

School of Clinical and Health Sciences – Bachelor of Psychology, Bachelor of Psychology Bachelor of Criminology, Bachelor of Psychology (Honours), Bachelor of Psychological Science (Honours), Graduate Diploma in Psychology, and Graduate Diploma in Psychology (Advanced)

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 academic and non-academic environments
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 with others in diverse and changing academic and non-academic environments, which may at times be challenging and unpredictable.</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>Actively and appropriately participates in collaborative tasks and group work.</p> <p>Manages own emotional state to develop and maintain appropriate relationships with diverse peers and academic and professional staff.</p> <p>Manages own time to meet responsibilities to oneself and others.</p> <p>Treats confidential or sensitive information appropriately.</p> <p>Works effectively in the face of uncertainty and adapts to changing environments.</p> <p>Complies with codes and guidelines of ethical conduct of research.</p> <p>Demonstrates academic integrity in completing assessment tasks.</p> <p>Reflects on ethical dilemmas and issues relevant to academic and non-academic settings.</p> <p>Accurately reflects on academic performance.</p> <p>Manages own physical and mental health effectively.</p> <p>Works effectively with people from diverse social and cultural backgrounds.</p> <p>Communicates effectively and respectfully with people of different gender, sexuality, age, diverse linguistic, cultural, religious, socio-economic and educational backgrounds and across a variety of social and academic contexts.</p> <p>Respects and responds appropriately to another person's perspective.</p>

Requirement area	Description of the Inherent Requirement	Examples in academic and non-academic environments
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 accurately, appropriately and in a timely manner.</p>	<p>Participates effectively in tutorial and group work discussions.</p> <p>Completes individual and group presentations in class and online.</p> <p>Understands and follows instructions.</p> <p>Responds to verbal communication clearly and audibly, in a variety of environments with differing volume levels.</p> <p>Provides, clear, accurate and timely instructions, feedback and reporting, relevant to the context of the situation.</p>
2.2 Communication tasks – written	<p>Student communicates effectively using written English.</p>	<p>Constructs both concise and extended written formal (assessed) and informal (e.g., discussion board posts) communications to required academic standards including appropriate referencing of sources.</p> <p>Reads, comprehends and retains records, in both hard copy and electronic formats.</p> <p>Responds appropriately and in a timely manner to communications from the University.</p> <p>Accurately conveys technical and statistical information associated with psychological research, particularly in the form of a scientific report.</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>Recognises and responds to non-verbal cues in classroom situations.</p> <p>Communicates appropriately in classroom situations.</p> <p>Communicates respectfully with academic and professional staff.</p> <p>Respects personal and professional boundaries.</p> <p>Shows consistent and appropriate awareness of own behaviours.</p>

Requirement area	Description of the Inherent Requirement	Examples in academic and non-academic environments
		Is sensitive and responsive to individual and cultural differences.
3.1 Cognitive tasks - Literacy	<p>Student understands and responds to written communications accurately, appropriately, and in a timely manner.</p> <p>Student comprehends written information.</p>	<p>Gathers, organises, decodes, interprets and comprehends information from multiple sources.</p> <p>Produces accurate, concise and clear documentation.</p> <p>Paraphrases, summarises, and references in accordance with appropriate academic and/or professional practice conventions.</p>
3.2 Cognitive tasks - Numeracy	<p>Student understands, interprets and correctly applies numerical data, measurement 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>Accurately scores and interprets psychological test data.</p> <p>Accurately gathers and interprets data using specialist statistical software.</p>
3.3 Cognitive tasks – Knowledge and information	<p>Student locates, gathers, comprehends, processes organises and distills relevant knowledge and information from various sources.</p> <p>Student demonstrates knowledge of, and confidence in, the use of a range of information and communication technologies.</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>Effectively participates in tutorials, lectures and presentations.</p> <p>Accurately recalls information without reference to source material.</p>
4.1 Sensory Tasks – Visual	<p>Student uses visually based strategies to communicate effectively.</p> <p>Student accurately and effectively observes and monitors their physical surrounds.</p>	<p>Understands learning materials delivered in a visual format.</p> <p>Actively participates in group work, including use of visually based strategies to communicate effectively (e.g., appropriate use of eye contact and body language).</p> <p>Understands and responds appropriately when presented with comments or feedback.</p>

Requirement area	Description of the Inherent Requirement	Examples in academic and non-academic environments
4.2 Sensory Tasks – Auditory	Student accurately responds to and comprehends auditory information.	<p>Develops and delivers presentations.</p> <p>Negotiates unfamiliar settings safely and effectively.</p> <p>Understands learning materials delivered in an aural format.</p> <p>Actively participates in group work, including use of auditory based strategies to communicate effectively (e.g., appropriate use of voice and appropriate use of auditory based material).</p> <p>Understands and responds appropriately when presented with verbal comments or feedback.</p>
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.	Sustains physical, cognitive, and psychosocial performance sufficient to engage in learning opportunities.
5.2 Physical tasks – Fine motor tasks	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks.	<p>Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects where appropriate.</p> <p>Competently uses a computer to engage in online learning, reading, and responding, including to respond to emails and complete relevant assessment tasks.</p>
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	<p>Attends and participates in educational settings, e.g., tutorials, lectures.</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>

Requirement area	Description of the Inherent Requirement	Examples in academic and non-academic environments
		<p>Demonstrates a consistent and sustained level of physical and mental energy to complete a specific task in a timely manner, whilst managing competing demands.</p> <p>Accurately performs repetitive activities and focuses on an activity until it is completed appropriately.</p>