

## University of Queensland - APAC Accreditation assessment summary report

<b>Higher education provider</b>	University of Queensland
<b>Name of the Psychology AOU</b>	School of Psychology
<b>Standards version</b>	Version 1.2, 1 January 2019
<b>Purpose of assessment</b>	Re-accreditation (5 yearly cycle)
<b>Programs and level of study assessed</b>	<p>Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Arts with an extended major in Psychology/Bachelor of International Hotel and Tourism Management (Level 1)</p> <p>Bachelor of Arts with an extended major in Psychology/Bachelor of Laws (Honours) (Level 1)</p> <p>Bachelor of Arts with an extended major in Psychology/Bachelor of Social Science (Level 1)</p> <p>Bachelor of Behavioural Science (Level 1)</p> <p>Bachelor of Biomedical Science/Bachelor of Science with an extended major in Psychology (Level 1)</p> <p>Bachelor of Business Management/Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Business Management/Bachelor of Science with an extended major in Psychology (Level 1)</p> <p>Bachelor of Commerce/Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Commerce/Bachelor of Science with an extended major in Psychology (Level 1)</p> <p>Bachelor of Communication/Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Computer Science/Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Computer Science/Bachelor of Science with an extended major in Psychology (Level 1)</p> <p>Bachelor of Economics/Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Economics/Bachelor of Science with an extended major in Psychology (Level 1)</p> <p>Bachelor of Engineering (Honours)/Bachelor of Arts with an extended major in Psychology (Level 1)</p> <p>Bachelor of Engineering (Honours)/Bachelor of Science with an extended major in Psychology (Level 1)</p> <p>Bachelor of Information Technology/Bachelor of Arts with an extended major in Psychology (Level 1)</p>

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 Master of Psychology in the field of Clinical Neuropsychology/Doctor of Philosophy (packaged Level 3 and 4) *\*in teach out*  
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	Doctor of Psychology in the field of Clinical Psychology (packaged Level 3 and 4) Doctor of Psychology in the field of Clinical Psychology and Clinical Geropsychology (packaged Level 3 and 4) Graduate Diploma of Psychological Practice in the field of Clinical Neuropsychology (Level 4) Graduate Diploma of Psychological Practice in the field of Clinical Psychology (Level 4)
<b>Campus</b>	St Lucia
<b>Date of site visit</b>	12 - 16 July 2021
<b>Date of APAC Board Determination</b>	29 November 2021
<b>Accreditation start date</b>	1 January 2022
<b>Accreditation end date</b>	31 December 2026

## Background and overview

The University of Queensland's (UQ) suite of undergraduate Level 1 three year, packaged Level 1 and 2 four year, Level 2 fourth year and packaged Level 3 and 4 postgraduate Masters and Doctorate professional programs were last reviewed for re-accreditation by the Australian Psychology Accreditation Council (APAC) in 2016.

At the time of the 2016 review, the UQ's range of Level 1, packaged Level 1 and 2 and packaged Level 3 and 4 programs offered at the St Lucia campus were accredited with conditions for a shorten period as a small number of shortfalls were identified against the *Accreditation Standards*. Subsequent to the review, all outstanding conditions were satisfied and the UQ's range of programs have since been accredited without conditions.

Since the last review, the UQ and the School of Psychology (School) have undertaken some structural changes which resulted in centralised administrative functions for the areas of IT, Finance, Higher Degree by Research Administration and Human Resources (HR), as well as the introduction of new key systems in some central functions. These included research ethics, student administration and all aspects of HR.

In 2017, the School submitted an application for accreditation of the packaged Level 3 and 4 Clinical Neuropsychology and Level 4 post-masters bridging programs in the various specialised areas of practice. At the time of the assessment, the programs were accredited with conditions as a small number of shortfalls were identified against the *Accreditation Standards*. Subsequent to the out of cycle review, all outstanding conditions were satisfied and the programs have since been accredited without conditions.

