



APAC Accreditation Assessment Summary Report

Higher Education Provider	The University of Queensland, St Lucia campus
Date of determination	13 February 2017
Standards version	June 2010 ver 10; Rules 2014 incorporating amendments as at 30 May 2016
Programs of Study Assessed for Accreditation	<p>Three year: Bachelor of Arts with an extended major in Psychology Bachelor of Science with an extended major in Psychology Bachelor of Behavioural Science</p> <p>4th year: Bachelor of Arts with Honours in the field of Psychology Bachelor of Science with Honours in the field of Psychology</p> <p>Four year: Bachelor of Psychological Science with Honours</p> <p>5th and 6th years: Master of Organisational Psychology Master of Organisational Psychology/ Doctor of Philosophy Master of Clinical Psychology Master of Clinical Psychology/Doctor of Philosophy Master of Applied Psychology in the field of Counselling Master of Applied Psychology in the field of Health Master of Applied Psychology in the field of Sport and Exercise Master of Applied Psychology (all fields)/Doctor of Philosophy</p> <p>5th, 6th and 7th years: Doctor of Psychology in the field of Clinical Psychology Doctor of Psychology in the field of Clinical Psychology and Clinical Geropsychology</p>

	Doctor of Psychology in the field of Clinical Neuropsychology and Clinical Psychology
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This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychology at The University of Queensland 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.

The School of Psychology at the University of Queensland is one of the largest and most distinguished AOU in Australia. The School of Psychology is situated in the Faculty of Health and Behavioural Sciences. It is headed by Professor Virginia Slaughter, an experienced academic with an established research record and international profile. As indicated by its ERA rating, the School has a very strong research culture which permeates all the activities of the School. In addition to the Head of School, there are two Deputy Heads of School, with one being responsible for Teaching and Learning and the other for Research. The School also has a number of committees to carry out the School's functions and to provide advice to the Head of School. These committees appear to meet regularly and generally the School appears to operate very efficiently.

The Clinical (including Geropsychology) and Clinical Neuropsychology programs meet the staffing requirements of Standard 2.4.8.

The Counselling, Health and Sport and Exercise Psychology programs are all contained within a single degree structure – the Master of Applied Psychology. In addition to the strand coordinators each of whom is appropriately endorsed, there are two other staff members endorsed in the area of Counselling Psychology, one other in Health Psychology and none in Sport and Exercise Psychology. Were they to be completely separate degree programs, it is unlikely that Health Psychology, and Sport and Exercise Psychology would meet the staffing requirements contained in Standard 2.4.8. However, given that

- they are strands within a single degree which has a large common component that is taught by appropriately professionally qualified staff,
- the student enrolments in each is small (a total intake of 24 students per annum), and
- that evidence from other sources is indicative of viable programs,

the Master of Psychology was deemed to meet Standard 2.4.8 for each of the professional strands.

The Master of Organisational Psychology is a stand-alone program and does not share any units with the other professional programs. It is coordinated by Professor Andrew Neal who has a strong research record in the area but is neither registered nor endorsed. This is contrary to the requirement of Standard 2.4.8. Only one member of the academic staff, a Level B, is an endorsed Organisational Psychologist, and she does less than 20% of the teaching in the program. All the other academic staff who teach into the program are neither registered nor endorsed. This situation is mitigated by the fact that one of the sessional staff members is appropriately endorsed and another is registered and while not endorsed.

The School of Psychology at the University of Queensland meets all the *Standards* relating to the AOU, the degree nomenclature, resources and teaching materials. In relation to staffing, all relevant *Accreditation Standards* are met other than for the staffing of the Master of Organisational Psychology which does not meet Standard 2.4.8.

The extended majors in the three year BA and BSc are the same with all students being required to take 11 core psychology units and three electives which can be chosen from a wide range of options.

The required Graduate Attributes are all covered in the 11 core units. The psychology sequences provide good training in the scientific study of psychology with appropriate up-to-date references being used and practical work being undertaken in most units.

A variety of assessment methods are used, including laboratory reports, essays, quizzes, presentations and examinations. Written assessments are marked electronically. Inspection of assessed work indicated that it was of an appropriate standard and that the feedback given was appropriate.

All the *Accreditation Standards* are met for the three year sequences.

The Honours program can be taken either in the Bachelor of Arts or Bachelor of Science. The program is one year in length (full-time) and is 100% psychology. There are two levels of entry requirement. Students with a GPA of 5.5 or greater can undertake an individual research thesis while those with a GPA of between 5.0 and 5.45 undertake a group supervised thesis. Both the individual and the group supervised thesis contributes 50% of the final mark for the Honours program.

