

Inherent Requirements Statement

BABEd (Primary and Secondary), Bachelor of Education Futures Master of Teaching in Primary Education, MTeach (Primary) and MTeach (Secondary)

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.

What are Inherent Requirements?

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 Requirements 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, 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, where feasible, students to meet the Inherent Requirements of a course, not to replace or override them. Sometimes reasonable adjustments will not enable the student to meet the inherent requirements.

Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. An Accessibility Consultant can advise students about relevant policies and rules, focusing on what they need to know and when. 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	Explanation and reasons	Support and resources
<p>1 Legal and policy requirements</p>	<p>As a UTS student, there are a number of legal, regulatory and policy requirements that you are expected to observe. These requirements include your obligations:</p> <ul style="list-style-type: none"> • Under the Workplace Health and Safety and Anti-discrimination laws to ensure your own as well as others' health and safety. • To comply with relevant legislation, including child protection, work health and safety and drugs and poisons legislation. • To be aware of, and comply with, a range of UTS policies and rules including those related to: <ul style="list-style-type: none"> ○ Ethical academic practice ○ Appropriate use of information technology ○ Code of conduct ○ Health guidelines related to specific situations; for example, COVID • To be aware of and comply with relevant policies and rules in your teaching placement. • To work respectfully with people from diverse social and cultural backgrounds, including learners with a disability and learners from Aboriginal and Torres Strait Islander backgrounds. 	<p>You will be alerted to key requirements through course information and orientation sessions. The opening page of the UTS Handbook provides information about university rules and policies.</p> <p>As an initial teacher education student there are various specific requirements that you are required to meet. These are set out by the NSW Education Standards Authority (NESA). These specific requirements are described in the following parts of this set of Inherent Requirements. Requirement Area no. 6 (below) is especially important. The course coordinator and teaching staff will support you throughout your studies to study and familiarise yourself with NESA guidelines.</p> <p>You must be pro-active in your teaching placement, by asking the UTS Tertiary Supervisor and Supervising Classroom Teacher for any specific policies or rules you need to observe in their school. You should also study the UTS rules and procedures for managing your placement.</p> <p>Other, subject specific requirements will be explained to you by your subject coordinator and teacher.</p>

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<p>2</p> <p>Scholarly approach to new knowledge</p>	<p>During your study, you will be introduced to new knowledge and ideas. As a UTS student, you are expected to develop and apply a scholarly approach to engaging with knowledge and ideas. You are expected to</p> <ul style="list-style-type: none"> • read and draw on information and ideas from academic texts in the field you are studying. • produce written texts that follow academic conventions. • make presentations based on scholarly information. • participate in discussions with peers, lecturers and tutors to build knowledge. 	<p>There are both widely accepted and discipline-specific academic practices in which you will engage during your study. Many of the practices specific to the field of initial teacher education will be made explicit by your lecturers and tutors within the subjects you study. For example, you are expected to learn about contesting theories of teaching and learning in primary or secondary schools.</p> <p>UTS provides extensive support and resources to help you develop the more generic academic practices through services such as UTS HELPS and the Library. You are encouraged to actively seek their support when you need to or when your teachers encourage you to do so.</p>
<p>3</p> <p>Professional conduct and communication in the university</p>	<p>UTS provides you with a rich environment for learning. In your classes, expectations placed on you include:</p> <ul style="list-style-type: none"> • Attendance at class sessions on time and having completed any pre-work. • Active participation in the class activities. • Cooperative and respectful engagement with your peers in group learning activities. • Willingness to learn from others, and share your knowledge, skills and experience with others. • Giving and receiving constructive feedback to, and from, your peers, lecturers and tutors. <p>The UTS community includes a large number of staff who provide a range of services to support your learning experience. You are expected at all times to:</p>	<p>The way classes are conducted may be different from subject to subject, and in some cases, may be quite unfamiliar to you or some of your peers. You can always seek clarification from your teachers if you are unsure of, or are in any way uncomfortable about, how you are expected to participate in class.</p> <p>You are entitled to a safe learning environment. If at any point you do not feel safe, you must seek help promptly from your teachers, or if that is not possible, from the Student Services Unit.</p>

