



APAC Accreditation Assessment Summary Report

Higher Education Provider	University of Sydney, School of Psychology
Date of Determination	2 December 2013
Standards Version	Version 10 – June 2010
Programs of Study Assessed	<p>Bachelor of Arts Bachelor of Commerce (Liberal Studies) Bachelor of Health Sciences Bachelor of Liberal Arts and Science Bachelor of Medical Science Bachelor of Science Bachelor of Science (Advanced)</p> <p>-----</p> <p>12 double degrees including one or other of the single degrees listed above</p> <p>-----</p> <p>Graduate Diploma in Psychology (Bridging)</p> <p>-----</p> <p>Bachelor of Psychology (Honours)</p> <p>-----</p> <p>Bachelor of Arts (Honours) Bachelor of Commerce (Liberal Studies) (Honours) Bachelor of Health Sciences (Honours) Bachelor of Liberal Arts and Science (Honours) Bachelor of Medical Science (Honours) Bachelor of Science (Honours) Bachelor of Science (Advanced) (Honours)</p> <p>-----</p> <p>11 double degrees including one or other of the single degrees (with Honours) listed above</p> <p>-----</p> <p>Doctor of Clinical Psychology/Master of Science Doctor of Clinical Psychology/Doctor of Philosophy</p>
Assessors	Professor Don Byrne (Team Leader) Associate Professor Jacques Metzger (APAC AWC) Dr Simon Kinsella (Psychology Board of Australia)

This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychology at the University of Sydney 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 Psychology program at the University of Sydney is among the oldest in Australia. The School of Psychology (AOU) has a longstanding reputation for academic excellence in both education and research, and is historically one of the most prestigious and respected schools in the country. The School operates from a single campus in the inner city suburb of Camperdown but its activities are spread across several buildings on that campus.

The AOU easily demonstrates a milieu of research and scholarship. It sits within a Go8 university, and all staff are research active, both in regard to publication record and grant success.

The School of Psychology meets all Standards for the Psychology AOU.

The School offers a plethora of three-year degrees, honours degrees, and a direct entry Bachelor of Psychology (Honours), all listed above. It also offers the combined clinical psychology degrees of Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy.

The Doctor of Clinical Psychology degree does not have an independent research component. It must, however, be undertaken with simultaneous enrolment in either the Master of Science or Doctor of Philosophy degrees, both of which are awards by research alone. It is not possible to enrol in the Doctor of Clinical Psychology degree as a single award. This linking of degrees ensures that all students enrolled in the postgraduate professional program in clinical psychology are required to undertake a very significant research program.

The AOU meets Standards for student: staff ratios for both the overall ratio and for the Clinical program.

As would be expected in a major Australian psychology AOU, all academic appointments hold PhD degrees and all are research active, many at a level of considerable international distinction. All members of the academic staff of the School are able to demonstrate strong levels of experience in teaching and supervision, and both the School of Psychology and the University have in place mechanisms of evaluation and review which ensure quality control. The School has a considerable complement of administrative and technical staff fully dedicated to its activities.

The School has access to the full set of lecture theatres, tutorial rooms and computer laboratories. While some teaching rooms are shared, most are dedicated to the School's sole use, and all are closely located to the main psychology building. All teaching rooms used in the undergraduate program are equipped with digital AV presentation and recording capacity. The teaching rooms used for the program in clinical psychology, located in a separate building exclusively devoted to the clinical program, have sophisticated AV recording facilities. No distance mode teaching is undertaken.

Access to research laboratories for postgraduate student and staff use is more than adequate – and the large majority are located within the psychology building. The assessment team was able to inspect highly sophisticated and very impressive research laboratories devoted to a broad variety of investigations in psychology.

The School of Psychology has a very well stocked and organised test library situated in the Clinical Psychology Building – but with right of access to all School staff and (where appropriate) postgraduate students. Test holdings are fully adequate for both postgraduate professional and undergraduate teaching.

The University Library is exceptionally well stocked with current and historical monographs and journal collections relevant to teaching and research in psychology. The electronic journal collection is extensive and fully accessible to both staff and students of the School.

The three-year undergraduate program is offered as part of seven different degree awards. The undergraduate sequence is, however, identical for each of these awards. The three year sequence is also offered in the undergraduate bridging program, Graduate Diploma in Psychology. The University of Sydney offers dual award psychology degrees including one or other of the single degrees listed above. Students receive two testamurs, one for each program.

Inspection by assessor of the course structure persuasively establishes that graduates will have been exposed in considerable detail to all core areas of psychology. All units have a laboratory component in which students are exposed – usually involving computer driven exercises – to data collection and experimental method in psychology.

The three-year sequence fully covers Graduate Attributes 1 to 6 in a comprehensive and integrated manner. To the extent that all units require independent literature based research, there is a self-learning emphasis throughout the course. All units provide comprehensive supporting material – usually by means of the online learning management system – and all students have full access to the journal collection of one of Australia’s major university libraries.

So far as the assessment team was able to ascertain, students receive detailed and timely feedback on assignments and reports. Discussions with undergraduate students revealed no dissatisfaction in this respect. All Standards for the three-year sequence in psychology are met.

Fourth year is available in seven honours degrees, which the application has listed above, and follows the generically named Bachelor degrees in which the three-year accredited sequence is offered. The honours year in Psychology in each degree is identical. The University of Sydney offers dual award psychology honours degrees including one or other of the single degrees listed above. Students receive two testamurs, one for each program.

Coursework in the fourth year program consists of Current Professional Issues (2.5% weighting), Ethics (2.5%), Research Methods (15%) and two Special Field Seminars (15% each). The latter two units may be substituted for a Theoretical Thesis (Essay) (30%) of a maximum of 8000 words, which appears to be taken by very few students. The program includes coverage of applied topics and basic skills, and course materials are supported by relevant and up-to-date reference materials.

A substantial empirical thesis (50%, 9000-12,000 words) is required, for which supervision is conducted individually. The considerable emphasis and resources which the School expends on the requirement reflect the importance placed on the work required. Several theses and examiners’ reports were inspected by the assessors and indicate the high level of performance required and generally achieved by students. The Standards for fourth year are amply met.

Only the Bachelor of Psychology (Honours) offers an integrated four-year program, with students meeting a progression hurdle of 75% average for Years 2 and 3 Psychology units, guaranteeing them entry into the honours year. There is also a hurdle for students to meet in Years 1: they must achieve a minimum average of 65% in the two Psychology Year 1 units. Those students not meeting the hurdle at the end of Year 3 graduate with an appropriate three-year degree. Year 4 is identical to the other honours degrees in psychology. The four-year sequence program of study meets all relevant Standards.

The School of Psychology offers one professional postgraduate program, Doctor of Clinical Psychology (combined with Master of Science or Doctor of Philosophy)

An Advisory/Liaison and Quality Review Committee exists and is properly constituted, comprising suitably qualified and experienced staff from external agencies that accept postgraduate students on placement from the School of Psychology.

Careful attention to the program of study content, the course assessment and formal documented evidence of the students' competence indicates that each aspect of the Core Capabilities and Attributes Standards is met.

The School of Psychology is commended on a well-constructed program. It was clear that the staff involved have a high level of commitment to and pride in the program offered. The result being that the program is well run and well resourced, which was reflected in the positive attitudes of students and staff.

Practical Placements were assessed on the basis of available documentation including student log books, interviews with staff, and interviews with supervisors including external supervisors. It was clear that student progress is well monitored, in terms of competencies, the achievement of face to face client hours, placement hours, and sign off on the log books. The clinic is very well run, with excellent physical and IT resources, and has enough client throughputs to provide the necessary internal clinical experiences for students, with a wide source of referrers to the clinic.

The students have the appropriate training preparatory to their placements. All supervisors were appropriately qualified and there was appropriate prior, mid and end placement contact with the University. There is formal recognition of supervisors, in that they are appointed as Honorary Associates.

The Clinical program met all relevant Standards.

The School of Psychology is commended for staff-engendered attitudes of self-care and development in the students, with a particularly positive attitude towards their students. The School of Psychology is also commended for the development of new competency assessment strategies which are particularly interesting and important.

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 Higher Education Provider: School of Psychology, University of Sydney

Date of Site Visit: 5-6 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 Program 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 Program 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	✓		

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 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 over a faint, light-colored signature line.

Professor Trevor Waring AM FAPS
Chair, Australian Psychology Accreditation Council

Date: 2 December 2013