

Inherent Requirements Statement

Master of Psychology (Clinical)

UNSW School of Psychology

Introduction

The UNSW School of Psychology is committed to providing an inclusive learning environment and supports the right of all people to pursue the Master of Psychology (Clinical) program. The School is committed to making reasonable adjustments to teaching, learning, assessment, clinical training and other program activities to minimise the impact of disability or other circumstances, while maintaining the academic integrity of the program and ensuring safe, ethical and effective practice.

To support prospective and current students in making informed decisions about their studies, this Inherent Requirements Statement describes the essential capabilities required to successfully complete the Master of Psychology (Clinical) program. These inherent requirements represent the fundamental abilities, knowledge, skills and professional behaviours that are necessary to achieve the program learning outcomes and undertake clinical psychology training safely and effectively.

The inherent requirements are organised into eight domains:

1. Ethical Behaviour
2. Behavioural Stability and Emotional Regulation
3. Legal and Regulatory Requirements
4. Communication
5. Cognition
6. Relational Skills
7. Reflective Skills
8. Sustainable Performance

Many activities undertaken during clinical psychology training involve direct interaction with clients and other members of the community. These are often time sensitive, where the capacity to perform certain activities within specified time limits is required to reduce or avoid risks to client safety and wellbeing. These activities also require students to exercise sound professional judgement in dynamic and sometimes unpredictable situations. The safety, wellbeing and rights of clients, students, supervisors and the broader community are of paramount importance.

Students are required to undertake placement activities in a range of professional settings, including environments that reflect the diversity of contemporary Australian society. Clinical psychology training requires students to work respectfully and effectively with people from diverse cultural, social and individual

backgrounds, including Aboriginal and Torres Strait Islander peoples, while demonstrating culturally responsive, inclusive and ethical practice.

Successful completion of the Master of Psychology (Clinical) program enables graduates to apply to the Psychology Board of Australia (PsyBA) for general registration as a psychologist and to commence the registrar program leading towards endorsement in the area of Clinical Psychology.

How to read the inherent requirement statements

If you are considering enrolment in the Master of Psychology (Clinical) program, you are encouraged to review this statement carefully and consider whether you will be able to demonstrate these inherent requirements throughout your studies and clinical psychology training.

Students may experience challenges in meeting one or more inherent requirements for a variety of reasons, including disability, a chronic health condition or other circumstances. The School is committed to working collaboratively with students to identify reasonable adjustments that support participation in the program wherever possible.

If you believe you may require reasonable adjustments, you are encouraged to discuss your circumstances with [UNSW Equitable Learning Services](#) and the Program Director as early as possible. Together, these staff can assist in determining appropriate adjustments that enable you to meet the inherent requirements while preserving the academic integrity of the program and ensuring safe, ethical and effective practice.

Where it is determined that an inherent requirement cannot be met, even with reasonable adjustments, staff will provide advice regarding other study options.

This statement should be read in conjunction with relevant University policies, program and course information, the [Psychology Board of Australia codes, guidelines and policies](#), and the [Australian Psychology Accreditation Council \(APAC\) Accreditation Standards](#).

Understanding the inherent requirements

Each inherent requirement is described using the following four levels.

Level 1 – Definition and Description

- Provides a description of the inherent requirement and its relevance to the Master of Psychology (Clinical) program.

Level 2 – Rationale

- Explains why the requirement is essential for the safe, ethical and effective completion of the program and professional practice during clinical psychology training.

Level 3 – Potential Adjustments

- Describes the nature of potential reasonable adjustments that may support students in meeting the requirement.

Level 4 – Examples

- Provides examples of activities that demonstrate the inherent requirement in the context of academic learning, clinical training and professional practice. The examples provided within each domain are intended to illustrate how the inherent requirements may be demonstrated in the context of the Master of Psychology (Clinical) program. They are not exhaustive, and students may be required to demonstrate these inherent requirements in a range of other academic, research and clinical learning activities.



