

University of Adelaide - APAC Accreditation assessment summary report

Higher education provider	University of Adelaide
Name of the Psychology AOU	School of Psychology
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial and Re-accreditation (5 yearly cycle)
Programs and level of study assessed	Bachelor of Arts (Level 1) Bachelor of Arts (Advanced) (Level 1) Bachelor of Arts/Bachelor of Economics (Level 1) Bachelor of Arts/Bachelor of Music (Level 1) Bachelor of Arts/Bachelor of Science (Level 1) Bachelor of Criminology (Level 1) Bachelor of Engineering (Honours) (Chemical)/Bachelor of Arts (Level 1) Bachelor of Engineering (Honours) (Civil)/Bachelor of Arts (Level 1) Bachelor of Engineering (Honours) (Electrical and Electronic)/Bachelor of Arts (Level 1) Bachelor of Engineering (Honours) (Environmental and Climate Solutions)/Bachelor of Arts (Level 1) Bachelor of Engineering (Honours) (Mechanical)/Bachelor of Arts (Level 1) Bachelor of International Relations/Bachelor of Arts (Level 1) Bachelor of Media/Bachelor of Arts (Level 1) Bachelor of Psychological Science (Level 1) Bachelor of Psychological Science (Level 1) <i>*3-year bridging program</i> Bachelor of Teaching (Middle)/Bachelor of Arts (Level 1) Bachelor of Teaching (Secondary)/Bachelor of Arts (Level 1)

	<p>Graduate Diploma in Psychology (Level 1)</p> <p>Bachelor of Psychology (Advanced) (Honours) (packaged Level 1 and 2)</p> <p>Bachelor of Psychological Science (Honours) (Level 2)</p> <p>Graduate Diploma in Psychology (Advanced) (Level 2)</p> <p>Master of Psychology (Clinical) (packaged Level 3 and 4)</p> <p>Master of Psychology (Health) (packaged Level 3 and 4)</p> <p>Master of Psychology (Organisational and Human Factors) (packaged Level 3 and 4)</p> <p>Programs in teach out</p> <p>Bachelor of Arts (Level 1)</p> <p>Bachelor of Health Sciences (Level 1)</p> <p>Bachelor of Science (Level 1)</p> <p>Doctor of Philosophy/Master of Psychology (Clinical) (packaged Level 3 and 4)</p> <p>Doctor of Philosophy/Master of Psychology (Health) (packaged Level 3 and 4)</p> <p>Doctor of Philosophy with Master of Psychology (Organisational and Human Factors) (packaged Level 3 and 4)</p>
Campus	North Terrace, Online
Date of site visit	25 - 29 July 2022
Date of APAC Board Determination	28 November 2022
Accreditation start date	1 January 2023
Accreditation end date	31 December 2027

Background and overview

The University of Adelaide's (Adelaide) suite of Level 1 three year and Level 1 bridging, Level 2 fourth year and packaged Level 3 and 4 Clinical, Organisational and Human Factors and Health Masters and combined Masters/Doctor of Philosophy (PhD) psychology programs were last reviewed for the purpose of re-accreditation by the Australian Psychology Accreditation Council (APAC) in 2017.

At the time of the 2017 review, the undergraduate and postgraduate programs offered were accredited with conditions for a shortened period as a number of shortfalls were identified against the *Accreditation Standards*. Following the re-accreditation review, all outstanding conditions were satisfied, and the suite of programs has since been accredited without conditions.

In 2018, the School of Psychology (School) submitted an application for accreditation for the Level 2 four-year Bachelor of Psychology (Advanced) (Honours) program. At the time of the review, the program was accredited subject to conditions as a small number of shortfalls were identified against the *Accreditation Standards*. Subsequent to the initial review, all outstanding conditions were satisfied, and the program has since been accredited without conditions.

Further, in 2020, the School submitted an application for accreditation for the Level 1 Graduate Diploma in Psychology bridging program to be delivered online in partnership with Pearson. At the time of the review, the program was accredited subject to a number of conditions and a monitoring requirement to address the shortfalls identified against the *Accreditation Standards*. Subsequent to the review, additional evidence was received and a feedback session with current students who had completed their first semester of studies was conducted in November 2020, after which all outstanding conditions were satisfied and the program has since been accredited without conditions, subject to further final monitoring requirement.

