

Bachelor of Performing Arts

Inherent Requirements

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Acknowledgement:

Johnson, A., Allan, T., Phillips, K., Azzopardi, T., Dickson, C., Goldsmith, M & Hengstberger-Sims, C. (2011). Inherent Requirements of Nursing Education (IRONE), University of Western Sydney (UWS) School of Nursing & Midwifery and Student Equity & Disability Services.

Inherent Requirements of the Bachelor of Performing Arts

Introduction

Federation University Australia and the School of Arts strongly support the rights of all people who wish to pursue undergraduate performing arts studies to achieve their potential and career objectives.

There is currently no agreed definition for inherent requirements but UWS defined for its purpose's inherent requirements as:

the fundamental components of a course or unit, that are essential to demonstrate the capabilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the university's learning, assessment and accreditation processes. Note: making a requirement compulsory does not necessarily make it an inherent requirement.
(UWS Inherent Requirements Working Party, 2010)

Inherent Requirements

Federation University Australia is committed to ensuring equality of access to all programs and courses and will provide reasonable adjustments to the learning environment to meet the needs of a diverse range of students. For example, students with a disability, and students with caring responsibilities. However, Federation University acknowledges that there are some situations where reasonable adjustment is not possible. In such cases, Federation University will provide information on such restrictions to enable students to make an informed decision in relation to their program and course options in the form of inherent requirements.

Inherent requirements refer to the fundamental attributes, skills and abilities that you must be able to achieve in order to demonstrate the essential learning outcomes of the degree you are studying. For example, such restrictions MAY include but are not limited to the following:

- Inability to secure a current Working with Children Check precluding students being able to undertake mandatory placements in an Education or Health program;
- An inability to make reasonable adjustments in the education, clinical or workplace environment in relation to physical, psychological, cultural or sensory disabilities precluding students from being able to undertake mandatory placements in a Nursing program;
- Disclosures on Police checks that may preclude students from being able to undertake mandatory placements;
- Inability to participate in regular skills classes with consistent engagement and physical endurance. For example, dance and movement classes, scene rehearsals and project rehearsals in a Performing Arts program.

Federation University also notes that even with reasonable adjustments you still need to meet inherent requirements and all academic standards to graduate. If you are unable to carry out some inherent requirements, you may fail part of your program and be unable to graduate.

The Domains

The eight domains for the Bachelor of Performing Arts inherent requirement statements are: ethical behaviour; behavioural and emotional stability; legal; communication; cognition; interpersonal engagement; strength and mobility; and sustainable performance.

The Bachelor of Performing Arts Inherent Requirement Statements

The Bachelor of Performing Arts inherent requirement statements are published on the School / Program / Arts Academy homepages and are available to support all potential and continuing students.

Bachelor of Performing Arts Inherent Requirements Statements

Ethical Behaviour

Level	Inherent requirements statement
1	<p>Introduction</p> <p>Performing arts is a professional area that is governed by quality and professional standards where practitioners are both accountable and responsible for ensuring safe and professional ethical behaviour in all contexts.</p>
2	<p>Description</p> <p>You, the student, will demonstrate knowledge of, and engage in behaviour consistent with all relevant ethical behaviour standards.</p>
3	<p>Justification</p> <ul style="list-style-type: none"> Compliance with the codes, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people with whom they engage. This ensures that the physical, psychological, emotional and spiritual wellbeing of the individual is not placed at risk.
4	<p>Adjustments should comply with standards and maintain ethical behaviour.</p>
5	<p>Examples</p> <p>You can:</p> <ul style="list-style-type: none"> Demonstrate respect for the diversity of family and community values and practices within academic and performance settings. Comply with privacy and confidentiality requirements in academic and performance settings. This includes the use of mobile phones (e.g. texting, recording, social media). Demonstrate honesty and integrity in academic and performance settings.

