

## University of Western Australia - APAC Accreditation assessment summary report

<b>Higher education provider</b>	University of Western Australia
<b>Name of the Psychology AOU</b>	School of Psychological Science
<b>Standards version</b>	Version 1.2, 1 January 2019
<b>Purpose of assessment</b>	Initial and Re-accreditation (5 yearly cycle)
<b>Programs and level of study assessed</b>	Bachelor of Arts (Level 1) Bachelor of Psychology (Level 1) Bachelor of Psychology and Bachelor of Arts (Level 1) Bachelor of Psychology and Bachelor of Commerce (Level 1) Bachelor of Psychological Studies (Level 1) Bachelor of Science (Level 1) Diploma in Science (Level 1) <i>*in teach out</i> Bachelor of Philosophy (Honours) (packaged Level 1 and 2) Bachelor of Arts (Honours) (Level 2) Bachelor of Psychology (Honours) (Level 2) Bachelor of Science (Honours) (Level 2) Master of Research (Level 2) Doctor of Philosophy and Master of Clinical Neuropsychology (packaged Level 3 and 4) Doctor of Philosophy and Master of Clinical Psychology (packaged Level 3 and 4) Doctor of Philosophy and Master of Industrial and Organisational Psychology (packaged Level 3 and 4) Master of Clinical Neuropsychology (packaged Level 3 and 4) <i>*exit degree only</i> Master of Clinical Psychology (packaged Level 3 and 4) <i>*exit degree only</i>

	Master of Industrial and Organisational Psychology (packaged Level 3 and 4) Graduate Diploma in Clinical Neuropsychology (Level 4) Graduate Diploma in Clinical Psychology (Level 4)
<b>Campus</b>	Crawley
<b>Date of site visit</b>	9 - 13 May 2022
<b>Date of APAC Board Determination</b>	11 October 2022
<b>Accreditation start date</b>	1 January 2023
<b>Accreditation end date</b>	31 December 2027

## Background and overview

The University of Western Australia's (UWA) suite of undergraduate Level 1 three year, packaged Level 1 and 2 four year, Level 2 fourth year, packaged Level 3 and 4 postgraduate Masters and combined Doctor of Philosophy (PhD) and Level 4 post-masters bridging programs were last reviewed for re-accreditation by the Australian Psychology Accreditation Council (APAC) in 2017.

At the time of the 2017 review, the UWA's range of undergraduate, bridging and postgraduate programs delivered at the Crawley campus were accredited with conditions for a shortened period as a small number of shortfalls were identified against the *Accreditation Standards*. Subsequent to the review, all outstanding conditions were satisfied and the UWA's range of programs have since been accredited without conditions. Following the review, the School of Psychological Science (School) then complemented the offering with the addition of a degree, a fourth year Level 2 Master of Research program in 2018.

Since the last review, the UWA and the School have undertaken some structural changes in late 2020, which resulted in the dissolution of the Faculty of Science with some support services clustered by schools and some centralised administrative support. The School is a part of the College of Schools consisting of all 22 Schools in the University and is led by the Head of School who reports directly to the Senior Deputy Vice-Chancellor.

A number of temporary changes to programs, such as online coursework delivery, the use of *Blackboard Collaborate* to run online laboratories and administering online exams, were implemented in 2020 to meet the challenges of COVID-19. As part of quality improvement, the School made several changes to program offerings in 2021 and this included revisions to the Level 1 programs to offer the Bachelor of Psychology program, a specialised (name) degree as a replacement to the comprehensive Psychology extended major degrees; Bachelor of Science and Bachelor of Arts. Additionally, the School prioritised incorporating material relevant to Aboriginal and Torres Strait Islander people and cultures into the undergraduate curriculum, as well as introducing an entry pathway for Indigenous students at the Honours level. In late 2021, the School expanded its program offerings to include dual qualifications in undergraduate Psychology with combined degrees in Arts and Commerce. Furthermore, the University made the decision to discontinue its Level 1 Diploma of Science bridging program placing it into teach out at the end of 2021. The School is seeking initial accreditation for the replacement bridging program, Bachelor of Psychological Studies as part of this review.

