Australian Psychology Accreditation Council (APAC)

Accreditation Assessment Summary Report Chisholm Institute

Last updated: 21 October 2026

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Chisholm Institute – 2027 to 2031 Cycle

Higher education provider	Chisholm Institute (Chisholm)
Academic organisational unit (AOU)	Higher Education College
Campus	Frankston
Assessment type	Cycle re-accreditation
Accreditation period	01 January 2027 to 31 December 2031
Accreditation Standards	Accreditation Standards for Psychology Programs (effective 1 December 2025)

Assessment timeline

Dates	Assessment activities
26/02/2026	Provider submits accreditation documentation
01/04/2026	APAC assessment team meeting 1
28/04/2026 – 06/05/2026	Provider submits further information
06/05/2026	APAC assessment team meeting 2
21/05/2026	Provider hosts site visit
29/05/2026	Provider submits additional information
10/08/2026	Accreditation Assessment Committee (AAC) reviews draft assessment report
20/08/2026	Provider receives draft assessment report
07/09/2026	Provider confirms no rejoinder will be submitted
12/10/2026	AAC determines assessment outcomes

Background and overview

Chisholm Institute's (Chisholm) Level 1 Bachelor of Psychology program was reviewed for the purpose of an out of cycle initial accreditation assessment by the Australian Psychology Accreditation Council (APAC) in July 2021 with a final outcome provided in June 2022.

At the time of the 2021 review, the Level 1 program was accredited with conditions as shortfalls were identified against the *Accreditation Standards.* A monitoring requirement was imposed to allow a follow up visit to be undertaken by mid-2023, to ensure that the program was rolling out as intended and that it continued to meet the *Accreditation Standards.*

Subsequently, a progress report was submitted in September 2021 which resulted in the condition against Standard 3 Program of study, criterion 3.5 being determined as met.

In March 2023, a follow up monitoring visit was conducted at Chisholm's Frankston campus. After the review, the program remained accredited with conditions to address the shortfalls against the Standards. Subsequent to the monitoring review, all outstanding conditions were satisfied, and the program was accredited without conditions.

The APAC Assessment Team considered the Higher Education College's (College) 36-page self-review, including appendices against the *Accreditation Standards*. Following the Assessment Team meeting held 1 April 2026, further information was requested and received from the College and reviewed as part of the assessment.

The APAC Assessment Team conducted a virtual site visit on 21 May 2026. During the visit, the Assessment Team interviewed a range of individuals. The Assessment Team were provided with additional information for review after the visit as part of the assessment.

The findings in this report are based on the Assessment Team's evaluation of the material outlined above and interview evidence at the time of the virtual visit.

Accreditation status

Re-accredited

The following program is re-accredited until **31 December 2031:**

Program title	Campus	Level	Sequence	Program status
Bachelor of Psychology	Frankston	Level 1	1-3 year	Accredited with conditions

Summary of Findings

Standard 1: Public safety is assured
Level 1
✓
Standard 2: Academic governance and quality assurance processes are effective
Level 1
✓
Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies
Level 1
Standard is substantially met
Standard 4: Students are provided with equitable and timely access to information and support
Level 1
✓
Standard 5: Assessment is fair, reliable and valid
Level 1
Standard is substantially met
Standard 6: Cultural Safety
Level 1
Standard is substantially met

Conditions

Further evidence is required to demonstrate the Accreditation Standards are met.

Criteria	Condition	Rationale	Due dates
3.6	Chisholm Institute is required to provide evidence demonstrating that Foundational Competency 1.5 (teamwork) is incorporated within the learning and teaching methods to ensure students are able to achieve the program learning outcomes when assessed.	Evidence was provided that Foundational competency 1.5 (teamwork) is assessed within units PSY005, PSY008, PSY010 and PSY011. However, no evidence was available to demonstrate that these skills are being taught prior to assessment.	30/04/2027
3.2, 5.1	Chisholm Institute is required to provide evidence demonstrating that Foundational Competencies 1.7 and 1.8 have been incorporated within the program learning outcomes and covered in the scope of assessment.	Evidence indicated that the new Foundational Competencies 1.7 and 1.8 have not yet been incorporated throughout the program. This included program learning outcomes, assessments, and marking rubrics.	30/04/2027
3.9, 5.1, 5.2	Chisholm Institute is required to provide evidence demonstrating that the principles of interprofessional education are included as a learning outcome across the program and covered in the scope of assessments.	Evidence was provided that demonstrated collaboration and interprofessional education is included at the program level within the program learning outcomes. However, it was not integrated throughout the program at the unit level. No mention of interprofessional education was included in unit level outcomes, it was also not clear where this was assessed within marking rubrics and overall curriculum.	30/04/2027

Criteria	Condition	Rationale	Due dates
6.1	Chisholm Institute is required to provide evidence demonstrating that Aboriginal and Torres Strait Islander ways of knowing, being and doing that facilitate cultural safety are clearly articulated within the program learning outcomes.	Evidence provided indicated that cultural safety is referred to in multiple units, including PSY003, PSY011 and PSY013. However, no specific mention to Aboriginal and Torres Strait Islander Peoples was included in the program learning outcomes.	30/04/2027
6.3	Chisholm Institute is required to provide evidence demonstrating that non-Aboriginal and Torres Strait Islander students have access to appropriate resources to facilitate learning about Aboriginal and Torres Strait Islander health and wellbeing.	Evidence was provided that Aboriginal and Torres Strait Islander students have access to appropriate resources and staff to support their education. However, there was no evidence that demonstrated non-Aboriginal and Torres Strait Islander students have access to appropriate resources and staff with specialist knowledge, expertise, and cultural capabilities to facilitate learning about Aboriginal and Torres Strait Islander health and wellbeing.	30/04/2027

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Monitoring

Monitoring is required to ensure the Accreditation Standards continue to be met.

