



APAC Accreditation Assessment Summary Report

Higher Education Provider	Monash University
Date of Determination	26 November 2018
Standards Version	June 2010, version 10; Rules March 2014, amendments May 30 2016
Programs of Study Assessed	<p>3 year: Bachelor of Arts (Clayton) Bachelor of Psychological Science (Clayton) Bachelor of Science (Clayton) Bachelor of Science Advanced – Global Challenges (Honours) (Clayton)</p> <p>3 year bridging: Graduate Diploma in Psychology (Online)</p> <p>4 year: Bachelor of Psychology (Honours) (Clayton) Bachelor of Science Advanced – Research (Honours) (Clayton)</p> <p>4th year: Graduate Diploma of Psychology Advanced (Online) Bachelor of Arts (Honours) (Clayton) Bachelor of Science (Honours) (Clayton) Graduate Diploma of Professional Psychology (Clayton)</p> <p>5th year: Master of Professional Psychology (Clayton)</p> <p>5th & 6th year: Doctor of Philosophy (Clinical Neuropsychology) (Clayton) Doctor of Philosophy (Clinical Psychology) (Clayton) Master of Educational and Developmental Psychology (Clayton) Master of Educational and Developmental Psychology and Doctor of Philosophy (Clayton)</p>

This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychological Sciences at Monash University (Clayton campus) and its programs of study. This summary highlights selected key features of the assessment. Comprehensive analysis of the assessment is contained in the full APAC Accreditation Assessment report. The accreditation of Monash University Malaysia psychology programs is dealt with in a separate report.

The AOU comprises staff and resources from i) The School of Psychological Sciences within the Faculty of Medicine, Nursing and Health Sciences, ii) the Faculty of Education and iii) the Department of Psychology at Monash University Malaysia. Professor Kim Cornish (School of Psychological Sciences, Faculty of Medicine, Nursing and Health Sciences) is the Head of the AOU. Systems and processes have been implemented to ensure senior staff collaborate regarding the overall strategy of the AOU, as well as the allocation of staffing and other resources.

The AOU contains an appropriate number of level C, D and E staff across the undergraduate, honours and postgraduate programs and meets the required student:staff ratios.

There is good administrative and technical support, with well supported teaching and research facilities, and good computing facilities. Students and staff in the new Faculty of Education building have access to a range of impressive teaching and learning facilities, where student and teaching spaces have been thoughtfully designed. There is adequate access to test library materials and laboratory space in all locations.

Distance education is now a prominent feature of Monash University psychology programs, with two large programs (the Graduate Diploma Psychology – GDP and the Graduate Diploma Psychology Advanced - GDPA). The content of both online programs appeared broadly equivalent to their face to face counterpart, although the way in which the thesis is marked in the GDPA differs from the process used with their face to face counterparts is so far as they are provided with both formative *and* summative feedback of each of the main sections of the thesis before the final version is submitted.

Monash offers a 3-year face to face psychology sequence across a number of programs, as well as an online Graduate Diploma of Psychology. Core units cover all graduate attributes and core topics except for studies on motivation and intercultural diversity and indigenous psychology.

A variety of assessments, primarily essays and research reports, map onto the unit learning outcomes and align with graduate competencies. Feedback on assessment was generally received within expected timeframes, however it was suggested that there is some variability in the quality of assessment and feedback in the Graduate Diploma of Psychology. It is also not clear that benchmarking has been undertaken for the Graduate Diploma of Psychology.

As well as the four-year Bachelor of Psychology (Honours) program, there are also two separate fourth-year programs of study available – the Graduate Diploma of Psychology Advanced (GDPA) (offered online) through the School of Psychological Science and the Graduate Diploma of Professional Psychology (GDPP) offered through the Faculty of Education.

Entry requirements for all programs are appropriate as are the length and content.

Content within the GDPP and GDPA is covered using a range of core and elective subjects, and all graduate attributes are covered. The Bachelor of Psychology (Honours) is 100% psychology.

The format, weighting and supervision of the fourth year research project are in line with the Standards.

