School of Health and Clinical Sciences – Speech Pathology 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 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 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
1. Legal and Behavioural Requirements	Student engages in appropriate professional behaviour, having regard to their legal and ethical obligations under the law, professional regulations, and codes of conduct. Student demonstrates professional behaviour that allows them to work constructively in a diverse and changing academic and clinical environment. Student demonstrates self-awareness and ensures that their own opinions, attitudes and behaviours do not adversely affect others. Student demonstrates knowledge of, and engages in, ethical behaviour.	Is receptive and responds appropriately to constructive feedback. Treats confidential information appropriately. Actively and appropriately participates in collaborative tasks and group work. Effectively and attentively engages in classroom activities. Expresses opinions in a way which is sensitive to cultural and social differences. Communicates respectfully with, and demonstrates professional courtesy towards, academic and professional staff and other students. Is honest and principled in interactions with peers and staff. Effectively manages demanding or stressful situations; recognising individual limitations and seeks support and advice where necessary.	Manages own emotions and behaviour effectively when responding to and working with individuals in the clinical setting, including clients, family members, and colleagues. Complies with the relevant policies of clinical facilities (e.g. work, health and safety) and meets uniform requirements including student identification. Complies with ongoing immunisation requirements as per UTS, NSW Health and affiliated facility-specific policies, procedures and codes of conduct. Complies with relevant legislation and policies, including child protection, work health and safety, and electronic/medical records legislation. Is receptive and responds appropriately to constructive feedback. Treats confidential information appropriately and respects the privacy of others (e.g., teachers, family members, clients). Works effectively in the face of uncertainty and professional challenges and adapts to changing environments. Identifies priorities in relation to organisation of clinical tasks.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			Accepts and fulfils agreed professional responsibilities given in the workplace. Works effectively with people from diverse social and cultural backgrounds, including clients with a disability and clients from Aboriginal and Torres Strait Islander backgrounds. Effectively manages own physical and mental health. Respects personal and professional boundaries. Respects and responds appropriately to another person's perspective. Dresses appropriately and safely.
2.1 Communication tasks – verbal	Student comprehends spoken English delivered at conversational speed. Student communicates effectively in spoken English. Student understands and responds to verbal communications accurately, appropriately, and in a timely manner, as necessary to the situation.	Participates effectively in tutorial, simulation and group work discussions. Understands and follows instructions. Correctly uses technical terms relevant to health conditions, disabilities, and treatments impacting on communication and swallowing. Communicates appropriately and effectively with others, taking into account cultural differences.	Works effectively with clients with communication or swallowing disorders. Communicates effectively in situations affecting client safety (e.g. giving warnings and timely instructions to clients). Correctly uses and explains technical terms relevant to health conditions, disabilities, and treatments impacting on clients with communication or swallowing disorders and their families and service providers.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		Constructs a verbal presentation in an assignment to required academic standards. Participates in online spoken discussions in a way that develops a coherent, constructive and respectful exchange of ideas. Conveys a spoken message clearly and accurately.	Uses appropriate technical or plain language and explains any jargon used with clients, families, and others as appropriate to the audience. Effectively uses a range of spoken language strategies for communicating with clients and parents/other professionals. Comprehends spoken English in indoor and outdoor noisy environments, such as hospital wards and classrooms. Communicates effectively in a range of social situations and with people from diverse linguistic and cultural groups. Organises speech pathology activities and provides clear instructions and directions to clients and family members. Communicates effectively to manage behaviour, including behaviours of concern. Responds appropriately to a request for services in the clinical environment. Effectively conducts or participates in a client interview to obtain relevant information and establish the context of a client's needs.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			Advises clients in a clear, plain and intelligible manner. Demonstrates an awareness of the need to communicate in a way that takes into account people's cultural differences and backgrounds, including when dealing with other speech pathologists, staff of any agency, clients and families.
