

Inherent Requirements for Education and Social Work

To assist students to make informed choices about their study, we have identified and set out below the Inherent Requirements for coursework award courses in Primary and Secondary Education.

With appropriate supports and reasonable accommodations, students must be able to carry out the list of Inherent Requirements described below, in order to successfully complete a coursework award course in Primary and Secondary Education.

The University of Sydney welcomes and encourages applications from students with disabilities, and from diverse social and cultural backgrounds. Where there are physical, intellectual, cultural, religious or other factors that impact on a student's ability to meet the Inherent Requirements, the University will make reasonable adjustments to assist the student to meet the requirements.

To successfully complete their award course, students must meet the academic requirements set out in the Faculty and course resolutions – these are set out in the [Faculty handbook](#). In addition, students in all courses are required to comply with Australian laws and University rules and policies, including the [Code of Conduct for Students](#). The University of Sydney upholds the academic standards of each degree and discipline so that all students graduate with the skills and knowledge expected of a graduate of the award conferred.

Communication tasks

1. Comprehend spoken English delivered at conversational speed (including in indoor and outdoor noisy environments such as classrooms, playgrounds, infants' rooms).
2. Understand and respond to verbal communications accurately, appropriately and in a timely manner.
3. Communicate clearly, audibly and intelligibly in Standard Australian English (i.e. the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.)
4. Read and comprehend information presented in a variety of standard formats.
e.g. you are able to understand hand written reports and electronic policy documents
5. Record information accurately and make coherent notes.
e.g. write student learning reports, take notes of meetings
6. Read the body language of others and respond appropriately (in context).
e.g. recognizing and responding to student distress.
7. Communicate respectfully with people of different abilities, gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.

Observation / Sensory tasks

1. Observe children and young people's physical, language, cognitive and socio-emotional behavior, learning and development.
2. Monitor the broader environment to supervise children and young people to ensure their safety and wellbeing (including observing multiple students and events simultaneously).
e.g. Monitoring classrooms, sporting events, camps, excursions, playground duties

Physical tasks

1. Attend professional and fieldwork experiences in a range of settings, in a range of geographical locations, for the required number of hours/days within a reasonable timeframe. This will include continuous blocks of up to 50 days.
2. Setup appropriate indoor and outdoor learning environments (including carrying and setting up teaching resources and equipment)
e.g. science labs, physical education
3. Complete relevant certifications and workplace training
e.g. Anaphylaxis safety training, Working with Children check
4. Tidy and clean up as routinely required
5. Complete teaching and non-teaching duties, as required.
e.g. playground duty, school sport, excursion supervision

Intellectual tasks

1. Gather, comprehend and organise information
2. Integrate theory and knowledge from various sources.
e.g. write lesson plans, reports and notes.
3. Develop options and assess and compare their respective merits.
e.g. read, understand and apply research to individuals, groups and communities.

4. Accurately recall information without reference.
e.g. provide a verbal report about a child/student's progress to another educator
5. Engage in rational and ethical reasoning.
6. Understand another person's perspective.
7. Complete tasks in a safe and reasonable time frame
8. Maintain a sufficient level of concentration to focus on an activity to completion

Interpersonal and social interactions

1. Control the expression of your own emotions.
e.g. remain calm and professional in difficult circumstances
2. Be able to work effectively in the face of uncertainty and adapt to changing environments
e.g. demonstrate resilience and competence when allocated supervision of children and young people.
3. Accept and fulfill responsibilities you are given within the workplace e.g. for children and young people in your care.
e.g. arrive at placements on time, ensure duty of care procedures are followed.
4. Contribute to and support positive workplace culture
e.g. respect line management
5. Respond appropriately to constructive feedback from teachers, supervisors, mentors and peers.
6. Manage your own physical and mental health effectively.
7. Respect personal and professional boundaries.
9. Dress appropriately and safely for the workplace.
10. Manage interpersonal conflict.
11. Demonstrate self-awareness and ensure your own motives, attitudes and behaviours do not adversely affect children and young people, colleagues and parents/caregivers.
12. Actively and appropriately participate in collaborative tasks and group work.
e.g. participate in discussions with parents, colleagues and students

FREQUENTLY ASKED QUESTIONS

Why have a list of Inherent Requirements for Primary and Secondary Education Courses?

