p>	<p>Perceives and understands detailed learning and other materials delivered in a visual format, including plans and designs.</p> <p>Integrates visual information into new designs and three-dimensional forms.</p> <p>Develops two-dimensional and three-dimensional visual design presentations, including complex graphical representations.</p>	<p>Accurately perceives and interprets materials delivered in a visual format.</p> <p>Integrates visual information into new designs and three-dimensional forms.</p>

<p>4.2 Sensory Tasks – Auditory</p>	<p>Student accurately hears and comprehends auditory information.</p>	<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>Understands and provides an immediate and coherent response when presented with commentary and feedback from clients.</p> <p>Understands feedback from team members and stakeholders in a supported workplace setting.</p>
<p>4.3 Sensory Tasks – Tactile</p>	<p>Student accurately gathers and interprets information provided through touch.</p>	<p>TBA if required</p>	<p>TBA if required</p>
<p>5.1 Physical tasks – Gross motor tasks</p>	<p>Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.</p>	<p>Undertakes gross motor skills tasks as part of experiential learning activities in class environment.</p>	<p>Attends site visits off campus.</p> <p>Attends work placements in a variety of settings.</p>
<p>5.2 Physical tasks – Fine motor tasks</p>	<p>Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.</p>	<p>Effectively uses W3C compliant ICT resources, such as computers and audio-visual equipment, for the completion of academic assessments.</p> <p>Accurately manipulates a variety of design technologies and materials to design prototypes.</p>	<p>Effectively uses W3C compliant ICT resources, such as computers, audio-visual equipment and telephones, in a workplace setting.</p> <p>Effectively uses industry standard computer software and hardware to undertake design practice.</p> <p>Effectively uses a range of non-digital materials to undertake design practice, including pencils, pens, brushes, rulers and cutting machines.</p>

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.

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.

Attends work placements for the required number of hours per day or week.

Remains focused and provides consistent and appropriate responses during practical placement.

Prioritises work tasks and effectively manages time and energy to meet deadlines.