2.2 Communication tasks – written	Student comprehends written English. Student communicates effectively and clearly in written English.	Constructs essays and assignments to academic standards. Paraphrases, summarises, and references in accordance with appropriate academic conventions. Reads and comprehends any written information provided. Responds appropriately and in a timely manner to communications from the University. Uses appropriate tone and language in email communication (e.g., full sentences and full words, greeting and close is appropriate). Communicates appropriately in online forums and discussions.	Constructs timely speech pathology clinical documentation (i.e., including notes, reports, letters, referral letters, and information sheets) that meet legal and professional standards. Presents written advice in a clear and logical way having regard to the relevant audience. Writes in plain English in a clear and intelligible manner as appropriate to the audience. Accurately takes notes when interviewing a client. Accurately records data during client sessions. Clearly and accurately communicates the results of assessments or treatments in a professional report.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
2.3 Communication tasks – Non-verbal	Student recognises non-verbal information and cues from the client. Student demonstrates non-verbal communication skills appropriate to the circumstances. Student demonstrates consistent awareness of their own non-verbal behaviours.	Communicates appropriately in classroom situations. Communicates respectfully with academic and professional staff. Respects personal and professional boundaries. Shows consistent and appropriate awareness of own interactional behaviours. Is sensitive to individual and cultural differences.	Recognises and responds appropriately to non-verbal cues from clients and others in the workplace and responds appropriately in context. Displays appropriate facial expressions and maintains eye contact as appropriate. Communicates respectfully with people of different cultural and social backgrounds. Demonstrates sensitivity to individual differences and understanding of clients' physical, social and intellectual development and how these may affect communication and progress in treatment goals. Demonstrates sensitivity to individual differences. Uses active listening skills to respond effectively and with empathy to children and adults. Uses a range of appropriate non-verbal communication strategies to support client engagement within a clinical context. Respects personal and professional boundaries. Shows consistent and appropriate awareness of own behaviours.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
3.1 Cognitive tasks - Literacy	Student reads, understands, and responds to written communications accurately, appropriately and in a timely manner. Student comprehends written information.	Identifies, evaluates, and synthesises factual, scientific and policy information. Gathers, organises, interprets, and comprehends information from multiple sources.	Reads and understands speech pathology literature and documentation. Follows written instructions, including workplace policies, procedures, and guidelines. Understands and interprets client assessment data and background reports. Effectively organises and stores information for use in clinical situations.
3.2 Cognitive tasks - Numeracy	Student understands, interprets, and correctly applies data, measurements, and numerical operations in a range of contexts.	Applies numeracy skills and mathematics knowledge to solve problems in a range of academic contexts.	Applies numeracy skills and mathematics knowledge to solve problems in a range of clinical contexts. Accurately determines correct quantity and sizing for equipment. Correctly scores and interprets formal tests. Accurately makes measurements regarding dietary modifications for food and fluid textures. Correctly interprets numerical values from medical equipment relevant to the clinical situation. Interprets client assessment data to evaluate client learning and modify clinical practice.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
3.3 Cognitive tasks – Knowledge and information	Student locates, gathers, comprehends, processes, and organises relevant knowledge and information from various sources. Student demonstrates knowledge of, and confidence in, the use of a range of information and communication technologies.	Conceptualises and uses appropriate knowledge in response to academic assessment items. Contributes to online forums for public information exchange. Effectively participates in tutorials, lectures, and presentations. Integrates theory and knowledge from various sources. Accurately recalls information.	Accurately recalls information. Completes tasks in a safe and reasonable time frame. Engages in rational and ethical reasoning. Applies theoretical knowledge in the professional setting. Applies knowledge of policy and procedures in the clinical setting. Sets client goals that provide achievable challenges for clients of varying abilities and characteristics. Plans clinical sessions using knowledge of client learning, content, and effective clinical practice. Assists with the use of applications for therapy in the clinical environment. Develops options from speech pathology and related sources and considers their respective merits. Applies knowledge of speech pathology in a practice setting.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
4.1 Sensory Tasks – Visual	Student uses vision to provide a safe and effective speech pathology service. Student accurately and effectively observes and monitors their physical surrounds.	Understands learning materials delivered in a visual format. Develops and delivers presentations. Accurately labels anatomy pictures/images. Creates visual supports and representations to convey information in class.	Observes, during assessment and treatment, subtle changes in the client's posture, movement, and the ability to perform functional activities. Recognises and responds appropriately to non-verbal cues from clients and others in the workplace and responds appropriately in context. Reads numbers and displays from electronic equipment (e.g., audiometers, sound level meters, ultrasound). Safely operates pieces of equipment. Effectively conducts formal and informal assessments, oral motor assessment, and instrumental assessments. Understands client and workplace information delivered in a visual format. Negotiates familiar and unfamiliar situations and settings safely and effectively.
