

University of Adelaide - APAC Accreditation assessment summary report

Higher education provider	University of Adelaide
Name of the Psychology AOU	School of Psychology
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial accreditation (out of cycle)
Programs and level of study assessed	Graduate Diploma in Psychology (Advanced) (Level 2)
Campus	Online
Date of assessment	November 2021
Date of APAC Board Determination	27 June 2022
Accreditation start date	1 June 2021
Accreditation end date	31 December 2022

Background and overview

This is a report of an Australian Psychology Accreditation Council (APAC) initial (out-of-cycle) accreditation assessment following a submission by the University of Adelaide for the accreditation of a Level 2 Graduate Diploma in Psychology (Advanced) (GDipPsych[Adv]) program. This assessment is in the form of an on-paper assessment based on the *Submission for accreditation* and rejoinder to the draft report.

The Level 2 GDipPsych (Adv) program is the School of Psychology's second fully online program designed and delivered in partnership with Pearson (the Adelaide-Pearson Partnership) following the success of the Graduate Diploma in Psychology (Level 1; 3-year bridging program [1.7 years]), which launched in late 2019. This new program will be offered part time and provide a pathway for graduates of the existing Graduate Diploma in Psychology, as well as other eligible applicants, to continue their learning in the discipline. Completion of this 8-unit AQF Level 8 offering will take a minimum of 1.3 years with learning scaffolded across three carousels.

Key findings

The program meets all the Accreditation Standards except Standard 5 Assessment, criterion 5.2, where samples of students' work is required to demonstrate competence against all program learning outcomes.

The strengths of the program include the rigorous developmental process inclusive of substantial industry input; the scaffolding of teaching and learning for the development of the *Level 2 Pre-Professional Competencies*, including principles of inter-professional learning and practice; and the special entry pathways to support equity and diversity in admissions.

APAC Board determination

That the University of Adelaide's **Graduate Diploma in Psychology (Advanced)** (Level 2) (Campus: Online) program is accredited from **1 June 2021** until **31 December 2022** subject to the following condition:

By **31 December 2022**:

1. To ensure Standard 5 Assessment, criterion 5.2 is met, the School is to provide evidence of a range of de-identified samples of student assessment, assessment requirements and detailed information about moderation practices used as part of the 2022 re-accreditation review.

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

Level 2	
Domain 1: Public safety	Standard Statement 1: Public safety is assured
	Standard is met
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective
	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
	Standard is 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

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 Adelaide is commended for:

1. the quality of the accreditation submission which comprehensively addresses each standard in a clear and succinct manner.
2. the rigour of the program development process.
3. the scaffolding of teaching and learning for the development of pre-professional competencies, including principles of inter-professional learning and practice.