

University of Melbourne - APAC Accreditation assessment summary report

Higher education provider	University of Melbourne
Name of the Psychology AOU	Melbourne School of Psychological Sciences
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial accreditation (out of cycle)
Programs and level of study assessed	Graduate Diploma in Clinical Psychology (Level 4)
Campus	Parkville
Date of assessment	December 2021
Date of APAC Board Determination	27 June 2022
Accreditation start date	1 January 2022
Accreditation end date	31 December 2024

Background and overview

The University of Melbourne has three accredited post graduate psychology programs currently on offer. The addition of the proposed Graduate Diploma in Clinical Psychology program will enable prospective students to undertake a stand-alone Graduate Diploma that aims to provide registered psychologists with the ability to become endorsed clinical psychologists, following their subsequent completion of the registrar program. The proposed program is intended to be offered part time over two years for face to face students at the Parkville campus.

Key findings

The proposed program appears to meet the majority of the Accreditation Standards. In most cases, the Standards that are not met relate to processes that are not expected to be in place until the program is operational and students are undertaking placements.

Two additional areas appearing to require further attention are:

- processes to ensure that all successful applicants admitted into the program have met all *Level 3 Professional Competencies*, particularly where they haven't undertaken an accredited Level 3 psychology program (e.g. 4+2 internship pathway candidates); and
- processes to ensure that informed consent is sought before offering a psychological service by students undertaking external placements.

APAC Board determination

That the University of Melbourne's **Graduate Diploma in Clinical Psychology** (Level 4) (Campus: Parkville) program is accredited from **1 January 2022** until **31 December 2024** subject to the following conditions:

By **31 August 2022**:

1. To ensure Standard 1 Public safety, criterion 1.5 is met, the School is to provide evidence demonstrating that external providers have processes in place to ensure that informed consent is sought from all clients receiving a psychological service.
2. To ensure Standard 2 Academic governance and quality assurance, criteria 2.2 and 2.3 are met, the School is to provide evidence demonstrating that quality assurance and consultation processes have been adopted and an update on the progress and outcomes of the benchmarking exercise.
3. To ensure Standard 4 The student experience, criterion 4.2 is met, the School is to provide evidence demonstrating how it ensures that all students accepted into the proposed program have achieved all of the *Level 3 Professional Competencies* prior to admission of the program.

By **30 April 2023**:

4. To ensure Standard 3 Program of study, criterion 3.4 and Standard 5 Assessment, criterion 5.5 are met, the School is to provide evidence demonstrating newly appointed staff are appropriately qualified for teaching, supervision, assessment and administrative duties, and the program has sufficient staffing to support the student cohort in acquiring the *Level 4 Professional Competencies for Specialised Areas of Practice*.

By **31 December 2024**:

5. 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 School is to provide a range of de-identified samples of completed student placement logbooks showing how students achieve the minimum number of placement hours, direct client hours, client related hours and supervision hours appropriately, as part of the 2024 cycle re-accreditation review.

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

Level 4	
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 substantially met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid
	Standard is substantially met