Students in the program have to take four coursework units, three of which are core units. These compulsory units are Psychological Research Methodology IV, Ethical Considerations for Psychologists and the Scientist-Practitioner Model. There is a wide range of options from which students can choose their elective unit. Overall, the program provides good training in research and critical thinking skills and is a good foundation for students proceeding into higher degrees.

In terms of the coursework units, there is coverage of some of the core research areas of psychology, ethical issues, interventions and the contextualisation of the science and practice of psychology. However, there is almost no coverage of the 'knowledge of the theoretical and empirical bases underpinning the construction, implementation, and interpretation of some of the most widely used cognitive and personality assessments' which is required by Standard 4.1.4.

The research thesis is between 9,000 and 12,000 words in length and the students undertaking the group supervised thesis appear to be involved in all the steps of the research although this is obviously constrained to some extent by the fact that they are working within the context of a group project. The examples of student theses and coursework seen by the assessment team were judged to be of an appropriate standard.

All relevant *Accreditation Standards* relating to undergraduate fourth year courses are met other than Standard 4.1.4.

The Bachelor of Psychological Science with Honours is a four year program which is a combination of the extended major and the fourth year. In the first three years of this program, students have to complete 14 core psychology units (three more than in the extended major) and five psychology elective units (two more than in the extended major). The fourth year of this program is identical to the Honours year. Thus the condition (meeting Standard 4.1.4) applying to the fourth year program also applies to this program.

Students enrolled in this program who do not want to complete the fourth year are able to transfer into the Bachelor of Behavioural Science which is an exit degree.

The Master of Clinical Psychology is a two year full time equivalent program. It can also be taken as a combined degree with a PhD in which the coursework and practical components are identical, but

the research component is replaced by the PhD research. That research must be relevant to the area of clinical psychology.

The staffing requirements are satisfactory as is the student:staff ratio for the program. All staff involved in placement supervision are registered psychologists with an area of practice endorsement in Clinical Psychology.

The Psychology clinic within the School of Psychology provides adequate facilities for training students in interviewing, testing, and assessment. Each room has inbuilt video-recording facilities with recordings being saved to a secure server to which students and supervisors can log in from any location. The development of the new clinic in 2017 should improve these facilities.

The School of Psychology has a well-equipped test library with many copies of the most commonly-used assessments that are readily accessible by students for coursework activities, as well as resources that students are able to access for their practicum work. The UQ library ("Cybrary") also contains a substantial collection of electronic databases and other resources relevant to Clinical psychology.

There is sufficient evidence that the core capabilities and attributes of Standard 5.1.12 as well as requirements of Standard 5.3.9 are covered across the coursework, practica and dissertation units. There is strong evidence of the integration of teaching and practice of core capabilities across the different components of the program, consistent with Standard 5.3.10. An apparent strength of the program is that students are taught by staff with recognised clinical expertise and research records in their areas of practice endorsement, which allows students to be exposed to the latest evidence-based practice as well as the scientist-practitioner model in action.

A variety of assessment types are used across the coursework units, including videoed role-play skills demonstrations, case reports, examinations, and several multi-station assessment tests (MSATs) to ensure that students attain a high standard of professional competence prior to graduation. The assessments are perceived by students to be useful learning experiences as they relate directly to professional clinical competencies.

Rather than a single logbook recording all their placements, in this and all other postgraduate professional programs, students are required to keep a folio for each placement. Separate logs are maintained for face-to-face client hours, supervision hours and non-client contact hours. The folios inspected at the site visit were all signed by supervisors and impressed in terms of the level of detail and orderliness. They provided evidence that students were achieving the required minimum number of placement hours.

Documentation provided indicated that all field supervisors were registered psychologists with an area of practice endorsement in Clinical Psychology and were approved as supervisors by the Psychology Board of Australia. The sourcing of all external placements, attending initial meetings with students and supervisors to formulate placement contract, maintaining contact with students and supervisors throughout the placement, and maintaining records of placements is undertaken by the Placement Manager- Clinical Externships. That position is currently a job-shared position with the incumbents being an endorsed Clinical Neuropsychologist and a registered psychologist who does not have endorsement. The qualifications of neither meet the requirements of Standard 5.3.26 for the Clinical Psychology program. This Standard is not met.

All other *Accreditation Standards* are met for the 5th and 6th years of the Master of Clinical Psychology.

