



Statement of Inherent Requirements

Faculty	Arts & Design
Discipline	Design
Course/s	Undergraduate Courses Bachelor of Design (Industrial Design) [ARB201] Bachelor of Design (Interaction Design) [ARB202] Bachelor of Design (Visual Communication Design) [ARB203]

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.

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Related Professional Requirements for Academic Environment: University of Canberra Student Conduct Rules 2013.

Rationale

- Compliance with relevant 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

- Reflect on ethical dilemmas and issues, and take responsibility for ensuring awareness of ethical behaviour.
- Understanding relevant issues and the strategies to support the safe, responsible and ethical use of Information and Communication Technologies (ICT).

Legal Compliance
<p>Inherent Requirement</p> <ul style="list-style-type: none"> Comply with Australian Law, professional regulations and/or scope of practice relevant to the profession.
<p>Rationale</p> <ul style="list-style-type: none"> Knowledge, understanding and compliance with Australian law and professional regulations facilitates effective, professional, responsible and accountable professionals, and is necessary to work effectively and meet professional registration requirements.
<p>Examples</p> <ul style="list-style-type: none"> Knowledge, understanding and compliance with Australian intellectual property laws as they apply to Arts and design. Understand aspects of confidentiality and privacy when dealing with clients and their projects

Communication Skills
1. Expressive Communication Skills
<p>Inherent Requirement</p> <ul style="list-style-type: none"> Communicate effectively, in English, to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.
<p>Rationale</p> <ul style="list-style-type: none"> 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.
<p>Examples</p> <ul style="list-style-type: none"> Construct coherent written, visual and verbal communications to an academic and professional standard as appropriate to the circumstances. Paraphrase a client's message to confirm understanding. Effectively present ideas, both verbally and visually.
2. Receptive Language Skills
<p>Inherent Requirement</p> <ul style="list-style-type: none"> 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 design documentation,

graphical formats such as charts and accessing computerised information.

- Comprehend spoken English delivered at conversational speed.
- 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 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.

Motor Skills

Inherent requirement

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

Rationale

- Skills within the discipline of creative and cultural practices requires 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 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

Graphic Art

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

<p>Rationale</p> <ul style="list-style-type: none"> Skills within the discipline of creative and cultural practice requires visual, auditory and tactile acuity to consistently provide safe and effective services.
<p>Examples</p> <ul style="list-style-type: none"> Select colours, sound, artwork, photography, animation, style of type, and other visual elements for a design. Select the size and arrangement of different elements on the page or screen. Explore and interact with two or three-dimensional design material. Integrate visual and tactile information into new designs and two and or three-dimensional forms. Perceive and comprehend detailed visual information, and record relevant details of observations.

<p>Behavioural Stability</p>
<p>Inherent Requirement</p> <ul style="list-style-type: none"> Behaviour that is adaptable to effectively manage changing and/or unpredictable situations sufficiently to maintain academic and professional relationships to acceptable community standards.
<p>Rationale</p> <ul style="list-style-type: none"> 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.
<p>Examples</p> <ul style="list-style-type: none"> Being receptive and responding appropriately to 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. Adapt behaviour appropriately during times of personal stressors, whether this adaptation involves ways of continuing to engage with the role or withdrawing for a period self-care

<p>Cognitive Skills</p>
<p>Inherent Requirement</p> <ul style="list-style-type: none"> 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.
<p>Rationale</p> <ul style="list-style-type: none"> Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

Examples

- 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.
- Ability to conceptualise and use appropriate knowledge in response to academic assessment items.
- Comprehend three-dimensional spatial relationships.

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

- Submit assessment items online.
- Use ICT to access information and to complete assessment tasks as required.
- Use ICT in the professional setting, including the use of a range of industry standard software packages.

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 services.

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.
- Demonstrate commitment to studies through regular and sustained engagement with learning content, peers and staff.
- Attend professional placements in a range of settings and for the required number of hours, within a reasonable period.

