



Queensland University of Technology - APAC Accreditation Assessment Summary Report

Higher education provider	Queensland University of Technology
Name of the Psychology AOU	School of Psychology and Counselling
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	5 year cycle accreditation site visit
Programs and level of study assessed	Bachelor of Behavioural Science (Psychology) (Level 1) Bachelor of Behavioural Science (Psychology)/Bachelor of Business (Level 1) Bachelor of Behavioural Science (Psychology)/Bachelor of Justice (Level 1) Bachelor of Behavioural Science (Psychology)/Bachelor of Laws (Honours) (Level 1) Bachelor of Behavioural Science (Psychology)/Bachelor of Social Work (Level 1) Bachelor of Behavioural Science (Psychology)/Bachelor of Social Work (Honours) (Level 1) Bachelor of Nursing/ Bachelor of Behavioural Science (Psychology) (Level 1) Bachelor of Behavioural Science (Honours Psychology) (Level 2) Master of Clinical Psychology (packaged Level 3 and 4) Master of Psychology (Educational and Developmental) (packaged Level 3 and 4)
Date of site visit	29 - 30 August 2019
APAC Board determination date	17 December 2019
Accreditation start date	17 December 2019
Campus	Kelvin Grove (all programs)



Background and overview

An accreditation assessment site visit was undertaken between 29 and 30 August as part of the regular five-yearly cycle of visits to the Queensland University of Technology. The psychology programs are offered by the School of Psychology and Counselling which is situated within the Faculty of Health. The Head of the School is Associate Professor Renata Meuter, who reports to the Executive Dean of the Faculty. The School offers a Bachelor of Behavioural Science (Psychology). The degree can also be taken with a range of other degrees including Social Work, Business, Laws, Justice and Nursing with the majority of current students enrolled in these double degrees. The School offers a stand-alone Honours year, and at the postgraduate level, a Master of Clinical Psychology and a Master of Psychology (Educational and Developmental). The School has experienced significant growth in undergraduate student numbers over the past few years. The School is well regarded for its social justice focus, its strong links with industry as well as for the work integrated learning in both undergraduate and honours programs. A university-wide change process that has included changes to the way student services and school support services are structured continues to be rolled out and has meant significant changes for academic and professional staff, which are ongoing.

An APAC Assessment Team conducted a two-day visit to Kelvin Grove campus. The Assessment Team reviewed the provider's application against the Accreditations Standards and attached appendices.

During the visit the Assessment Team interviewed a range of individuals, including:

- Associate Professor Renata Meuter, Head of School
- program coordinators
- academic staff of all programs
- students of all programs
- external supervisors
- professional staff

The Assessment Team toured the facilities located at Kelvin Grove campus and inspected HiQ and the test library at the university. The team also visited the Psychology clinic located at the Kelvin Grove Health Clinics and met with staff in the clinic.

During the site visit the Assessment Team was provided with additional information including:

- undergraduate work samples
- fourth year work samples
- Masters coursework work samples



Key findings

This assessment found QUT programs to have a range of strengths, including the recent introduction of work integrated learning in Level 1 and 2 programs, the social issues and social justice focus that was evident across all programs, the ongoing review and reflection in curriculum and program design, and the collegiality and cohesion amongst both academic and professional staff. For the packaged Level 3 and 4 program in clinical psychology there are conditions related to Public Safety and the Student Experience. For the packaged Level 3 and 4 program in educational and developmental psychology there are conditions related to Public Safety.



APAC Board Determination

That the following programs at Queensland University of Technology are re-accredited without conditions until **31 December 2024**:

- **Bachelor of Behavioural Science (Psychology)/Bachelor of Business** (Level 1) (Campus: Kelvin Grove)
- **Bachelor of Behavioural Science (Psychology)/Bachelor of Justice** (Level 1) (Campus: Kelvin Grove)
- **Bachelor of Behavioural Science (Psychology)/Bachelor of Laws (Honours)** (Level 1) (Campus: Kelvin Grove)
- **Bachelor of Behavioural Science (Psychology)/Bachelor of Social Work** (Level 1) (Campus: Kelvin Grove)
- **Bachelor of Behavioural Science (Psychology)/Bachelor of Social Work (Honours)** (Level 1) (Campus: Kelvin Grove)
- **Bachelor of Nursing/ Bachelor of Behavioural Science (Psychology)** (Level 1) (Campus: Kelvin Grove)
- **Bachelor of Behavioural Science (Honours Psychology)** (Level 2) (Campus: Kelvin Grove)

That the following programs at Queensland University of Technology are re-accredited until **31 December 2024**:

- **Master of Clinical Psychology** (Level 3 and 4) (Campus: Kelvin Grove)
- **Master of Psychology (Educational and Developmental)** (Level 3 and 4) (Campus: Kelvin Grove)

Subject to the following conditions:

For the packaged Level 3 and 4 Clinical and Education and Development programs:

By **30 March 2020**:

1. To ensure that Standard 1 Public safety, criteria 1.8 and 1.10 are met, the School is to provide evidence to APAC that students receive regular and sufficient individual supervision during their internal placement to enable them to always practice safely (i.e. the model of supervision for internal placements, and the revised Internship Handbook).

For the packaged Level 3 and 4 Clinical program:

By **30 March 2020**:

1. To ensure that Standard 4 The student experience, criterion 4.4 is met, the School is to provide evidence to APAC that processes to assist underperforming students are communicated to students, supervisors and teaching staff so that the procedures are clear and perceived to be safe and equitable by students (i.e. the revised student Handbook).
 2. To ensure that Standard 4 The student experience, criterion 4.7 is met, the School is to provide evidence to APAC that in addition to policies and processes being available, students consider them to be safe and effective in resolving issues across all of their units (i.e. the revised student Handbook).
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Table 1: Summary of findings regarding each criterion for each Standard

Domain 1: Public safety	Standard Statement 1: Public safety is assured			
	Level 1 Standard is met	Level 2 Standard is met	Level 3 and 4 Clinical Standard is substantially met	Level 3 and 4 (Ed & Dev) Standard is substantially met
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective			
	Level 1 Standard is met	Level 2 Standard is met	Level 3 and 4 Clinical Standard is met	Level 3 and 4 (Ed & Dev) Standard is met
Domain 3: Program of study	Standard Statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies			
	Level 1 Standard is met	Level 2 Standard is met	Level 3 and 4 Clinical Standard is met	Level 3 and 4 (Ed & Dev) Standard is met
Domain 4: The student experience	Standard Statement 4: Students are provided with equitable and timely access to information and support			
	Level 1 Standard is met	Level 2 Standard is met	Level 3 and 4 Clinical Standard is substantially met	Level 3 and 4 (Ed & Dev) Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid			
	Level 1 Standard is met	Level 2 Standard is met	Level 3 and 4 Clinical Standard is met	Level 3 and 4 (Ed & Dev) Standard is met



Commendations

A commendation refers to a particularly significant achievement by the education provider with regard to the program.

The Assessment Team have made the subsequent commendations following the evaluation of the program.

The provider is commended for the:

- recent innovative developments of work integrated learning in Level 1 and 2 programs
- social issues and social justice focus that was evident across programs
- ongoing review and reflection in curriculum and program design, and
- collegiality and cohesion amongst both academic and professional staff.