



APAC Accreditation Assessment Summary Report

Higher Education Provider	Monash University, School of Psychology & Psychiatry
Date of determination	11 November 2013
Standards version	June 2010 ver 10
Programs of Study Assessed for Accreditation	<p>Bachelor of Arts Bachelor of Arts (Psychology) Bachelor of Arts (Criminal Justice) Bachelor of Arts (Global) Bachelor of Arts (International) Bachelor of Arts (Journalism) Bachelor of Arts Scholars Program Bachelor of Arts and Social Sciences Bachelor of Arts (Professional Communication) Bachelor of Behavioural Science Bachelor of Business Bachelor of Business (Psychology) Bachelor of Psychological Science Bachelor of Science Bachelor of Science Advanced (Research) Bachelor of Science Advanced (Global Challenges) Bachelor of Science (Science Scholar program) Bachelor of Professional Communication Bachelor of Journalism Graduate Diploma in Psychology Bachelor of Psychology (with Honours) Honours degree of Bachelor of Arts and Social Sciences Bachelor of Science Advanced (Honours) Honours degree of Bachelor of Science (Science Scholar program) Honours degree of Bachelor of Journalism Honours Degree of Bachelor of Arts Honours degree of Bachelor of Science Postgraduate Diploma of Psychology Master of Psychology (Counselling) Master of Psychology (Ed & Developmental) Master of Psychology (Counselling)/PhD Master of Psychology (Ed & Developmental)/PhD Doctor of Psychology in Clinical Psychology Doctor of Psychology in Clinical Neuropsychology</p>

This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychology and Psychiatry at Monash University and its programs of study. This summary highlights selected key features of the assessment. Comprehensive analysis of the assessment is contained in the full APAC Assessment Team Report.

Since the previous full accreditation visit in 2008 a number of changes have occurred. Most notable of these are; discontinuation of postgraduate professional streams in organisational, health and forensic psychology and discontinuation of the undergraduate psychology program in South Africa.

The nature of the Psychology AOU at Monash University is not clear. In the application the name of the AOU is given as the School of Psychology and Psychiatry (SPP) however a number of psychology staff are located in the Faculty of Education, with a separate Head of Discipline and the Faculty of Education teaches a number of the accredited psychology programs.

Thus while the School of Psychology and Psychiatry alone would clearly meet all the Standards relating to an AOU, given the separate existence of the Psychology Discipline Group in the Faculty of Education, it is difficult to see how the School of Psychology and Psychiatry appropriately fulfils the role of Psychology AOU as outlined in the APAC Standards. Specifically, the AOU does not meet Standards 2.1.1 and 2.1.4.

In addition to the main Campus at Clayton, Monash University offers first-year psychology programs of study at the Caulfield campus and Bachelor's and fourth year programs at the Monash Sunway campus in Malaysia.

All of the degrees for which accreditation is sought conform with the relevant Standards relating to degree nomenclature.

The overall student: staff ratio is within the ratio specified in Standard 2.4.3. The staffing profile and student: staff ratios are met for the clinical, clinical neuropsychology and educational & developmental streams. However, the counselling stream does not meet this Standard.

The teaching, laboratory and computing facilities for both the undergraduate and postgraduate programs are appropriate. There are three test libraries housed in the AOU in Melbourne – one in SPP, one in the Faculty of Education and one in the Monash Psychology Clinic which is off campus. Overall, the AOU is appropriately resourced and Standards for resources are met.

Monash University has a Moodle based online learning management system and there is a site for each unit. For each unit, a comprehensive unit outline is provided based on a common template. In the undergraduate programs in the School, there is a move towards using a blended learning approach and this has been trialled primarily at a first year level. Staff involved in developing this approach are to be congratulated for using an evidence based approach to the task and for winning the Dean's Award for Excellence in Education (Innovation in Teaching) for their work.

The School of Psychology and Psychiatry has a strong research culture and this permeates the teaching. Senior staff give lectures in the undergraduate units, highlighting the relationship between research and knowledge. The School is commended on the manner in which it integrates research and teaching, the training they provide in research, and the strong emphasis on the scientist – practitioner model in their programs.

There are two three year sequences offered, which are identical in content. The first is the Graduate Diploma of Psychology which is a 2.5 year EFT program consisting of 10 psychology units. The second sequence is an 'APAC accredited psychology major sequence' of 10 units which can be taken in a

wide range of Bachelor degrees across several faculties. Students are provided with an excellent *Psychology Undergraduate Student Guide* which clearly outlines the requirements for studying undergraduate psychology at the University.

In terms of content, the psychology sequence provides a very good training in the scientific study of psychology, with appropriate up-to-date references being used and practical work undertaken in some units. Analysis of the unit material and the course structure contained in the application revealed that students cover the core content areas in the graduate attributes.