ETHICAL BEHAVIOUR

	Ethical behaviour refers to the ability to demonstrate professional integrity, accountability and ethical conduct consistent with the standards expected of the clinical psychology profession. Ethical behaviour is an essential capability for safe, ethical, effective and culturally responsive clinical psychology practice. Students undertaking the Master of Psychology (Clinical) program are expected to demonstrate ethical conduct, professional integrity and accountability throughout academic, research and clinical training activities.
Level 1	
Definition and Description	Clinical psychology is a regulated health profession governed by legislation and by the professional codes, standards, guidelines and policies established by PsyBA, the Australian Health Practitioner Regulation Agency (AHPRA), and relevant Commonwealth and State or Territory legislation. Students are expected to practise in ways that are safe, respectful and consistent with the rights, dignity and wellbeing of others. They are also expected to provide psychological services in ways that are culturally responsive and inclusive, recognising and respecting the diversity of individuals, communities and lived experiences, including those of Aboriginal and Torres Strait Islander peoples.
Level 2	
Rationale	Ethical behaviour is fundamental to safe and effective clinical psychology practice and underpins the trust placed in psychologists by clients, the profession and the broader community. Students undertaking clinical psychology training work with individuals, families and groups who may be experiencing significant psychological distress, mental illness, trauma or other vulnerabilities. Safe and ethical clinical psychology practice therefore requires students to exercise professional judgement, maintain appropriate professional boundaries, respect privacy and confidentiality, recognise the limits of their competence, and respond appropriately to ethical dilemmas.
Level 3	
Potential Adjustments	Potential adjustments may be available to support students in demonstrating ethical behaviour across academic and clinical training activities. Any reasonable adjustment must not compromise: • the safety or wellbeing of clients, students, supervisors or the public; • the ethical and legal obligations of clinical psychology practice; • the academic integrity of the program; • the student's ability to meet clinical psychology competencies and learning outcomes of the program; or • compliance with relevant professional codes, standards, guidelines or legislation.
Level 4	
Examples	Examples of activities that demonstrate this inherent requirement include: • conducting oneself in accordance with the PsyBA Code of Conduct and other relevant professional, legal and University requirements; • maintaining appropriate professional boundaries and respecting the dignity, autonomy and rights of clients and others; • protecting client privacy and confidentiality, including the secure and appropriate management of information; • obtaining and documenting informed consent appropriate to the context of psychological services; • recognising and appropriately responding to ethical issues, competing ethical principles and potential conflicts of interest;

- practising in a culturally responsive and inclusive manner, recognising the influence of individual, cultural and contextual factors on clinical psychology practice;
- recognising the limits of one's competence and seeking supervision, consultation or additional guidance where appropriate; and
- demonstrating honesty, integrity, accountability and professionalism throughout academic, research and clinical training activities.

BEHAVIOURAL STABILITY AND EMOTIONAL REGULATION

Level 1

Definition and Description

Behavioural stability and emotional regulation refer to the ability to maintain appropriate professional conduct, regulate one's emotions and behaviour, and respond adaptively to the demands of academic learning and clinical psychology training. Students undertaking the Master of Psychology (Clinical) program are expected to demonstrate behavioural stability and emotional regulation that support safe, ethical and effective clinical psychology practice across a range of learning and professional contexts, which may at times be challenging and unpredictable.

Behavioural stability and emotional regulation involve recognising and appropriately managing one's thoughts, emotions and behaviours while remaining responsive to supervision, changing circumstances and the needs of others.

Level 2

Rationale

Clinical psychology training involves working with individuals who may experience significant psychological distress, trauma, risk, emotional dysregulation or other complex presentations. Students may also encounter emotionally demanding situations, competing priorities and unpredictable clinical circumstances that require sound professional judgement.

Behavioural stability and emotional regulation are essential for maintaining professional conduct, establishing safe and effective therapeutic relationships, engaging constructively in supervision, and adapting appropriately to changing clinical situations. These capabilities support effective decision-making, communication and collaboration while protecting the wellbeing of clients, students, supervisors and the broader community.

Behavioural stability and emotional regulation should not be interpreted as the absence of emotional responses, personal challenges or stress. Rather, they refer to the ability to recognise, understand and appropriately regulate one's responses in ways that support safe, ethical and effective clinical psychology practice. This includes recognising when additional support, supervision or other appropriate assistance is required.

