



APAC Accreditation Assessment Summary Report

Higher Education Provider	Australian National University (ANU)
Date of determination	11 September 2017
Standards version	June 2010, version 10; Rules March 2014, amendments May 30 2016
Programs of Study Assessed for Accreditation	Three year: Bachelor of Arts Bachelor of Science Bachelor of Science (Psychology) 4th year: Bachelor of Arts (Honours) Bachelor of Science (Honours) Bachelor of Science (Psychology) (Honours) Four year: Bachelor of Philosophy (Honours) Bachelor of Psychology (Honours) Postgraduate Professional Programs Fifth and sixth year: Master of Clinical Psychology Doctor of Philosophy (Clinical Psychology)

This is a summary of the outcomes of an APAC accreditation assessment of the Research School of Psychology at the Australian National University (ANU). This summary highlights selected key features of the assessment. Comprehensive analysis of the assessment is contained in the full APAC Assessment Team report.

The AOU is the Research School of Psychology (RSP) which is located in the College of Medicine, Biology and Environment of the ANU, and has an identified Head, who has full budgetary and administrative responsibilities. The School has an excellent reputation for research and scholarship, achieving a ranking of 5 in the last ERA exercise. All Standards under 2.1 are met.

All degrees awarded by ANU meet the relevant *Standards* relating to degree nomenclature.

The profile of the academic staff meets Standard 2.4.1 The total student: academic ratio is 19.9:1. For the clinical psychology programs there are appropriately qualified staff. However, one of the current co-directors of the clinical psychology programs is neither endorsed nor eligible for

membership of the APS College of Clinical Psychologists. Thus Standards 2.4.8 and 5.1.1 are not currently met.

The RSP has good access to appropriate teaching and research facilities. The Clinic facilities are appropriate with five clinic rooms and a group room available. All staff have their own research space and space for honours, masters and PhD students is appropriate. There is sufficient administrative and technical support for teaching and research with the exception of administrative support to the Clinic. As such, Standard 2.5.1 is not met.

No programs or units are offered using distance education. The RSP uses the ANU online learning management system, which includes recordings of lectures and supporting materials. Most units have laboratory classes. Units are routinely evaluated by students. All units in the RSP have student representatives who meet regularly with staff to discuss issues, which students reported were dealt with in responsive and timely ways.

There are three undergraduate three year programs offered as sequences in the Bachelor of Arts, Bachelor of Science and the Bachelor of Science (Psychology). The first three years of the Bachelor of Psychology and Bachelor of Philosophy are identical in terms of their psychology requirements. All students complete 10 core units and elective psychology units. First year students complete 25% psychology in first year, second year students complete 62% psychology and third year students complete 75% psychology, with the option to enrol in more psychology units.

Core units cover major areas of study in psychology, with students developing skills in research methods, laboratory experiments, and report writing.

Core content areas are covered in core units and graduate attributes are met in all required areas.

Appropriate processes are in place for assessment and awarding of credit.

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

There are three fourth year psychology programs: Bachelor of Science (Psychology) (Honours), Bachelor of Science (Honours) and Bachelor of Arts (Honours). These three programs are identical and are all one year full time in length and have an appropriate structure. The minimum entry requirement for the Honours program is a credit average in the psychology units studied in an accredited undergraduate program, although selection is usually made on the basis of a distinction or better average

In all of the fourth year programs, students take a core unit Evidence Based Assessment, complete two further units, Statistics and Theory in Psychology, and are expected to attend a seminar series, which covers the requirement for advanced theoretical and empirical psychology knowledge.

The research component is 50% and students participate in individual or shared projects, with each writing up an individual report with one or more unique research questions. Students appear to be involved in all the steps of the research project.

With regard to Assessment, the School and University have appropriate policies and procedures. Evidence was supplied of bench marking exercises undertaken with the University of Wollongong and the University of Melbourne in 2014. A detailed report of the outcomes of the benchmarking exercise was provided to the team.

All relevant *Accreditation Standards* relating to undergraduate fourth year courses are met.

The RSP offers two four year sequences: Bachelor of Psychology (Honours) and Bachelor of Philosophy (Honours). These two programs have the same structure as the three year sequence, with the exception of some options for assessment tasks in some units where students are able to undertake more challenging tasks. They each have the same fourth year structure, which is identical to the fourth year programs.

The Research School of Psychology offers a fifth and sixth year Master of Clinical Psychology, which requires a minimum of two fulltime academic years to complete, and a Doctor of Philosophy (Clinical Psychology) that entails four years of full-time study. The Clinical Psychology programs combine coursework, practical experience under supervision and a research project, and are guided by a by a scientist-practitioner model of learning which emphasises the integration of research and practice.

As indicated above, Standard 2.4.8 (and thus Standard 5.1.1) is not met for the Clinical Psychology programs, as one of the co-directors of the programs is neither a registered psychologist nor an endorsed clinical psychologist.