With regard to assessment, all final examinations in undergraduate psychology are multiple-choice but during the semester a range of assessments including essays, laboratory reports, in-class tests, presentations and examinations is used. Inspection of assessed work indicated that it was of an appropriate standard and that the feedback given was appropriate.

Two fourth year accredited psychology programs are offered by Monash University. The first is an Honours year that can be taken added to a number of Bachelor's degrees and which is offered by SPP. The second is a Postgraduate Diploma of Psychology offered by the Psychology discipline in the Faculty of Education.

The Honours program is one year in length and is 100% psychology. The compulsory units focus on statistics and research design, ethics and professional issues, and psychological assessment. The coverage of the courses is appropriate to the requirements of Standard 4.1.4, other than there is no real documented evidence of coverage of 'knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention'.

While Honours students are often part of a larger research group, they do produce an individual research project and participate in the various steps involved in the research. The research project is broken into two components – a 4,000 to 5,000 word research paper and a 5,000 to 7,000 word literature review. Inspection of completed theses indicated that the topics were appropriate, of a satisfactory standard and that appropriate examiners reports are provided.

The Postgraduate Diploma of Psychology has a similar structure to the Honours program. It consists of three compulsory and one elective coursework units and a research project that can consist of a literature review and research paper or a single integrated thesis. The compulsory coursework units are contemporary issues in developmental psychology, ethics and professional issues and psychological assessment. The latter two units have a similar content to units in the Honours program but are taught by staff in the Education Faculty. For the fourth coursework unit, students have a choice between two intervention-focussed units – behaviour change interventions for practitioners or introduction to counselling psychology. While the coverage of the content was appropriate, it was clear that Standard 4.1.6 relating to material being up to date was not always satisfied.

The Postgraduate Diploma of Psychology research component is in the form of a group project with up to six students in a group. While students do collaborate in terms of things such as data collection, they present an individual thesis with their own research question(s), data analysis etc. Inspection of completed research projects which are either in the form of a literature review and research paper or an integrated thesis, indicated that the topics were appropriate, and of a satisfactory standard.

In addition to the two standalone fourth year programs, and integrated four year program, the Bachelor of Psychology (with Honours) is offered by the School. This program includes the 10 unit major sequence and the fourth year Honours program described above. In addition to the 10 units taken in the major, students take an additional compulsory unit entitled Advances in Psychology,

Mental Health and Neuroscience and an additional four psychology electives. Students in this four year sequence who have not performed sufficiently well to enter the fourth year of study are transferred into the Bachelor of Psychological Science, which is an exit award and has no student intake. As the integrated four year program is based on the 10 unit major and the standalone Honours program, all observations relating to them apply to this program.

The Psychology AOU at Monash University offers professional programs in Clinical Psychology, Clinical Neuropsychology, offered by the School of Psychology and Psychiatry, and Counselling Psychology and Educational and Developmental Psychology offered by the Faculty of Education. For both Counselling Psychology and Educational and Developmental Psychology there is a Master's program which can be combined with a PhD. While these programs use common research and practicum units, the four coursework units are unique to each program.

The Standards for student: Staff ratios are not met for the Master of Psychology (Counselling) and the Master of Psychology (Counselling)/PhD. The Educational & Developmental meets the student: staff ratio Standards.

Standard 5.1.3 is not met for the Master of Psychology (Educational & Developmental Psychology) and the Master of Psychology (Educational & Developmental Psychology)/PhD which requires staff responsible for practical placement supervision to either hold Area of Practice Endorsement in Educational and Development psychology or membership of the relevant APS College.

While both programs have Advisory/Liaison Committees, the composition of these does not satisfy the requirements of Standard 5.1.4 as they have no student representatives or sufficient representatives from outside agencies. Standard 5.1.4 is not met.

In order to assess the coverage of core capabilities and attributes and the assessment thereof, information was garnered from the application documentation, meetings with the staff, inspection of teaching materials, completed assignments, theses, supervisors' reports and logs. Based on the evidence obtained, it appears that core capabilities and attributes outlined in Standard 5.1.12 are adequately covered for both Master's programs. However, the documentation regarding how the capabilities and attributes are assessed was not specific enough. As such, Standards 5.1.13-5.1.16, and 5.1.18 are not met. In terms of assessments, a variety are used and these include items such as essays, case conceptualisations, journals, video counselling session, and oral presentations.

Students keep a log not only relating to their practical placements but also an assessment log which is started in the course work unit on assessment. In addition they keep a critical reflection journal. The procedures relating to the log book are appropriate and the samples seen indicate that the procedures are being followed.

In both the Counselling and Educational and Developmental professional programs all the coursework is taught in the first year of study and the second year is devoted entirely to the research and practical placements. The theses examined by the assessment team were of a satisfactory standard and the procedures relating to the research component are all appropriate.