Behavioural and Emotional Stability

Level	Inherent requirements statement
1	<p>Introduction</p> <p>Behavioural and emotional stability is required to function and adapt effectively and sensitively in professional performance settings.</p>
2	<p>Description</p> <p>You, the student, will demonstrate the ability to work constructively and positively in diverse and challenging academic and performance environments.</p>
3	<p>Justification</p> <ul style="list-style-type: none"> Behavioural and emotional stability is required to work individually and in teams (groups/cohorts/companies) in changing and unpredictable creative environments. Performing Arts students may be exposed to complex, stressful and pressurised situations and will be required to behave in a calm, constant and generous manner.
4	<p>Adjustments should support stable, effective and professional behaviour in both academic and performance settings.</p>
5	<p>Examples</p> <p>You can:</p> <ul style="list-style-type: none"> Reflect on practice and respond appropriately to constructive feedback. Manage your own emotions and behaviour effectively when dealing with lecturers and fellow students in academic and performance settings.

Legal

Level	Inherent requirements statement
1	<p>Introduction</p> <p>Creative industry practice is mandated by specific legislation and regulations to comply with professional accreditation and standards.</p>
2	<p>Description</p> <p>You, the student, will demonstrate knowledge and compliance with Australian Law, professional regulations and scope of practice.</p>
3	<p>Justification</p> <ul style="list-style-type: none"> • A basic understanding of legal requirements and standards is necessary to performance practice, to reduce the risk of harm to self and others. • Compliance with these legal requirements in the learning environment, and the Australian Law ensures that students are both responsible and accountable for their practice.
4	<p>Adjustments should be consistent with legislative and regulatory requirements.</p>
5	<p>Examples</p> <p>You can:</p> <ul style="list-style-type: none"> • Comply with relevant discrimination, harassment, bullying and safety legislation. • Comply with the policies of work integrated learning facilities, e.g. theatre and teaching spaces. • Adhere to requirements of informed consent, privacy and confidentiality in studio and rehearsal environments.

Communication

This course requires effective, verbal, non-verbal and written communication skills.

Verbal

Level	Inherent requirements statement
1	Introduction Effective verbal communication, in English, is an essential requirement to provide safe delivery of instruction and care.
2	Description You, the student, will demonstrate: <ul style="list-style-type: none"> • Sensitivity to individual and/or cultural differences. • The ability to understand and respond to verbal communication accurately, appropriately and in a timely manner. • The ability to provide clear instructions in the context of the situation.
3	Justification <ul style="list-style-type: none"> • Speaking in a way that displays respect and empathy to others develops trusting relationships with those around you. • Clear communication may be critical for individual safety or treatment.
4	Adjustments should address the student's capacity to communicate efficiently, clearly and accurately within the studio environment. Adjustments specific to the individual can be discussed with the Disability and Learning Access Unit.
5	Examples You can: <ul style="list-style-type: none"> • Participate in tutorial discussions and practise verbal communication skills during practical classes, workshops and rehearsals. • Establish rapport with peers, lecturers, visiting directors and industry professionals.

Non-verbal

Level	Inherent requirements statement
1	Introduction Effective non-verbal communication is fundamental to educational settings and needs to be respectful, clear, attentive, empathetic, honest and non-judgemental.
2	Description You, the student, will demonstrate: <ul style="list-style-type: none"> • The capacity to recognise, interpret and respond appropriately to behavioural cues and gestures. • Consistent and appropriate awareness of your own behaviour. • Sensitivity to individual differences and/or cultural differences.
3	Justification <ul style="list-style-type: none"> • The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect which is required in academic and professional relationships. • Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships. • Being sensitive to individual and/or cultural differences, displays respect and empathy to others and develops trusting relationships. • The ability to observe and understand non-verbal cues is essential for safe and effective collaboration in academic and performance settings.
4	Adjustments should enable the recognition, initiation of or appropriate response to effective non-verbal communication in a timely and appropriate manner. Adjustments specific to the individual can be discussed with the Disability and Learning Access Unit.
5	Examples You can: <ul style="list-style-type: none"> • Recognise and respond appropriately to non-verbal cues and activities in classroom and rehearsal situations. • Recognise and respond appropriately to non-verbal cues in the performance setting. • Display appropriate non-verbal gestures such as open body language, facial expressions and eye contact, to display understanding and empathy.