Level 3

Potential Adjustments

Potential adjustments may be available to support students in demonstrating behavioural stability and emotional regulation throughout academic and clinical training activities.

Any reasonable adjustment must not compromise:

- the safety or wellbeing of clients, students, supervisors or the public;
- the student's capacity to exercise appropriate professional judgement;
- the student's ability to respond safely and appropriately within clinical psychology practice;
- the academic integrity of the program; or



- the achievement of clinical psychology competencies and program learning outcomes.

Level 4

Examples

Examples of activities that demonstrate this inherent requirement include:

- maintaining professional conduct in academic, research and clinical training environments;
- regulating behaviour and emotional responses in ways that support safe, respectful and effective interactions with clients, supervisors, peers and other professionals;
- responding constructively to supervision, feedback and changing clinical circumstances;
- adapting behaviour and communication appropriately to meet the needs of clients and different professional contexts;
- recognising and appropriately managing personal stress, emotional responses or other factors that may influence clinical psychology practice;
- recognising the limits of one's capacity and seeking supervision, consultation or other appropriate support when required;
- maintaining appropriate professional boundaries, including during emotionally challenging situations; and
- demonstrating flexibility, professionalism and sound judgement when managing competing priorities or unexpected situations.

LEGAL AND REGULATORY REQUIREMENTS

Level 1

Definition and Description

Legal and regulatory requirements refer to the ability to understand and comply with the legislation, professional standards, regulatory requirements and organisational policies that govern clinical psychology practice.

Students undertaking the Master of Psychology (Clinical) program are expected to demonstrate knowledge of, and act in accordance with, relevant legal and regulatory requirements throughout academic, research and clinical training activities.

Level 2

Rationale

Clinical psychology practice is governed by legislation, professional regulation and organisational requirements that protect clients, practitioners and the broader community.

Students are required to practise within applicable legal and regulatory frameworks relating to areas such as privacy, confidentiality, informed consent, mandatory reporting, documentation, record management and professional registration requirements. Students are also expected to comply with relevant University policies and the policies and procedures of placement providers.

Understanding and complying with legal and regulatory requirements is essential to maintaining public trust, protecting clients and ensuring safe, ethical and accountable clinical psychology practice.

Level 3

Potential Adjustments

Potential adjustments may be available to support students in demonstrating this inherent requirement throughout academic and clinical training activities.

Any adjustment must not compromise:

- the safety or wellbeing of clients, students, supervisors or the public;
- the academic integrity of the program;



- the student's ability to achieve clinical psychology competencies and program learning outcomes;
- compliance with applicable legislation, professional regulation or organisational requirements; or
- the student's capacity to meet the legal and professional responsibilities required for clinical psychology practice.

Examples of activities that demonstrate this inherent requirement include:

Level 4

Examples

- complying with applicable legislation, professional standards and regulatory requirements relevant to clinical psychology practice;
- obtaining and documenting informed consent in accordance with legal and professional requirements;
- maintaining accurate, timely and appropriate clinical documentation and records;
- protecting privacy and confidentiality, including the secure management of client information;
- recognising and appropriately responding to mandatory reporting obligations and other legal responsibilities;
- practising within the limits of one's competence and level of training;
- complying with relevant University, placement provider and organisational policies and procedures; and
- recognising when legal, ethical or regulatory guidance is required and seeking appropriate supervision or consultation.

COMMUNICATION

Communication refers to the ability to communicate effectively, respectfully and professionally through verbal, non-verbal and written forms across academic learning and clinical psychology training.

Effective communication is an essential capability for safe, ethical and effective clinical psychology practice. Students undertaking the Master of Psychology (Clinical) program are expected to demonstrate effective verbal, non-verbal and written communication skills throughout academic learning and clinical training.

Verbal

Level 1

Definition and Description

Effective verbal communication, in English, is essential for the safe delivery of psychological services. While competency to communicate psychological concepts in languages other than English is advantageous, it is recognised that most psychological services undertaken within the program are delivered in English.

Students should be able to demonstrate:

- the ability to understand and respond to verbal communication accurately, appropriately and in a timely manner;
- the ability to communicate information clearly and appropriately according to the circumstances;
- the ability to provide clear, accurate and timely feedback and clinical information; and
- the ability to communicate effectively in individual and group settings.

Non-verbal



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Effective non-verbal communication is fundamental to clinical psychology practice. Non-verbal communication should be respectful, attentive, empathic and non-judgemental. Students are also expected to recognise and appropriately interpret the non-verbal communication of others.

Students should be able to demonstrate:

- the ability to recognise, interpret and respond appropriately to behavioural and non-verbal cues;
- the ability to observe and interpret clinically relevant behavioural, interpersonal and environmental information;
- awareness of, and appropriate regulation of, their own non-verbal communication and behaviour; and
- sensitivity and responsiveness to individual, cultural and contextual differences in communication.

Written

Effective written communication is fundamental to clinical psychology practice and carries important professional, ethical and legal responsibilities.

Students should be able to demonstrate:

- the ability to produce clear, accurate and coherent written communication appropriate to the purpose and audience;
- the ability to independently construct written work that demonstrates understanding, critical thinking and application of psychological knowledge to the standard required for academic and professional practice;
- the ability to prepare professional documentation, including clinical records, assessment reports and other written communications, in a timely manner; and
- the ability to communicate psychological information accurately while maintaining appropriate standards of privacy, confidentiality and professionalism.

Level 2

Rationale

Clinical psychology practice requires students to communicate effectively with clients, families, carers, supervisors, peers and other professionals across a range of academic and clinical settings.

Effective verbal communication is required to establish therapeutic relationships, conduct psychological assessments, deliver psychological interventions, participate in supervision and collaborate with other professionals.

Effective non-verbal communication is required to recognise and respond appropriately to behavioural and non-verbal cues, demonstrate empathy, establish rapport, and communicate respectfully and professionally.

Effective written communication is required to produce clear, accurate and timely academic and professional documentation. This includes the ability to independently construct written work that demonstrates understanding, critical analysis and application of psychological knowledge in academic and research activities, as well as the ability to prepare clear, accurate and timely clinical records, assessment reports, correspondence and other professional documentation that supports safe and effective psychological services.

All forms of communication should be adapted appropriately to the individual, cultural and contextual needs of clients while maintaining professional standards.



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Potential adjustments may be available to support students in demonstrating this inherent requirement throughout academic and clinical training activities.

Verbal

Any adjustment must maintain the student's ability to communicate effectively in English in a manner that is clear, accurate, timely and appropriate to the context, ensuring the safe and effective delivery of psychological services.

Level 3

Potential
Adjustments

Non-verbal

Any adjustment must maintain the student's ability to recognise, interpret and appropriately respond to behavioural and non-verbal cues, and to initiate effective non-verbal communication in a timely, respectful and appropriate manner.

Written

Any adjustment must not compromise the student's ability to produce written communication that demonstrates the minimum level of knowledge and cognitive skill required for safe clinical psychology practice, or the professional standards of clarity, accuracy, timeliness and accessibility necessary for effective documentation and communication in academic and clinical settings.

Examples of activities that demonstrate this inherent requirement include:

Level 4

Examples

- communicating clearly, respectfully and professionally with clients, supervisors, peers and other professionals;
- establishing therapeutic relationships through effective verbal and non-verbal communication;
- actively listening, responding appropriately to verbal and non-verbal information, and demonstrating empathy and respect;
- adapting communication appropriately to meet the individual, cultural and contextual needs of clients;
- explaining psychological assessment findings, case formulations and interventions in language appropriate to the individual and the context;
- producing clear, accurate and timely written documentation, including clinical records, assessment reports and professional correspondence;
- communicating appropriately using secure methods relevant to clinical psychology practice; and
- participating effectively in supervision, consultation and interprofessional communication.

COGNITION

Level 1

Definition and
Description

Cognition refers to the ability to acquire, process, integrate, retain and apply information to support safe, ethical and effective clinical psychology practice. Students undertaking the Master of Psychology (Clinical) program are expected to demonstrate the cognitive abilities necessary to learn, reason, solve problems and exercise professional judgement throughout academic learning and clinical training.



