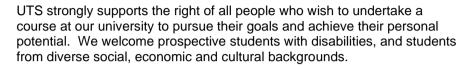


Graduate School of Health – Bachelor of Psychology, Bachelor of Psychology Bachelor of Criminology, Bachelor of Psychology (Honours), Bachelor of Psychological Science (Honours), Graduate Diploma in Psychology, and Graduate Diploma in Psychology (Advanced)

Inherent Requirements Statement





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?

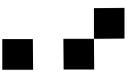
Prospective and current students should carefully read this Inherent Requirement Statement and consider whether they might experience challenges in successfully completing their preferred or chosen course. This Statement should be read in conjunction with the UTS Student Rules.

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 <u>UTS</u>

<u>Student Charter</u> 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.



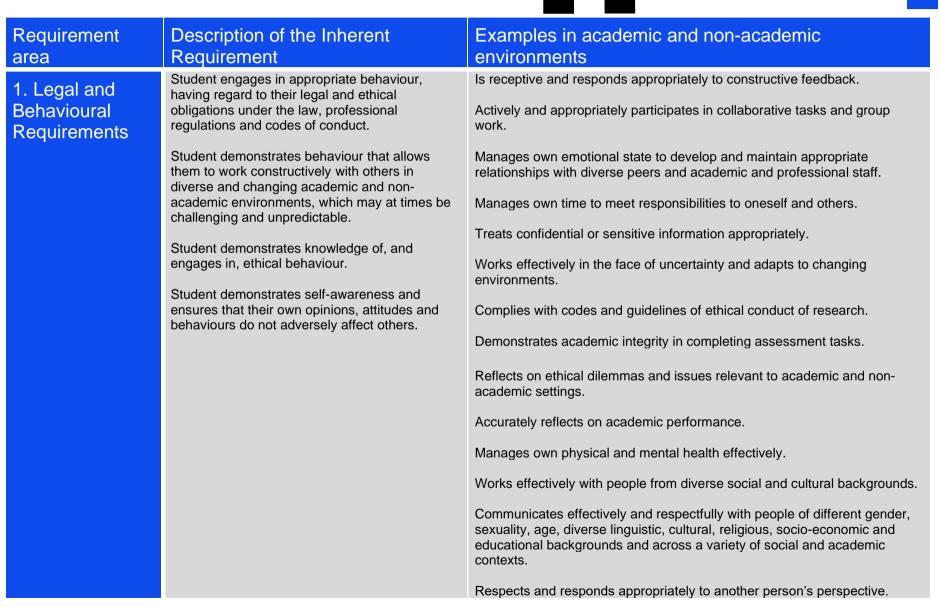
Reasonable adjustments

UTS will make onable 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.

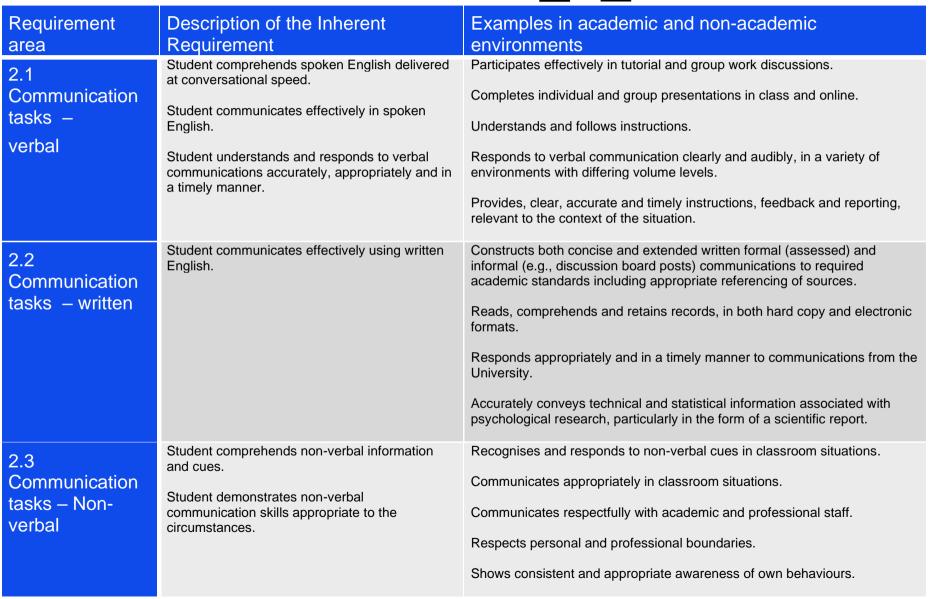
When making adjustments for students, UTS will continue to ensure the integrity of its courses and assessment requirements and processes, so that the students on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that 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
alea	Requirement	Is sensitive and responsive to individual and cultural differences.
3.1 Cognitive tasks - Literacy	Student understands and responds to written communications accurately, appropriately, and in a timely manner. Student comprehends written information.	Gathers, organises, decodes, interprets and comprehends information from multiple sources. Produces accurate, concise and clear documentation. Paraphrases, summarises, and references in accordance with appropriate academic and/or professional practice conventions.
3.2 Cognitive tasks - Numeracy	Student understands, interprets and correctly applies numerical data, measurement and numerical criteria in a range of contexts.	Understands, interprets and applies numerical concepts and processes appropriately in a timely, accurate and effective manner. Accurately scores and interprets psychological test data. Accurately gathers and interprets data using specialist statistical software.
3.3 Cognitive tasks – Knowledge and information	Student locates, gathers, comprehends, processes organises and distills relevant knowledge and information from various sources. Student demonstrates knowledge of, and confidence in, the use of a range of information and communication technologies.	Locates and analyses appropriate and relevant information for the purpose of academic assessments. Integrates theory and knowledge from various sources. Effectively participates in tutorials, lectures and presentations. Accurately recalls information without reference to source material.
4.1 Sensory Tasks – Visual	Student uses visually based strategies to communicate effectively. Student accurately and effectively observes and monitors their physical surrounds.	Understands learning materials delivered in a visual format. Actively participates in group work, including use of visually based strategies to communicate effectively (e.g., appropriate use of eye contact and body language). Understands and responds appropriately when presented with comments or feedback.





Requirement area	Description of the Inherent Requirement	Examples in academic and non-academic environments
		Develops and delivers presentations. Negotiates unfamiliar settings safely and effectively.
4.2 Sensory Tasks – Auditory	Student accurately responds to and comprehends auditory information.	Understands learning materials delivered in an aural format. 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). Understands and responds appropriately when presented with verbal comments or feedback.
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.	Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects where appropriate. Competently uses a computer to engage in online learning, reading, and responding, including to respond to emails and complete relevant assessment tasks.
6. Sustainable performance	Student maintains physical and mental performance at a consistent and sustained level over time.	Attends and participates in educational settings, e.g., tutorials, lectures. Undertakes assessments and examinations required to assess necessary skills and knowledge. Maintains a sufficient level of concentration to complete an activity.





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