Criteria	Monitoring	Rationale	Due dates
5.4	Chisholm Institute is required to provide further information on how they ensure assessment procedures, including those related to moderation and student feedback are consistent, fair, and appropriate. As well as information on how they ensure these processes are being followed in all unit offerings.	Evidence provided indicated that there are policies and procedures in place for marking moderation implemented within a unit (e.g., calibration and moderation of marking during delivery), and at the end of the course (including examiner oversight, grade confirmation, and review) to ensure assessment decisions are consistent, fair and appropriate. However, discussions at the visit indicated that the initiation of these processes often relied on the conscientiousness of staff, rather than a system in place. Evidence is required to ensure there is coordination across teaching staff regarding the knowledge and enactment of these policies and procedures.	11/01/2027
6.2	Chisholm Institute is required to provide an update on how the Wurreker Implementation plan outline around increasing recruitment, admission, participation, retention, and completion of Aboriginal and Torres Strait Islander students is progressing.	Evidence was provided of the Wurreker implementation plan (2024) that outlined how Chisholm intends on increasing enrolments and retention of Aboriginal and Torres Strait Islander students. However, further evidence regarding how this plan has been enacted and regarding the effectiveness of this plan was unavailable at the time of assessment.	11/01/2027

Criteria	Monitoring	Rationale	Due dates
6.4	Chisholm Institute is required to provide further evidence to demonstrate how the workload of the Aboriginal and Torres Strait Islander staff will be managed to prevent potential occupational pressures when providing governance and leadership on program design, assessment, and ongoing management. Further evidence is required to demonstrate the specific involvement of Aboriginal and Torres Strait Islander Peoples in the design, delivery, and ongoing management of the program.	Evidence was provided that plans for Aboriginal and Torres Strait Islander governance and leadership are being implemented, with mention to Aboriginal Torres Strait Islander People's having input into the design, assessment, and the ongoing management of the program. However, there were concerns regarding the potential for occupational pressures. It was noted that this plan had not been enacted yet and further evidence to demonstrate the implementation of this plan could not be provided at the time of assessment.	11/01/2027

Closed monitoring requirements

Evidence confirms that the following monitoring requirement has been met:

Criteria	Issues identified	Information required	Outcome
2.2	External benchmarking	An update on the outcomes of the external benchmarking activities.	Met

Key findings

The Assessment Team considered evidence against the 2025 APAC Accreditation Standards for Psychology programs and the APAC Evidence Guide, including evidence relating to:

- student assessment,
- facilities and resources,
- staff qualifications and training,
- governance structure and procedures, and
- professional development planning.

The Assessment Team identified a number of strengths across the program including:

- creating the opportunity for students from various backgrounds to engage in skill-based training and enter psychology education through the design of the program, which allows articulation into the second year after appropriate diploma training,
- the support provided for staff to engage in further development to foster quality teaching,
- the level of mechanisms in place to support the Aboriginal and Torres Strait Islander students enrolled in the bachelor program.

The Assessment Team also identified a number of concerns requiring further action. Key concerns relate to:

- insufficient evidence available to demonstrate that Foundation Competency 1.5 (teamwork) is taught prior to assessment,
- the lack of incorporation of Foundational Competency 1.7 and 1.8 within the program learning outcomes and scope of assessment,
- inconsistency between the program learning outcomes, unit learning outcomes and assessments regarding interprofessional education,
- insufficient evidence to demonstrate Aboriginal and Torres Strait Islander People's ways of knowing, being, and doing are articulated within the program learning outcomes,
- lack of evidence to demonstrate non-Aboriginal and Torres Strait Islander students have resources to facilitate learning about Aboriginal and Torres Strait Islander health and wellbeing.

The Assessment Team formed the view that while Chisholm Institute demonstrated strong commitment to meeting the Accreditation Standards, further evidence and implementation work are required.

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Recommendations

The Assessment Team offers the following recommendations for continuous improvement:

- explore ways for the College to incorporate knowledge of governance arrangements, and quality assurance policies and procedures within the training across all staff. As well as incorporating ways to ensure this knowledge is known and used (related to 2.1 and 2.3).

Commendations

The Assessment Team commends Chisholm Institute on the:

- support provided for staff to engage in further development to foster quality teaching,
- level of mechanisms in place to support the Aboriginal and Torres Strait Islander students enrolled in the bachelor program, and
- Level of support from staff to support diverse learners and non-traditional pathways into psychology education.

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