



University of Canberra - APAC Accreditation Assessment Summary Report

Higher education provider	University of Canberra
Name of the Psychology AOU	Discipline of Psychology
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 Arts/Bachelor of Science in Psychology (Level 1) Bachelor of Business/Bachelor of Science in Psychology (Level 1) Bachelor of Management/Bachelor of Science in Psychology (Level 1) Bachelor of Politics and International Relations/Bachelor of Science in Psychology (Level 1) Bachelor of Science in Psychology (Level 1) Bachelor of Science in Psychology/Bachelor of Laws (Level 1) Bachelor of Science in Psychology/Bachelor of Health Science (Human Movement) (Level 1) Bachelor of Science in Psychology/Bachelor of Sport and Exercise Science (Level 1) Bachelor of Science in Psychology (Honours) (Level 2) Master of Clinical Psychology (Level 3 and 4) Doctor of Philosophy in Clinical Psychology (Level 3 and 4)
Campus	Canberra campus (all programs)
Date of site visit	16 - 17 May 2019
Date of APAC Board determination	30 September 2019
Accreditation end date	31 December 2024



Background and overview

An accreditation assessment site visit was undertaken between 16 and 17 May 2019 as part of the regular five-yearly cycle of visits to the University of Canberra. The Assessment Team met with senior staff, students and supervisors/external providers. The Discipline of Psychology offers programs on one campus in Canberra. Since the previous accreditation visit, the University of Canberra has undergone two re-structures.

The Faculty of Health was restructured in 2017 and again in 2018. The 2017 restructure saw the creation of five academic schools, including the School of Psychology and Counselling, with Professor Iain Walker as Head of the School. In mid-2018, the five academic schools were rearranged into four, and the Discipline of Psychology became one of six disciplines in the School of Health Sciences. The School is headed by Professor Rob Davidson from Medical Radiation Science, and comprises the Disciplines of Counselling, Diagnostic Pathology, Medical Radiation Science, Pharmacy, Psychology, and Vision Science and Optometry. The Executive Dean of the Faculty of Health is Professor Michelle Lincoln.

In 2017, the Deputy Vice Chancellor Academic launched a major initiative to redesign the structure of all the University's undergraduate offerings. It was intended that all University undergraduate degrees would have a common structure, although course structures can vary from this for accreditation reasons. A notable feature of this new, common undergraduate structure is the requirement for students to complete a Professional Orientation unit in their first semester, a Professional Evidence unit in their final semester, and two Professional Practice units in their undergraduate sequence. The Professional Practice units are Work Integrated Learning (WIL) units, and each requires students to complete 120 hours of practical placement. University policy does not require undergraduate students to be present on campus and, as a result, all undergraduate programs are offered flexibly with on-campus attendance being low across many subjects. Honours and Masters students are required to attend on-campus.

Despite a couple of years of university restructure, psychology at the University of Canberra has emerged as a strong discipline in the School of Health Sciences with improved research performance and excellent QILT ratings. However, there are some areas where further improvement is necessary and where some ongoing monitoring is required. The following points summarise the potential shortfalls and more detail is provided in the body of the report:

- Staffing – the staff: student ratio of 72:1 exceeds what is typically expected, and the assessment team observed that a majority of staff in the discipline are employed at Level B or C, with very few at level D or E. This raises questions regarding the overall resourcing of the discipline.
- Benchmarking: a robust benchmarking exercise has not been undertaken in the last 5 years.
- Lack of recording and/or observation of clinical psychology sessions. The matter of installing recording facilities has been raised in previous accreditation reports and given the public safety emphasis in the new APAC Standards, this requires attention.
- Cross cultural responsiveness requires more emphasis across the programs
- Interprofessional learning requires more emphasis in the postgraduate clinical programs.