The School offers three professional doctorates which are:

- Doctor of Psychology in the field of Clinical Psychology
- Doctor of Psychology in the field of Clinical Neuropsychology and Clinical Psychology
- Doctor of Psychology in the field of Clinical Psychology and Clinical Geropsychology

The structure of the doctorates in Clinical Psychology and in Clinical Psychology and Geropsychology are the same and the only difference is that there is an emphasis on older adults in the latter program. Given this and the fact that there is no area of practice endorsement for Geropsychology, these two programs will be treated as one for the purposes of accreditation.

The professional doctorates are four years of full time study (or equivalent part-time) and are largely built on the foundation of the Master of Clinical Psychology and have the same entry requirements. The Doctor of Psychology in the field of Clinical Psychology extends the depth of knowledge of students with the inclusion of an additional coursework unit entitled Clinical Leadership and Issues. This unit includes a component of training in supervision.

The Doctor of Psychology in the field of Clinical Neuropsychology and Clinical Psychology seeks to broaden the knowledge of students and lead to dual areas of practice endorsement. Three of the clinically focused units in the Clinical Psychology doctorate are omitted from the curriculum and replaced by three units that focus on clinical neuropsychological issues. The omitted units are Behavioural Family Interventions, Acceptance and Commitment Therapy and Sex and Couples Therapy and the replacement units are Neuroanatomy for Neuropsychologists, Diagnosis and Management of Neuropsychological Disorders and Cognitive Neuroscience of Clinical Neuropsychology. In addition to these three neuropsychological units, students in this strand of the doctorate are required to attend a workshop which provides training in supervision. This arrangement of units in the professional doctorates allows each of them to meet the coursework requirements of Standard 5.4.4.

Students in the Doctorate of Psychology programs complete two internships and three externships, with the third externship accounting for an additional 510 hours of advanced placement experience on top of the Master of Clinical Psychology requirements. Students in the Clinical Neuropsychology complete one clinically-focused externship, one neuropsychology externship, and one mixed practice externship. They also complete a 'mini-external placement' as part of their first internship, which involves them shadowing a neuropsychologist in practice. All Neuropsychology externships are supervised by a Psychology Board of Australia approved supervisor with an area of practice endorsement in Clinical Neuropsychology. Students in the Clinical Psychology and Clinical Geropsychology programs complete their placements in a range of clinical settings with supervisors who are endorsed Clinical Psychologists.

The doctoral programs meet all the *Standards* for 5th, 6th and 7th years of professional education, except for Standard 5.3.26, the qualifications of the placement coordinators.

The purpose of the Master of Applied Psychology is to provide 'students with the opportunity to gain the skills required for registration as a psychologist' and 'the ability to specialise within one area of psychological practice: either Counselling, Health or Sport and Exercise Psychology'. The design and implementation of the program is on first training as a psychologist and then for endorsement in an area of practice. There is a large overlap in knowledge and skills between the three areas of practice and the teaching of that material can be rationalised. This has resulted in the following structure for the MAppPsych - a common core consisting of five coursework units, the dissertation and two general placements, and area of practice content consisting of three or four coursework units and

two placements.

The Master of Applied Psychology is a two year degree which can be studied either full-time or part-time. It can also be studied in conjunction with a PhD. The current staffing level is right on the borderline and any reduction in staffing could have consequences for the accreditation of the program. The placement coordination is done by professional rather than academic staff members and they are all registered psychologists. The placement manager for Sport and Exercise Psychology is appropriately endorsed and the placement managers for the other two areas of practice are currently completing their registrar programs and are working under appropriate supervision.

There is an Advisory/Liaison committee which has representation from agencies providing practical placements. While this committee would be satisfactory for a program with a single focus, it does not seem to have appropriate representation given that the program incorporates three areas of practice. Standard 5.1.4 is not met.

The curriculum appears to provide appropriate coverage of the core capabilities and attributes. However, feedback from students and supervisors suggest that the coverage of personality tests is minimal and that the testing skills have to be largely be taught by the field supervisors.

There are five core and three or four units reflecting the specific area of practice in the curriculum. While the units appear to cover the core capabilities outlined in Standard 5.1.12, there is some concern about the level at which they are covered. Three of the five common core units and two of the four counselling units are simply rebadged versions of units taught in the Master of Counselling program. This is problematic given that students in the Master of Counselling program need not have studied any undergraduate or fourth year psychology. The accepted model of training in psychology is that the first four years of psychology education is the theoretical foundation and knowledge base on which postgraduate professional training is built. This is clearly reflected in Standard 5.1 which states in relation to fifth and sixth year programs 'This education must be at the advanced level, building on and extending the knowledge and skills of the APAC-accredited four-year undergraduate sequence.'