Furthermore, in October 2017, the School transformed a set of existing residential houses at Upland Road into a dedicated precinct for clinical services, training and research. Along with the UQ Psychology Clinic, also located at the Upland Road precinct are the UQ Neuropsychology Research Clinic, Parenting and Family Support Centre, Poche Centre for Indigenous Health and National Centre for Youth Substance Abuse Research.

The APAC Assessment Team considered the School's 89 page self-review, including attached appendices and a range of samples of student assessments against the *Accreditation Standards*. Following the Assessment Team conference held on 27 May 2021, subsequent information was requested and received from the UQ, including:

- packaged Level 3 and 4 Masters and Doctorate and Level 4 current student numbers by program
- packaged Level 3 and 4 Masters programs benchmarking outline and mapping
- packaged Level 3 and 4 Organisational Masters program benchmarking course profiles and Program Directors group information
- packaged Level 3 and 4 Clinical and Clinical Neuropsychology programs Advisory Committee agenda and minutes
- packaged Level 3 and 4 Masters programs Advisory Group meeting minutes and attendance
- packaged Level 3 and 4 Organisational Masters program Advisory Committee agenda and minutes
- additional assessment examples for *PSYC7775 Introduction to Applied Practice in Sport and Exercise Psychology*, *PSYC8161 Functional Neuroanatomy and Cognitive Disorders*, *PSYC8171 Clinical Neuropsychology* and *PSYC8181 Rehabilitation Psychology*

Prior to the virtual site visit, the Assessment Team was provided with a pre-recorded guided tour of the range of facilities at the UQ Psychology Clinic, including:

- five houses that contain thirteen consulting rooms, two family observation rooms, the *Resource Centre*, two group consultation rooms, an office space for the current cohort of provisionally registered psychologists on placement and offices and a reception area for administrative and professional staff
- Neuropsychology Research Clinic, Parenting and Family Support Centre, Poche Centre for Indigenous Health and National Centre for Youth Substance Abuse Research

Additionally, supplementary explanatory notes for the UQ Psychology Clinic, *Psychology Resource Centre - Borrowing Conditions Agreement Form 2021* and a copy of the *Titanium Schedule Instruction manual 2021* were also provided.

The Assessment Team conducted a virtual site visit on 12 - 16 July 2021. During the virtual site visit, the Assessment Team interviewed a range of individuals via Zoom conferences, including:

- Head of School
- Deputy Head of School, Teaching Learning
- Deputy Head of School, Research
- Faculty representatives
- Health and Behavioural Science Faculty (HaBS) Associate Dean (Academic)
- Level 1, Level 2 Honours and packaged Level 3 and 4 Clinical and Clinical Neuropsychology Masters and Doctorate, Counselling, Health, Organisational, Sports and Exercise Course Coordinators
- Level 1, Level 2 Honours, packaged Level 3 and 4 Clinical and Clinical Neuropsychology Masters and Doctorate, Counselling, Health, Organisational, Sports and Exercise students
- Level 2 Honours, packaged Level 3 and 4 Clinical and Clinical Neuropsychology Masters and Doctorate, Counselling, Health, Organisational, Sports and Exercise recent graduates
- Level 2 Honours Work Integrated Learning (WIL) Placement Course Coordinator and Placements Coordinator
- Level 2 Honours Seminar and Elective Course Coordinators
- packaged Level 3 and 4 Clinical and Clinical Neuropsychology Masters and Doctorate, Counselling, Health, Organisational, Sports and Exercise and Level 4 Clinical and Clinical Neuropsychology Program Directors
- packaged Level 3 and 4 Health, Counselling, Sports and Exercise and Level 4 Clinical and Clinical Neuropsychology Course Coordinators
- packaged Level 3 and 4 Clinical, Clinical Neuropsychology Masters and Doctorate, Counselling, Health, Organisational, Sports and Exercise and Level 4 Clinical and Clinical Neuropsychology Placement Managers
- packaged Level 3 and 4 Clinical and Clinical Neuropsychology Masters and Doctorate, Counselling, Health, Organisational, Sports and Exercise and Level 4 Clinical and Clinical Neuropsychology internal and external placement supervisors

