



University of Technology Sydney - APAC Accreditation Assessment Summary Report

Higher education provider	University of Technology Sydney
Name of the Psychology AOU	Discipline of Clinical Psychology at the Graduate School of Health
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	5 Year Cycle Accreditation Site Visit
Program and level of study assessed	Master of Clinical Psychology (packaged Level 3 and 4)
Date of site visit	20 August 2019
Campus	City Campus
Date of APAC Board determination	25 November 2019
Accreditation start date	25 November 2019
Accreditation end date	31 December 2024

Background and overview

This is a report of an Australian Psychology Accreditation Council (APAC) accreditation assessment made following an application by the University of Technology Sydney (UTS) for accreditation of its Master of Clinical Psychology program as part of its five-yearly accreditation cycle. The Master of Clinical Psychology program is offered by the Discipline of Clinical Psychology within the Graduate School of Health. The Head of the Discipline is Professor Ian Kneebone, who reports to the Head of the Graduate School. There are 7.6 EFT permanent staff which includes a number of staff who are on education-focused appointments whose primary role is to provide clinical supervision to students in the UTS Clinic. Academic and administrative staff as well as the UTS Clinic are currently located in Thomas Street Broadway, but will all be moving to a purpose-built new facility at 100 Broadway later this year. The team had the opportunity to inspect both these facilities and the current psychology clinic as a part of the site visit.

During the program of the visit, meetings were held with:

- Head of Discipline
- Academic staff
- Clinic Coordinator
- Clinical placement coordinator
- Fieldwork supervisors
- Current students
- Administrative staff
- Head of School and School Manager of the Graduate School of Health

This report is based on the information provided in the application and associated documentation, inspection of current facilities and resources, and information provided by stakeholders during the interviews.

Key findings

The Master of Clinical Psychology program is well resourced and staff have relevant clinical and research expertise that contributes to excellent learning experiences for students during the coursework, research, and practicum components of the program. There are strong academic governance structures in place to review the quality of the program, numerous effective quality improvement processes, and good evidence of the input of internal and external stakeholders. Mapping of learning outcomes, graduate competencies and assessments was presented comprehensively in multiple forms, however not all of the claims about assessed unit learning objectives were supported by evidence from assessment tasks and criteria. Particular examples of this were in relation to cultural responsiveness and the principles of interprofessional learning and practice. The location of the discipline of clinical psychology within the Graduate School of Health would appear to offer excellent potential for interprofessional learning opportunities to be embedded in the program. Overall the Discipline of Clinical Psychology is to be congratulated on the development and evolution of the program over the past five years.

APAC Board determination

That the University of Technology Sydney's **Master of Clinical Psychology** (packaged Level 3 and 4) (Campus: City) is accredited until **31 December 2024** subject to the following conditions:

By **29 February 2020**:

1. To ensure that Standard 1 Public safety, criterion 1.10, is met, the Discipline is required to provide evidence to APAC of how it is monitored that students are receiving sufficient individual supervision to enable them to practise safely.
2. To ensure that Standard 4 Student experience, criterion 4.1 is met, the Discipline is required to provide evidence to APAC that there is clear and transparent information about how students' grades for the placement units are calculated.
3. To ensure that Standard 5 Assessment, criterion 5.4, is met, the Discipline is required to provide evidence to APAC of the processes of moderation that are undertaken for all assessments in all units, and processes to ensure that marking and feedback is consistent across units and students.

By **31 December 2020**:

4. To ensure that Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the Discipline is required to provide evidence to APAC of benchmarking related to the (non-research) coursework component of the program.
5. To ensure that Standard 3 Program of study, criterion 3.9, and Standard 5 Assessment, criteria 5.1 and 5.2 are met, the Discipline is required to provide evidence to APAC that the application of the principles of inter-professional learning and practice as a required learning outcome to be evidenced in the program.



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

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

Suggestions

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

- It is recommended that a template is prescribed for all students to maintain an integrated record of direct client contact, client-related activities and supervision during their placements, that is equipped with functionality to sum total hours, rather than relying on manual calculations, to be more easily verifiable.
- It is recommended that activities that are acceptable examples of direct client contact and client-related work are clearly defined in the placement handbooks.
- It is suggested that opportunities to reduce the heavy load on students in the first semester of the second year of the program (currently consisting of concurrent internal and external placements, course, and research requirements) are explored to support student learning and wellbeing.