A variety of assessments including essays, research reports, and a research thesis map onto the unit learning outcomes and align with graduate competencies. Feedback on assessment was generally received within expected timeframes, however it was suggested that there is some variability in the quality of assessment and feedback in the Graduate Diploma of Psychology Advanced. Procedures were undertaken consistently to ensure standards are maintained and that all assessment and

awarding of marks are treated with care and attention. However, there was no evidence of external benchmarking having occurred within the last five-year period.

The Master of Professional Psychology program provides an excellent teaching and learning environment for both staff and students. The core capabilities and attributes are addressed through a modern and comprehensive program of teaching, and it was noted that plans to improve the structure of this further are well advanced. An appropriate mixture of high quality assessment tasks was demonstrated, and the faculty has clear processes for managing the careful and fair finalisation of grades. The content of logbooks was adequate but they did not appear to be regularly signed.

Practical and skills training components are undertaken using a mixture of coursework based simulation and external placements.

The coursework appears to meet the required core, includes some coverage of the National Practice Standards for the Mental Health Workforce, and addresses the issues of practice management, record keeping and storing psychology files. The coursework clearly links to skills and practical training.

Students are required to complete 300 hours of logged supervised practica and skills training and receive supervision for 1 hour per week. External supervisors provided positive feedback about the students, however the lack of a formal placement coordinator position made finding some placements problematic.

The training clinics for the Clinical Psychology and Clinical Neuropsychology programs are located at The Monash Psychology Centre. It is well resourced and provides a good teaching and learning environment for both staff and students, although most of the rooms lack high quality audio-visual recording facilities and rely instead on a temporary arrangement consisting of webcams for recording client sessions.

The core capabilities and attributes are addressed through a modern and comprehensive program of teaching. An appropriate mixture of high quality assessment tasks was demonstrated, and the faculty has clear processes for managing the careful and fair finalisation of grades. Logbooks were inspected and they meet the requirements of the Standards.

All of the coursework is psychology and is taught by psychologists, the majority of whom are registered and teaching in their professional area of expertise. The coursework, research and practical placement weightings are appropriate, and appropriately integrated. There is good progression and integration between coursework and practicum experience, all of which is presented within an evidence-focussed framework.

Samples of student theses and a list of titles indicated a range of topic areas and contexts for investigation. The quality of the research and the theses was excellent. The thesis marking procedures and criteria met the Standards.

The organisation and management for student placements is the responsibility of the Placement Coordinators. The first practicum is generally in one of the on-campus clinics and there is a variety of externship sites that enable experience across the lifespan and across different settings and diagnostic groups. Field supervisors are registered and endorsed and are given Honorary Associate recognition in the University.

The Krongold Centre is now available for the exclusive use of the Educational and Developmental Psychology program and as such offers improved facilities for training compared to previous accreditation visits. Group and individual rooms (including rooms for children and families) are available with video recording equipment, and a number of rooms that permit live observation are also available. Supervisors are on site. There is a test library and resource library specifically for clinic use and a full-time receptionist. Client files are stored appropriately. The professional collections in the University library holdings and databases are extensive. Students have access to up-to-date computer hardware and software for their course work and research purposes.

The program has a comprehensive curriculum which provides good coverage of the core capabilities and attributes. A series of electives offers advanced skills in specific assessment and intervention approaches.

The coursework assessment methods have the quality and depth to demonstrate evidence of required professional competencies.

Logbooks contained the required detail but there was evidence that the logbooks were not regularly signed.

The coursework, research and practical placement weightings are appropriate, and appropriately integrated.

Samples of student theses and a list of titles indicated a range of topic areas and contexts for investigation. The quality of the research and the theses was good. The thesis marking procedures and criteria met the Standards

The first practicum is generally in the Krongold Clinic and there are a variety of externship sites that enable experience across the lifespan and across different settings and diagnostic groups. However, logbooks indicated that all supervision in the first year of the program is group-based supervision. Also, there was no current placement coordinator for this program. Nevertheless, there was evidence that placement contracts were being completed for all students, mid placement and end of placement reviews are taking place, and external supervisors indicated that they were generally well supported with regard to administrative processes and managing difficulties with student progress.

The accreditation outcomes are summarised in the attached Accreditation Summary Checklist.