Australian Psychology Accreditation Council

Education provider accreditation submission

Submission against the APAC accreditation standards for psychology programs - effective 1 January 2019, version 1.2

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Submission preparation

This template is designed to be used as a guide in preparing a written submission and presenting evidence for consideration against the *Accreditation standards for psychology programs* (effective 1 January 2019, version 1.2).

The APAC Assessment Team considers both documentary evidence and experiential evidence to assess whether each criterion is met or not met.

To assist in preparing the submission, refer to the following documents and resources available for download via the [Resources page](https://apac.au/education-providers/resources/) on the APAC website:

* APAC Accreditation standards for psychology programs - effective 1 January 2019, version 1.2
* APAC Evidence guide - effective 1 January 2025, version 1.4
* Annexure to the APAC evidence guide: Standard 3 Program of study, criterion 3.8
* APAC Rules for accreditation - effective 27 June 2022, version 1.3
* Academic staff profile and student:staff ratio calculator (updated October 2024)
* Sample curriculum and assessment mapping
* Site visit schedule template

When preparing documentation for review it is important to keep in mind:

* readability - use clear, concise statements directly addressing each criterion including an explanation of how the evidence submitted demonstrates the criterion is met.
* accessibility - use hyperlinks to key documents within the submission or information available on websites.
* searchability - supporting evidence (for example, policies, procedures, timetables, reports, meeting minutes etc.) referenced in the text should be included in appendices and be easily found by using search tools, bookmarks or accurately referenced pages.

Avoid:

* duplication - there is no need for duplication. When supporting evidence for a criterion is identical across multiple programs or within the same graduate competency level or programs delivered in all modes and at all campuses, indicate this in the response and cross reference all relevant documentation.
* assumptions - do not assume the Assessment Team will have prior knowledge of the programs and information submitted for previous cycle assessment reviews. The submission is a point in time self-assessment and the aim of a cycle re-accreditation site visit is to gather evidence which helps determine if the programs meet all the Accreditation Standards at the time of the visit.
* APAC will provide the education provider with a link to Microsoft SharePoint folder to upload your submission and supporting documentation. Please sure that file names do not exceed 128 characters.

Should you require more information or assistance please contact APAC on 03 9999 4900 or [accreditation@apac.au](mailto:accreditation@apac.au).

Application of criteria

An APAC accredited program must enable graduates to achieve the graduate competencies at the specified levels.

The below table confirms the criteria which apply to each program level as not all criteria apply to all program levels.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domain 1: Public safety** | **Standard statement 1: Public safety is assured** | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | **Level 4** |
| criteria 1.1, 1.2 and 1.7 apply to all graduate competency levels | | | | | |
|  | |  | | criteria 1.3 - 1.6 apply only to Level 3 and 4 programs | |
|  | |  | | criteria 1.8 - 1.10 apply only to Level 3 and 4 programs | |
| **Domain 2: Academic governance and quality assurance** | **Standard statement 2: Academic governance and quality assurance processes are effective** | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | **Level 4** |
| All criteria apply to all graduate competency levels | | | | | |
| **Domain 3: Program of study** | **Standard statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies** | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | **Level 4** |
| criteria 3.1 - 3.6 and 3.8 apply to all graduate competency levels | | | | | |
|  | | criterion 3.7 apply only to Level 2, 3 and 4 programs | | | |
|  | |  | | criterion 3.9 apply only to Level 3 and 4 programs | |
| **Domain 4: The student experience** | **Standard statement 4: Students are provided with equitable and timely access to information and support** | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | **Level 4** |
| All criteria apply to all graduate competency levels | | | | | |
| **Domain 5: Assessment** | **Standard statement 5: Assessment is fair, reliable and valid** | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | **Level 4** |
| All criteria apply to all graduate competency levels | | | | | |

Education provider contact details

|  |  |
| --- | --- |
| **Insert higher education provider name** | |
| **Insert Academic Organisational Unit (AOU) name** | |
|  | |
| Head of AOU |  |
| Position title |  |
| Address |  |
| Telephone |  |
| e-mail |  |
| Signature |  |
| Date |  |

|  |  |
| --- | --- |
| **Officer(s) to contact concerning the application** | |
|  | |
| Name |  |
| Position title |  |
| Telephone |  |
| e-mail |  |

Program profile

|  |  |
| --- | --- |
| Higher education provider name |  |
| AOU name |  |
| Head office address |  |
| Programs, level of study and delivery mode | List all programs seeking accreditation  Insert program title as it will appear on the academic transcript and testamur.  Include all exit degrees and double or combined degrees.  Please indicate delivery mode of all programs; an on campus program is delivered wholly on campus or may include an online components whereas an online program is delivered wholly online or may include residential components.  For example:  **Bachelor of Arts in Psychology** (Level 1) (Campus: Melbourne, Online) |
| Programs in teach out | List all programs where students remain in the taught-out program beyond the end of the current accreditation cycle.  Insert program title as it will appear on the academic transcript and testamur.  For example:  **Bachelor of Arts in Psychology** (Level 1) (Campus: Melbourne, Online)  For new programs in teach out, complete notification of a program in teach out form and submit to APAC. |
| Campus(es) |  |
| Standards version | *APAC Accreditation standards for psychology programs* - effective 1 January 2019, version 1.2 |
| Purpose of assessment | Choose an item |
| Date of site visit | Click to enter a date. - Click to enter a date. |

Executive summary

Please provide a brief overview of the education programs seeking accreditation.

Include any information to assist in understanding the context which these programs are operating including:

* the AOU’s philosophy and vision for its programs
* the history of the programs and their development
* changes since the last review of the programs
* highlight any strengths and opportunities for further development of the programs
* plans for any major changes during the next accreditation period
* any other issues or matters that you’d like to make APAC aware of

|  |
| --- |
| Standard statement 1: Public safety is assured |
| * 1. Protection of the public is prominent amongst the guiding principles of each program of study in psychology. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. The education provider holds students and staff to high levels of ethical and professional conduct including in relation to applicable code(s) of conduct for the psychology profession. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and processes and meet all relevant regulations and standards. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Where students provide psychological services to clients and organisations, clients’ informed consent is obtained prior to provision of the service. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Before providing psychological services as part of a program, students:  1. are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement. 2. where required under the National Law, hold the appropriate registration with the relevant regulatory authority. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Staff are appropriately qualified for teaching, supervision and administrative duties at each level. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Placement supervision is sufficient to enable students to practise safely. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| Standard statement 2: Academic governance and quality assurance processes are effective |
| 2. 1. Robust academic governance arrangements that include systematic monitoring, review and improvement are in place for the programs. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review, including external benchmarking where programs and assessments may be compared to those offered by other providers. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. There is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. Mechanisms exist for responding within each program to contemporary developments in psychology education and related disciplines. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| * 1. The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and professional development. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| Standard statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies |
| 1. Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Teaching staff are appropriately qualified, experienced and *supported by the HEP to deliver the components* of the programs they teach. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. All programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. The quality and quantity of professional practice education is sufficient to produce graduates competent to practise across a range of settings. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a required learning outcome. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. The application of the principles of inter-professional learning and practice is included as a required learning outcome at the appropriate level in the program. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| Standard statement 4: Students are provided with equitable and timely access to information and support |
| 1. Information about learning and assessment processes and requirements is accurate, clear and accessible. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Admission and progression requirements and processes are fair, transparent and equitable. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Each program’s APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. The academic learning needs of students are identified and academic support provided. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Students are informed of the availability of personal and professional support services, and are equipped with skills to adequately maintain their own well-being. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Equity and diversity principles are observed and promoted in the student experience. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Students have access to effective grievance and appeals processes. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| Standard statement 5: Assessment is fair, reliable and valid |
| 1. The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s). |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. There is a clear relationship between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Multiple assessment tools, modes and techniques are used to assess program learning outcomes, and include where relevant direct observation in professional practice settings. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Program management, coordination, and moderation procedures ensure consistent and appropriate assessment and feedback to students. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

|  |
| --- |
| 1. Assessors of students are suitably qualified and experienced. |

**Education provider’s response**

**Please list the key evidence that demonstrates that this criterion is met.**

**Where appropriate please cross reference.**

Evidence mapping

Summary of evidence and the Standards and criteria the evidence is presented to address. Include hyperlinks to website or an appendix provided with this submission in the third column.

|  |  |  |
| --- | --- | --- |
| **Insert level which evidence is applicable to**  **For example, All levels, Level 1 programs only, packaged Level 3 and 4 programs** | | |
| **Documentary evidence submitted** | **Standard(s) / criteria addressed** | **Appendix/link** |
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| --- | --- | --- |
| **Insert level which evidence is applicable to**  **For example, All levels, Level 1 programs only, packaged Level 3 and 4 programs** | | |
| **Documentary evidence submitted** | **Standard(s) / criteria addressed** | **Appendix/link** |
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Appendices

List of appendices