

Chisholm Institute - APAC Accreditation assessment summary report

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| Higher education provider | Chisholm Institute |
| Name of the Psychology AOU | Higher Education College |
| Standards version | Version 1.2, 1 January 2019 |
| Purpose of assessment | Initial accreditation (out of cycle) |
| Programs and level of study assessed | Bachelor of Psychology (Level 1) |
| Campus | Frankston |
| Date of assessment | July 2021 |
| Date of APAC Board Determination | 27 June 2022 |
| Accreditation start date | 1 June 2021 |
| Accreditation end date | 31 December 2026 |

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 Higher Education College (College) at the Chisholm Institute (Institute) for the accreditation of a Level 1 Bachelor of Psychology program. This assessment is in the form of an on-paper assessment based on the *Submission for accreditation*, as well as information provided in the rejoinder to the draft report.

The Institute is a dual-sector provider in South East Melbourne that offers education programs ranging from certificates and diplomas to bachelor degrees. The Bachelor of Psychology program has been developed in response to the local demand for a qualified allied health workforce and to create pathways to higher education for non-traditional students.

The Level 1 program has been designed as a stackable qualification comprised of an Associate Degree (second year or phase 2 of the 1-3 year psychology sequence) and Bachelor Degree in Psychology (third year or phase 3 of the 1-3 year psychology sequence) that are completed sequentially over two years full-time or equivalent part-time. To be eligible for admission to the Associate Degree, a student must have successfully completed a Diploma in counselling, community services, mental health, or alcohol and other drugs (first year of the 1-3 year sequence). Successful completion of the Associate degree is required for admission to the Bachelor Degree.

The Level 1 program assessed in this application is made up of the offerings in the proposed Associate Degree and Bachelor Degree in Psychology.

Key findings

The proposed Level 1 program comprises a sequence of 16 units of study aimed at providing graduates with job-ready skills in addition to broad and coherent knowledge and skills in the scientific discipline of psychology.

The curriculum appears to cover most of the *Level 1 Foundational Competencies*, but it is unclear whether all the competencies are appropriately assessed as details of assessment tasks and marking rubrics are not yet developed for most units. Therefore, based on the proposed plans, policies, procedures and the Institute's responses to the Standards, further evidence is required to substantiate that the program is expected to meet the Accreditation Standards and students upon graduation will achieve the learning outcomes and all *Level 1 Foundational Competencies*.

APAC Board determination

That the Chisholm Institute's **Bachelor of Psychology** (Level 1) (Campus: Frankston) program is accredited from **1 June 2021** until **31 December 2026** subject to the following conditions:

By **30 September 2022**:

1. To ensure Standard 3 Program of study, criterion 3.5 is met, the College is to provide evidence demonstrating that the learning resources and facilities are sufficient to support the student achievement of the learning outcomes and the *Level 1 Foundational Competencies* in the program.
2. 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 College is to provide evidence demonstrating that newly appointed staff are appropriately qualified for teaching, assessment and administrative duties that that there is sufficient staffing to support the student cohort in acquiring the *Level 1 Foundational Competencies*.

By **31 January 2023**:

3. To ensure Standard 3 Program of study, criterion 3.2 and Standard 5 Assessment, criteria 5.1, 5.2, 5.3 and 5.4 are met, the College is to provide a variety of de-identified student assessments demonstrating that all *Level 1 Foundational Competencies*, including *Foundational Competency 1.5* (criterion 3.2) and cultural responsiveness (criterion 3.8) are adequately taught, clearly articulated as a required learning outcome, appropriately assessed using criterion-based assessments and moderation processes and practices ensure consistent and appropriate assessment and feedback to students throughout the program.
4. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the College is to provide an update on the progress and outcomes of external benchmarking activities.
5. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the College is to provide evidence that there is relevant external and student input into the design and management of the program.
6. To ensure Standard 2 Academic governance and quality assurance, criterion 2.5 is met, the College is to provide further evidence demonstrating that academic and professional staff are sufficiently supported in academic and professional development activities.

As a monitoring requirement, a site visit is to be undertaken by mid-2023 to ensure that the program is rolling out as intended and that it continues to meet the Accreditation Standards.

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

| Level 1 | |
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| 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 |

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 Higher Education College at Chisholm Institute is commended for:

1. an innovative course structure involving stackable qualifications that have the potential to raise the aspirations of non-traditional students and support their attainment of a Bachelor of Psychology degree.
2. a program aimed at providing job opportunities and a pipeline of graduates to meet the psychosocial service needs of a low socioeconomic status region.