- packaged Level 3 and 4 Masters and Doctorate Thesis Coordinator and Thesis Supervisors
- Professional staff
- School Manager
- Teaching and Learning Committee

During the virtual site visit, the Assessment Team was provided with supplementary information, including a breakdown of the student to staff ratios based on the actual enrolment numbers for each postgraduate program of study. Additionally, the details of research topics and corresponding abstracts for students who have recently completed the packaged Level 3 and 4 Clinical Neuropsychology and Clinical Psychology Doctorate programs were provided, including details of the research supervisors for these projects. Following the virtual site visit, the School also provided additional samples of student assessment for the PSYC7725 *Psychological Skills Training Techniques in Sport* unit, as well as a copy of the summary feedback for all student presentations for this unit.

The findings in this report are based on the Assessment Team's evaluation of the material outlined above and interview evidence at the time of the virtual site visit, as well as information provided in a rejoinder to the draft report.

## Key findings

The School offers a breadth of programs across undergraduate and postgraduate levels and has a group of well qualified and highly committed academic staff to support these programs. The School at the UQ places a strong emphasis on excellence in teaching, research and service to the community and is a high performing School in many regards. The Australian Research Council's *Excellence in Research for Australia* confirmed the UQ as one of Australia's most comprehensive research universities with the School's research activities recognised as 'well above world standard'. The Assessment Team heard feedback that supports the documentary evidence that the School's teaching team regularly receive teaching awards from various organisations demonstrating that they are leaders in research and teaching in Psychology.

The Assessment Team gathered evidence to confirm that the Level 1, packaged Level 1 and 2 and Level 2 program offerings are well designed, established and coordinated. The Level 1 programs recently undertook a restructure which resulted in significant streamlining of majors and extended majors, a greater focus on the student experience and on understanding the current needs of students. The School also implemented a WIL placement unit within the Team Thesis Stream in the Honours level programs that provides students with an opportunity to make use of their skills in a non-clinical external work placement. The Assessment Team heard positive feedback confirming this improvement was a welcomed and well received modification to the Honours program by both staff and students.

The Assessment Team heard evidence that the School engaged the Institute for Teaching and Learning Innovation's (iTaLI) assistance and support to move towards a blended model of learning. A team of learning designers also liaised closely with the School's teaching and learning committee to assist Course Coordinators to revise and redevelop their suite of programs. As a result, the School transitioned well to a flexible online learning environment and was well placed to respond to the ongoing restrictions ensuing from the COVID-19 pandemic. Students have ready access to support services and felt well supported in their learning.

It is evident that the School is committed to contributing to the strength and breadth of the psychology profession by offering a broad range of professional training programs and producing graduates who are well prepared for professional practice. However, due to the recent staff changes and the loss of an Associate Professor of Sport and Exercise Psychology and an Associate Professor of Counselling Psychology, it was difficult for the Assessment Team to ascertain the ongoing leadership and therefore the viability of these programs without the respective Associate Professors or Professors in place. At the time of the virtual site visit, the Assessment Team noted that the School had recently appointed a Senior Lecturer in Sport and Exercise Psychology and the appointee was expected to commence their post in January 2022. The recruitment of an appropriately skilled person for the Counselling Psychology leadership position has not yet commenced.

Information gathered by the Assessment Team indicates that the School is responsive to feedback and incorporates input from the profession into the program design and development of the range of postgraduate programs. The structure of research content ensures that students gain a good grounding in evidence-based practice and is a clear strength of the School. The evidence indicates that overall, the professional programs provide students with a breadth of placement opportunities required to develop the required professional competencies expected to practice safely in their area of practice (AoP). It is evident that students are required to demonstrate they have developed skills across a broad range of settings and they are well supported in the practice setting by appropriately qualified supervisors.

While the Assessment Team heard evidence that there is a multidisciplinary focus in the professional programs, there are opportunities for the School to further strengthen these programs by providing greater exposure and training in the application of the principles of inter-professional learning and practice, both in content and assessment. There are opportunities for the School to further its suite of programs by developing students' understanding of cultural responsiveness, particularly with Aboriginal and Torres Strait Islander peoples and the School provided evidence to demonstrate that plans are currently being developed and acted upon to broadly integrate cultural responsiveness across units and programs. It is recommended that the School consider ways to strengthen the involvement of the profession and prospective employers in the design and management of the Level 1 programs.

The Assessment Team identified a number of commendable aspects. The facilities for clinical education at the UQ Psychology Clinic are well resourced and fit-for-purpose. Throughout the virtual site visit, the Assessment Team heard from multiple sources that indicate staff and supervisors feel supported in their teaching and it is evident that the School has a culture of collegiality and collaboration and the teaching team and professional staff members show genuine respect for each other. The School is commended for their openness, availability and the level of support provided to students, and for its innovation in the Honours level programs for its well designed and purposeful WIL placement unit.

The Assessment Team identified an opportunity for further quality improvement and recommends the School to explore opportunities for utilising digital technologies to record and document placement activities in student logbooks.

## APAC Board determination

That the following programs at the University of Queensland are accredited with conditions from **1 January 2022** until **31 December 2026**:

- **Bachelor of Arts with an extended major in Psychology/Bachelor of International Hotel and Tourism Management** (Level 1) (Campus: St Lucia)
- **Bachelor of Arts with an extended major in Psychology/Bachelor of Laws (Honours)** (Level 1) (Campus: St Lucia)
- **Bachelor of Arts with an extended major in Psychology/Bachelor of Social Science** (Level 1) (Campus: St Lucia)
- **Bachelor of Biomedical Science/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Business Management/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Business Management/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Commerce/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Commerce/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Communication/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Computer Science/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Computer Science/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Economics/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Economics/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Engineering (Honours)/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Engineering (Honours)/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Information Technology/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Information Technology/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Journalism/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
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- **Bachelor of Music/Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)

- **Bachelor of Science with an extended major in Psychology/Bachelor of Arts** (Level 1) (Campus: St Lucia)
- **Bachelor of Science with an extended major in Psychology/Bachelor of Journalism** (Level 1) (Campus: St Lucia)
- **Bachelor of Science with an extended major in Psychology/Bachelor of Laws (Honours)** (Level 1) (Campus: St Lucia)
- **Bachelor of Science/Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)

That the following programs at the University of Queensland are re-accredited until **31 December 2026**:

- **Bachelor of Arts with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Behavioural Science** (Level 1) (Campus: St Lucia)
- **Bachelor of Science with an extended major in Psychology** (Level 1) (Campus: St Lucia)
- **Bachelor of Psychological Science with Honours** (packaged Level 1 and 2) (Campus: St Lucia)
- **Bachelor of Arts with Honours in the field of Psychology** (Level 2) (Campus: St Lucia)
- **Bachelor of Science with Honours in the field of Psychology** (Level 2) (Campus: St Lucia)
- **Master of Clinical Psychology** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Clinical Psychology/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Organisational Psychology** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Organisational Psychology/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Psychology in the field of Clinical Neuropsychology/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: St Lucia) *\*in teach out*
- **Master of Psychology in the field of Counselling** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Psychology in the field of Counselling/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Psychology in the field of Health** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Psychology in the field of Health/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Psychology in the field of Sport and Exercise** (packaged Level 3 and 4) (Campus: St Lucia)
- **Master of Psychology in the field of Sport and Exercise/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: St Lucia)
- **Doctor of Psychology in the field of Clinical Neuropsychology and Clinical Psychology** (packaged Level 3 and 4) (Campus: St Lucia)
- **Doctor of Psychology in the field of Clinical Psychology** (packaged Level 3 and 4) (Campus: St Lucia)

- **Doctor of Psychology in the field of Clinical Psychology and Clinical Geropsychology** (packaged Level 3 and 4) (Campus: St Lucia)
- **Graduate Diploma of Psychological Practice in the field of Clinical Neuropsychology** (Level 4) (Campus: St Lucia)
- **Graduate Diploma of Psychological Practice in the field of Clinical Psychology** (Level 4) (Campus: St Lucia)