In advance of the re-accreditation review, the School submitted an application in 2021 for accreditation for the online Level 2 Graduate Diploma in Psychology (Advanced) program. The Level 2 Graduate Diploma online offering in partnership with Pearson provides a pathway for graduates of the existing Level 1 Graduate Diploma, as well as other suitable applicants, to continue their learning in Psychology. At the time of the review, the program was accredited subject to one condition to request further evidence to be considered as part of the 2022 re-accreditation review.

The APAC Assessment Team considered the School's 117 page self-review, including attached appendices against the *Accreditation Standards*. Following the Assessment Team conference held on 8 June 2022, subsequent information was requested and received from the School, including:

- details of how the School ensures that clients' informed consent is obtained prior to the provision of psychological services for the packaged Level 3 and 4 programs,
- an update on the progress and outcomes of external benchmarking exercises, including:
 - how the outcomes of the exercises have informed the quality and continuous improvement of the programs;

- any reports for the benchmarking activities for the online Level 1 program, the thesis assessments within the Level 2 programs and for the packaged Level 3 and 4 Organisational and Human Factors program; and
- confirmation around whether the meeting between relevant education providers regarding benchmarking of the Level 2 programs occurred in March 2022,
- any update on the progress of the psychology programs currently undertaking the curriculum renewal process and the proposed updated learning outcomes,
- the inherent requirements for the packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors programs,
- clarification around the moderation processes at a program level,
- clarification around where ethics and ethical practice is taught and assessed throughout the packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors programs,
- a variety of de-identified samples of student placement logbooks across all placements,
- clarification around the SSR for the Level 1 programs, including revised calculations to include casual staff appointed to support the cohort in achieving the Level 1 Foundational Competencies,
- any competency assessment rating tools used throughout the placement within the packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors programs,
- the minutes for the Advisory Committee meetings for the packaged Level 3 and 4 Clinical and Health programs,
- details of the psychology test library available for professional training, and
- how standardised psychological testing competencies are assessed throughout the packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors programs.

Prior to the virtual site visit, the Assessment Team was provided with a pre-recorded guided tour of the range of facilities at the UniHealth Playford Clinic located in Munno Para and the Centre for Treatment of Anxiety and Depression (CTAD) located in Thebarton. Furthermore, the School provided a variety of samples of student video assessments for the *PSYCHOL4302 Current Issues in Psychology* and *PSYCHOL6505OL Culture and Context* units.

The Assessment Team conducted a virtual site visit on 25 - 29 July 2022. During the virtual site visit, the Assessment Team interviewed a range of individuals via Zoom conferences, including:

- Head of School
- Executive Dean, Faculty of Health and Medical Sciences

- Former Head of School
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors Program Coordinators
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors Unit Coordinators
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 permanent and sessional academic teaching staff
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors current students
- Level 1, Level 2, Level 3 and packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors recent graduates
- UniHealth Playford and CTAD Clinic Directors
- Packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors Placement Coordinators
- Clinical Titleholders and Research Fellows
- Internal and external placement supervisors for Clinical, Health and Organisational and Human Factors programs
- Professional staff
- Representatives of the Diversity and Inclusion Committee
- Representative of the Qualitative Research working party
- Representative of the Research Methods working party
- Representative of the Feedback working party
- Psychology Programs Board

During the site visit the Assessment Team was provided with additional information including clarification regarding who is responsible for signing off on student placement logbooks to ensure that the students have met the requirements of their placement and acquired the relevant competencies.

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.

Key findings

The School is embedded within the Faculty of Health and Medical Sciences (Faculty) and has a strong, long-standing reputation and focus for offering high quality programs in psychology education and excellence in research and scholarly activities. The School's leadership team drives the strategic direction to ensure that students have the opportunity to excel in their studies and research, and to produce graduates who have the necessary skills and attributes to practice as a psychologist. Throughout the virtual site visit, the Assessment Team was impressed by the School's innovation and commitment to a positive student experience, the support and guidance by the leadership team, as well as the collegial, collaborative and cohesive relationships amongst academic and professional staff, students and industry professionals.

The evidence gathered indicates that while there are distinct differences around the delivery of the Level 1, packaged Level 1 and 2 and Level 2 programs, all undergraduate programs are well coordinated and managed. The Assessment Team heard a range of views that the curriculum across the programs is contemporary and well maintained, and students appreciate the opportunity for work integrated learning. The online Level 1 and Level 2 Graduate Diploma programs have proven to be successful in their implementation and are a key strength of the School. The School is encouraged to continue exploring opportunities to integrate and streamline the structure and delivery of the online and face to face Level 1 and Level 2 undergraduate programs.

For the postgraduate programs, the Assessment Team recognised that the programs' structures allow students to establish a mutual foundation in psychology before focusing on their areas of specialisation and encourages further engagement and ongoing connection enabling respect for the strengths and weaknesses of each speciality. The School is commended for constructing an environment that lends itself to intra-professional collaboration between the Clinical, Health and Organisational and Human Factors streams, where cross pollination of the specialisations was evident and appears to be working well.

At the time of the virtual site visit, the Adelaide and the School had recently completed an organisational restructure resulting in centralisation of most administrative support. While the School is yet to see the full impact of this restructure, the Assessment Team gathered evidence from multiple sources that indicates staff are becoming increasingly overwhelmed with the additional administrative responsibilities to maintain and manage the delivery of the programs. The Assessment Team noted that the School projects a continued increase in student enrolment numbers in the coming years, specifically for the undergraduate programs. It is recommended that the School considers the implications of the limited casual marking support available which may impact the sustainability and viability of academic staff workload and the quality and effectiveness of assessment of the graduate competencies.

Within the postgraduate programs, it was noted that some academic staff have multiple roles, particularly in relation to supervision. This seems to be in part, related to the limited staff available to cover these multiple roles. This may have the potential to lead to confusion amongst students and possible challenges with maintaining confidentiality. While it appears that staff are managing these overlapping roles reasonably well, it is recommended that the School puts formal mechanisms in place and disseminates clear guidance to students regarding the appropriate pathways to escalate issues, the clear delineation of various staff roles and the sharing of information between various staff members.

The Assessment Team heard evidence of the work undertaken by the Academic Lead in Indigenous Education and Engagement to embed meaningful and authentic education and training in cultural responsiveness within the suite of programs, as well as the development of specific pathways for indigenous entry into the postgraduate programs and its engagement with indigenous health services. Further, the supervisory structure and facilities at the UniHealth Playford Clinic and the CTAD are fit for purpose and the clinics provide students with unique learning opportunities to work within multidisciplinary teams.

The Assessment Team identified several opportunities for quality improvement. The Assessment Team heard views to indicate that the Sonia Placement Management Software is not equipped to meet the needs of the placement components for postgraduate psychology programs. As such, it is recommended that the School explores opportunities to improve and strengthen the system to ensure useability, its effectiveness and efficiency.

The Assessment Team identified several commendable aspects of the programs. Interview evidence confirms that the School's inclusion of work integrated learning opportunities within the undergraduate programs is appreciated and highly valued. The successful roll out and commencement of the Level 1 Graduate Diploma program resulting in a positive student experience, including the well planned, high quality of teaching material and practices, use of online technology, the suitability of assessment methods utilised and timeliness of assessment feedback despite shorter teaching periods is commendable. Within the postgraduate programs, the School is commended on its efforts to establish a strong and impressive relationship with industry professionals, particularly with the Defence Science and Technology Group (DSTG), and the engagement with externally placed academic titleholders and research fellows who contribute towards the design and teaching of the programs.

APAC Board determination

That the following programs at the University of Adelaide are accredited from **1 January 2023** until **31 December 2027**:

- **Bachelor of Arts/Bachelor of Economics** (Level 1) (Campus: North Terrace)
- **Bachelor of Arts/Bachelor of Music** (Level 1) (Campus: North Terrace)
- **Bachelor of Arts/Bachelor of Science** (Level 1) (Campus: North Terrace)
- **Bachelor of Engineering (Honours) (Chemical)/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Engineering (Honours) (Civil)/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Engineering (Honours) (Electrical and Electronic)/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Engineering (Honours) (Environmental and Climate Solutions)/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Engineering (Honours) (Mechanical)/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of International Relations/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Media/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Teaching (Middle)/Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Teaching (Secondary)/Bachelor of Arts** (Level 1) (Campus: North Terrace)

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

- **Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Arts (Advanced)** (Level 1) (Campus: North Terrace)
- **Bachelor of Criminology** (Level 1) (Campus: North Terrace)
- **Bachelor of Psychological Science** (Level 1) (Campus: North Terrace)
- **Bachelor of Psychological Science** (Level 1) (Campus: North Terrace) **3-year bridging program*
- **Graduate Diploma in Psychology** (Level 1) (Campus: Online)
- **Bachelor of Psychology (Advanced) (Honours)** (packaged Level 1 and 2) (Campus: North Terrace)

- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: North Terrace)
- **Graduate Diploma in Psychology (Advanced)** (Level 2) (Campus: Online)
- **Master of Psychology (Clinical)** (packaged Level 3 and 4) (Campus: North Terrace)
- **Master of Psychology (Health)** (packaged Level 3 and 4) (Campus: North Terrace)
- **Master of Psychology (Organisational and Human Factors)** (packaged Level 3 and 4) (Campus: North Terrace)

That the following programs in teach out at the University of Adelaide are re-accredited until **31 December 2027**:

- **Bachelor of Arts** (Level 1) (Campus: North Terrace)
- **Bachelor of Health Sciences** (Level 1) (Campus: North Terrace)
- **Bachelor of Science** (Level 1) (Campus: North Terrace)
- **Doctor of Philosophy/Master of Psychology (Clinical)** (packaged Level 3 and 4) (Campus: North Terrace)
- **Doctor of Philosophy/Master of Psychology (Health)** (packaged Level 3 and 4) (Campus: North Terrace)
- **Doctor of Philosophy with Master of Psychology (Organisational and Human Factors)** (packaged Level 3 and 4) (Campus: North Terrace)

Subject to the following condition:

For all 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.

As a monitoring requirement, the School is to provide:

1. a range of de-identified samples of student assessments for the Level 2 Graduate Diploma program as part of the 2023 annual report, and

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2. an update on the progress and outcomes of the external benchmarking exercises for all programs as part of the 2024 and 2025 annual reports.
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Table 1: Summary of findings regarding each criterion for each Standard

	Level 1	Level 1 & 2	Level 2	Level 3 and 4 Clinical	Level 3 and 4 Health	Level 3 and 4 Org
Domain 1: Public safety	Standard Statement 1: Public safety is assured					
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective					
	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	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 met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
Domain 4: The student experience	Standard Statement 4: Students are provided with equitable and timely access to information and support					
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid					
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met	Standard is met

Quality improvement suggestions

A quality improvement suggestion refers to an action or a course of actions that should be considered by the education provider to improve the delivery and/or outcomes of the program.

The suggestions are as follows. It is recommended that the School of Psychology at the University of Adelaide:

1. explore opportunities to improve and strengthen the placement management software system to ensure useability, effectiveness and efficiency.
2. continue to explore opportunities to integrate and streamline the structure and delivery of the on campus and online offerings of the Level 1 and Level 2 programs.
3. amend wording to correct reference to accreditation by the 'Psychology Board of Australia' within the *Professional accreditation* subheading on the program's webpage with accreditation by the 'Australian Psychology Accreditation Council' for the packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors programs.
4. puts formal mechanisms in place and disseminates clear guidance regarding interacting and sharing information between staff engaged in various roles within the packaged Level 3 and 4 Clinical, Health and Organisational and Human Factors programs.
5. ensures that the Level 1 and Level 1 component of the packaged Level 1 and 2 programs are sufficiently resourced and academic staff are well supported and have adequate time to devote to marking more complex assessments to ascertain student's attainment of the *Foundational Competencies*.

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 programs. The School of Psychology at the University of Adelaide is commended for:

1. its inclusion of work integrated learning through undergraduate internships and future research internships.
2. its strong relationship with industry professionals, particularly with the DSTG, and the involvement of externally placed academic titleholders and research fellows.

3. the integration of cultural diversity and responsiveness led by the Academic Lead of Indigenous Education and Engagement, including the development of specific pathways for indigenous students entry into the postgraduate programs and its engagement with indigenous health services.
4. creating an opportunity for cross pollination and intra-professional learning and collaboration between the three streams of the postgraduate professional programs; Clinical, Health, and Organisational and Human Factors psychology.
5. the high-quality facilities, strong supervision models and unique learning opportunities related to inter-professional learning and practice at the UniHealth Playford Clinic and CTAD.
6. the successful implementation and positive student experience for the online Level 1 Graduate Diploma program, including the quality of teaching and close alignment of assessment and materials with the learning outcomes and *Foundational Competencies*.