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	<ul style="list-style-type: none"> • Interact with all staff respectfully. • Respond to requests for information and/or action promptly. 	
<p>4</p> <p>Professional conduct and communication in schools</p>	<p>During your course, you will be spending time in schools for your teaching placements. The placement is an arrangement between UTS and the school. You are required to:</p> <ul style="list-style-type: none"> • Visually monitor school students' behaviour and safety in indoor and outdoor settings, such as classrooms, sporting events and excursions. • Comprehend and respond to auditory information such as school bells, warning alarms, questions from children and adults in indoor and outdoor environments, including noisy environments such as classrooms and playgrounds. • Safely use gross and fine motor skills to undertake required learning, assessment and professional tasks. • Communicate with your supervising teacher, UTS tertiary adviser and other staff at the placement in a respectful and timely manner. • Conduct yourself in a manner that upholds the reputation of the university and the school. • Treat the school students in the class with respect, sensitivity and empathy. • Prepare your lessons with care and thoroughness. • Demonstrate respect and responsiveness to feedback from your supervising teacher and tertiary adviser. 	<p>You will be provided with comprehensive guidance on what you can expect in your school placement. Your supervising teacher also has a responsibility to support you at the placement.</p> <p>There may be occasions when you are unsure or uncomfortable about your experiences in the placement. If it is not appropriate to discuss this with your supervising teacher, contact your subject coordinator or UTS tertiary adviser, with whom you can discuss your concerns and work out a solution.</p>

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	<ul style="list-style-type: none"> • Show willingness to learn from experience and feedback. • Demonstrate sensitivity to, and respect of, the culture and practices of the school. • Manage pressures from your personal life (including assignment due dates from your UTS course, work commitments) to avoid interference with the demands of your placement. • Seek clarification or raise any problems related to your responsibilities in the placement in a timely manner. 	
<p>5 Competence and appropriate use of ICT resources</p>	<p>Much of the communication between you and a range of UTS services, including the Student Administration Unit, will occur by email. It is therefore expected that:</p> <ul style="list-style-type: none"> • Your UTS webmail account is activated. • You use your UTS email account, and not your personal email account, to communicate with UTS staff, including your lecturers and tutors. • You check your UTS email inbox daily and respond to emails from UTS staff promptly. • Your email communication with UTS staff will be respectful, with key information presented clearly and concisely. <p>UTS courses and subjects use an online learning management system, currently CANVAS. You are expected to regularly access and interact with this system, for example to access recorded lectures, subject materials and to submit assessment tasks.</p>	<p>While there are no courses to help you develop the ICT competencies needed for participating in your course, UTS provides support and assistance through:</p> <ul style="list-style-type: none"> • UTS HELPS • IT Helpdesk • the UTS Library.

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	<p>Most of your assessment tasks will be submitted in softcopy. You are therefore expected to be competent users of standard software applications such as MS Word to produce appropriately formatted documents for submission.</p> <p>All of this means that you are expected to have regular access to a computer or a laptop, and reliable and strong internet connections.</p>	
<p>6 Teacher registration</p>	<p>Students training to be school teachers are studying a course approved under the <i>Teacher Accreditation Act 2004</i> (NSW) which requires students completing a NSW teacher education course to pass an approved literacy and numeracy test to be eligible for Provisional Accreditation. This is currently the NSW <i>Literacy and Numeracy Test for Initial Teacher Education Students</i> (LANTITE).</p> <p>It is also important for you to gain in-depth knowledge and understanding of the <i>Australian Professional Standards for Teachers</i> (APST).</p>	<p>All subjects are aligned to the <i>Australian Professional Standards for Teachers</i>. The subject descriptions contain information about which specific standards the subject is aligned to. Additionally you should study the APST on the website of the Australian Institute for Teaching and School Leadership (AITSL) and on the website of the NSW Education Standards Authority (NESA).</p> <p>The <i>Literacy and Numeracy Test for Initial Teacher Education</i> (LANTITE) is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching. The following resources can help you know about the test and register the test. They can be found on the UTS website.</p> <ul style="list-style-type: none"> • LANTITE information • LANTITE Assessment framework • LANTITE Sample Questions • Test register