If students who have no background in psychology are able to study and pass these double badged units, it suggests that the content of the units are not building on a solid psychology foundation and/or are not at an advanced level from a psychology point of view. Another concern relating to the content of the program is that there is no hard evidence that the National Standards for the Mental Health Workforce are covered as is required by Standard 5.3.9(b). Standards 5.1 and 5.3.9(b) are not met.

Within the program, students complete four placements, two of which are general placements and two are specific to the area of practice. The order of the placements is normally alternated so that the first is a general placement, the second practice specific, the third general and the final one a placement in the intended area of practice endorsement. The generalist placements are managed by the Counselling Psychology Placement Manager. From the start of 2016, many of the first placements have been in the UQ Psychology Clinic and with the establishment of the new clinic in 2017, all will occur in that setting.

All the *Accreditation Standards* for 5th and 6th years of professional education in the Master of Applied Psychology except those noted above.

The coursework and practica of the Master of Organisational Psychology program can be undertaken in combination with a PhD resulting in the student obtaining two degrees. The program is designed

to 'develop professional skills within a broad range of strategic and functional areas including job analysis and design, personnel selection and assessment, training and development, and organisational change management'.

The main issue for the Organisational program is that the Coordinator is neither registered nor endorsed which is contrary to Standard 2.4.8. This is particularly problematic given that the Coordinator teaches two of the seven core coursework units and is the coordinator of all four of the placement units. Only one of the academic staff members who teaches into the program is appropriately endorsed and she only teaches the core unit in applied research methods. Sessional staff are used to teach three of the four remaining coursework units. One of these sessional staff is a Placement Manager who is appropriately endorsed, while another appears to have a Masters degree in Organisational Psychology but does not appear to be registered and the third is registered but not endorsed. Standard 5.1.1 is not met.

There are four placements each usually containing about 250 hours of supervised practice but this can vary depending on the needs of the organisation in which the placement is situated. The placements are designed so that each placement builds on the experience gained from the prior placements.

There are two Placement Managers both of whom are registered and endorsed in the area of Organisational Psychology. According to the application, all field supervisors are registered and most are appropriately endorsed. In the application, it was also indicated that where the field supervisor was not endorsed, co-supervision was provided by an appropriately qualified member of the UQ staff. Based on the supervision records provided to the Assessment Team after the site visit this did not appear to be the case. The School later provided an updated list of field supervisors which was deemed satisfactory.

Where a field supervisor is not an endorsed supervisor, coverage is provided by one of the School's placement coordinators in terms of Standard 5.3.24. However, in some cases, this coverage has been provided by the same person for more than one placement for a student and for more than 30% of the students' total placement experience. This is contrary to the requirements of Standard 5.3.24. Standard 5.3.24 is not met.

The procedures and forms relating to supervision contracts, mid-placement reviews and final placement assessment appear to be appropriate. All copies of these forms and other documentation seen by the Assessment team during the visit had been signed off appropriately.

Apart from the Standards noted above, the *Accreditation Standards* for the Master of Organisational Psychology are met.

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: University of Queensland

Date of Site Visit: 23-26 May 2016

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 -Master of Clinical Psychology -Master of Clinical Psychology/Doctor of Philosophy	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 -Master of Applied Psychology (Counselling, Health, Sport and Exercise Psychology) -Master of Applied Psychology/Doctor of Philosophy	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 -Master of Organisational Psychology -Master of Organisational Psychology/Doctor of Philosophy	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 -Doctor of Psychology in the field of Clinical Psychology -Doctor of Psychology in the field of Clinical Neuropsychology and Clinical Psychology -Doctor of Psychology in the field of Clinical Psychology and Clinical Geropsychology	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	5.4.1	✓		
Program of Study Structure	5.4.2-5	✓		
Coursework	5.3.9-10	✓		
Research	5.4.6-11	✓		
Practical Placements	5.3.17-30		✓	



Comments:

Master of Applied Psychology (Counselling, Health, Sport and Exercise Psychology) and Master of Applied Psychology/Doctor of Philosophy – Standard 5.1 Not yet Satisfied.

Authorised:

Professor Simon Crowe
Chair, Australian Psychology Accreditation Council

Date: 3 March 2017