



APAC Accreditation Assessment Summary Report

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| Higher Education Provider | The University of Western Australia (UWA) |
| 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 | <p>Three year: Bachelor of Arts Bachelor of Science Diploma in Science (Psychology)</p> <p>4th year: Bachelor of Arts (Honours) Bachelor of Science (Honours)</p> <p>Four year: Bachelor of Philosophy (Honours)</p> <p>Postgraduate Professional Programs Master of Clinical Psychology Master of Clinical Neuropsychology Master of Industrial and Organisational Psychology Doctor of Philosophy and Master of Clinical Psychology Doctor of Philosophy and Master of Clinical Neuropsychology Doctor of Philosophy and Master of Industrial and Organisational Psychology</p> <p>Post-Masters Bridging Programs Graduate Diploma in Clinical Psychology Graduate Diploma in Clinical Neuropsychology</p> |

This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychological Science at The University of Western Australia. 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 School of Psychological Science, which is located in the Faculty of Science of The University of Western Australia, and has an identified Head. The School has an outstanding reputation for research and scholarship. It is noteworthy that the School received a ranking of 5 in the recent ERA exercise. The Head has significant academic, financial and administrative control.

All but one of the degrees for which accreditation is sought conform with the relevant Standards relating to degree nomenclature. While the nomenclature of Diploma in Science (Psychology) does not conform to 'Graduate Diploma', it is not misleading and satisfies the spirit of Standard 2.3.2.

The profile of the academic staff in the School of Psychological Science meets the Standards with 34 full time and eight part time staff with eight appointments at Level E. The student: academic staff ratio is 25.9:1. This will drop to 23.7:1 once two new tenurable appointments in the Industrial and Organisational program are made in 2017. This is above the required ratio of 22:1. It is understood that there will be another appointment to the clinical program which will result in a further drop in the student: staff ratio.

For the Clinical Neuropsychology and Clinical Psychology programs, there are at least three appropriately qualified staff and a level D/E to provide academic leadership. For the Industrial and Organisational program, there is only one staff member who is appropriately qualified, although the University is actively recruiting for two positions in this area. The student:staff ratios for the professional programs are Clinical 6.84:1, Clinical Neuropsychology 6.97:1, and Industrial and Organisational 5.51:1. Thus the AOU does not meet staffing requirements in the Industrial and Organisational Psychology course (Standards 2.4.8, 5.1.1), and does not meet the overall student: staff ratio (Standard 2.4.3).

The Department is very well resourced with excellent laboratory facilities. Most staff have their own research laboratories. While there have been recent structural changes to the University support staff systems, there currently appears to be very good secretarial, administrative and technical support for both teaching and research. The site visit team met with the support staff, and they appeared to be an enthusiastic and productive group of people who are providing good service to the School. There are good computing facilities for both undergraduate and postgraduate programs. There is also a well-equipped test library overseen by a Level D academic, and with a member of the support staff available to supervise the day-to-day management.

A recent administrative restructure has meant that these support services are now being centralised with the effect that it will make it more difficult for the School to manage some technical issues such as the development and maintenance of particular laboratory facilities, or the secure recording of patient notes and video and audio recordings of patient testing and interviews. There is currently a somewhat dated video and audio recording system for patient interviews and for logging student clinical activities.

There are no external units. The University has a Moodle based online learning management system (LMS) and using this system students can access recordings of lectures and other materials relevant to their classes, and they can communicate with teaching staff and other students online. Most units have laboratory classes, and these are well integrated into the courses. It is a strength of the program that psychological science is integral to the teaching and that there is a strong emphasis on the scientist-practitioner model in the professional teaching.

There are two undergraduate three year programs offered: the Bachelor of Arts, and the Bachelor of Science, and a bridging program, the Diploma in Science (Psychology). The accredited sequence is a degree specific double major in which students must complete 13 units, 25% psychology in their first year, 37.5% in their second year, and 100% in their third year (total 162.5%).