Typically there is a total intake of 15 EFTS into the two clinical programs, although the distribution between the Masters and Doctor of Philosophy programs varies year by year. There are currently 37.1 EFTS enrolled in the clinical programs which are taught by 3.31 EFT staff resulting in a student: staff ratio of 11.2:1. However, if clinical research thesis supervision by staff is also taken into consideration, this ratio decreases to substantially <8:1.

All staff members responsible for practical placement supervision associated with the clinical psychology programs are registered psychologists with endorsement to practice in the area of clinical psychology.

There is an Advisory Board which is scheduled to meet twice annually. The composition of the committee meets Standard 5.1.4. However, the Minutes for the Advisory Board meeting in December 2016 indicate that the majority of external members did not attend, indicating a potential future problem for the program.

There is a well-equipped test library including 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 School provides space and computer access for students in this program in the Clinic and elsewhere on campus. The available space in the Clinic is appropriate to teaching students interviewing, testing and assessment skills. The rooms are sound attenuated, have video recording equipment and one-way viewing facilities and are appropriately furnished. There are appropriate holdings in the University library and students have access to computers with a range of software for word processing and data analysis and presentation.

There are clear policies for granting of credit for previous studies, with credit only given for course work completed in the previous five years in an accredited program. Students are not awarded credit for any previous research experience.

Based on interviews with the staff and students, and inspection of teaching materials, completed assignments, log books and supervisors' reports, it appears that the core capabilities and attributes of Standard 5.1.12 are covered across the coursework, practica and research units. The one exception is that many students undertake an internal and an external placement concurrently. External supervisors commented that students on externships focused only on achieving face-to-face client hours and may not undertake other activities such as attending team meetings. Students may therefore not gain familiarity with the roles of other professions and the capacity to report to other professionals appropriately and to work collaboratively with psychologists and other professionals (Standard 5.1.12(b)). It is suggested that internal and external placements should not be undertaken concurrently.

The forms of assessment were varied and, where appropriate, included oral case presentations, video role play, in class test, on-line quizzes, research papers, written case reports and practical testing exercises and responsible test use assessment.

Log books and progress reports for the students in the clinical program were inspected. They were sufficiently detailed with respect to the nature and hours of placement. Supervisor signatures were evident in the supervision logs and progress records.

Both the Master of Clinical Psychology and the Doctor of Philosophy (Clinical Psychology) consist of coursework, research and practical placement. The components are integrated and students must pass all three. The coursework is all psychology and is taught by Psychologists, the majority of whom are registered and teaching in their professional area of expertise.

The weighting of the three components in the Masters is coursework 50%, research 25% and practical placement 25% and students are required to pass all three components.

The coursework in the Masters and Doctor of Philosophy (Clinical Psychology) programs are identical with seven compulsory units and no electives. The assessment team inspected some of the coursework of the clinical students and reviewed unit outlines and the clinical program handbook. The coursework appears to meet the core capabilities including some coverage of the *National Practice Standards for the Mental Health Workforce* and addresses the issues of practice management, record keeping and storing psychology files. The coursework clearly links research and practical application.

Several theses at Masters and PhD levels were examined during the site visit and were found to be of high quality with interesting topics. The theses are independent pieces of work and the Masters theses are written in the format of a publication, with a minimum word count of 5000 words.

For the Masters and Doctor of Philosophy (Clinical Psychology) programs, students are required to complete in excess of 1000 hours of supervised practical placement experience. There are two placements in the internal psychology Clinic in the first year of both programs and generally students appear to be adequately prepared to undertake these placements. Many students undertake their second internal placement during year two of their program, concurrent with their first external

placement, which both students and external supervisors advised was stressful for students and affected their capacity to develop competencies. This was noted above in supervisors' comments.

The external placements are provided at a variety of agencies in ACT and NSW that appear to provide a range of different experiences to the students. Students complete two external placements in the second year of their program.

All of the external field supervisors are appropriately qualified.

The placement coordinator is a registered and endorsed Clinical Psychologist. Students appear to be obtaining the appropriate amount of supervision and the procedures and forms relating to supervision contracts, mid-placement reviews and final placement assessment are appropriate. All copies of these forms and other documentation seen by the assessment team during the visit had been signed off appropriately.

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



APAC Accreditation Summary Checklist

for use with APAC Standards June 2010 Version 10; Rules 2014, amendments May 2016

Name of the Higher Education Provider: Australian National University				
Date of Site Visit: 22-23 May 2017				
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 Programs of Study				
	Standard Number	Satisfied	Not Yet Satisfied	N/A
<ul style="list-style-type: none"> • Master of Clinical Psychology • Doctor of Philosophy (Clinical Psychology) 				
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	✓		



Australian Psychology
Accreditation Council

Authorised:

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Chair, Australian Psychology Accreditation Council

Date: 10 October 2017