Written

Level	Inherent requirements statement
1	Introduction Effective written communication, in English, is required to effectively access course content and complete assessment tasks.
2	Description You, the student, will demonstrate the capacity to construct and model coherent written communication appropriate to the circumstance.
3	Justification <ul style="list-style-type: none"> • Construction of written text-based assessment tasks to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice.
4	Adjustments should meet necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and performance environments. Adjustments specific to the individual can be discussed with the Disability and Learning Access Unit.
5	Examples You can: <ul style="list-style-type: none"> • Construct an essay in a timely manner that complies with academic standards and deadlines. • Complete performance workbooks and notes/journals in a timely manner, that meet the requirements of each course. • Convey information in a written form effectively to peers and staff.

Cognition

This course requires knowledge of theory and the skills of cognition, literacy, numeracy.

Knowledge and cognitive skills

Level	Inherent requirements statement
1	Introduction Consistent and effective knowledge and cognitive skills must be demonstrated to provide safe, professional and competent practice.
2	Description You, the student, will demonstrate: <ul style="list-style-type: none"> • The capacity to locate appropriate and relevant information. • The ability to process and understand information relevant to performance practice. • The ability to integrate, reflect on and implement knowledge into practice in a timely manner.
3	Justification <ul style="list-style-type: none"> • Safe and effective practice is based on comprehensive knowledge of performance that must be sourced, understood and applied appropriately.
4	Adjustments should support the student's ability to acquire, analyse and apply knowledge. Adjustments specific to the individual can be discussed with the Disability and Learning Access Unit.
5	Examples You can: <ul style="list-style-type: none"> • Conceptualise and use appropriate knowledge in response to academic assessment items. • Appropriately apply knowledge of theory, research evidence, policies and procedures in academic, performance and professional practice settings. • Understand and appropriately apply concepts and ideas being studied in the studio environment.

Literacy (language)

Level	Inherent requirements statement
1	Introduction Competent English language and literacy skills are essential for safe, professional and effective delivery of content.
2	Description You, the student, will demonstrate: <ul style="list-style-type: none"> • The ability to accurately acquire information and convey appropriate, effective messages. • The ability to read and comprehend a range of texts and information. • The capacity to understand and implement academic conventions to construct written text in a scholarly manner.
3	Justification <ul style="list-style-type: none"> • The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment and delivery of care. • The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for safe and effective delivery of care.
4	Adjustments should demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information.
5	Examples You can: <ul style="list-style-type: none"> • Convey spoken and written messages accurately and effectively in an academic, rehearsal and performance setting. • Paraphrase, summarise and reference in accordance with appropriate academic conventions in written assignments.

Numeracy

Level	Inherent requirements statement
1	Introduction Competent and accurate numeracy skills are essential for safe and effective performance practitioners.
2	Description You, the student, will demonstrate the ability to interpret and correctly apply data, measurements and numerical criteria in a range of contexts.
3	Justification <ul style="list-style-type: none"> Competent application of numeracy skills is essential in health to facilitate the safe and effective delivery of all performance-based services.
4	Adjustments should enable the demonstration of effective numeracy skills.
5	Examples You can: <ul style="list-style-type: none"> Competently apply basic mathematics knowledge and skills in everyday life and in academic tasks. Effectively use numeracy skills in matters related to student learning. Apply numeracy skills to interpret and solve problems in a range of educational and performance contexts.