We think it's important for students to be aware of the Inherent Requirements they will need to meet in university subjects and courses. This information enables prospective students to make informed decisions about their subject and career choices. In the case of Teacher education degrees, many of the Inherent Requirements relate to contact with children and young people. This contact increases with each year of the course and we believe it's important to be clear from the beginning about what is required to be able to successfully complete the course.

The Inherent Requirements are likely to be particularly helpful for students with disabilities. Many students successfully manage their disabilities with external support, and opt not to notify the University. However, the University's Disability Services assists hundreds of current students with a disability, and provides prospective students with advice about the support services offered at the University. Where necessary, after confidential registration of a disability, Disability Services negotiates reasonable adjustments for students with the relevant Faculty. Adjustments to coursework and assessments may also be made for students with carer's responsibilities, or cultural or religious needs. These adjustments may include such things as building and timetabling modifications, recording teaching material and special examination provisions. For professional placements, it may include negotiating with supervisors in advance of the placement for reasonable adjustments. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the inherent requirements, not as a substitute for them.

How are lists of Inherent Requirements developed?

They are developed from the required learning outcomes of the courses. Course structure and content, including learning outcomes, are designed to ensure that the course meets required standards. In addition to meeting general higher education standards, the professional teacher education courses are accredited (inspected and approved) by specialist groups. These include the Board of Studies, Teaching and Educational Standards (BOSTES) which is profession specific body that is responsible for assessing programs of study and education providers against accreditation standards

In the case of many university subjects, the Inherent Requirements are purely cognitive. However, the professional teacher education courses, in addition to teaching cognitive skills, train students to teach and interact with children and young people. Students' abilities to do this are assessed through structured examinations and assessment tasks and students are required to perform supervised teaching of children and young people satisfactorily when on placement.

Student safety must be ensured at all times and the teachers supervising and the University have a duty of care to these students and young people. Preservice teachers are required to comply with all relevant requirements for placement. http://sydney.edu.au/current_students/enrolment/course_check.shtml

Do I have to disclose any disability I believe I may have? Is there an assessment?

No, the information on Inherent Requirements is provided for your guidance. While registration with Disability Services is necessary for you to obtain reasonable adjustments, you are not otherwise required to disclose your disability to the University, unless it poses a risk to your health or safety or to that of others.

What should I do if I am worried about my ability to successfully undertake a listed essential requirement?

You can make contact with the Primary or Secondary Program Director via the Education Services Team or with Disability Services to discuss your specific issue. Liaison will occur, if necessary, with appropriate protection of your privacy. The Faculty's initial contact person is Ms Maria McQuilty. She can be contacted on +61 2 9351 4301 or maria.mcquilty@sydney.edu.au. The Disability Services Team can be contacted on +61 2 86278422 or disability.services@sydney.edu.au

What is an adjustment?

These are modifications or accommodations made by the University that have the effect of assisting a student with a disability to participate or access something on the same basis as someone without a disability. Common accommodations include aids to vision or hearing (which many people of course wear every day). Disability Services at Sydney University works to support students with disabilities, including negotiating reasonable adjustments for students. These adjustments are frequently related to assessment, e.g. extra time in examinations, allowing students to type instead of handwrite, or may relate to such issues as timetabling or access. Other assistance for fieldwork may include adjusting hours of work and the allocation of the type of placement may also be adjusted where needed to ensure the psychological safety of the student.

Sydney University has obligations under the [Disability Discrimination Act 1992 \(Cth\)](#), the [Anti-Discrimination Act 1977 \(NSW\)](#) and the [Disability Standards for Education 2005 \(Cth\)](#) to ensure that reasonable adjustments are available. Adjustments must be reasonable and cannot compromise the academic integrity of a course. Reasonable adjustments are provided to assist students to achieve the Inherent Requirements, not as a substitute for them.

Can I enrol even if I am not sure I will be able to carry out some of the Inherent Requirements?

Yes. In fact, it will usually be unlawful for the University to restrict enrolment on the basis of disability, or to discriminate against students with a disability in other ways.

What happens if I do enrol and I am unable to carry out some of the Inherent Requirements?

Assessment is carried out with approved reasonable adjustments. If, even with reasonable adjustments, you are unable to carry out some of the Inherent Requirements, you may fail an essential component of the course and may be unable to graduate.