

University of Melbourne - APAC Accreditation assessment summary report

Higher education provider	University of Melbourne
Name of the Psychology AOU	Melbourne School of Psychological Sciences
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial accreditation (out of cycle)
Programs and level of study assessed	Master of Professional Psychology (packaged Level 2 and 3)
Campus	Parkville
Date of assessment	January 2021
Date of APAC Board Determination	16 August 2021
Accreditation start date	1 January 2021
Accreditation end date	31 December 2024

Background and overview

This is an on-paper assessment of a proposed packaged Level 2 and 3 program at the University of Melbourne's (UniMelb) Parkville campus. This program incorporates the existing accredited stand-alone Level 2 sequence within the Graduate Diploma in Psychology (Advanced), and this component of the program commenced in Semester 1 2021, with the Level 3 component planned to commence in 2022.

Key findings

The proposed program meets most of the criteria within the *APAC 2019 Accreditation Standards* and is a strong program that builds upon the existing accredited Level 2 Graduate Diploma in Psychology (Advanced) sequence offering an integrated approach to the 5+1 pathway.

Most of the identified shortfalls result from the Level 3 component of the program being new, requiring evidence to be provided as it is accrued throughout 2022 (such as logbooks of complete practica).

Further evidence of the appropriate content relating to the application of the principles of inter-professional learning and practice in the proposed *PSYC90116 Professional Psychology Placement 2* unit, as well as the additional *Ways of Knowing* training, demonstrating a clear integration with learning outcomes at either the unit or program level, is required for assessment.

The School is requested to reconsider the approach taken to ensure students acquire *Professional Competency 3.17* (investigation of a substantive research question that builds upon lower level graduate competencies in research) upon completion of their studies is requested. Whilst this need not take the form of a traditional empirical thesis (e.g. meta-analyses and appropriately structured capstone experiences are some of the other ways of addressing the research graduate competency), the proposal included in the submission was not found to address the graduate competency comprehensively enough.

APAC Board determination

That the University of Melbourne's **Master of Professional Psychology** (packaged Level 2 and 3) (Campus: Parkville) program is accredited from **1 January 2021** until **31 December 2024**, subject to the following conditions:

By **30 October 2021**:

1. To ensure Standard 3 Program of study, criteria 3.2 and 3.9 and Standard 5 Assessment, criteria 5.1 and 5.2 are met, the School must provide evidence demonstrating:
 - i. how *Professional Competency 3.17* across the Level 3 component of the packaged Level 2 and 3 program and
 - ii. the application of the principles of inter-professional learning and practice (criterion 3.9)are clearly articulated and assessed as required learning outcomes, respectively.

By **30 June 2022**:

2. To ensure Standard 1 Public safety, criteria 1.8, 1.9 and 1.10 are met, the School must provide de-identified samples of completed student placement logbooks.
3. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the School must provide evidence demonstrating that internal and external stakeholder engagement has taken place for both the Level 2 and Level 3 components of the program.
4. To ensure Standard 3 Program of study, criteria 3.5 and 3.6 are met, the School must provide a written report and supporting evidence demonstrating how students enrolled in the program make appropriate use of the University of Melbourne Psychology Clinic.

Table 1: Summary of findings regarding each criterion for each Standard

Level 2 & 3	
Domain 1: Public safety	Standard Statement 1: Public safety is assured
	Standard is substantially met
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective
	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
	Standard is substantially met
Domain 4: The student experience	Standard Statement 4: Students are provided with equitable and timely access to information and support
	Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid
	Standard is substantially met