

Monash University - APAC Accreditation assessment summary report

Higher education provider	Monash University
Name of the Psychology AOU	School of Psychological Sciences
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 Laws (Honours)/Bachelor of Arts (Level 1) Bachelor of Psychology (Level 1) Bachelor of Science (Level 1) Bachelor of Science Advanced - Global Challenges (Honours) (Level 1) Bachelor of Science Advanced - Research (Honours) (Level 1) Graduate Diploma in Psychology (Level 1) Bachelor of Science Advanced - Research (Honours) (packaged Level 1 and 2) Bachelor of Arts (Honours) (Level 2) Bachelor of Psychology (Honours) (Level 2) Bachelor of Science (Honours) (Level 2) Graduate Diploma of Professional Psychology (Level 2) Graduate Diploma of Psychology Advanced (Level 2) Master of Professional Psychology (Level 3) Doctor of Philosophy (Clinical Neuropsychology) (packaged Level 3 and 4) Doctor of Philosophy (Clinical Psychology) (packaged Level 3 and 4) Master of Clinical Psychology (packaged Level 3 and 4)

	<p>Master of Educational and Developmental Psychology (packaged Level 3 and 4)</p> <p>Master of Educational and Developmental Psychology and Doctor of Philosophy (packaged Level 3 and 4)</p> <p>Master of Educational and Developmental Psychology Advanced (Level 4)</p> <p>Programs in teach out:</p> <p>Bachelor of Arts (Level 1)</p> <p>Bachelor of Psychological Science (Level 1)</p> <p>Bachelor of Psychology (Honours) (packaged Level 1 and 2)</p> <p>Bachelor of Psychology (with Honours) (packaged Level 1 and 2)</p> <p>Doctor of Psychology in Clinical Neuropsychology (packaged Level 3 and 4)</p>
Campus	Clayton, Online
Date of site visit	24 July - 2 August 2023
Date of APAC Board Determination	30 October 2023
Accreditation start date	1 January 2024
Accreditation end date	31 December 2028

Background and overview

Monash University (Monash), School of Psychological Sciences' (School) suite of Level 1 three-year sequence and Graduate Diploma (bridging), packaged Level 1 and 2 four-year sequence, Level 2 fourth year Honours Graduate Diploma of Psychology Advanced (GDPA), and packaged Level 3 and 4 Masters and combined Doctor of Philosophy (PhD) Clinical and Clinical Neuropsychology programs was last reviewed for the purpose of re-accreditation by the Australian Psychology Accreditation Council (APAC) in 2018. APAC also considered the Level 2 Graduate Diploma of Professional Psychology (GDPP), Level 3 Master of Professional Psychology and packaged Level 3 and 4 Educational and Developmental psychology programs delivered by the Faculty of Education at the Clayton campus.

This report concerns only the programs delivered at Monash's Clayton campus and online; please refer to the separate report for Monash's Level 1 and Level 2 programs located at the Malaysia campus.

At the time of the 2018 review, the Level 1, packaged Level 1 and 2, Level 2, Level 3 and packaged Level 3 and 4 Masters and combined Doctor of Philosophy (PhD) Clinical, Clinical Neuropsychology and Educational and Developmental programs were accredited subject to conditions for a shortened period of time as a number of shortfalls were identified against the Accreditation Standards. Following the review, the outstanding conditions were met and the suite of programs have since been accredited without conditions.

In 2020, the School submitted an out of cycle initial application for accreditation of a Level 4 Master of Educational and Developmental Psychology Advanced program to be delivered online. At the time of the review, the program was accredited subject to five conditions as a small number of shortfalls were identified against the Accreditation Standards. Subsequent to the initial review, all outstanding conditions were met and the program has since been accredited without conditions.

The APAC Assessment Team considered the School's 286 page self-review and attached appendices against the Accreditation Standards. Following the Assessment Team conference held on 8 June 2023, additional information was requested and received from the School, including:

- clarification on the School's process to determine professional equivalence when an academic staff member does not hold appropriate qualifications to teach or assess.
- additional samples of student logbooks demonstrating student progress across the entire placement series for packaged Level 3 and 4 programs.
- clarification on the activities counted as professional experience within the Level 3 program.
- details of how the following competencies are sufficiently taught and appropriately assessed as required learning outcomes:
 - *Foundational Competency 1.5* (interpersonal skills and teamwork) within the Level 1 programs, and
 - professional ethics and *Pre-Professional Competency 2.2* (interpersonal communication and interview skills) within the Level 2 programs.

