Southern Cross University - APAC Accreditation assessment summary report

Higher education provider	Southern Cross University
Name of the Psychology AOU	Psychology, Human Sciences Discipline
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial accreditation (out of cycle)
Programs and level of study assessed	Master of Professional Psychology (Level 3)
Campus	Online
Date of assessment	May 2021
Date of APAC Board Determination	29 November 2021
Accreditation start date	1 June 2021
Accreditation end date	31 December 2024

Background and overview

This is a report of an Australian Psychology Accreditation Council (APAC) initial on-paper accreditation assessment of Southern Cross University's (SCU) proposed online offering of the Level 3 Master of Professional Psychology (MPP) program based on the *Submission for accreditation*.

The Level 3 MPP program has been designed to build on the knowledge and skills acquired in a four-year undergraduate APAC accredited program. The MPP is to be delivered online and with residential workshops.

Key findings

The proposed Level 3 MPP program comprises six units and two placement units which run concurrently with the didactic units and can be completed over one-year full time or two years' part time.

The curriculum appears to cover most of the *Level 3 Professional Competencies*.

Based on the proposed plans, policies, procedures and the Discipline's responses to the Standards as detailed in the submission and rejoinder to the draft report, the program is expected to meet the *Accreditation Standards*. However, as some evidence is not yet available for review, further information and evidence are required before these criteria can be considered as met.

APAC Board determination

That Southern Cross University's **Master of Professional Psychology** (Level 3) (Campus: Online) program is accredited from **1 June 2021** until **31 December 2024**, subject to the following conditions:

By **31 January 2022**:

1. To ensure Standard 1 Public safety, criterion 1.7, Standard 3 Program of study, criteria 3.3 and 3.4 and Standard 5 Assessment, criterion 5.5 are met, the Discipline is to provide evidence demonstrating newly appointed staff are appropriately qualified for teaching, supervision, assessment and administrative duties, and all programs have sufficient staffing to support the student cohort in acquiring the *Level 3 Professional Competencies*.

2. To ensure Standard 5 Assessment, criteria 5.1 and 5.2 are met, the Discipline is to provide evidence demonstrating the application of the principles of inter-professional learning and practice (in relation to criterion 3.9) and the *Level 3 Professional Competencies* are assessed as required learning outcomes.

By **30 June 2022**:

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

4. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the Discipline is to provide evidence demonstrating that internal and external stakeholder engagement has taken place in the program.

5. To ensure Standard 5 Assessment, criterion 5.4 is met, the Discipline is to provide evidence demonstrating that moderation of assessment outcomes and feedback on assessment is provided to students in a timely manner.

By **30 September 2022:**

6. To ensure Standard 1 Public safety, criteria 1.8, 1.9 and 1.10 and Standard 3 Program of study, criterion 3.7 are met, the Discipline is to provide a range of de-identified samples of completed student placement logbooks.

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

	Level 3
Domain 1: Public safety	**Standard Statement 1: Public safety is assured**
	Standard is substantially met
Domain 2: Academic governance and quality assurance	**Standard Statement 2: Academic governance and quality assurance processes are effective**
	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**
	Standard is substantially 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