In each program there are three placements. On the basis of their coursework, the students do appear to be prepared prior to beginning the first placement but this was difficult to fully assess. Other than for the first short placement, however, there is no evidence that there is ongoing class contact with the students during the placements. This effectively means that there is no opportunity for students to build on their placement experiences. Thus, Standard 5.3.17 is not met.

Based on the information available, students do appear to complete the minimum of 1000 hours practicum and receive the appropriate amount of supervision. In addition, the nature of the placements appears to be appropriate to the specialisation. Some students in both programs undertake a placement in the Krongold Centre with the rest being external to the University. Based on feedback from staff, it does appear that finding appropriate placements especially for the Counselling students is becoming problematic.

In spite of some problems, the assessors considered that the educational and developmental and counselling programs have a lot of potential. There is a core of well qualified and enthusiastic staff, the demand for such programs is great and it appears that the Krongold Centre has the potential to successfully expand its operations thereby providing greater training opportunities.

Two doctoral level, accredited postgraduate professional programs are offered by the School of Psychology and Psychiatry. A Doctor of Psychology in Clinical Neuropsychology and a Doctor of Psychology in Clinical Psychology. All Standards for staffing and student: staff ratios are met for the Clinical and Clinical Neuropsychology programs.

The SPP has a well equipped off-campus clinic with seven interview rooms of varying sizes which are equipped with the necessary observational and recording equipment. The clinic is an excellent facility and is used for training in both the Clinical and Clinical Neuropsychology programs. There are also appropriate laboratory facilities on campus for completing the research component. In addition to the well equipped test library in School, there is also a test library containing tests commonly used in a clinic setting at the Monash Psychology Clinic.

Members of the assessment team met with the staff, inspected teaching materials, assessment information, completed assignments, theses, log books excerpts and supervisors' reports. They also meet with students and field supervisors. In relation to assessment, the forms of assessment used in both professional programs are varied and many have an applied focus appropriate to professional training. However, the documentation regarding how the capabilities and attributes are assessed was not specific enough. As such, Standards 5.1.13-5.1.16, and 5.1.18 are not met.

The coursework, practical placements and research components are spread across the four years in an appropriate manner with the more advanced coursework being linked to the later placements. The coursework units covered in the third year are at an advanced level appropriate to a doctoral program. The final half year of the program is devoted totally to research.

The research training that the students receive in the professional programs is excellent. The research project must be relevant to the focus of the program and it can take the form of either a traditional thesis or it can be a thesis by publication. The quality of the research produced is very good and certainly at a doctoral level. Numerous publications have flowed from the student projects.

Log books of students enrolled in both programs were viewed. While the quality of the logbooks was generally good, they did not contain a clear statement for each placement and overall as to (a) the total number of hours in each placement, (b) the number of hours of direct client contact and of client-related activity, and (c) the number of hours of group vs. individual supervision. Due to the lack of this information, it was not possible to verify that Standard 5.3.25 and Standard 5.4.4. (Practicum) had been met.

Students in both programs complete a total of four placements which increase in length and in terms of the level at which the student is expected to work. Inspection of the field supervisors CVs indicated that they are appropriately qualified to provide supervision. The external supervisors with

whom the assessment team met spoke highly of the students and seemed particularly appreciative of the recognition that the University gives through an annual CPD session.

In relation to these doctoral programs, the assessment team was struck by the enthusiasm of both the staff and students, and impressed by the quality of work inspected. The professional training offered in these doctoral programs is of a very high standard and the School can justifiably be proud of them.

The accreditation outcomes are summarised in the attached Accreditation Summary Checklist.



APAC Accreditation Summary Checklist

for use with APAC Standards June 2010 Version 10

Name of the Higher Education Provider: Monash University, School of Psychology and Psychiatry

Date of Site Visit: 5-8 August 2013

Accreditation of the AOU

Rules	Rule Number	Satisfied	Not Yet Satisfied	N/A
Section 5 – Accreditation Status	5.1-5.6		✓	

General Accreditation Standards	Standard Number	Satisfied	Not Yet Satisfied	N/A
The Psychology AOU	2.1.1-10		✓	
Multi-Campus Institutions	2.2.1-2	✓		
Degree Nomenclature	2.3.1-13	✓		
Academic Staffing	2.4.1-11	✓		
Resources	2.5.1-12	✓		
Teaching and Materials: Managing the Learning Process	2.6.1-14	✓		
Special Arrangements for Offshore Teaching	2.6.15	✓		

Undergraduate 3-Year Sequence Programs of Study	Standard Number	Satisfied	Not Yet Satisfied	N/A
Length	3.1.1	✓		
Program of Study Structure	3.1.2-5	✓		
Program of Study Content	3.1.6-10	✓		
Assessment	3.1.11-16	✓		
Awarding of Credit or Advance Standing	3.1.17-19	✓		