- clarification around how a quiz is sufficient to assesses *Pre-Professional Competency 2.2* (developing rapport) as a required learning outcome within the Level 2 Honours program.
- clarification around where *Professional Competency 3.17* is assessed as a required learning outcome within the packaged Level 3 and 4 Clinical and Clinical Neuropsychology programs, including a range of samples of completed research projects.
- separate student to staff ratios for each sequence being assessed (including Level 1 and Level 2 programs delivered at Clayton campuses), as well as clarification of how the staffing arrangements are sufficient to support the student cohorts for programs with a higher than the indicative student to staff ratio (such as packaged Level 3 and 4 Clinical and Clinical Neuropsychology programs).
- recent minutes for any Course Advisory Board meetings for the postgraduate programs.
- examples of how student feedback has been used to inform quality improvements for the suite of psychology programs.
- plans for ongoing systematic external benchmarking exercises for the suite of psychology programs.

Prior to the site visit, the Assessment Team was provided with a pre-recorded guided tour of the range of facilities at the Turner Institute for Brain and Mental Health (Turner Institute) and the Krongold Clinic.

The Assessment Team conducted a site visit at the Clayton campus on 24 - 28 July 2023, and on 2 August 2023 virtually. During the site visit, the Assessment Team interviewed a range of individuals in person and via Zoom, including:

- Head, School of Psychological Sciences
- Deputy Head of School (Education) and Senior Director of Education
- Head, Malaysia Department of Psychology
- Director, Psychology and Counselling Programs, Faculty of Education
- Deputy Dean, Faculty of Medicine, Nursing and Health Sciences
- Head, Jeffery Cheah School of Medicine and Health Sciences
- Director, Online Education
- Director, Undergraduate Education
- Director, Postgraduate Training (Coursework)
- Deputy Director, Undergraduate Education

- For the Level 1 Bachelor and bridging, packaged Level 1 and 2, Level 2 Honours, GDPP and GDPA, Level 3 MPP, packaged Level 3 and 4 Clinical, Clinical Neuropsychology and Educational and Developmental Psychology and Level 4 Educational and Developmental Psychology Advanced programs:
 - Program Coordinators
 - Unit Coordinators
 - Current students
 - Recent graduates
- Level 1 Bachelor and bridging and Level 2 Honours and GDPA sessional academic staff
- Turner Institute and the Krongold Clinic Directors
- Packaged Level 3 and 4 Clinical and Clinical Neuropsychology Placement Coordinators
- Packaged Level 3 and 4 Clinical, Clinical Neuropsychology and Educational and Developmental Psychology and Level 4 Educational and Developmental Psychology Advanced internal and external placement supervisors
- Professional staff

During the site visit, the Assessment Team was provided with additional information, including:

- position descriptions for roles under the new leadership structure, including:
 - Director of Online Education,
 - Director of Undergraduate Education,
 - Deputy Director of Undergraduate Education, and
 - Director of Postgraduate Training (Coursework).
- a position description for the Course convenor role.
- for the packaged Level 3 and 4 Clinical and Clinical Neuropsychology PhD and the proposed Masters programs, plans for external benchmarking exercises.
- clarification on where students enrolled in the Level 2 programs are able to locate assessment-related information, assessment requirements and marking criteria/rubrics on Moodle, including any screenshots of Moodle pages to locate this information.

- For the Level 3, packaged Level 3 and 4 Educational and Developmental and Level 4 Educational and Developmental Advanced programs:
 - information and copies of any guidance documentation to assist the School during mid and end of placement reviews.
 - clarification around how the outcomes of the mid and end of placement reviews are documented.
 - clarification around the process for circumstances when students are not demonstrating adequate progress or meeting the competencies.
 - clarification around how student attainment of the unit learning outcomes is assessed at the end of the professional experience unit.
 - when there are any concerns around fitness to practice, details of the process and policies in place for mandatory reporting of notifiable conduct and impairment.
 - clarification around the process for managing a concern around specific placement providers or supervisors, especially related to any ethical and/or professional practice concerns.
 - information regarding the activities that occur during group supervision, and how this time is used.
 - samples of placement contracts or learning agreements the ED5567, EDF5568 and EDF5572 units.
 - clarification around how the Discipline ensures that students enrolled in the Level 4 Educational and Developmental Advanced program have had sufficient training and education to begin their placements.
 - a copy of the placement manual, as well as a range of samples of placement logbooks for the Level 4 Educational and Developmental Advanced program.