Interpersonal Engagement

Level	Inherent requirements statement
1	<p>Introduction</p> <p>Interpersonal engagement is essential to work effectively, sensitively and build relationships in the professional performance community.</p>
2	<p>Description</p> <p>You, the student, will demonstrate:</p> <ul style="list-style-type: none"> • The ability to create rapport with peers, academic and professional staff conducive to effective working relationships. • Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian society.
3	<p>Justification</p> <ul style="list-style-type: none"> • The ability to engage effectively, sensitively and confidentially with peers and professional staff. • The ability to engage with people from diverse backgrounds and ability in various context.
4	<p>Adjustments should enable students to display appropriate levels of interpersonal engagement and behaviour.</p>
5	<p>Examples</p> <p>You can:</p> <ul style="list-style-type: none"> • Participate in a respectful and culturally competent manner in skills practice and tutorial discussion. • Collaborate, modify and reflect on your professional practice during rehearsal and performance settings. • Interact with mutual respect, equity and dignity towards others. • Adapt to evolving circumstances and/or situations within studio and rehearsal environments.

Strength & Mobility

Performing arts practice requires strength and mobility involving gross motor skills, physical versatility and kinaesthetic awareness.

Gross Motor Skills

Level	Inherent requirements statement
1	Introduction Participation in physical activities and movement is required to function effectively in skill acquisition and development, rehearsal and performance environments.
2	Description You, the student, will demonstrate the ability to move and perform gross motor function within the scope of practice.
3	Justification <ul style="list-style-type: none"> • Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. • Tasks that involve gross motor skills include sitting, lifting, carrying, pushing, pulling, standing, twisting, bending and jumping are integral to performing safely to reduce the risk of harm to students and those around them.
4	Adjustments should facilitate functional effectiveness, safety of individual students and others around them.
5	Examples You can demonstrate: <ul style="list-style-type: none"> • Competence in strength and fitness to meet the demands of dance courses. • Balance and control to safely execute dance, movement and performance activities at various speeds, levels and intensity. • Development of solid technical foundations in dance, movement and performance activities. • Improvement in alignment, co-ordination and rhythm.

Physical / Kinaesthetic

Level	Inherent requirements statement
1	Introduction Physical capabilities are required to safely and effectively perform the activities necessary to undertake the learning activities and achieve the learning outcomes.
2	Description You, the student, will demonstrate: <ul style="list-style-type: none"> • The ability to perform dance and movement skills in a variety of styles and genres. • The ability to perform voice / singing skills in a variety of styles and genres. • The ability to perform acting skills in a variety of styles and genres. • The ability to translate instruction into physical outcomes.
3	Justification <ul style="list-style-type: none"> • Standards of dance technique including fitness for dance (strength, endurance, flexibility), coordination, alignment and self-use are essential to safety and longevity in the performance profession. • Standards of vocal technique including singing and speaking for vocal health, coordination, alignment, self-use are essential safety and longevity in the performance profession. • Standards of acting technique for coordination, flexibility, versatility and self-use are essential to safety and longevity in the performance profession.
4	Adjustments should address the need to perform the required range of tasks involved in skill assessments, rehearsal and performance activities. Adjustments specific to the individual can be discussed with the Disability and Learning Access Unit.
5	Examples You can demonstrate: <ul style="list-style-type: none"> • Balance, control and endurance to safely execute dance sequences in classes and in performance. • Physical coordination, vocal range, resonance, articulation, placement to safely execute voice activities in class and in performance. • Physical and vocal coordination to safely execute acting scenes in class and in performance. • The ability to translate instruction into observable performance outcomes.

Sustainable Performance

Level	Inherent requirements statement
1	Introduction Performing Artists require both physical and mental performance at a consistent and sustained level.
2	Description You, the student, will demonstrate: <ul style="list-style-type: none"> • Consistent and sustained level of physical energy to complete a specific task in a timely manner and over time. • The ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately. • The capacity to maintain consistency and quality of performance throughout a designated period of time. • The ability to maintain and recreate performance during a production season.
3	Justification <ul style="list-style-type: none"> • Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks during an assigned period.
4	Adjustments should ensure that students' performance is consistent and sustained over a given period.
5	Examples You can: <ul style="list-style-type: none"> • Consistently participate in skills classes across all disciplines (dance/movement, voice/singing, acting), rehearsals, tutorials and performance activities. • Participate in mind-body fitness classes with consistent engagement and physical endurance