It was clear from discussions with staff and students that the objectives of (a) producing students skilled in the use of psychological methods; (b) producing students able to think critically; and (c) providing students with a broad knowledge and understanding of psychology, are achieved. Careful

analysis of the units and course structure indicates that students are unable to avoid any of the core capabilities and they have a solid foundation in the relevant graduate attributes.

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

The University offers two fourth year programs of study, the Bachelor of Science (Honours) and the Bachelor of Arts (Honours). The structure and content of the programs is identical. Entry requirements, length, course structure and content, and the research project are all consistent with the Standards. Seventy five students were taken into the program in 2017, and the entry standard for these students was well above that required for eligibility for entry. There are four coursework units, 12.5% each, which meet coursework content requirements for the 4th year. The thesis, which is an individual project, is made up of two units of 25% each and the thesis (the product of these two units) comprises 50% of the year's work. The thesis is marked by two examiners.

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

A four-year Bachelor of Philosophy (Honours) is offered for high achieving students across Faculties at The University of Western Australia. Students in this program who study psychology take the same subjects as Bachelor of Science and Bachelor of Arts students undertaking a three-year program of study in psychology, with a requirement to obtain certain grades to stay in the program. If grades are not met then the student is transferred to the Bachelor of Science or Bachelor of Arts program. The fourth year of the Bachelor of Philosophy (Honours) program is identical to that of the Bachelor of Science (Honours) and the Bachelor of Arts (Honours).

The School of Psychological Science offers postgraduate professional programs in Clinical Psychology, Clinical Neuropsychology, and Industrial and Organisational Psychology. For each of these programs there is a Masters program, and this can be combined with a PhD. For the Clinical Psychology and the Clinical Neuropsychology programs students can only be selected for the combined Masters and PhD, and the Masters program is regarded as an exit degree. The clinical and clinical neuropsychology programs share coursework units with considerable overlap depending on the choice of electives and the degree they are undertaking.

Two bridging Graduate Diplomas are offered by the School. The Graduate Diploma in Clinical Psychology allows psychologists who are endorsed as clinical neuropsychologists and eligible for membership of the APS College of Clinical Neuropsychologists to obtain a qualification which would enable them to be eligible to be endorsed as clinical psychologists and eligible for the APS College of Clinical Psychologists. The converse is the case in the Graduate Diploma in Clinical Neuropsychology which allows psychologists who are endorsed as clinical psychologists to become endorsed as clinical neuropsychologists. Given the degree of overlap in the Masters programs, most graduates from The University of Western Australia who undertake one of these Diplomas will have to take only a small number of units and two placement components of at least 700 hours of relevant placement in the case of the Clinical program and 800 hours in the case of the Clinical Neuropsychology program.

The Industrial and Organisational Psychology program has units in which students from both the UWA Business School and the School of Psychological Science participate in the same psychology classes with the same requirements. There appears to be no distinction between these two groups of students. In the preamble of Standard 5.1, it states that "this education must be at the advanced level, building on and extending the knowledge and skills of the APAC accredited four year undergraduate sequence..." It follows that the teaching in these classes does not meet the requirement of being at the advanced level of psychology. All psychology units in this degree must be at an advanced (post honours) level of psychology.

As noted earlier, the Industrial and Organisational postgraduate courses do not meet staffing requirements.

Each of the postgraduate professional programs has an Advisory/Liaison and Quality Review Committee, and the assessment team was supplied with Minutes of the most recent meeting.

There is a well-equipped Clinic with six counselling rooms and two large group rooms, and observational and recording equipment. Both Clinical and Clinical Neuropsychology students undertake practical training in this Clinic. There is also a well-equipped test library associated with the Clinic.

The on-campus practical training of the Industrial and Organisational (IO) psychology students occurs in the Accelerated Learning Laboratory. This laboratory is well suited and well-resourced for the needs of those teaching the IO psychology students.

It has already been noted that the audio and video recording apparatus in the Clinic is unreliable and needs updating, and may need specific IT support. The team was able to observe this flaw in the equipment. The team understands that the School has made attempts to overcome this problem but without success. Standard 5.1.5 is thus not met for the Clinical and Clinical Neuropsychology programs.

