



## Statement of Inherent Requirements

<b>Faculty</b>	Arts & Design
<b>Discipline</b>	Built Environment
<b>Course/s</b>	<b>Undergraduate Courses – Commencing 2019</b> Bachelor of the Built Environment (Architecture) [ABB001] Bachelor of the Built Environment (Interior Architecture) [ABB002] Bachelor of the Built Environment (Landscape Architecture) [ABB003]

### Ethical Behaviour

#### Inherent Requirement

- Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.

Related Professional Requirements: **Academic Environment** [University of Canberra Student Conduct Rules 2013](#), **Architecture** [Architects' Model Statutory Code of Professional Standards and Conduct](#) (prepared jointly by the Architects Accreditation Council of Australia and the Royal Australian Institute of Architects), **Design** [DIA Code of Ethics](#), **Landscape Architecture** [Australian Institute of Landscape Architects \(AILA\)](#), and **Urban and Regional Planning** [PIA Code of Professional Conduct](#).

#### Rationale

- Compliance with relevant academic and professional standards and/or codes of conduct, and commonly accepted standards of professional behaviour facilitates safe, competent interactions and relationships for students and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.

#### Examples

- Apply ethical behaviour in the management of confidential and sensitive personal information.
- Reflect on ethical dilemmas and issues, and take responsibility for ensuring awareness of ethical and professional behaviour.
- Disclose any conflicts of interest, or one that is likely to exist in the future, prior to the provision of services.

### Legal Compliance

### **Inherent Requirement**

- Comply with Australian Law, professional regulations and/or scope of practice relevant to the profession.

### **Rationale**

- Knowledge, understanding and compliance with Australian law and professional regulations facilitate effective, professional, responsible and accountable professionals, and are necessary to work effectively and meet professional registration requirements.

#### **Architecture**

Related Professional Requirements: [ACT Architects Act 2004](#); [Architects Regulations](#); [Architects Accreditation Council of Australia](#); [National Standard of Competency for Architects](#)

#### **Landscape Architecture**

Related Professional Requirements: [AILA Continuing Professional Development \(CPD\)](#)

#### **Urban and Regional Planning**

Related Professional Requirements: [PIA Continuing Professional Development](#)

### **Examples**

- Apply appropriate legal principles and disclosure requirements in preparing contracts for service.
- Comply with the requirements for professional registration and continued development as they relate to each of the accrediting bodies (refer requirements above)

## **Communication Skills**

### **1. Expressive Communication Skills**

#### **Inherent Requirement**

- Ability to communicate effectively, in English, to a standard that allows clear, scholarly, and professional-level verbal language and written messages or text with language use and style appropriate to the audience.

#### **Rationale**

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### **Examples**

- Construct coherent written, visual and verbal communications to an academic and professional standard as appropriate to the circumstances.
- Clearly communicate the core attributes of built environment projects or other scholarly work to a group of examiners and/or clients.
- Actively participate, in a constructive and comprehensible manner, in tutorial, simulation, group assessment teams, and/or professional discussions.

## 2. Receptive Language Skills

### Inherent Requirement

- Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge, critical thinking skills, self-reflection and other emotional intelligence markers.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Read, comprehend and interpret information presented in a variety of formats such as text, diagrams, maps, drawings and numerical data.
- Comprehend spoken English delivered at conversational speed (including in noisy environments, such as on a construction site).
- Understand verbal instructions to progress work in a collegial and constructive manner towards a project goal.

## 3. Interpersonal Communication Skills

### Inherent Requirement

- Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Create and develop rapport with peers, academic and profession staff conducive to effecting working relationships.
- Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.
- Interpret non-verbal cues when interacting with people in the academic and professional setting.

## Behavioural Stability

### Inherent Requirement

- Behaviour that is adaptable to effectively manage changing and/or unpredictable situations sufficiently to maintain academic and professional behaviour/relationships to acceptable community standards.

### Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and professional environments, including emergency, complex and/or sensitive situations and those that may involve potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.

### Examples

- Being receptive and responding appropriately to instruction and constructive feedback.
- Managing own emotions and behaviour effectively when dealing with individuals and/or groups in the academic environment and professional settings.
- Undertake reflective practice, and seeking personal and professional support and/or assistance when needed.

## Motor Skills

### Inherent requirement

- Sufficient tactile function, strength and mobility to function within the scope of practice.

### Rationale

- Skills within the discipline of Built Environment require gross and fine motor function to consistently provide safe and effective services.

### Examples

- Accurately manipulate a range of materials and technologies to design and construct prototypes.
- Prepare documentation of analytic texts, drawings and models for the preparation of proposals via digital or other means.
- Actively participate in appropriate site (e.g. construction sites in urban, rural and/or remote environments) and/or design studio-based activities.
- Employ a range of non-digital methods to undertake design practice, including workshop and manual fabrication etc.

## Sensory Skills

### Inherent requirement

- Sufficient sensorimotor skills, including visual, auditory and tactile acuity to function with the scope of practice.

### Rationale

- Skills within the discipline of the Built Environment require visual, auditory and tactile acuity to consistently provide safe and effective services.

### Examples

- Explore and engage with two or three-dimensional material.
- Integrate visual and tactile information into original designs and other three-dimensional forms.
- Perceive and comprehend detailed visual information, and record relevant details of observations in a variety of contexts, e.g. construction sites, and other environmental contexts.

## Cognitive Skills

### Inherent Requirement

- Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive, numeracy and literacy skills, including focus, memory, and attention to detail.

### Rationale

- Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

### Examples

- Synthesise information (conceptual or factual) and demonstrate its application to the physical forms (and relationship between forms) in the built environment.
- Undertake a range of assessment tasks such as exams, written assignments, visual and verbal presentations and practical applications that demonstrate knowledge of the required content.
- Conceptualise and use appropriate knowledge in response to academic assessment items.

## ICT Capacity

### Inherent Requirement

- Acquire, and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.

### Rationale

- Competent ICT skills are essential to successfully access, apply and communicate information.

### Examples

- Use ICT to access information and to complete assessment tasks and submit assessment items online, as required.
- To critically assess and adopt ICT-based solutions in the development and representation of projects and assessment items.
- Use a range of selected ICT methodologies and tools, such as building information modelling and integrated project delivery solutions.

## Sustainable Performance

### Inherent requirements

- Complete tasks in a timely manner and within a designated period, where required, while maintaining consistency and quality of performance.

### Rationale

- Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care.

### Examples

- Remain focussed and provide consistent responses over the course of a professional placement.
- Perform multiple tasks in an assigned period with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately.
- Attend site visits and professional placements in a range of settings and for the required number of hours, within a reasonable period.
- Demonstrate commitment to studies through regular and sustained engagement with learning content, peers and staff.