4.2 Sensory Tasks – Auditory	Student uses listening skills to provide a safe and effective speech pathology service. Student accurately responds to and comprehends auditory information. Student accurately and effectively hears and monitors their physical surroundings.	Understands learning materials delivered in an aural format. Actively participates in group work. Understands and responds appropriately when presented with comments or feedback.	Detects the activation of call bell or calls for help in a clinical setting. Responds to warning alarms in a range of workplace settings. Detects and understands speech and voice at low volume during speech and voice assessments and therapy.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
	Student accurately distinguishes speech sounds in spoken language.		Understands feedback from team members and clients in a workplace setting. Detects and understand speech and voice over the phone and teleconference calls on the internet. Understands and responds to questions and comments from children and adults in indoor and outdoor environments, including noisy environments such as hospital wards, classrooms, and playgrounds.
4.3 Sensory Tasks – Tactile	Student accurately gathers, interprets, and provides information appropriately through touch.	Uses touch appropriately as a communication mode, when necessary (e.g., touch cues to gain attention, cue attention) or as a means of assessment during simulations and role plays in class (e.g., touch to the face during an oral motor assessment, palpation of the larynx during a dysphagia assessment). Appropriately obtains verbal consent for the use of appropriate touch for tactile cues or assessment strategies.	Conducts a physical assessment and correctly detects any anatomical abnormalities. Detects changes in symmetry, range and strength of movement (e.g. oral motor assessment). Provides touch cue appropriately (e.g., prompts with a light touch cue for child to touch or pick up a toy, if indicated). Detects texture and viscosity differences in dietary modifications through touch (e.g., when sensing texture of foods using a fork).
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment, and professional tasks.	Moves equipment for assessment or intervention in classrooms as directed and within safe lifting limits.	Safely adapts the position of self and clients of varying physical capacity when positioning for clinic sessions.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
			Provides assistance with mealtimes and moving communication equipment. Attends professional experience placements off campus in a variety of settings.
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment, and professional tasks.	Effectively uses standard communication technology resources, such as computers and audio-visual equipment, for the completion of academic assessments.	Effectively uses standard communication technology resources (e.g., computers and audio-visual equipment) in the workplace. Performs a thorough assessment using hands, fingers, and the manipulation of pieces of equipment. Performs clinical procedures including assessment and treatment techniques (e.g., head and neck voice prosthesis, augmentative and alternative communication equipment device programming, recording equipment).
6. Sustainable performance	Student maintains physical and mental alertness at a consistent and sustained level over the required periods of time.	Participates in tutorials, lectures, and skills sessions throughout the day. Participates in multiple tutorials, lectures and other learning activities in a day and week. Attends classes, keeps up with recommended reading, and submits assignments according to the requirements of the subject; and in a manner consistent with university and faculty rules and policies.	Provides consistent speech pathology services over a negotiated time frame and in varying contexts (e.g., varying stress levels, noise). Attends professional placements for the required number of hours per day or week. Remains alert and focused and provides consistent and appropriate responses during clinical placements.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		Undertakes assessments and examinations required to assess necessary skills and knowledge. Maintains a sufficient level of concentration to complete an activity.	