Members of the assessment team met with staff of each postgraduate program, inspected teaching materials, students' work samples, theses, supervisor reports and log books, and the team met with students from each program. For the Clinical Psychology and Clinical Neuropsychology programs, it was apparent that the core capabilities and attributes are all met.

For the Industrial and Organisational program, it was apparent a "current version of an individually administered adult or child test of intelligence" and a "current version of at least one specialised memory assessment" were not taught. Further, "the ability to competently undertake a mental status examination" and "Knowledge of psychopathology and of diagnostic classification systems (including current versions of DSM and ICD)" also appeared not to be taught, thus not meeting Standard 5.1.12. In addition, the *National Practice Standards for the Mental Health Workforce* were not covered. It follows that subsequent Standards (5.1.13 and 5.1.14) are also not met.

The team noted that students needed to be reminded that the logbook should be a single document and carried over into the 6th and subsequent years of professional postgraduate training (i.e., registrar years), and that a copy must be retained by the AOU for 10 years following graduation of the student. It was not apparent that the students understood these requirements.

The entry requirements and length of the 5th and 6th years courses are met. Although there are some differences in structure for each of the postgraduate Masters degrees, careful analysis showed them to meet the course structure requirements of the Standards. In each of the postgraduate courses there were clear links between each component of the course.

The team report noted that there is excellent research training available to these coursework students, and each course meets the research Standards.

For the Clinical Psychology and Clinical Neuropsychology students, prior to beginning external placements there is a series of workshops with training in interviewing, ethical issues and other professional issues. There is in each course a requirement of 1000 hours of supervised practical

placement in a range of placements and with a range of clients. Supervision is delivered by appropriately qualified psychologists in conjunction with staff members with special expertise.

External placement supervisors are not currently recognised by the AOU or by the University. This appeared to be a problem at the University level. Some form of title such as University Industrial/Clinical associate/affiliate would seem appropriate recognition along with library or other rights, and perhaps with assistance to obtain and maintain Psychology Board of Australia supervisor status.

For external supervisors, appropriate endorsement¹ and College supervisor qualifications are met or where a placement opportunity exists but there is no qualified supervisor, then a member of AOU staff undertakes the task of supervision and supervisors sign off on all case notes and reports.

The Standards require that supervision be no less than 50% individual (vs group) supervision. Students are currently logging some supervision provided in a group as individual supervision. It was not clear from the logbooks what proportion of supervision over the three placements was in fact individual supervision. This Standard is not met.

There is an appropriately qualified placement coordinator for all postgraduate Masters programs. Supervision contracts are completed and signed, placement reviews take place, and there is an end of placement assessment.

The Graduate Diploma in Clinical Psychology and the Graduate Diploma in Clinical Neuropsychology bridge from one clinical stream to the other. These are one year full time or equivalent part-time courses, unless the student is required to make up some deficit in their training in which case it might be somewhat longer. Students must already have completed a professional postgraduate coursework degree and have endorsement in the professional degree already completed. Their original thesis must be appropriate to the area of the second stream. In the case of UWA students the original postgraduate training must have at least 300 hours of relevant supervised practice, not 500 as specified by the Standards. However, in these courses students are required to do at least 700 hours of relevant supervised practice (800 hours in the case of the clinical neuropsychology program), thus meeting the spirit and ultimate requirement of the Standards. The courses comprise practicum and coursework. The additional courses are linked to the additional supervised practice.

All coursework for the second specialty is covered by the required units in the Graduate Diploma in Clinical Psychology and Graduate Diploma in Clinical Neuropsychology, and in the original postgraduate training. Any deficits in the original training can be made up by additional course work units. All relevant Standards are met.

Notwithstanding the imposition of conditions relating to staffing and the postgraduate programs, the School of Psychological Science at The University of Western Australia, the assessment team commented on the School's outstanding record in both teaching and research, the integration of the two and the training it provides in research and the strong emphasis on the scientist-practitioner model in all its programs.

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

¹ The Psychology Board of Australia has requirements for supervisors and the assessment team checked these at <http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx>