Australian College of Applied Psychology - APAC Accreditation Assessment Report

Higher education provider	Australian College of Applied Psychology
Name of the Psychology AOU	Discipline of Psychological Science
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Re-accreditation and initial accreditation (5 yearly cycle)
Programs and level of study assessed	Bachelor of Psychological Science (Level 1)
	Bachelor of Psychological Science and Counselling (Level 1)
	Bachelor of Psychological Science and Criminology (Level 1)
	Graduate Diploma of Psychological Science (Level 1)
	Bachelor of Psychological Science (Honours) (Level 2)
	Master of Professional Psychology (Level 3)
	Master of Psychology (Clinical) (packaged Level 3 and 4)
	Master of Psychology Practice (Clinical) (Level 4)
Campus	Adelaide, Brisbane, Melbourne, Online, Perth, Sydney
Date of site visit	4 - 10 August 2020
Date of APAC Board Determination	30 November 2020
Accreditation end date	31 December 2025
Assessors	Associate Professor Melissa Davis (Team leader - Adelaide, Brisbane, Melbourne, Sydney)
	Associate Professor Rachel Roberts (Team leader - Perth)
	Professor Kimberley Norris
	Associate Professor Jonathon Mason (Perth visit only)

APAC staff members	Ms Stephanie Korilis, Senior Accreditation Officer, APAC
	Miss Brittany Hogarth, Accreditation Officer, APAC

Background and overview

The Australian Psychology Accreditation Council (APAC) last reviewed the Australian College of Applied Psychology's (ACAP) suite of undergraduate Level 1, Fourth year Level 2 and postgraduate Level 3 and packaged Level 3 and 4 psychology programs for the purpose of re-accreditation in 2015.

At the time of the 2015 review, the Level 1 and Level 2 bridging programs offered at the Sydney and Melbourne campuses were accredited without conditions for a period of 5 years. The Level 2 Honours program offered at the Sydney and Melbourne campuses, and the Level 3 and packaged Level 3 and 4 programs offered at the Sydney campus were accredited with conditions for a period of 12 months, as a small number of shortfalls were identified against the Accreditation Standards. Subsequent to the review, a follow up site visit was undertaken in 2016 and all outstanding conditions were satisfied and ACAP's range of programs were accredited without conditions.

In 2017, ACAP submitted an out of cycle on-paper accreditation application for the Level 1 Bachelor of Psychological Science and the Bachelor of Psychological Science and Counselling programs based at the Brisbane campus. At the time of the 2017 assessment, the Level 1 programs were accredited with conditions as a small number of shortfalls were identified against the Accreditation Standards. A follow up accreditation assessment site visit was undertaken in October 2018 and subsequently the Level 1 programs offered at the Brisbane campus were accredited subject to a small number of conditions.

Further, as a result of the transition from the 2010 Accreditation Standards to the 2019 Accreditation Standards, it was determined that the Level 1 and Level 2 programs offered at the Melbourne and Sydney campuses and the Level 3 and packaged Level 3 and 4 programs based at the Sydney campus were accredited with conditions. Subsequently, all outstanding conditions were satisfied and ACAP's range of programs were accredited without conditions.

In 2018, ACAP submitted an out of cycle on-paper accreditation application for its Level 1 programs based at the Adelaide and Perth campuses. At the time of the assessment, the Level 1 programs were accredited with conditions as some shortfalls were identified against the Accreditation Standards. Subsequent to the review, the Level 1 programs at the Perth campus satisfied all outstanding conditions imposed and has since been accredited without conditions. It was decided that until students are enrolled in the programs offered at the Adelaide campus and ACAP has provided adequate information to demonstrate the conditions are met, all outstanding conditions will remain imposed on these programs.

In 2018 ACAP underwent a major structural change to reflect the changes of the division of the parenting company, Navitas. The changes included revisions to management structures and the formation of a centralised administrative support at a campus and College level. In addition to this, a new administrative position was introduced specifically to provide support to the functions of the ACAP Psychology Clinic in Sydney.

The Assessment Team considered the Discipline of Psychological Sciences' 63-page self-review and appendices against the Accreditation Standards. The Assessment Team teleconference was held on 1 July 2020. The information subsequently requested was received from the Discipline prior to the virtual site visit.

Prior to the virtual site visit, the Assessment Team was provided with additional information including:

- Student:Staff ratio calculations for programs across all campuses
- Procedure manual for the Psychology Clinic
- Sample completed logbooks for the Level 3 and packaged Level 3 and 4 programs
- Examples of research theses for the Level 2, Level 3, and packaged Level 3 and 4 programs
- Teaching outlines for the 2-day intensive block for the packaged Level 3 and 4 program
- A list of current placement supervisors and their credentials
- Details of the proposed external Benchmarking strategy
- Minutes from recent Consultative Liaison Committee meetings

The Assessment Team viewed a pre-recorded guided tour of the Psychology Clinic based at the Sydney Campus and the campus facilities located at the Adelaide, Brisbane Melbourne, Perth and Sydney campuses. The Assessment Team was also provided with a pre-recorded video tour of the resources available at the Psychology Test Library located at the Psychology Clinic at the Sydney Campus.

The Assessment Team conducted a virtual site visit on 4 - 10 August 2020. During the virtual site visit, the Assessment Team interviewed a range of individuals via Zoom teleconference, including:

- Chair of Discipline, Discipline of Psychological Sciences
- Discipline and College Executive
- Academic Board
- Director of Academic Services' (Dean) team
- Learning and Teaching Committee
- Discipline and College Assessment Panels
- Student Services and Student Engagement teams
- Adelaide, Brisbane, Melbourne, Sydney and Perth Campus Managers
- Discipline Leads located at the Melbourne and Sydney campuses
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Program Coordinators
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Course Coordinators

- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Unit Convenors
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Academic team
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 current students and recent graduates
- Placement Coordinators, Clinic Director and Field Placement Supervisors

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

- Documentation of procedures and protocols in place to manage the transition of direct client contact sessions to Telehealth/Zoom
- A video tour of the Time2Track system

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.

Key findings

ACAP has a strong emphasis on providing high quality and flexible evidence-based educational opportunities with a student-centred approach and a particular focus on non-traditional students, including first in family, career changers and mature-aged students. The Discipline of Psychological Sciences' applied nature of teaching is designed to provide graduates of the postgraduate programs with the ability to practice competently as a professionally registered psychologist. Students spoke highly of the Discipline's curriculum and external placement supervisors were impressed by the high quality of psychological practice skills demonstrated by students on placement.

The Discipline is innovative in the design and delivery of its programs and the level of support offered to students is excellent. The Discipline recently undertook an exercise to re-design all programs to align with the APAC 2019 Accreditation Standards and Graduate Competencies. At the time of the site visit, the Level 2 program is running in its new format whereas the Level 1, Level 3, packaged Level 3 and 4 and Level 4 programs are still under development, due to be rolled out from 2021. The strong focus of cultural awareness and responsiveness integrated throughout all programs is a significant strength and students are well prepared to work with individuals of diverse cultures and backgrounds. Evidence gathered by the Assessment Team indicates the Discipline would benefit from further development and integration of inter-professional learning and practice in all of the relevant programs.

The Assessment Team heard a range of views that indicated the implementation of the campus-based matrix organisational structure is welcomed by the academic staff and has contributed to improvement of the programs. The strong leadership, consistent support and guidance provided by the Chair of the Discipline is recognised and highly appreciated by the academic staff and staff feel well supported and valued by the Chair of Discipline and other key senior staff members. The Discipline is commended on its availability of staff and supervisors and their outstanding ongoing commitment to support students. The Assessment Team noted that the Discipline is currently in the process of recruiting additional academic staff in the postgraduate programs, and at the Perth campus.

The Assessment Team identified a strong level of collaboration and collegiality between the academic staff whereby all are enthusiastic, dedicated to education and are keen to progress their research. Although the workload allowance for research has been temporarily suspended during the COVID-19 pandemic, some academic staff continue to progress their external research projects in addition to their recognised workload.

The Discipline has strong governance processes with well-formed committee structures. The evidence gathered indicated there are substantial industry and student connections to provide constructive input to the design and management of programs, particularly for the recent re-development of programs. The Assessment Team noted the Discipline's plan to engage in external benchmarking and that the progress and outcomes of this exercise will be provided in due course.

The Discipline has policies and procedures in place for handling appeals, complaints and grievances and these processes are well communicated to students. There are several channels provided to students to provide their feedback or raise concerns. The Student Support service is excellent, and this was identified as a strength of ACAP. The Student Support service teams were found to be proactive, approachable, supportive and provide a personalised approach that is highly valued by students and graduates. The Discipline's facilities were identified as fit for purpose and students reported satisfaction with the physical resources.

APAC Board determination

That the following programs at the Australian College of Applied Psychology are accredited with conditions from **1 January 2021** until **31 December 2025**:

- **Bachelor of Psychological Science** (Level 1) (Campus: Online)
- **Bachelor of Psychological Science and Counselling** (Level 1) (Campus: Online)
- **Bachelor of Psychological Science and Criminology** (Level 1) (Campus: Online)
- **Graduate Diploma of Psychological Science** (Level 1) (Campus: Online)
- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Adelaide, Brisbane, Online, Perth)
- **Master of Psychology Practice (Clinical)** (Level 4) (Campus: Online)

That the following programs at the Australian College of Applied Psychology are re-accredited until **31 December 2025**:

- **Bachelor of Psychological Science** (Level 1) (Campus: Adelaide, Brisbane, Melbourne, Perth, Sydney)
- **Bachelor of Psychological Science and Counselling** (Level 1) (Campus: Adelaide, Brisbane, Melbourne, Perth, Sydney)
- **Bachelor of Psychological Science and Criminology** (Level 1) (Campus: Adelaide, Brisbane, Melbourne, Perth, Sydney)
- **Graduate Diploma of Psychological Science** (Level 1) (Campus: Adelaide, Brisbane, Melbourne, Perth, Sydney)
- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Melbourne, Sydney)
- **Master of Professional Psychology** (Level 3) (Campus: Sydney)
- **Master of Psychology (Clinical)** (packaged Level 3 and 4) (Campus: Sydney)

Subject to the following conditions:

For the **Level 1 and Level 2 programs at the Adelaide Campus**

By **30 April 2021**:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.1 is met, the Discipline is to provide evidence to demonstrate that robust academic governance arrangements including systematic monitoring, review and improvement are in place.

2. To ensure Standard 3 Program of Study, criterion 3.5 is met, the Discipline is to provide evidence that all programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities.

For the **Level 1 programs**

By **30 April 2021**:

1. To ensure Standard 5 Assessment, criteria 5.1 and 5.2 is met, the Discipline is to provide evidence to demonstrate that *Foundational Competency 1.5* is embedded and assessed in the Level 1 programs.

For the **Level 3, packaged Level 3 and 4 and Level 4 programs**

By **30 April 2021**:

1. To ensure Standard 3 Program of study, criterion 3.9 and Standard 5 Assessment, criteria 5.1 and 5.2 are met, the Discipline is to provide evidence to demonstrate that the application of the principles of inter-professional learning and practice is embedded and assessed as a learning outcome.

For **all programs**

By **30 April 2021**:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the Discipline is to provide evidence of progress and outcomes of external benchmarking activities.

2. To ensure Standard 2 Academic governance and quality assurance, criterion 2.5 is met, the Discipline is to provide evidence such as samples of workload allocation documents and communication of any changes in workload allocation to demonstrate when research activities are reinstated for academic staff members in their recognised workloads.

3. To ensure Standard 3 Program of study, criterion 3.4 is met, the Discipline is to provide an update of when the following appointments have been made:

   i. one academic staff member in the Level 1 and Level 2 programs based at the Perth campus,

   ii. two academic staff members in the Level 3 and Level 4 programs, and

   iii. staff to support the delivery of programs at the Adelaide campus.

As a monitoring requirement, the Discipline is to provide

1. evidence to demonstrate how it will ensure that the quality and quantity of professional education within the packaged Level 3 and 4 program will remain sufficient to produce graduates competent to practice across a range of settings with the anticipated increase of student cohort in 2021.

2. samples of assessment tasks within the new Level 1, Level 3, Level 4 and packaged Level 3 and 4 programs when these become available.

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

Standard Statement 1: Public safety is assured						
Criteria	**Criterion met**					**Comments**
	Level 1	Level 2	Level 3	Level 3 & 4 Clin	Level 4 Clin	
1.1 Protection of the public is prominent amongst the guiding principles of each program of study in psychology.	✓	✓	✓	✓	✓	• Protection of the public and the guiding principles of respect for the rights and dignity of people, propriety, and integrity were prominent in the evidence gathered by the Assessment Team.
1.2 The education provider holds students and staff to high levels of ethical and professional conduct including in relation to applicable code(s) of conduct for the psychology profession.	✓	✓	✓	✓	✓	• ACAP's core values of integrity, respect and ethical conduct are evident in both the documentation and broad range of views gathered by the Assessment Team. • Both staff and students are held to high levels of ethical and professional conduct and appropriate standards of research integrity, including the Australian Code for the Responsible Conduct of Research, National Statement on Ethical Conduct of Human Research, and Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research, as well as all relevant legislation, and relevant ACAP policies (e.g. Research Policy, Fair Treatment and Equal Opportunities Policy). • There are published expectations of student conduct and inherent requirements at both an institution and program level. There are two misconduct policies, Academic and non-academic which clearly define the actions and behaviours that constitute

Domain 1: Public safety

								misconduct and outline the actions that will be undertaken. The Academic Integrity Statement outlines ACAP's commitment and expectations of student integrity.
1.3	Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely.	NA	NA	✓	✓	✓	•	Evidence gathered by the Assessment Team indicates that appropriate management processes are in place to ensure students undertaking placement are practising competently and safely. These include

1.3 — continued bullets:

- o information on inherent requirements published on ACAP website
- o Overview of Placement Management Processes Handbook
- o The Master of Psychology (Clinical) External Placement Handbook outlines the pre-requisite requirements, compliance checks and registration requirements that must be signed off prior to any student commencing an external placement
- o assessment of student placement, recording and monitoring placement hours and activities, participation in mid-placement and end-placement reviews, regular group supervision, completion of the Psychology External Placements Checklist and Student Placement Agreement forms.

1.4	The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and	NA	NA	✓	✓	✓	•	It is evident in the documentation that strategies are in place to ensure that organisations providing direct client activities for students have robust quality and safety policies and meet all relevant regulations and Standards.

	processes and meet all relevant regulations and standards.						• There is a written Memorandum of Understanding agreement between ACAP and external placement providers for all external placements. There is also a placement agreement between the student and supervisor and a Psychology External Placements OH&S checklist must be completed at the commencement of the placement.
1.5	Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.	NA	NA	✓	✓	✓	• Clients consent to services being provided by students as Provisionally Registered Psychologists. • The Assessment Team gathered evidence that at the initial assessment, students are required to engage in an informed consent process, including completion of the Initial Assessment Consent form with the client.
1.6	Before providing psychological services as part of a program, students: i. are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement. ii. where required under the National Law, hold the appropriate registration with the relevant regulatory authority.	NA	NA	✓	✓	✓	• Students are required to hold either Provisional or General Registration. with the Psychology Board of Australia (PsyBA) for the entirety of their enrolment in the course. • Prior to commencing their first external placement, students are required to have successfully completed two pre-requisite units to acquire the adequate knowledge and skills in ethical, legal and professional matters.
1.7	Staff are appropriately qualified for teaching, supervision and administrative duties at each level.	✓	✓	✓	✓	✓	• In accordance with the Higher Education Standards Framework 2015, staff who teach and coordinate or assess programs and units are appropriately qualified

							and have a qualification one Australian Qualifications Framework (AQF) level higher than the program level being taught.
1.8 Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely.	NA	NA	✓	✓	✓		• It is evident from the documentation that supervisors maintained on the list of Placement Supervisors are appropriately qualified.
1.9 Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level.	NA	NA	✓	✓	✓		• The documentation indicates that students in the Level 3 program complete a minimum of 300 hours of placement with a minimum of 60 hours of supervision. • For the Level 4 program, students are required to complete a total of 750 hours of placement during the two units *PSYC6152 Clinical Psychology Practice 1 and PSYC6162 Clinical Psychology Practice 2*. • For the packaged Level 3 and 4 program, students are required to complete a total of 1000 placement hours over four units, including 100 hours of supervised simulated placement and 200 hours of placement activities at the ACAP Psychology Clinic.
1.10 Placement supervision is sufficient to enable students to practise safely.	NA	NA	✓	✓	✓		• Student logbooks evidence that students receive appropriate amounts of individual and group supervision across all placements. • Students engage in a mid-placement review as an opportunity to reflect on their progress, strengths and areas where they might experience difficulties with achieving specific competencies. Students are

offered additional support and plans are made to address concerns prior to the completion of a placement as required.

- The External Placement Handbook clearly documents supervision requirements and as part of the placement agreement, students must keep a detailed log of all supervision activities.

Standard Statement 2: Academic governance and quality assurance processes are effective						

<table>
<tr><td rowspan="2">Criteria</td><td colspan="5" align="center">Criterion met</td><td rowspan="2">Comments</td></tr>
<tr><td>Level 1</td><td>Level 2</td><td>Level 3</td><td>Level 3 & 4 Clin</td><td>Level 4 Clin</td></tr>
<tr>
<td>2.1 Robust academic governance arrangements that include systematic monitoring, review and improvement are in place for the programs.</td>
<td>✘</td><td>✘</td><td>✓</td><td>✓</td><td>✓</td>
<td>

There are structures and processes in place for robust academic governance, including the College and Discipline Executive teams, Director of Academic Services (Dean) team, and an Academic Board, and its related sub-committees.
The Assessment Team heard plans to expand the staffing profile and resources at the Adelaide campus. However, as the Adelaide Campus is not yet operational, ACAP is to provide evidence of robust academic governance arrangements that include systematic monitoring, review and improvement processes are in place for programs offered at this campus.

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<td>2.2 Quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review, including external benchmarking where programs and assessments may be compared to those offered by other providers.</td>
<td>✘</td><td>✘</td><td>✘</td><td>✘</td><td>✘</td>
<td>

The information gathered by the Assessment Team shows that there are quality improvement processes in place, including online surveys and Staff Student Consultative Committees which ensure that the feedback of students and staff is used in quality improvement.
The evidence gathered confirmed that the Discipline undertakes regular internal benchmarking exercises across all programs.
The Assessment Team noted the Discipline's engagement in the development of a pilot collaborative benchmarking project with external

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Domain 2: Academic governance and quality assurance

							higher education providers to review its programs at all levels. Evidence of I the progress and outcomes of this process is required to be provided before this criterion can be met.
2.3 There is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students.	✓	✓	✓	✓	✓	•	The Discipline has two Course Advisory Committees which meet biannually for all programs. Membership of these committees includes key internal staff, student representatives, external academic representatives, placement providers and potential employers.
						•	The evidence confirms that all new programs must be reviewed and approved by the Course Approval Committee.
2.4 Mechanisms exist for responding within each program to contemporary developments in psychology education and related disciplines.	✓	✓	✓	✓	✓	•	The Assessment Team gathered evidence to demonstrate that mechanisms exist to respond to contemporary developments in psychology education.
						•	The Discipline supports staff with professional development and research as well as providing opportunities for various grants and schemes to assist them to ensure that contemporary developments in psychology education and related disciplines are reflected in the programs.
2.5 The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and professional development.	✘	✘	✘	✘	✘	•	The Assessment Team reviewed information which indicates that the Workload Model supports academic and professional staff in research, engagement, teaching and professional development. However, the Assessment Team noted that as a result of the COVID-19 pandemic, the Discipline has temporarily suspended all research workload for all academic staff until 2021 to support the Discipline's teaching requirements. Evidence to

	demonstrate that workload allowance for research activities are reinstated is to be provided to APAC when available.

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Standard Statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies						
Criteria	**Criterion met**					**Comments**
	Level 1	**Level 2**	**Level 3**	**Level 3 & 4 Clin**	**Level 4 Clin**	
3.1 Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery.	✓	✓	✓	✓	✓	• The documentation indicates that all program design and delivery is informed by a coherent pedagogy which centres on progressive teaching approaches and delivery modes incorporating a range of technologies to enhance students' learning experiences.
3.2 Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning.	✓	✓	✓	✓	✓	• Mapping of all program learning outcomes against the relevant Graduate Competencies demonstrates that all relevant competencies are addressed within each program.
3.3 Teaching staff are appropriately qualified, experienced and supported by the HEP to deliver the components of the programs they teach.	✓	✓	✓	✓	✓	• The evidence gathered by the Assessment Team confirms that staff are appropriately qualified and have the experience and expertise for the units that they teach. • During the site visit, the Assessment Team was impressed with the supportive and collegial relationships of teaching and professional staff including senior management.
3.4 All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies.	✗	✗	✗	✗	✗	• For the Level 1 program at the Brisbane, Melbourne, Perth, Sydney and Online campuses, the student:staff ratio evidenced in the documentation is higher than the indicative ratio for a program at that level. With the evidence gathered at the virtual visit, the Assessment

Left sidebar: **Domain 3: Program of study**

						Team is satisfied that with the current level of staffing and the workload model in place, students are being adequately supported to achieve all *Foundational Competencies*.
							• The Assessment Team noted that recruitment is currently being sought for
							o one academic staff member to support the student cohort in the Level 1 and the Level 2 programs at the Perth campus
							o two academic staff members support the student cohort in the Level 3, packaged Level 3 and 4 and Level 4 programs
							• The Discipline is to provide further information once appointments are made.
							• The Assessment Team heard the Discipline's plans to expand the staffing profile and resources at the Adelaide campus. However, as the Adelaide Campus is not yet operational, the Discipline is to provide evidence to demonstrate that the Level 1 and Level 2 programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies.
3.5	All programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities.	✗	✗	✓	✓	✓	• The facilities that students have access to at the Brisbane, Melbourne, Sydney and Perth campuses, online via Moodle learning management system and at the ACAP Psychology Clinic are appropriate to enable them to achieve the learning outcomes.
							• There was evidence that the test library holds appropriate resources and sufficient copies of the most frequently used tests.

							• The Assessment Team gathered evidence that staff workspaces, particularly at the Brisbane and Sydney campuses, are limited and staff would benefit from having additional workspace.
							• The Assessment Team heard plans to expand the facilities and resources at the Adelaide campus. The Discipline is to provide evidence to demonstrate that the Level 1 and Level 2 programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities.
3.6	Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed.	✓	✓	✓	✓	✓	• The Assessment Team gathered evidence that supports that the learning and teaching methods are designed and used to enable students to achieve the required outcomes, including: o asynchronous (self-paced learning activities) and synchronous (face to face and online classes) learning experiences delivered over a trimester or in intensive blocks; o simulated experiences and role plays, and o research-based activities. • The Assessment Team gathered evidence that confirms the Discipline's commitment to providing quality and supportive learning and teaching experiences to students studying online and on campus.
3.7	The quality and quantity of professional practice education is sufficient to produce graduates	NA	✓	✓	✓	✓	• The Assessment Team reviewed information that demonstrated that students in the Level 2 programs undertake sufficient skills training to be able to apply the

	competent to practise across a range of settings.						*Pre-professional Competencies* within relevant legal frameworks and codes of ethical practice.
							• The breadth and range of professional practice education available to the packaged Level 3 and 4 program is sufficient to allow students to develop the relevant graduate competencies for professional practice in psychology. Ongoing monitoring is required to demonstrate how the Discipline will ensure that the quality and quantity of professional education will remain sufficient with the anticipated increase of student cohort in 2021.
3.8	Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a required learning outcome.	✓	✓	✓	✓	✓	• Content related to cultural responsiveness and awareness is extensively embedded within all programs. • The Assessment Team was impressed with the integration of cultural responsiveness in assessments and as required learning outcomes throughout all programs.
3.9	The application of the principles of inter-professional learning and practice is included as a required learning outcome at the appropriate level in the program.	NA	NA	✗	✗	✗	• The Assessment Team heard the plans to expand the services of the ACAP Psychology Clinic to become a multidisciplinary clinic to allow opportunities for inter-professional learning and practice. • Evidence of the inclusion of learning outcomes related to the application of the principles of interprofessional learning and practice, and the assessment of these outcomes is required for the Level 3, packaged Level 3 and 4 and Level 4 programs.

Standard Statement 4: Students are provided with equitable and timely access to information and support						
Criteria	**Criterion met**					**Comments**
	Level 1	**Level 2**	**Level 3**	**Level 3 & 4 Clin**	**Level 4 Clin**	
4.1 Information about learning and assessment processes and requirements is accurate, clear and accessible.	✓	✓	✓	✓	✓	• Information regarding learning and assessment processes and program specific information is available to staff and students through the ACAP website and online and hardcopy course guides. Interview evidence indicated that this is easily accessible to students.
4.2 Admission and progression requirements and processes are fair, transparent and equitable.	✓	✓	✓	✓	✓	• The ACAP Admissions, Course Progression, Credit Arrangements and Fair Treatments and Equal Opportunity Policies are set out online and readily available to students.
4.3 Each program's APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited.	✓	✓	✓	✓	✓	• Information regarding the accreditation status of programs is clearly displayed on the ACAP website.
4.4 The academic learning needs of students are identified and academic support provided.	✓	✓	✓	✓	✓	• The College has well-established and proactive services to support students with identifying and addressing their academic learning needs. • The Assessment Team collected evidence to indicate student support services were known and utilised by students.

Domain 4: The student experience

4.5	Students are informed of the availability of personal and professional support services, and are equipped with skills to adequately maintain their own well-being.	✓	✓	✓	✓	✓	• Students are informed about and have access to a range of personal and professional support services, including counselling services. Details of the services available are accessible via the phone, email, in person and the ACAP website.
4.6	Equity and diversity principles are observed and promoted in the student experience.	✓	✓	✓	✓	✓	• The College has an established AccessAbility service to support students with alternate measures to ensure an equal opportunity for success in their studies. • Assessment Team was presented with a number of College-wide policies on equity and diversity that are upheld by the Discipline.
4.7	Students have access to effective grievance and appeals processes.	✓	✓	✓	✓	✓	• Students have access to College-wide Grievances, Complaints and Appeals procedure. The information gathered by the Assessment Team at the site visit demonstrates the policy and procedure have been effectively communicated to students.

Standard Statement 5: Assessment is fair, reliable and valid						
Criteria	**Criterion met**					**Comments**
	Level 1	**Level 2**	**Level 3**	**Level 3 & 4 Clin**	**Level 4 Clin**	
5.1 The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s).	✗	✓	✗	✗	✗	• The Assessment Team was provided with Constructive Alignment Tables that demonstrate how learning outcomes and competencies are, or will be, assessed in the programs. • The Assessment Team heard a range of views that indicated that *Foundational Competency 1.5* is embedded in the Level 1 programs, however, the Discipline is to provide further evidence of how this assessment is assessed. • Evidence gathered by the Assessment Team indicated that further development and integration of inter-professional learning and practice is required in the Level 3, packaged Level 3 and 4 and Level 4 programs.
5.2 There is a clear relationship between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.	✗	✓	✗	✗	✗	• The Constructive Alignment Tables indicate all assessments are aligned with learning outcomes and support the demonstration of competencies. • Further evidence of assessment rubrics is required to demonstrate a clear relationship between the competencies and all learning outcomes and assessment strategies.
5.3 Multiple assessment tools, modes and techniques are used to assess program learning outcomes, and include where	✓	✓	✓	✓	✓	• The documentation provided demonstrates that there are multiple assessment tools, modes and techniques for both formative and summative assessment.

Domain 5: Assessment

	relevant direct observation in professional practice settings.						• As the programs are currently being re-developed, the Discipline is to provide APAC with samples of assessments when the information becomes available.
5.4	Program management, coordination, and moderation procedures ensure consistent and appropriate assessment and feedback to students.	✓	✓	✓	✓	✓	• ACAP's Assessment Policy and Procedure requires constructive feedback on all assessment tasks to be provided within 14 days of the submission date. • The Assessment Team agreed that the approach outlined in ACAP's Moderation Policy and how this is enacted appears appropriate.
5.5	Assessors of students are suitably qualified and experienced.	✓	✓	✓	✓	✓	• Academic staff involved in assessing students are suitably qualified and experienced. Assessors of coursework assessments have qualifications that are at least one AQF level higher than that which they are assessing. • All placement supervisors are registered psychologists, have an appropriate Area of Practice Endorsement (AoPE) where required, and are PsyBA approved supervisors.

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 quality improvement suggestions are as follows. It is recommended that the Discipline of Psychological Sciences at the Australian College of Applied Psychology:

1. explore options to provide further information on career guidance and counselling to students

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 Discipline of Psychological Science at the Australian College of Applied Psychology is commended for its:

1. strong leadership and the consistent support and guidance provided by the Chair of Discipline
2. collegiality, cohesion and satisfaction displayed amongst the academic teaching staff and professional staff
3. availability of staff and supervisors and the level of support and flexibility provided to students