

University of Notre Dame Australia - APAC Accreditation assessment summary report

Higher education provider	University of Notre Dame Australia
Name of the Psychology AOU	School of Arts and Sciences
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial accreditation (out of cycle)
Programs and level of study assessed	Bachelor of Arts in Psychology (Level 1) Bachelor of Arts in Psychology/Bachelor of Counselling (Level 1) Bachelor of Arts in Psychology/Bachelor of Behavioural Science (Level 1) Bachelor of Human Resource Management/Bachelor of Arts in Psychology (Level 1) Bachelor of Science Psychology (Level 1) Bachelor of Arts (Honours) Psychology (Level 2) Bachelor of Science (Honours) Psychology (Level 2) Master of Professional Psychology (Level 3)
Campus	Fremantle, Sydney
Date of review	June 2022
Date of APAC Board Determination	28 August 2023
Accreditation start date	1 January 2023
Accreditation end date	31 December 2028

Background and overview

This is a report of an Australian Psychology Accreditation Council (APAC) initial on-paper accreditation assessment of the University of Notre Dame Australia's proposed Level 1, Level 2 and Level 3 programs to be delivered at the Fremantle and Sydney campuses.

The University of Notre Dame Australia comprises three Faculties across campuses in Fremantle, Broome and Sydney. The School of Arts and Sciences (School) is nested within the Faculty of Arts, Sciences, Business and Law and currently offers programs in human and social sciences at undergraduate and postgraduate levels, primarily across the Fremantle and Sydney campuses. The School does not currently have any accredited psychology programs, instead offering majors in applied psychology in a Bachelor of Arts degree in a non-accredited program. The University wishes to apply for accreditation of psychology programs delivering the Level 1, Level 2 and Level 3 graduate competencies.

The Assessment Team conducted an onsite visit as part of the initial accreditation assessment review on 2 June 2023. During the visit, the Assessment Team interviewed a range of individuals onsite and via Zoom conference, including:

- National Head of School
- Executive Dean: Faculty of Arts, Sciences, Law and Business
- National Deputy Dean: Teaching and Learning
- Head of Curriculum and Quality
- Discipline Lead Psychology and Level 3 Program Coordinator
- Level 1, Level 2 and Level 3 academic teaching staff

The findings in this report are based on the Assessment Team's evaluation of the material provided as part of the *Submission for accreditation* documentation and interview evidence at the time of the visit, as well as information provided in the rejoinder to the draft report.

Key findings

The proposed programs appear to meet the majority of the *2019 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.

Additional areas appearing to require further attention are:

- there are appropriately qualified and experienced staff appointed for teaching, supervision, assessment and administrative duties to support the student cohorts in acquiring the graduate competencies at all levels,
- processes to ensure students undertaking external placements obtain informed consent before offering a psychological service, and
- there is sufficient teaching relating to interpersonal skills and teamwork within the Level 1 and Level 2 programs, and the applications of the principles of inter-professional practice and practice across the lifespan within the Level 3 Master of Professional Psychology (MPP) program.

APAC Board determination

That the following programs at the University of Notre Dame Australia are accredited from **1 January 2023** until **31 December 2028**:

- **Bachelor of Arts in Psychology** (Level 1) (Campus: Fremantle, Sydney)
- **Bachelor of Arts in Psychology/Bachelor of Counselling** (Level 1) (Campus: Fremantle, Sydney)
- **Bachelor of Arts in Psychology/Bachelor of Behavioural Science** (Level 1) (Campus: Fremantle)
- **Bachelor of Human Resource Management/Bachelor of Arts in Psychology** (Level 1) (Campus: Fremantle, Sydney)
- **Bachelor of Science Psychology** (Level 1) (Campus: Fremantle)
- **Bachelor of Arts (Honours) Psychology** (Level 2) (Campus: Fremantle, Sydney)
- **Bachelor of Science (Honours) Psychology** (Level 2) (Campus: Fremantle)
- **Master of Professional Psychology** (Level 3) (Campus: Fremantle, Sydney)

Subject to the following conditions:

For all programs:

By **31 December 2023**:

1. To ensure Standard 1 Public safety, criterion 1.7, Standard 3 Program of study, criterion 3.3 and Standard 5 Assessment, criterion 5.5 are met, the School is to provide:
 - i. an update on the recruitment process for appropriately qualified academic staff to undertake teaching, assessment and administrative duties, and
 - ii. evidence that newly appointed staff members are appropriately qualified for teaching, assessment and administrative duties to support the student cohort in acquiring the graduate competencies.
2. To ensure Standard 3 Program of study, criterion 3.4 is met, the School is to provide evidence that sufficient staffing arrangements are in place to support the student cohort in acquiring the graduate competencies.
3. To ensure Standard 5 Assessment, criterion 5.5 is met, the School is to provide evidence demonstrating that all staff assessing student competencies are appropriately qualified.

By **30 June 2024**:

4. To ensure Standard 2 Academic governance and quality assurance, criteria 2.2 and 2.3 are met, the School is to provide an update and evidence outlining processes that have been adopted to ensure appropriate quality assurance and consultation processes.

For the Level 1 and Level 3 programs:

By **31 December 2023**:

1. To ensure Standard 3 Program of study, criteria 3.2 and 3.9 and Standard 5 Assessment, criteria 5.1, 5.2 and 5.3 are met, the School is to provide evidence demonstrating that the following graduate competencies are sufficiently taught, clearly articulated and appropriately assessed as required learning outcomes:
 - i. *Foundational Competency 1.5* for the Level 1 program (criteria 3.2, 5.1 and 5.2)
 - ii. *Professional Competency 3.2* for the Level 3 program (criteria 3.2, 5.1 and 5.2), and
 - iii. the applications of the principles of inter-professional learning and practice for the Level 3 program (criteria 3.9, 5.1, 5.2 and 5.3).

For the Level 3 program:

By **30 September 2024**:

1. To ensure that Standard 1 Public safety, criterion 1.5 is met, the School is to provide a report outlining the processes that will be used to ensure that external providers have appropriate systems in place to ensure that informed consent is sought from all clients receiving a psychological service.
2. To ensure that 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:
 - i. a range of samples of de-identified placement logbooks demonstrating the progress of student placements, including details of the hours of placement accrued and supervision provided (criteria 1.8, 1.9 and 1.10), and
 - ii. details on the content of the simulated practice placement components (criterion 1.9).

For all programs:

By **31 December 2024**:

1. To ensure Standard 3 Program of study, criteria 3.5 and 3.6 are met, the School is to provide evidence that appropriate learning, teaching and assessment methods and resources are used to support the student cohort to achieve the learning outcomes.

As a monitoring requirement, a site visit is to be undertaken by mid-2024 to ensure that the programs are rolling out as intended and continue to meet the Accreditation Standards.

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

	Level 1	Level 2	Level 3
Domain 1: Public safety	Standard Statement 1: Public safety is assured		
	Standard is substantially met	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	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	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	Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid		
	Standard is substantially met	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.

It is recommended that the School of Arts and Sciences at the University of Notre Dame Australia:

1. expands membership on its Course Advisory Committees to seek advice from individuals who have deep knowledge and experience of teaching, supporting and/or managing accredited programs.