

University of Technology Sydney - APAC Accreditation assessment summary report

Higher education provider	University of Technology Sydney
Name of the Psychology AOU	Discipline of Clinical Psychology
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 Psychology (Level 1) Graduate Diploma in Psychology (Advanced) (Level 2)
Campus	Online
Date of review	May 2022
Date of APAC Board Determination	28 November 2022
Accreditation start date	1 June 2022
Accreditation end date	31 December 2024

Background and overview

This is a report of an Australian Psychology Accreditation Council (APAC) initial accreditation assessment following a submission by the University of Technology Sydney (UTS) Discipline of Clinical Psychology's (Discipline) for the accreditation of the Level 1 Graduate Diploma in Psychology and Level 2 Graduate Diploma in Psychology (Advanced) programs. This assessment is in the form of an on-paper assessment based solely on the *Submission for accreditation* and the rejoinder to the draft report.

The proposed Level 1 bridging and Level 2 programs are the first undergraduate programs offered by the Discipline of Clinical Psychology at UTS' Graduate School of Health. These programs are intended to be delivered fully online as part of the UTS Online portfolio and are planned to commence in October 2022.

Key findings

The Level 1 bridging program comprises ten core units (60 credit points) and is designed to equip students with broad and coherent knowledge and skills in the scientific discipline of psychology. The core units are separated into three tiers and students are required to complete all coursework units within Tier 1 before progressing to units in *Tier 2* and then *Tier 3*.

The Level 2 program consists of six core units (48 credit points) and is designed to equip students with basic knowledge and skills in the professional practice of psychology and the independent conduct and evaluation of scientific research. The core units are split into three tiers and students should complete all coursework units within Tier 1 before progressing to *Tier 2*. *Tier 2* and *Tier 3* each include a double weighted research units (*Research Project 1* and *Research Project 2*, 12 credit points each) resulting in the completion of a single thesis.

Both programs are designed to be delivered through synchronous and asynchronous activities and uses a carousel format with six study periods. Most units (except *Research Project 1* and *Research Project 2*) are taught in six week period.

The proposed programs meet most of the *Accreditation Standards* except for Standard 2 Academic governance and quality assurance, criteria 2.2 and 2.3 and some criteria within Standard 3 Program of study and Standard 5 Assessment. In most cases, the *Accreditation Standards* that are not met relate to processes that are not expected to be in place until the programs are operational and submission of further evidence, such as assessment marking guides and students work samples are required to demonstrate competence against all program learning outcomes.

The strengths of the programs include the considered integration of cultural responsiveness in the curriculum and the diverse assessment tools incorporated to assess learning outcomes, some of which are well-suited for online platform. The inclusion of reflective exercises in assessments at Level 1 bridging and Level 2 is commendable. The main concern is the seemingly insufficient staff for research supervision for the Level 2 program. The programs will also benefit from broader external input including prospective employers.

APAC Board determination

That the following programs at the University of Technology Sydney is accredited from **1 June 2022** until **31 December 2024**:

- **Graduate Diploma in Psychology** (Level 1) (Campus: Online)
- **Graduate Diploma in Psychology (Advanced)** (Level 2) (Campus: Online)

Subject to the following conditions:

For all programs

By **31 December 2022**:

1. To ensure Standard 3 Program of study, criteria 3.5 and 3.6 are met, the Discipline is to provide evidence demonstrating how the resources and learning methods utilised via the Canvas Learning Management System and the Self and Peer Assessment Resource Kit are appropriate and sufficient to ensure students' achievement of the relevant graduate competencies, in particular to ensure that *Foundational Competency 1.5* (interpersonal skills and teamwork) is being taught and assessed (criteria 3.5 and 3.6).

By **30 April 2023**:

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 Discipline is to provide evidence demonstrating
 - i. newly appointed staff are appropriately qualified for teaching, supervision, assessment and administrative duties for all programs (criteria 1.7, 3.3 and 5.5), and
 - ii. there is sufficient staffing to support the student cohort in acquiring *Level 2 Pre-Professional Competencies* for the Level 2 program (criterion 3.4).
3. To ensure Standard 2 Academic governance and quality assurance, criteria 2.2 and 2.3 are met, the Discipline 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.
4. To ensure Standard 5 Assessment, criteria 5.1, 5.2, 5.3 and 5.4 are met, the Discipline is to provide evidence demonstrating that the learning outcomes in each program are appropriately assessed (related to Standard 3 Program of study, criterion 3.2) and evidence of:
 - i. details of criterion-based assessment tasks,


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- ii. detailed information about moderation practices used, and
 - iii. a range of samples of de-identified student assessments.
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Table 1: Summary of findings regarding each criterion for each Standard

	Level 1	Level 2
Domain 1: Public safety	Standard Statement 1: Public safety is assured	
	Standard is substantially met	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	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	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	Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid	
	Standard is substantially met	Standard is substantially 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 Discipline of Clinical Psychology at University of Technology Sydney:

1. consider the staffing required to support feasible research supervision in the Level 2 program.
2. consider regular contact time in each unit to facilitate student interactions and group work in addition to the three hours per unit for both the Level 1 bridging and 2 programs.

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 Discipline of Clinical Psychology at University of Technology Sydney is commended for the:

1. quality of the accreditation submission which comprehensively addresses each standard with thorough explanation and supporting evidence.
2. integration of cultural responsiveness in the curriculum with thoughtful design of learning outcomes and assessments.
3. inclusion of industry guest lectures early in the Level 1 bridging program, highlighting the importance of industry engagement as well as, the emphasis on future career to enhance graduate employability.