

Inherent Requirements Statement

Faculty of Engineering & Information Technology

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 [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.

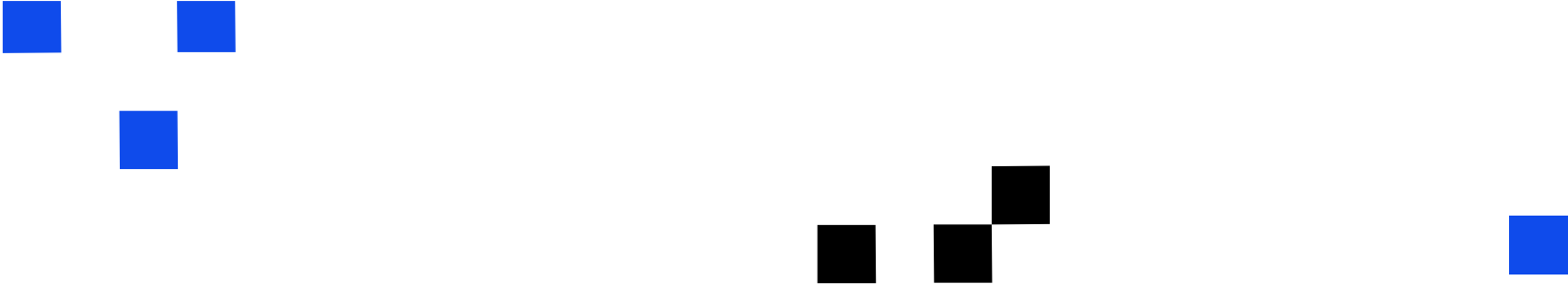
Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. Students are not otherwise required to disclose their disability or other personal circumstances to UTS, unless they pose a risk to their health or safety, or to that of others. Students should familiarise themselves with relevant deadlines and allow sufficient time for reasonable adjustments to be made.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
1. Legal and Behavioural Requirements	<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 practice environment.</p> <p>Student demonstrates knowledge of, and engages in, ethical behaviour.</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.</p> <p>Participates in tutorials, lectures and clinical placements in a collegial manner.</p> <p>Actively and appropriately participates in collaborative tasks and group work.</p>	<p>Works effectively in the face of uncertainty and adapts to changing environments.</p> <p>Is receptive and responds appropriately to constructive feedback.</p> <p>Accepts and fulfils responsibilities given in the workplace.</p> <p>Works effectively with people from diverse social and cultural backgrounds, and with people of different gender, sexuality and age.</p> <p>Demonstrates sensitivity to individual differences.</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 for the workplace.</p>
2.1 Communication tasks – Verbal	<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</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>Communicates effectively with engineers and team members.</p> <p>Follows and provides clear instructions.</p> <p>Responds appropriately to requests for assistance or ideas.</p>

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	accurately, appropriately and in a timely manner.		
2.2 Communication tasks – Written	<p>Student comprehends written English.</p> <p>Student communicates effectively in written English.</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>Writes an appropriate application for work placements.</p> <p>Constructs a report in a manner that meets professional standards.</p> <p>Records information accurately and makes coherent notes.</p>
2.3 Communication tasks – Non-verbal	<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.</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>Observes and understands non-verbal cues, and responds appropriately in context.</p> <p>Displays appropriate facial expressions and maintains eye contact, as appropriate.</p>
3.1 Cognitive tasks - Literacy	<p>Student understands and responds to communications written in English accurately, appropriately, and in a timely manner.</p> <p>Student comprehends information delivered in a range of written formats.</p>	<p>Reads and comprehends information provided in a variety of formats.</p>	<p>Follows written instructions, including workplace policies, procedures and guidelines.</p>

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3.2 Cognitive tasks – Numeracy	Student comprehends, interprets and correctly applies data, measurements and numerical criteria in a range of contexts.	Understands, interprets and applies numerical concepts and processes appropriately in a timely, accurate and effective manner.	Performs accurate calculations. Accurately interprets engineering system response data.
3.3 Cognitive tasks – Knowledge and information	Student locates, processes, integrates and implements knowledge and information.	Locates and analyses appropriate and relevant information for the purpose of academic assessments. Integrates theory and knowledge from various sources.	Develops options and assesses and compares their respective merits. Applies knowledge of policy and procedures in the workplace setting. Accurately recalls information without reference. Engages in rational and ethical reasoning. Understands and responds appropriately to another person's perspective.
4.1 Sensory Tasks – Visual	Student accurately and effectively observes and monitors their physical surrounds. Student accurately perceives, interprets and uses visual information.	Understands learning materials delivered in a visual format. Recognises the colours of network cables and electronic parts.	Accurately uses instrumentation for measurements. Effectively uses instrumentation to detect and observe subtle changes in responses to engineering systems.
4.2 Sensory Tasks – Auditory	Student accurately hears and comprehends auditory information.	Understands learning materials delivered in an aural format. Actively participates in group work. Understands and responds appropriately when presented with comments or feedback.	Understands feedback from team members and clients in a workplace setting. Perceives noises made by a device, to determine the cause and solutions for remediation.

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		Perceives noises made by a device, to determine the cause and solutions for remediation.	Responds to warning alarm systems to maintain personal safety.
4.3 Sensory Tasks - Tactile	Student accurately gathers and interprets information provided through touch.	Effectively manipulates instruments for the purposes of tests and measurements.	Effectively manipulates instruments for the purposes of tests and measurements.
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.		Attends site visits off campus. Attends fieldwork placements in a variety of settings. Transports field equipment during data collection phase of engineering projects.
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.	Effectively operates information technology hardware, including computer keyboards and mice. Effectively uses information technology software.	Independently grasps, presses, pushes, turns, squeezes and manipulates instruments for tests and measurements. Uses knobs and dials in equipment used for field data collection. Effectively uses industry standard computer software and hardware. Correctly and effectively assembles electronic parts and solders circuits.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	Participates in multiple tutorials, lectures and other learning activities in a day or week.	Attends fieldwork placements for the required number of hours per day or week.



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		<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>Remains focused and provides consistent and appropriate responses during practical placement.</p> <p>Concentrates on and accurately performs repetitive activities over a set period of time.</p>