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

Key findings

The School provides students with access to scientific and inquiry-focussed psychology education and training in preparation to practise as a psychologist. The University's commitment to producing well-educated and competent graduates, and the professionalism and supportiveness of the academic teaching staff was evident during the visit, specifically at Level 2 and across the postgraduate programs. The Assessment Team was impressed by the collegiality and dedication displayed amongst the various stakeholders involved in supporting the student cohorts to achieve the objectives of the programs. Interview evidence gathered from multiple sources indicated that there is a deep appreciation for the scientific rigour of the programs' curricula with students reporting their attraction to the suite of programs for its long-standing reputation for quality education and research excellence. It is evident that the School is led by a strong leadership team who drive the commitment and strategic direction towards providing a positive student experience.

The Assessment Team gathered evidence that confirms the Level 1 Bachelor and bridging, packaged Level 1 and 2 and Level 2 Honours, GDPP and GPDA programs are well managed and coordinated. Interview evidence indicated that the high quality of research training and ethical practice is valued and a clear strength of the programs. While generally, students reported satisfaction with the timeliness of feedback on assessments, there were some concerns raised around the consistency of marking and feedback received from tutors. It was noted that work is being undertaken to implement a new moderation process to ensure consistent and constructive feedback which will likely benefit these programs.

For the postgraduate programs, the Assessment Team heard unanimous feedback from supervisors that students are well trained, knowledgeable and competent to practise as a provisional psychologist. It was evident that students gain a wealth of experience on their internal and external placements, including around research integration at the Turner Institute and the Krongold Clinic. For the packaged Level 3 and 4 Clinical and Clinical Neuropsychology programs, there are good professional support processes in place to coordinate placements. However, it was evident that in areas with larger student numbers, there is an impact on the workloads for teaching, placement coordination, research and Clinical supervision roles which may raise some potential risk around oversight, the timeliness of feedback, and management processes. It is recommended that the School strongly considers the sustainability and viability of the staffing arrangements for all positions to support these processes, especially with the anticipated incoming cohort into the new Master of Clinical Psychology program.

For the Level 3 and Level 3 component of the packaged Level 3 and 4 Educational and Developmental programs, there are concerns around the development of graduate competencies, specifically relating to the research and professional practice components of the programs. Interview evidence indicates that the assessment requirements for the research project have been revised over recent years in response to student feedback which has resulted in an assessment that does not allow students to demonstrate their ability to investigate a substantive individual research question. Further, it was noted that the professional practice component of the program appears to rely on students developing and reporting on their own competency development and does not include sufficient supervision nor oversight to support this process or monitor their progression. While there is some direct observation of students' competencies through recorded skills demonstrations and vivas, overall there is a reliance on student self-assessments and reports of competency development over their accumulated placement hours. As the Level 3 component of the packaged Level 3 and 4 Educational and Developmental program also follows this process, it's unclear on whether student development of the Level 3 Professional

Competencies is closely monitored, and, therefore, it is unclear whether students are gaining the generalist competencies within the packaged program.

The mechanisms in place to incorporate student feedback into the design and delivery of the program appear to be working well. There is an openness to gathering and acting on the feedback from students, with various examples being evident of how the programs have been improved as a result of this feedback. The School is encouraged to consider ways to incorporate more input from external stakeholders, such as placement supervisors and industry professionals into the design and ongoing management of the programs. At the time of the review, there were some examples of external benchmarking in progress and ongoing or plans for future benchmarking across the programs. The Assessment Team looks forward to receiving a further update on these external benchmarking activities.

There is a clear sense of valuing and investing significantly in work relating to cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, across all programs. For the postgraduate programs, the placement experiences provide students with the opportunity to work in multidisciplinary teams and there is some evidence of content being covered and assessed in coursework units.

The Assessment Team commends the School for the integration of world-leading research into the training environment and learning experience of students in all programs, including the strong research integration at the Turner Institute and Krongold Clinic. The scientific rigor underpinning the programs' curricula, design, approach and teaching practices is also commended. Additionally, the passion and commitment demonstrated by highly skilled academics who demonstrate a high level of collegiality, responsiveness and supportive culture, and the impressive leadership and support provided by the senior staff members and its strong governance structures and processes is also commended.

APAC determination

That Monash University's **Master of Clinical Psychology** (packaged Level 3 and 4) (Campus: Clayton) program is accredited from **1 January 2024** until **31 December 2028**.

That the following programs at Monash University are re-accredited until **31 December 2028**:

- **Bachelor of Arts** (Level 1) (Campus: Clayton)
- **Bachelor of Laws (Honours)/Bachelor of Arts** (Level 1) (Campus: Clayton)
- **Bachelor of Psychology** (Level 1) (Campus: Clayton)
- **Bachelor of Science** (Level 1) (Campus: Clayton)
- **Bachelor of Science Advanced - Global Challenges (Honours)** (Level 1) (Campus: Clayton)
- **Bachelor of Science Advanced - Research (Honours)** (Level 1) (Campus: Clayton)
- **Graduate Diploma in Psychology** (Level 1) (Campus: Online)
- **Bachelor of Science Advanced - Research (Honours)** (packaged Level 1 and 2) (Campus: Clayton)
- **Bachelor of Arts (Honours)** (Level 2) (Campus: Clayton)
- **Bachelor of Psychology (Honours)** (Level 2) (Campus: Clayton)
- **Bachelor of Science (Honours)** (Level 2) (Campus: Clayton)
- **Graduate Diploma of Professional Psychology** (Level 2) (Campus: Clayton)
- **Graduate Diploma of Psychology Advanced** (Level 2) (Campus: Online)
- **Master of Professional Psychology** (Level 3) (Campus: Clayton, Online)
- **Doctor of Philosophy (Clinical Neuropsychology)** (packaged Level 3 and 4) (Campus: Clayton)
- **Doctor of Philosophy (Clinical Psychology)** (packaged Level 3 and 4) (Campus: Clayton)
- **Master of Educational and Developmental Psychology** (packaged Level 3 and 4) (Campus: Clayton)
- **Master of Educational and Developmental Psychology and Doctor of Philosophy** (packaged Level 3 and 4) (Campus: Clayton)

- **Master of Educational and Developmental Psychology Advanced** (Level 4) (Campus: Clayton)

That the following programs in teach out at Monash University are re-accredited until **31 December 2028**:

- **Bachelor of Arts** (Level 1) (Campus: Caulfield)
- **Bachelor of Psychological Science** (Level 1) (Campus: Clayton)
- **Bachelor of Psychology (Honours)** (packaged Level 1 and 2) (Campus: Clayton)
- **Bachelor of Psychology (with Honours)** (packaged Level 1 and 2) (Campus: Clayton)
- **Doctor of Psychology in Clinical Neuropsychology** (packaged Level 3 and 4) (Campus: Clayton)

Subject to the following conditions:

For the Level 3 and Level 3 component of the packaged Level 3 and 4 Educational and Developmental programs

By 28 February 2024:

1. To ensure Standard 1 Public safety, criteria 1.3, 1.4, 1.8 and 1.10, Standard 3 Program of study, criterion 3.7 and Standard 5 Assessment, criterion 5.3 are met, the School is to provide evidence demonstrating enactment of the following processes:
 - i. effective management processes are in place to oversee professional experiences and students' development of the *Level 3 Professional Competencies* (related to criterion 1.3),
 - ii. a Board-approved supervisor has adequate oversight of the professional experience activities that students undertake with an external organisation (criterion 1.4),
 - iii. students receive sufficient supervision during their professional experience placements to ensure that there is adequate oversight of skills and competency development, and that students have the ability to practise competency and safely (criteria 1.8 and 1.10),
 - iv. students are able to undertake placement experiences that enable the development of the *Level 3 Professional Competencies* (criterion 1.9),
 - v. students have access to professional practice education to enable appropriate and sufficient practicum and skills training, and direct client and client-related activities, where appropriate (related to criterion 3.7), and

- vi. appropriate assessment tools are utilised to ensure there is sufficient direct observation of professional practice to assess student development of the *Level 3 Professional Competencies* (related to criterion 5.3).

For the Level 1 bridging and Level 2 GDPP and GDPA programs

By 30 April 2024:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the School is to provide evidence of sufficient external input into the design and ongoing management of the programs.