The APAC Assessment Team considered the School's 117 page self-review, including attached appendices and a range of samples of student assessments against the *Accreditation Standards*. Following the Assessment Team conference held on 23 March 2022, subsequent information was requested and received from the UWA, including:

- minutes for the Industrial and Organisational Psychology, Clinical and Clinical Neuropsychology program Student Liaison Committee meeting held 15 February 2022, 11 April 2022 and 14 April 2022, respectively
- Undergraduate benchmarking report 2021, update of the continued benchmarking for the Clinical Psychology program and summary of a benchmarking meeting between the Organisational Psychology Placement Coordinators held on 4 April 2022

- Finalised 2022 versions of program guides, including *2022 Honours Guide*, *Clinical Psychology and Clinical Neuropsychology Practicum Guide 2022* and *Clinical Psychology Program Guide 2022*
- an update on the progress of the *2020 Postgraduate Student Working Groups Package* project
- details of external input into the Level 1 and Level 2 programs, including representation of prospective employers or from the psychology profession

Prior to the virtual site visit, the Assessment Team was provided with a pre-recorded guided tour of the range of facilities at the Robin Winkler Clinic, including the reception and waiting area, test library, video camera system, client consultation rooms, group therapy rooms and the viewing rooms where students complete file notes and reports. Supplementary explanatory notes outline the clinic management processes, including soundproofing and privacy, electronic security of data, recordings, client notes and documentation, safety and access to restricted tests and protocols.

The Assessment Team conducted a virtual site visit on 9 - 13 May 2022. During the virtual site visit, the Assessment Team interviewed a range of individuals via Zoom conferences, including:

- Head of School
- Acting Pro Vice-Chancellor (Academic)
- Deputy Vice-Chancellor (Education)
- Internal and External Placement Coordinators, Clinical Psychology and Clinical Neuropsychology
- Internal and external placement supervisors, Clinical Psychology, Clinical Neuropsychology and Industrial and Organisational Psychology
- Director, Robin Winkler Clinic
- Director, Clinical Psychology Programs and Postgraduate Education
- Program Director and Placement Coordinator, Industrial and Organisational Psychology
- Program Directors, Undergraduate, Honours, Clinical Neuropsychology
- Professional staff members
- Undergraduate, Honours, Clinical Psychology and Clinical Neuropsychology, Industrial and Organisational Program Unit Coordinators
- Undergraduate, Honours, Clinical Psychology and Clinical Neuropsychology, Industrial and Organisational permanent academic teaching staff
- Undergraduate and Honours sessional academic teaching staff

- Undergraduate, Honours, Clinical Psychology, Clinical Neuropsychology and Industrial and Organisational current students
- Undergraduate, Honours, Clinical Psychology and Industrial and Organisational recent graduates
- Undergraduate and Postgraduate Education Committee

During the virtual site visit the Assessment Team was provided with supplementary information, including the indicative figures for the student load in the Level 1 programs for the first half of 2022 and confirmation that the updates noted in the *Clinical Competency Learning Outcome Assessment Matrix* have been and/or are on track for implementation and completion in 2022.

The findings in this report are based on the Assessment Team's evaluation of the material outlined above and interview evidence at the time of the virtual site visit, as well as the information provided in a rejoinder to the draft report.

## Key findings

The UWA is recognised worldwide as a leading research-intensive university and the School's reputation for research excellence is evident from having been awarded 'well above world standard' for its Psychology research quality by the Australian Research Council's *Excellence in Research for Australia*. The School's strengths are in both fundamental, and translational and applied research which informs the curriculum and design of the programs. At the undergraduate level, there is a clear focus on the introduction and development of research skills and critical thinking and the programs aim to provide a core scientific understanding of the psychological processes of human thoughts and behaviours and its relationship to brain function. It is evident that the scientist-practitioner model is central to programs at the postgraduate level in the clinical, clinical neuropsychology and industrial and organisational areas of practice (AoP).

The Assessment Team gathered evidence that confirms the undergraduate program structure has been designed to meet the needs of different student cohorts and overall, the Level 1, packaged Level 1 and 2 and Level 2 program offerings are well designed, established and coordinated. The Level 1 programs recently undertook some changes to its sequence in response to several factors, including understanding the current needs of students, greater focus on the student experience and changes to the funding model, which resulted in the double majors being replaced with two general options; a 10-unit major and 14-unit extended major. At the Honours level, the School is to be commended for the introduction of an entry pathway for Indigenous students and the Assessment Team notes the forthcoming planned changes to the Level 2 sequence to enable more of a focus on interviewing and assessment.

