

Inherent Requirements Statement

Bachelor of Music and Sound Design, B Comm (Media Arts and Production), B Comm (Journalism), B Animation Production.

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 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, 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, where feasible, 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.

Sometimes reasonable adjustments will not enable the student to meet the Inherent Requirements.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment
<p>1. Legal and Behavioural Requirements</p>	<p>Student engages in appropriate professional 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 practice 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 professionally to constructive feedback.</p> <p>Actively and professionally participates in collaborative tasks and group work.</p> <p>Behaves personally and professionally in an appropriate manner as a representative of the University during any fieldtrips or internship experiences.</p> <p>Treats confidential information appropriately and respects the privacy of others.</p> <p>Is receptive and responds appropriately to constructive feedback from academic staff.</p> <p>Works effectively with people from diverse social and cultural backgrounds, including learners with a disability and learners from Aboriginal and Torres Strait Islander 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>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment
		<p>Respects and responds appropriately to another person's perspective.</p> <p>Checks university email regularly and responds within three working days to any requests for information.</p> <p>Is receptive and responds appropriately to constructive feedback from professionals during internship experiences.</p>
<p>2.1 Communication tasks – verbal</p>	<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> <p>Effectively communicates in a range of social situations and with people from diverse linguistic and cultural groups.</p> <p>Understands and follows safety demonstrations and training.</p>

2.2
Communication
tasks – written

Student comprehends written English.
Student communicates effectively in written English.

Reads and comprehends information provided.
Responds appropriately and in a timely manner to communications from the University.
Constructs an essay or assignment to required academic standards.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment
<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 academic and professional staff, taking into account non-verbal cues in host culture.</p> <p>Respects personal and professional boundaries.</p> <p>Communicates appropriately in classroom and general university situations.</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 delivered in a range of formats.</p>	<p>Gathers, organises, decodes, interprets and comprehends information from multiple sources, ranging from texts to subject outlines, policy and procedures.</p> <p>Locates and understands the relevant and appropriate sources of professional learning for the discipline.</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>

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<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 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>4.1 Sensory Tasks – Visual</p>	<p>Student accurately and effectively observes and monitors their physical surrounds.</p>	<p>Understands learning materials delivered in a visual format.</p> <p>Develops and delivers presentations.</p>
<p>4.2 Sensory Tasks – Auditory</p>	<p>Student accurately responds to 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>For Music and Sound Design, student accurately and effectively hears stereo, surround and immersive sound</p>

Requirement area	Description of the Inherent Requirement	Examples in the academic environment
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.	<p>Attends fieldwork and placements off campus, in a variety of settings.</p> <p>Participates in group collaborative tasks.</p> <p>Understands how to safely assemble and professionally manage equipment related to production activities.</p>
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.	Effectively and correctly uses standard ICT resources, such as computers, audio-visual equipment and tablets.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	<p>Participates in classes and other learning activities, including independent activities, in a day or week.</p> <p>Undertakes assessments and examinations required to assess necessary skills and knowledge.</p> <p>Maintains a sufficient level of concentration to complete an activity.</p> <p>Prioritises work tasks and effectively manages time and energy to meet deadlines.</p>