For the Level 2 GDPP, Level 3, packaged Level 3 and 4 Clinical Neuropsychology and Educational and Developmental and Level 4 Educational and Developmental Advanced programs

By 30 April 2024:

1. To ensure Standard 3 Program of study, criteria 3.2, 3.8 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 competencies are sufficiently taught, clearly articulated and appropriately assessed as required learning outcomes:
 - i. *Pre-Professional Competency 2.2* (interpersonal communication and interview skills) for the Level 2 GDPP program (criteria 3.2, 5.1 and 5.2),
 - ii. *Professional Competency 3.17* (investigate a substantive individual research question) for the Level 3 program (criteria 3.2, 5.1 and 5.2)
 - iii. *Professional Competencies for specialised areas of practice (Educational and Developmental) 4.5.1, 4.5.2 and 4.5.3* for the Level 4 component of the packaged Level 3 and 4 Educational and Developmental and Level 4 Educational and Developmental Advanced programs (criteria 5.1 and 5.2),
 - iv. cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, for the Level 3 and packaged Level 3 and 4 Educational and Developmental (criteria 3.8, 5.1 and 5.2) and packaged Level 3 and 4 Clinical Neuropsychology (criterion 3.8) programs, and
 - v. the applications of the principles of inter-professional learning and practice for the packaged Level 3 and 4 Educational and Developmental programs (criteria 3.9, 5.1 and 5.2).

For the Level 3 program

By 30 April 2024:

1. To ensure Standard 4 The student experience, criterion 4.1 is met, the School is to provide evidence that assessment information and requirements are provided to students in a timely manner to support their learning experience.

For the Level 1 Bachelor and bridging, Level 1 component of the packaged Level 1 and 2, Level 2 GDPP and GDPA, Level 3, packaged Level 3 and 4 Clinical and Educational and Developmental and Level 4 Educational and Developmental Advanced programs

By 30 April 2024:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the School is to provide evidence of ongoing systematic plans for external benchmarking exercises, including the progress and outcomes of these activities.

For the Level 1 Bachelor and bridging, packaged Level 1 and 2, Level 2 Honours, GDPP and GDPA, Level 3 and packaged Level 3 and 4 Clinical and Clinical Neuropsychology programs

By 30 April 2024:

1. To ensure Standard 5 Assessment, criterion 5.4 is met, the School is to provide evidence that appropriate moderation processes are employed, and consistent feedback on coursework assessments and observation of professional practice on placements is provided to students in a timely manner.

As a monitoring requirement, the School is to provide:

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

1. an update and evidence of the implementation of the Teaching Associate training program designed to prepare and support academic teaching staff to deliver the components assigned to them to teach and support the student cohorts in acquiring the *Level 1 Foundational Competencies* as part of the 2024 and 2025 annual reports.

For the Level 2 Honours and packaged Level 3 and 4 Clinical Neuropsychology programs

2. an update on the progress and outcomes of the external benchmarking exercises as part of the 2024, 2025 and 2026 annual reports.

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

	Level 1	Level 1 and 2	Level 2	Level 3	Level 3 and 4 Clinical	Level 3 and 4 Clin Neuro	Level 3 and 4 Ed & Dev	Level 4 Ed & Dev Adv
Domain 1: Public safety	Standard Statement 1: Public safety is assured							
	Standard is met	Standard is met	Standard is met	Standard is substantially met	Standard is met	Standard is met	Standard is substantially 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 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 substantially met	Standard is substantially met	Standard is met	Standard is substantially met	Standard is substantially 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 substantially 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 substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	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.

The suggestions are as follows. It is recommended that the School of Psychological Sciences at Monash University:

1. considers the viability of the current staffing arrangements of the packaged Level 3 and 4 Clinical and Clinical Neuropsychology academic teaching, and placement coordination teams, specifically with the anticipated intake into the newly proposed Master of Clinical Psychology program.

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 Sciences at Monash University are commended for:

1. the integration of world-leading research into the training environment and learning experience of students at all levels of the program, including the strong research integration at the Turner Institute and Krongold Clinic.
2. the scientific rigor underpinning the suite of programs' curricula, design, approach and teaching practices.
3. the passion and commitment demonstrated by highly skilled academics, who bring world-leading education and training to all levels of study.
4. its collegiality, responsive and supportive culture displayed amongst academic and professional staff.
5. its impressive leadership and support provided by the senior staff members and its strong governance structures and processes.