The School has a group of well qualified and highly committed academic staff and is well positioned to deliver a broad range of educational experiences to students within the School. The Assessment Team heard positive feedback that confirms students are well-supported in their studies and appreciate the individualised support provided by academic staff at the Honours and postgraduate levels. The School has a robust academic governance structure and student support facilities (both academic and personal) in place. Information gathered indicates that the School is responsive to feedback and actively seeks to incorporate input from the profession into the design and development of the range of postgraduate programs. The School recognises that its undergraduate and Honours programs would benefit from a systematic process of incorporating external input into the design and management of its programs and plans are underway to form an *Undergraduate External Liaison Committee*.

The Assessment Team heard a range of views that the integration of cultural awareness and responsiveness embedded throughout the Clinical and Clinical Neuropsychology programs is highly appreciated and well regarded. The structure of research content ensures that students gain a good grounding in evidence-based practice and is a key strength of the School. The evidence indicates that overall, the professional programs provide students with a breadth of placement opportunities required to develop the required professional competencies expected to practice safely in their AoP. It is evident that students are required to demonstrate they have developed skills across a broad range of settings and they are well supported by appropriately qualified supervisors to practice in diverse settings.

The Assessment Team identified a few shortfalls against the *Accreditation Standards*. Evidence gathered by the Assessment Team indicates that the Level 1, packaged Level 1 and 2, Level 2 and packaged Level 3 and 4 Masters and combined PhD Industrial and Organisational Psychology programs

would benefit from further development and broader integration of content and assessments in the area of cultural responsiveness, particularly with Aboriginal and Torres Strait Islander peoples. The Assessment Team also recommends the School to develop a plan of systematic and ongoing external benchmarking for the undergraduate and Honours programs.

Throughout the virtual site visit, the Assessment Team identified several commendable aspects. The School is commended for its strong integration of research and research-led teaching at all levels. The Assessment Team was impressed with the School's collaborative, collegial and cohesive approach and the overall high levels of satisfaction displayed amongst the staff. Additionally, the Head of School is commended for the positive leadership and support displayed. There is a strong emphasis on the scientist-practitioner model and the coherence, integration and sequencing of coursework, placement and research is a clear strength of the postgraduate programs for which the School is commended.

## APAC Board determination

That the following programs at the University of Western Australia are re-accredited without conditions until **31 December 2027**:

- **Doctor of Philosophy and Master of Clinical Neuropsychology** (packaged Level 3 and 4) (Campus: Crawley)
- **Doctor of Philosophy and Master of Clinical Psychology** (packaged Level 3 and 4) (Campus: Crawley)
- **Master of Clinical Neuropsychology** (packaged Level 3 and 4) (Campus: Crawley) *\*exit degree only*
- **Master of Clinical Psychology** (packaged Level 3 and 4) (Campus: Crawley) *\*exit degree only*
- **Graduate Diploma in Clinical Neuropsychology** (Level 4) (Campus: Crawley)
- **Graduate Diploma in Clinical Psychology** (Level 4) (Campus: Crawley)

That the University of Western Australia's **Bachelor of Psychological Studies** (level 1) (Campus: Crawley) program is accredited with conditions from **1 January 2023** until **31 December 2027**.

That the following programs at the University of Western Australia are re-accredited until **31 December 2027**:

- **Bachelor of Arts** (Level 1) (Campus: Crawley)
- **Bachelor of Psychology** (Level 1) (Campus: Crawley)
- **Bachelor of Psychology and Bachelor of Arts** (Level 1) (Campus: Crawley)
- **Bachelor of Psychology and Bachelor of Commerce** (Level 1) (Campus: Crawley)
- **Bachelor of Science** (Level 1) (Campus: Crawley)
- **Diploma in Science** (Level 1) (Campus: Crawley) *\*in teach out*
- **Bachelor of Philosophy (Honours)** (packaged Level 1 and 2) (Campus: Crawley)
- **Bachelor of Arts (Honours)** (Level 2) (Campus: Crawley)
- **Bachelor of Psychology (Honours)** (Level 2) (Campus: Crawley)
- **Bachelor of Science (Honours)** (Level 2) (Campus: Crawley)
- **Master of Research** (Level 2) (Campus: Crawley)



- **Doctor of Philosophy and Master of Industrial and Organisational Psychology** (packaged Level 3 and 4) (Campus: Crawley)
- **Master of Industrial and Organisational Psychology** (packaged Level 3 and 4) (Campus: Crawley)