APAC Board determination

That the following programs at the University of Canberra are accredited with conditions from **30 September 2019** until **31 December 2024**:

- **Bachelor of Business/Bachelor of Science in Psychology** (Level 1) (Campus: Canberra)
- **Bachelor of Science in Psychology/Bachelor of Health Science (Human Movement)** (Level 1) (Campus: Canberra)

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

- **Bachelor of Arts/Bachelor of Science in Psychology** (Level 1) (Campus: Canberra)
- **Bachelor of Management/Bachelor of Science in Psychology** (Level 1) (Campus: Canberra)
- **Bachelor of Politics and International Relations/Bachelor of Science in Psychology** (Level 1) (Campus: Canberra)
- **Bachelor of Science in Psychology** (Level 1) (Campus: Canberra)
- **Bachelor of Science in Psychology/Bachelor of Laws** (Level 1) (Campus: Canberra)
- **Bachelor of Science in Psychology/Bachelor of Sport and Exercise Science** (Level 1) (Campus: Canberra)
- **Bachelor of Science in Psychology (Honours)** (Level 2) (Campus: Canberra)
- **Master of Clinical Psychology** (Level 3 and 4) (Campus: Canberra)
- **Doctor of Philosophy in Clinical Psychology** (Level 3 and 4) (Campus: Canberra)

Subject to the following conditions:

For Level 1, Level 2 and packaged Level 3 and 4 programs:

By **30 September 2020**:

1. To ensure that Standard 2 Academic governance and quality assurance, criterion 2.2 is met by adequate external academic and professional peer review the university must put in place a more formal and robust benchmarking process that covers the key components of the programs.
2. To ensure that Standard 3 Program of study, criteria 3.3, 3.4 and Standard 5 Assessment, criterion 5.3 are met, the university must put in place measures to ensure that academic staff have sufficient time to manage their marking workloads without compromising the quality of assessments.



3. To ensure that Standard 3 Program of study, criterion 3.8 cultural responsiveness is met, the university must advise APAC on the development of the new graduate attribute and the steps it is taking to ensure cultural responsiveness as a learning outcome is embedded in each of its programs.
4. To ensure that Standard 5, Assessment, criteria 5.1 - 5.2 cultural responsiveness are met, the University must ensure this outcome is embedded in each of its programs, and some assessment of student competence is required in each of the programs.

For Level 1 and Level 2 programs:

By **30 September 2020**:

1. To ensure that Standard 2 Academic governance and quality assurance, criterion 2.3 is met by adequate internal and external input to the programs, the university must put in place a more formal and robust benchmarking process that covers the key components of the programs, and to ensure that there is relevant input to contribute to the design of programs.

For the packaged Level 3 and 4 **Master of Clinical Psychology** and **Doctor of Philosophy in Clinical Psychology** programs:

By **30 September 2020**:

1. To ensure Standard 1 Public safety, criteria 1.3 - 1.4 and Standard 3 Program of Study, criterion 3.5 are met, the university must put in place a more robust system for ensuring that some client sessions in the on-campus Health Clinic are recorded.
2. To ensure Standard 3, Program of study, criterion 3.9 is met, the university must advise APAC on the development of interprofessional learning in the clinical programs and the steps it is taking to ensure Interprofessional competencies as a learning outcome is embedded in each of its programs.
3. To ensure Standard 5 Assessment, criteria 5.1 - 5.3 are met, the university must put in place a more robust system for ensuring that some client sessions in the on-campus Health Clinic are recorded and student competency to be assessed.

As a monitoring requirement the University is requested to provide an update in each Annual Report during the period of accreditation demonstrating how all undergraduate programs contain sufficient staffing to meet Standard 3 Program of study, criteria 3.3 and 3.4.



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 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 substantially met	Level 2 Standard is substantially met	Level 3 and 4 Standard is substantially 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 substantially met	Level 2 Standard is substantially met	Level 3 and 4 Standard is substantially 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 Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid		
	Level 1 Standard is substantially met	Level 2 Standard is substantially met	Level 3 and 4 Standard is substantially met