Knowledge and Cognitive skills

Students should be able to demonstrate:

- the ability to acquire, understand and apply psychological knowledge across academic and clinical contexts;
- the ability to integrate information from multiple sources to inform clinical reasoning and decision-making;
- the ability to analyse, evaluate and synthesise information using evidence-informed approaches; and
- the ability to exercise sound professional judgement appropriate to their stage of training.

Literacy

Students should be able to demonstrate:

- the ability to read and understand academic, professional and clinical information;
- the ability to interpret psychological literature, professional guidelines and clinical documentation; and
- the ability to accurately comprehend written information relevant to psychological services.

Numeracy

Students should be able to demonstrate:

- the ability to accurately interpret and apply numerical information relevant to psychological assessment, research and clinical psychology practice;
- the ability to understand, interpret and communicate quantitative information, including psychometric test scores, statistical information and outcome measures;
- the ability to perform calculations with sufficient accuracy to support safe and effective psychological services; and
- the ability to identify and respond appropriately to errors or inconsistencies in numerical information.

Conceptual, Analytical and Problem-solving Skills

Students should be able to demonstrate:

- the ability to reason logically and think critically;
- the ability to formulate, analyse and solve problems in academic and clinical contexts;
- the ability to integrate assessment findings, theory and evidence when making clinical decisions; and
- the ability to adapt thinking in response to new information, supervision and feedback.

Memory, Concentration and Attention

Students should be able to demonstrate:

- the ability to sustain attention and concentration appropriate to academic learning and clinical training;
- the ability to accurately recall and apply relevant information;



- the ability to complete tasks safely and efficiently despite competing demands; and
- the ability to maintain cognitive performance appropriate to the context.

Level 2

Rationale

Clinical psychology practice requires the ability to acquire and apply complex psychological knowledge, integrate information from multiple sources, exercise professional judgement and make decisions that support safe and effective psychological services.

Students are required to understand and apply psychological theory, research evidence, ethical and legal requirements, assessment findings and client information across a range of academic and clinical settings. Literacy, numeracy and cognitive abilities are also essential for clinical reasoning, case conceptualisation, psychological assessment, intervention planning, evaluation of outcomes and effective participation in supervision.

Clinical psychology training also requires students to reason logically, analyse and solve problems, adapt their thinking in response to new information, and exercise sound professional judgement appropriate to their level of training. Sustained memory, concentration and attention are necessary to accurately process information, complete academic and clinical tasks safely and efficiently, and maintain consistent performance across learning and clinical activities.

Potential adjustments may be available to support students in demonstrating this inherent requirement throughout academic and clinical training activities.

Knowledge and Cognitive Skills

Any adjustment must not compromise or impede the student's ability to demonstrate the minimum acceptable level of knowledge and cognitive skill required for safe and effective clinical psychology practice.

Literacy

Any adjustment must maintain the student's ability to effectively acquire, comprehend, apply and accurately communicate written information required for academic learning and clinical psychology practice.

Level 3

Potential Adjustments

Numeracy

Any adjustment must not compromise or impede the student's ability to demonstrate the minimum acceptable capacity to accurately calculate, interpret, apply and communicate numerical information relevant to psychological assessment, research and clinical psychology practice.

Conceptual, Analytical and Problem-solving Skills

Any adjustment must maintain the student's ability to integrate information from multiple sources, exercise sound professional judgement, critically evaluate, analyse and solve problems, and make safe and appropriate clinical decisions within their level of training.



Memory, Concentration and Attention

Any adjustment must maintain the student's ability to sustain attention, retain and recall relevant information, and complete academic and clinical activities safely, accurately and within appropriate timeframes.

Examples of activities that demonstrate this inherent requirement include:

Level 4

Examples

- acquiring and applying psychological knowledge to academic and clinical tasks;
- integrating information from interviews, assessment findings, research evidence and supervision to inform clinical reasoning;
- developing and evaluating case formulations and intervention plans appropriate to the individual's needs;
- interpreting psychological assessment findings accurately and applying them appropriately within clinical psychology practice;
- exercising sound professional judgement when responding to clinical situations;
- adapting clinical reasoning in response to new information, feedback and supervision;
- completing academic and clinical tasks accurately and within required timeframes; and
- maintaining concentration and attention during learning, assessment and psychological service delivery.

RELATIONAL SKILLS

Level 1

Definition and Description

Relational skills refer to the ability to establish, develop and maintain respectful, professional and effective relationships with clients, families, carers, supervisors, peers and other professionals throughout academic learning and clinical training.

Effective relational skills are an essential capability for safe, ethical and effective clinical psychology practice. Students undertaking the Master of Psychology (Clinical) program are expected to demonstrate interpersonal skills that support collaboration, therapeutic engagement, culturally responsive practice and professional relationships across a range of contexts.

Level 2

Rationale

Clinical psychology practice is inherently relational. Effective psychological services depend on the ability to establish therapeutic relationships, work collaboratively with clients and others, respond respectfully to individual differences, and maintain appropriate professional boundaries.

Students are required to develop relationships that are characterised by empathy, respect, honesty, trustworthiness and professionalism. They are also expected to work collaboratively with supervisors, peers and other professionals, respond constructively to supervision and feedback, and contribute positively to learning and clinical environments.

Effective relational skills require students to recognise and respond appropriately to the perspectives, values and experiences of others while demonstrating culturally responsive and inclusive practice.

Potential adjustments may be available to support students in demonstrating relational skills across academic and clinical training activities.

Any adjustment must not compromise:

Level 3

Potential
Adjustments

- the safety or wellbeing of clients, students, supervisors or the public;
- the academic integrity of the program;
- the student's ability to achieve the program learning outcomes;
- the student's capacity to establish and maintain safe, respectful and effective professional relationships; or
- the student's ability to engage collaboratively with clients, supervisors and other professionals.

Examples of activities that demonstrate this inherent requirement include:

Level 4

Examples

- establishing and maintaining therapeutic relationships characterised by empathy, respect and professionalism;
- demonstrating sensitivity and responsiveness to individual, cultural and contextual differences in interpersonal interactions;
- maintaining appropriate professional boundaries with clients and others;
- working collaboratively with clients to support shared understanding and decision-making where appropriate;
- developing constructive working relationships with supervisors, peers and other professionals;
- participating respectfully and effectively in supervision, consultation and collaborative learning activities;
- responding appropriately to interpersonal challenges, differing perspectives and constructive feedback; and
- contributing positively to safe, respectful and inclusive academic and clinical learning environments.

REFLECTIVE SKILLS

Level 1

Definition and
Description

Reflective skills refer to the ability to engage in ongoing reflection and reflexivity to support safe, ethical and effective clinical psychology practice. Students undertaking the Master of Psychology (Clinical) program are expected to critically evaluate their own knowledge, skills, attitudes, professional behaviours and values, and to use this insight to support continual learning and professional development.

Reflection and reflexivity are essential capabilities for safe and effective clinical psychology practice. They enable students to recognise the impact of their own experiences, assumptions, values and cultural perspectives on professional interactions, clinical decision-making and the delivery of psychological services.

Level 2

Rationale

Clinical psychology practice requires students to continually evaluate and improve their professional practice through reflection, reflexivity and constructive engagement with supervision and feedback.

Students are expected to recognise both their strengths and limitations, respond constructively to feedback, acknowledge the influence of their own values, beliefs and experiences on their work, and make appropriate changes to their practice where required. Reflection and reflexivity support professional judgement, culturally responsive practice, ethical decision-making and lifelong learning.



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These capabilities are fundamental to maintaining safe, effective and evidence-informed clinical psychology practice and contribute to the delivery of respectful and culturally responsive psychological services.

Potential adjustments may be available to support students in demonstrating reflective skills across academic and clinical training activities.

Any adjustment must not compromise:

Level 3

Potential
Adjustments

- the meaningful engagement in reflection and reflexivity as part of professional learning;
- the appropriate recognition of, and response to, feedback from supervisors, educators and others;
- insight into personal strengths, limitations and professional development needs;
- the recognition of how personal values, beliefs, assumptions and cultural perspectives may influence clinical psychology practice; or
- the capacity to modify professional practice in response to reflection, supervision and feedback where appropriate.