Subject to the following conditions:

**For the packaged Level 3 and 4 Counselling and Health and packaged Level 3 and 4 Clinical and Clinical Neuropsychology Masters and Doctorate and Level 4 Clinical and Clinical Neuropsychology programs**

By **31 January 2022**:

1. To ensure Standard 1 Public safety, criterion 1.7 and Standard 3 Program of study, criterion 3.3 are met, the School is to provide further evidence demonstrating that academic staff in key leadership positions (Program Coordinator and Placement Manager) are suitably qualified.

**For all programs**

By **31 March 2022**:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the School is to provide evidence of progress and outcomes of external benchmarking activities.
2. To ensure Standard 3 Program of study, criteria 3.2, 3.7, 3.8 and 3.9 and Standard 5 Assessment, criteria 5.1 and 5.2 are met, the School is to provide evidence of a range of student samples of assessment tasks demonstrating that the following competencies are integrated and clearly articulated as a learning outcome, taught and appropriately assessed:
  - i. *Foundational Competency 1.1 vii* for the Level 1 and Level 1 component of the packaged Level 1 and 2 programs (criteria 3.2, 5.1 and 5.2)
  - ii. *Pre-Professional Competency 2.2* for the Level 2 and Level 2 component of the packaged Level 1 and 2 programs (criteria 3.2, 3.7, 5.1 and 5.2)
  - iii. cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures for all programs (criteria 3.8, 5.1 and 5.2)
  - iv. the application of the principles of inter-professional learning and practice for the packaged Level 3 and 4 and Level 4 programs (criteria 3.9, 5.1 and 5.2)

As a monitoring requirement, the School is to provide

1. an update once the newly appointed Program Coordinator for the packaged Level 3 and 4 Sport and Exercise program has commenced in the role, or as part of the 2022 annual report (whichever occurs sooner).
2. the minutes and the terms of reference for the External Advisory Committee meetings to provide input in the design and management of the Level 1, packaged Level 1 and 2 and Level 2 programs by **31 January 2022**.

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

	Level 1	Level 1 & 2	Level 2	Level 3 and 4 Clinical	Level 3 and 4 Clin Neuro	Level 3 and 4 Couns	Level 3 and 4 Health	Level 3 and 4 Sports & Ex	Level 3 and 4 Org	Level 4 Clinical	Level 4 Clin Neuro
Domain 1: Public safety	<b>Standard Statement 1: Public safety is assured</b>										
	Standard is met	Standard is met	Standard is met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is met	Standard is met	Standard is substantially met	Standard is substantially met
Domain 2: Academic governance and quality assurance	<b>Standard Statement 2: Academic governance and quality assurance processes are effective</b>										
	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met
Domain 3: Program of study	<b>Standard Statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies</b>										
	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met
Domain 4: The student experience	<b>Standard Statement 4: Students are provided with equitable and timely access to information and support</b>										
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
Domain 5: Assessment	<b>Standard Statement 5: Assessment is fair, reliable and valid</b>										
	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met

## Quality improvement suggestions

A quality improvement suggestion refers to an action or a course of actions that should be considered by the education provider to improve the delivery and/or outcomes of the program.

The suggestions are as follows. It is recommended that the School of Psychology at the University of Queensland:

1. explore opportunities for utilising digital technologies to record and document placement activities in student logbooks.

## 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 School of Psychology at the University of Queensland is commended for:

1. its strong team ethic and commitment to its programs and students.
2. its culture of collegiality and collaboration and the teaching team and professional staff members for displaying a genuine respect for each other.
3. embracing new and innovative ways to provide Honours students with the WIL placement opportunities.
4. its commitment to offering a breadth of learning opportunities with its range of postgraduate programs in AoP.
5. its openness, availability and the level of support provided to students.
6. the high quality of teaching and learning activities.