Undergraduate Fourth Year Programs of Study	Standard Number	Satisfied	Not Yet Satisfied	N/A
Entry Requirements	4.1.1	✓		
Length	4.1.2	✓		
Program of Study Structure	4.1.3	✓		
Program of Study Content	4.1.4-7		✓	
Research Methods and Professional and Research Ethics	4.1.8	✓		
Research Project	4.1.9-15	✓		
Assessment	4.1.16-22	✓		
Awarding of Credit or Advance Standing	4.1.23-25	✓		

Four Year Sequence Program of Study	Standard Number	Satisfied	Not Yet Satisfied	N/A
Program of Study Structure	3.1.2-5 /4.1.3	✓		
Program of Study Content (Years 1 - 4)	3.1.6-7 /4.1.4-7		✓	
Research Methods and Professional and Research Ethics	4.1.8	✓		
Research Project	4.1.9-15	✓		
Assessment	3.1.11-16 /4.1.16-17	✓		
Assessment of 4 th Year Research Project	4.1.18-20	✓		
Awarding of Credit or Advance Standing	3.1.17-19	✓		

Fifth and Sixth Year Masters Program of Study ; Counselling Psychology Stream	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3		✓	
Advisory/Liaison and Quality Review Committee	5.1.4		✓	
Resources	5.1.5-8	✓		
Credit for Previous Study	5.1.9-11	✓		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✓		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)		✓	
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)	✓		
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)		✓	
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✓		
Core Capabilities and Attributes – Communication and Interpersonal Relationships	5.1.12(f)	✓		
Core Capabilities Assessment	5.1.13-16		✓	
Log Book	5.1.17	✓		
Assessment	5.1.18-19		✓	
Entry Requirements	5.3.1-2	✓		
Length	5.3.3-4	✓		
Program of Study Structure	5.3.5-8	✓		
Coursework	5.3.9-10	✓		
Research	5.3.11-16	✓		
Practical Placements	5.3.17-30		✓	



Fifth and Sixth Year Masters Program of Study; Educational and Developmental Psychology Stream	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3		✓	
Advisory/Liaison and Quality Review Committee	5.1.4		✓	
Resources	5.1.5-8	✓		
Credit for Previous Study	5.1.9-11	✓		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✓		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)		✓	
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)	✓		
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)		✓	
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✓		
Core Capabilities and Attributes – Communication and Interpersonal Relationships	5.1.12(f)	✓		
Core Capabilities Assessment	5.1.13-16		✓	
Log Book	5.1.17		✓	
Assessment	5.1.18-19			
Entry Requirements	5.3.1-2	✓		
Length	5.3.3-4	✓		
Program of Study Structure	5.3.5-8	✓		
Coursework	5.3.9-10	✓		
Research	5.3.11-16	✓		
Practical Placements	5.3.17-30		✓	

Professional Doctorate Programs of Study; Clinical Psychology Stream	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3	✓		
Advisory/Liaison and Quality Review Committee	5.1.4	✓		
Resources	5.1.5-8	✓		
Credit for Previous Study	5.1.9-12	✓		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✓		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)		✓	
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)	✓		
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)		✓	
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✓		
Core Capabilities and Attributes – Communication and	5.1.12(f)	✓		



Interpersonal Relationships				
Core Capabilities Assessment	5.1.13-16		✓	
Log Book	5.1.17	✓		
Assessment	5.1.18-19		✓	
Entry Requirements	5.3.1-2	✓		
Length	5.4.1			
Program of Study Structure	5.4.2-5		✓	
Coursework	5.3.9-10	✓		
Research	5.4.6-11	✓		
Practical Placements	5.3.17-30		✓	
Professional Doctorate Programs of Study; Clinical Neuropsychology Stream	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3	✓		
Advisory/Liaison and Quality Review Committee	5.1.4	✓		
Resources	5.1.5-8	✓		
Credit for Previous Study	5.1.9-12	✓		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✓		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)		✓	
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)	✓		
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)		✓	
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✓		
Core Capabilities and Attributes – Communication and Interpersonal Relationships	5.1.12(f)	✓		
Core Capabilities Assessment	5.1.13-16		✓	
Log Book	5.1.17	✓		
Assessment	5.1.18-19		✓	
Entry Requirements	5.3.1-2	✓		
Length	5.4.1			
Program of Study Structure	5.4.2-5		✓	
Coursework	5.3.9-10	✓		
Research	5.4.6-11	✓		
Practical Placements	5.3.17-30		✓	



Authorised:

A handwritten signature in black ink, appearing to read 'Trevor Waring', is written in a cursive style.

Professor Trevor Waring AM FAPS
Chair, Australian Psychology Accreditation Council

Date: 11 November 2013