Examples of activities that demonstrate this inherent requirement include:

Level 4

Examples

- engaging in regular reflection and reflexivity regarding one's professional practice and learning;
- recognising the influence of personal experiences, values, assumptions and cultural perspectives on clinical psychology practice;
- identifying personal limitations and learning needs, and taking appropriate action to address them;
- responding constructively to supervision, consultation and feedback;
- modifying professional practice in response to reflection, supervision, feedback or new evidence where appropriate;
- recognising when additional knowledge, supervision or support is required and seeking this appropriately;
- demonstrating openness to alternative perspectives and ongoing professional learning; and
- contributing to a culture of reflective, respectful and evidence-informed clinical psychology practice.

SUSTAINABLE PERFORMANCE

Sustainable performance refers to the ability to maintain the physical, cognitive and emotional capacity required to participate safely and effectively in academic learning and clinical psychology training over time.

Level 1

Definition and
Description

Students undertaking the Master of Psychology (Clinical) program should be able to demonstrate:

- a consistent and sustained level of physical, cognitive and emotional functioning required to undertake academic and clinical activities safely and effectively over time;

	- the ability to sustain concentration, attention and professional engagement for the duration of academic and clinical activities, including tasks that require prolonged focus or repeated performance; and - the capacity to maintain an appropriate standard, consistency and quality of performance throughout periods of study, placement and other professional responsibilities.
Level 2 Rationale	Clinical psychology training requires students to undertake academic, research and clinical activities that involve sustained concentration, consistent performance and the ability to maintain professional standards over extended periods of time. Students may be required to complete demanding cognitive tasks, engage in emotionally complex client work, manage competing priorities and respond to changing clinical circumstances. Students are expected to maintain a level of physical, cognitive and emotional functioning that enables them to participate safely and effectively in these activities. They should be able to sustain attention, maintain the consistency and quality of their performance, recognise when fatigue, stress or other factors may affect their functioning, and take appropriate action to maintain safe practice, including engaging in appropriate self-care and seeking supervision or support when required. Sustainable performance is fundamental to safe, ethical and effective clinical psychology practice and contributes to the delivery of high-quality psychological services and the protection of clients, students and the public.
Level 3 Potential Adjustments	Potential adjustments may be available to support students in demonstrating sustainable performance across academic and clinical training activities. Any adjustment must not compromise: - safe and consistent performance in academic and clinical activities over time; - the level of physical, cognitive and emotional functioning required for safe clinical psychology practice; - the capacity to respond appropriately to changing clinical demands and time-sensitive situations; - recognition of when fatigue, stress or other factors may affect professional performance, and appropriate action in response; or - achievement of the program learning outcomes while maintaining public safety and professional standards.
Level 4 Examples	Examples of activities that demonstrate this inherent requirement include: - participating safely and effectively in academic learning and clinical training over sustained periods; - maintaining an appropriate standard of performance across academic, research and clinical activities; - recognising when fatigue, stress or other factors may affect professional functioning and responding appropriately; - engaging in appropriate self-care strategies to support safe and sustainable clinical psychology practice; - recognising personal limits and seeking supervision, consultation or other support when required; - adapting appropriately to changing workloads, clinical priorities and professional responsibilities;

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- maintaining professional conduct and sound judgement during periods of increased demand; and
 - demonstrating ongoing commitment to safe, ethical and sustainable professional practice.
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The UNSW Inherent Requirement Statement for the Master of Psychology (Clinical) program within the School of Psychology has been developed and adapted from the Western Sydney University Inherent Requirements for Master of Clinical Psychology which is licensed under a Creative Commons Attribution-Non Commercial Share Alike 4.0 International licence.

(<https://www.westernsydney.edu.au/inherent-requirements/inherent-requirements-for-master-of-clinical-psychology>).



The information contained in this document is correct as of 23 July 2026. Prospective candidates should contact UNSW to confirm admission requirements and availability of programs. UNSW reserves the right to change any programs, admission requirement or other information herein without any prior notice. CRICOS Provider No. 000098G.