

Family Violence

Inherent Course Requirements

The inherent course requirements below relate to the following higher education courses.

Associated Higher Education Course(s)	Course Code	Course Duration	AQF Level	Notes
Graduate Certificate in Family Violence (Prevention and Practice)	CRS1400479	1 year part-time 6 months full-time	Level 8	
Graduate Certificate in Family Violence (Working with Men)	CRS1400479	1 year part-time	Level 8	

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1. Purpose

Inherent course requirements are the essential components of a course that are required to support participation, learning, assessment, and demonstration of the learning outcomes. They reflect the core abilities, knowledge, skills, and professional behaviours necessary to successfully complete the course.

2. Scope

These inherent course requirements apply to all students enrolled in the course, across all modes of delivery (on-campus, online, blended), and all learning, assessment, simulated, and work-integrated learning environments, including placements where applicable.

Inherent course requirements are distinct from Academic, English language and Course specific admission requirements.

3. Reasonable Adjustments and Equity Statement

Chisholm Institute is committed to inclusive education and equitable participation. Students may meet inherent course requirements with reasonable adjustments, provided such adjustments do not compromise academic integrity, fundamentally alter learning outcomes, or undermine professional, safety, or accreditation standards.

Students are encouraged to engage early with Chisholm Equitable Learning and Disability Support to discuss adjustment needs.

4. Inherent Requirements

The Graduate Certificate in Family Violence delivers specialised expertise in the area of domestic and family violence. The course aims to produce professionals who are skilled in prevention and practice initiatives relating to family violence work, with the ability to capitalise on opportunities afforded by emerging research. This document outlines the prerequisite skills, abilities and qualities that will support these outcomes through successful study. For the purposes of this document, these inherent requirements have been categorised into eight domains.

4.1. Professional and Ethical Behaviour

Rationale: Students must act ethically and with integrity in alignment with industry codes of conduct and ethical guidelines.

Requirements:

- > demonstrate commitment to relevant ethical and legal standards.
- > demonstrate confidentiality, privacy and professional standards.

4.2. Legal and Regulatory Requirements

Rationale: Compliance with industry regulatory standards along with Australian and Victorian law and professional accreditation regulations.

Furthermore, some prior and/or current criminal convictions, if relevant, can impact a student's ability to meet requirements regarding practical placement (for the working with men stream). As such, students will require the following:

Requirements:

- > Ability to meet legal and regulatory standards as required, including those associated with practical placements.

- > Not be subject to a pending criminal or civil legal matter that may impact the above (recognising the right to assumption of innocence until conviction).
- > Not be undertaking a current Order that has relevance to the course in question.
- > Willingness to undertake working with children and/or police check if required.
- > For students with relevant prior criminal convictions, willingness to discuss their ability to meet prerequisite requirements with the Course Coordinator.

4.3. Behavioural Stability and Emotional Regulation

Rationale: Individuals that work with vulnerable individuals and communities must be calm, empathetic and nonreactive and demonstrate consistent emotional regulation.

Requirements:

- > Ability to manage own emotions and responses and mental health to provide safe and empathetic support in a range of environments.
- > Ability to maintain professional boundaries and remain in command of one's own emotions and responses when faced with challenging course content or community circumstances.
- > Ability to readily adapt to changing circumstances in dynamic environments.
- > Possess emotional intelligence, emotional empathy and a high degree of self-awareness/reflection.
- > Ability to separate work and life, including the practice of both pro-active and reactive self-care as required.

4.4. Communication

a. Verbal and Non-verbal Communication

Rationale: Clear verbal and non-verbal communications are essential to support therapeutic alliances, assessment and planning, academic and professional relationships, and to conduct effective advocacy. In addition, body language and non-verbal cues are vital in client interaction and rapport-building.

Requirements:

- > Possess requisite English language skills.
- > Be clear, respectful, and sensitive to others in all verbal communications within all settings.
- > Willingness to participate in case discussions, interviews, and group work in class and fieldwork placement settings.
- > Demonstrate culturally appropriate and responsive non-verbal behaviour.

b. Written Communication

Rationale: Students must possess the skills necessary to communicate effectively via academic and professional written documentation.

Requirements:

- > Possess requisite English language skills.
- > Demonstrate ability to develop professional standard written work without the use of generative AI.
- > Willingness to use available academic supports and resources as required to build capacity.

4.5. Cognitive Capacity

Rationale: Strong cognitive skills are needed for problem-solving, decision-making, critical analysis, and reflection.

Requirements:

- > Demonstrate foundational ability to conceptualise, synthesise, and integrate knowledge.
- > Revise, retain and apply complex information across multiple settings and disciplines.

- > Demonstrate ability to work under pressure, manage workloads and meet deadlines.
- > Demonstrate ability to take and act on critical and constructive feedback.

4.6. Relational and Interpersonal Skills

Rationale: Good interpersonal skills are fundamental for building trust and working collaboratively in diverse teams and with community groups.

Requirements:

- > Demonstrate respect, empathy, and cultural sensitivity.
- > Ability to work effectively in team environments, including interprofessional collaboration.
- > Be prepared to take part in group activities, and support group collaboration and learning.
- > Possess the ability to engage respectfully with a diverse range of clients and colleagues, regardless of gender, age, culture, sexuality, religion and social/culture backgrounds.

4.7. Lived Experience of Family Violence (where applicable)

Rationale: Students need the ability to gauge and monitor levels and strategies supporting their own well-being along with the capacity to reflect and adjust professional practice.

Requirements:

- > Ability to recognise boundaries between own lived experience and professional practice.
- > Awareness that own lived experience does not overshadow theoretical perspectives and global evidence base.
- > Willingness to access support networks, either personal or professional, if required.

4.8. Digital Literacy

Rationale: Students require internet access and competent computer skills in order to craft and submit assessment tasks, maintain lines of communication, and avail themselves of online resources as required.]

Requirements:

- > Access to both a computer and reliable internet.
- > Demonstrate competent computer literacy, including the use of the Microsoft office suite, email functions, internet browsing and research, and other general computer functions.
- > Ability to adapt to new and evolving technology as required.

5. Student Acknowledgement

Students and prospective students are required to review and consider their understanding of, and capacity to meet, the inherent course requirements prior to enrolment.