Subject to the following conditions:

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**For the Level 1, packaged Level 1 and 2, Level 2 and packaged Level 3 and 4 Masters and combined PhD Industrial and Organisational Psychology programs**

**By 31 January 2023:**

1. To ensure Standard 3 Program of study, criterion 3.8 and Standard 5 Assessment, criteria 5.1 and 5.2 are met, the School is to provide evidence of a range of student samples of assessment tasks demonstrating that cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures are integrated and clearly articulated as a learning outcome, taught and appropriately assessed (criteria 3.8, 5.1 and 5.2).

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**For the Level 1, packaged Level 1 and 2 and Level 2 programs**

**By 31 January 2023:**

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the School is to provide evidence demonstrating systematic and ongoing external benchmarking activities and the progress and outcomes of these external benchmarking activities.
2. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the School is to provide evidence demonstrating that there is relevant and regular external and internal input into the design and management of the programs.

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**For the Level 2 component of the packaged Level 1 and 2 and Level 2 programs**

**By 31 January 2023:**

1. To ensure Standard 3 Program of study, criterion 3.5 is met, the School is to provide evidence demonstrating that all students have adequate access to facilities and resources to support the achievement of the program learning outcomes.

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As a monitoring requirement, the School is required to provide:

**For the Level 2 component of the packaged Level 1 and 2 and Level 2 programs**

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1. evidence of a range of student samples of assessment tasks demonstrating that the *Pre-Professional Competency 2.2* is integrated and clearly articulated as a learning outcome, taught and appropriately assessed by **11 November 2022** (criteria 3.2, 3.7, 5.1 and 5.2).

**For all programs**

2. an update and supporting evidence demonstrating that sufficient support is provided to academic staff to enable staff to fulfill their teaching and research responsibilities and enable achievement of quality outcomes for students by **31 January 2023** (criterion 2.5).

**For the packaged Level 3 and 4 Masters and combined PhD Clinical Neuropsychology programs**

3. the minutes and the terms of reference for the *External Liaison Committee* demonstrating that there is relevant and regular external and internal input into the design and management of the programs by **31 January 2023** (criterion 2.3).

**For the Level 1, packaged Level 1 and 2 and Level 2 programs**

4. an update on the progress and outcomes of the external benchmarking exercise for the programs as part of the 2023 annual report (criterion 2.2).

**For the Level 4 Clinical and Clinical Neuropsychology programs**

5. an update when students commence in these programs and a variety of de-identified samples of completed student logbooks evidencing sufficient placement hours to enable students to demonstrate the *Level 4 Professional Competencies for a specialised area of practice* when these become available or as part of the 2024 annual report (whichever occurs sooner) (criterion 1.9).

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

	Level 1	Level 1 & 2	Level 2	Level 3 & 4 Clin	Level 3 & 4 Clin Neuro	Level 3 & 4 Org	Level 4 Clin	Level 4 Clin Neuro	
<b>Domain 1: Public safety</b>	<b>Standard Statement 1: Public safety is assured</b>								
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
<b>Domain 2: Academic governance and quality assurance</b>	<b>Standard Statement 2: Academic governance and quality assurance processes are effective</b>								
	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
<b>Domain 3: Program of study</b>	<b>Standard Statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies</b>								
	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is met	Standard is met	Standard is substantially met	Standard is met	Standard is met	Standard is met
<b>Domain 4: The student experience</b>	<b>Standard Statement 4: Students are provided with equitable and timely access to information and support</b>								
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
<b>Domain 5: Assessment</b>	<b>Standard Statement 5: Assessment is fair, reliable and valid</b>								
	Standard is substantially met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is substantially met	Standard is met	Standard is met	Standard is 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 School of Psychological Science at the University of Western Australia is commended for:

1. its collaborative, collegial and cohesive approach and the overall high levels of satisfaction displayed amongst the staff.
2. the positive leadership and support provided by the Head of School.
3. its strong emphasis on the scientist-practitioner model and the coherence, integration and sequencing of coursework, placement and research in the postgraduate programs.
4. the strong integration of research and research-led curriculum and teaching at all levels.
5. the individualised support provided to the Honours and postgraduate cohorts.
6. the introduction of an entry pathway for Indigenous students at the Honours level.