

Psychology

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
Bachelor of Psychology	CRS1401150	3 years full-time	Level 7	
Associate Degree of Psychology	CRS1401151	2 years full-time	Level 6	Exit award only

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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

4.1. Professional and Ethical Behaviour

Rationale: Ethics underpin psychological research and practice. APAC standards require the ability of students to understand and engage in ethical behaviour to protect individuals and uphold integrity.

Requirements: Students must demonstrate ethical and professional standards in academic and applied contexts.

Examples:

- > Acknowledging sources using APA referencing
- > Maintaining confidentiality in simulated assessments
- > Engaging in respectful discussion even when disagreeing

4.2. Behavioural Stability and Emotional Regulation

Rationale: Psychology students are exposed to complex, sometimes distressing content. Behavioural stability ensures safe learning and professional interaction.

Requirements: Students must be able to manage emotions, respond to feedback, and function constructively under stress.

Examples:

- > Managing reactions to confronting case studies
- > Adapting to team dynamics during group assessments
- > Remaining composed when receiving critique

4.3. Communication

a. Verbal Communication

Rationale: Essential for tutorial participation, teamwork, oral presentations, and professional readiness.

Requirements: Students must be able to clearly and respectfully express ideas in spoken English and interpret verbal cues appropriately.

Example:

- > Participating in class discussions, clarifying questions, engaging in peer feedback

b. Non-verbal Communication

Rationale: Builds rapport, demonstrates empathy, and facilitates professional presence.

Requirements: Students must have the capacity to recognise and use appropriate non-verbal cues with awareness of cultural variation.

Example:

- > Eye contact in interviews, active listening posture in group work

c. Written Communication

Rationale: Fundamental to academic success and professional documentation.

Requirements: Produce coherent, grammatically correct, and properly referenced writing in English.

Example:

- > Essays, lab reports, reports

4.4. Cognitive Capacity

a. Knowledge and Cognitive Skills

Rationale: Students must evaluate research, apply theory, and problem-solve using evidence-based reasoning.

Requirements: Students must have the capacity to acquire, integrate, and apply psychological knowledge effectively.

Example:

- > Analysing case material, evaluating interventions, synthesising theories

b. Reflective Capacity

Rationale: Self-reflection is vital for personal and professional development in psychology.

Requirements: Students must have the capacity to be able to demonstrate insight into one's own behaviour, learning, and biases.

Example:

- > Writing critical reflections, adapting based on feedback, identifying emotional triggers.

4.5. Relational and Interpersonal Skills

Rationale: Psychology requires interpersonal sensitivity and teamwork in professional settings.

Requirements: Students must be able to collaborate respectfully and effectively with peers, staff, and diverse communities.

Example:

- > Group presentations, peer collaboration, cultural competence in discussions

4.6. Digital Literacy

Rationale: Online platforms and statistical programs are integral to psychology training.

Requirements: Students must have the capacity to learn how to competently use digital tools for learning, communication, and analysis.

Example:

- > Submitting assignments via Moodle, using video conferencing, conducting analysis using statistical software.

4.7. Numeracy

Rationale: Psychology is an empirical science requiring data analysis and interpretation.

Requirements: Students must have the capacity to understand and apply statistical and numerical concepts in psychological contexts.

Example:

- > Using Jamovi/SPSS, interpreting data tables, scoring psychological scales

4.8. Sustainable Performance

Rationale: Psychology study is demanding and requires physical, mental, and emotional resilience.

Requirements: Maintain consistent academic and professional performance across tasks and time.

Example:

- > Meeting deadlines, attending classes regularly, completing placements or tasks to standard

5. References – Professional, Accreditation or Additional Context

Australian Psychology Accreditation Council (APAC). <https://apac.au/>

Disability Discrimination Act 1992 (Cth). <https://www.legislation.gov.au/C2004A04426/latest/text>

6. 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.