

## Monash University Malaysia - APAC Accreditation assessment summary report

<b>Higher education provider</b>	Monash University Malaysia
<b>Name of the Psychology AOU</b>	Malaysia Department of Psychology (Jeffrey Cheah School of Medicine and Health Sciences)
<b>Standards version</b>	Version 1.2, 1 January 2019
<b>Purpose of assessment</b>	Re-accreditation (5 yearly cycle)
<b>Programs and level of study assessed</b>	Bachelor of Arts and Social Sciences (Level 1) Bachelor of Psychological Science (Level 1) <i>*in teach out</i> Bachelor of Psychological Science and Business (Level 1) <i>*in teach out</i> Bachelor of Psychology (Level 1) Bachelor of Psychology and Business (Level 1) Bachelor of Science (Level 1) Bachelor of Psychological Science (Honours) (Level 2) Bachelor of Psychology (Honours) (Level 2) Bachelor of Science (Honours) (Level 2) Bachelor of Arts (Honours) (Level 2)
<b>Campus</b>	Malaysia
<b>Date of site visit</b>	24 July - 2 August 2023
<b>Date of APAC Determination</b>	30 October 2023
<b>Accreditation start date</b>	1 January 2024
<b>Accreditation end date</b>	31 December 2028

## Background and overview

Monash University Malaysia's (MUM) Level 1 three-year sequence and Level 2 fourth year Honours programs were last reviewed for the purpose of re-accreditation by the Australian Psychology Accreditation Council (APAC) in 2018. This report concerns only the programs delivered at Monash University's Malaysia campus; please refer to the separate report for Monash University's suite of psychology programs located at the Clayton campus and delivered online.

At the time of the 2018 review, the Level 1 and Level 2 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.

The APAC Assessment Team considered the School of Psychological Sciences' (School), in conjunction with the Malaysia Department of Psychology (Department), 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.
- 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.
- separate student to staff ratios for each sequence being assessed (including Level 1 and Level 2 programs delivered at Clayton and Malaysia campuses).
- any examples of how student feedback has been used to inform quality improvements for the suite of psychology programs, including feedback gathered from Malaysian-based students.
- any plans for ongoing systematic external benchmarking exercises for the suite of psychology programs
- details of the personal and professional support services and resources made available for the Malaysian-based students to support their studies.

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
- Head, Jeffery Cheah School of Medicine and Health Sciences
- Director, Undergraduate Education
- Deputy Director, Undergraduate Education
- Level 1 and Level 2 Program Coordinators
- Level 1 and Level 2 Unit Coordinators
- Level 1 and Level 2 Current students
- Level 1 and Level 2 Recent graduates
- 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.
- 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.

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 Malaysia Department of Psychology (Department) is embedded within the Jeffrey Cheah School of Medicine and Health Sciences and works closely alongside the Monash University's, Australia-based School of Psychological Sciences (School) to deliver the Level 1 and Level 2 programs at the Malaysia campus.

The Department provides students with access to scientific and inquiry-focussed psychology education and training in preparation to practise as a psychologist in a cross-cultural health care setting. The MUM's commitment to produce well-educated and competent graduates, and the professionalism and supportiveness of the academic teaching staff was evident during the visit. 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, including the commitment to work closely and strengthen the relationship with their Australian-based colleagues. Interview evidence gathered indicated that there is a deep appreciation for the scientific rigour of the programs' curricula with students reporting their attraction to the University and its suite of programs for its long-standing reputation for quality education and research excellence. It is evident that the Department and School are both 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 and Level 2 programs are well-established, managed and coordinated. Interview evidence indicated that the high quality of research training and ethical practice is 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 that will likely benefit these programs.

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 of how the programs have been improved as a result of this feedback being evident. The Department and School are encouraged to consider ways to incorporate more input from external stakeholders, such as 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 within the Level 1 and Level 2 programs, in a local context and including with Aboriginal and Torres Strait Islander cultures. The evidence gathered indicates that students are sufficiently taught and appropriately assessed.

The Assessment Team commends the Department and School for its integration of world-leading research into the training environment and learning experience of students in the programs. 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

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

- **Bachelor of Arts and Social Sciences** (Level 1) (Campus: Malaysia)
- **Bachelor of Psychological Science** (Level 1) (Campus: Malaysia) *\*in teach out*
- **Bachelor of Psychological Science and Business** (Level 1) (Campus: Malaysia) *\*in teach out*
- **Bachelor of Psychology** (Level 1) (Campus: Malaysia)
- **Bachelor of Psychology and Business** (Level 1) (Campus: Malaysia)
- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Malaysia)
- **Bachelor of Psychology (Honours)** (Level 2) (Campus: Malaysia)
- **Bachelor of Science** (Level 1) (Campus: Malaysia)
- **Bachelor of Science (Honours)** (Level 2) (Campus: Malaysia)
- **Bachelor of Arts (Honours)** (Level 2) (Campus: Malaysia)

Subject to the following conditions:

### 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 and Level 2 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 is provided to students in a timely manner.

As a monitoring requirement, the School is to provide:

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**For the Level 1 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 programs**

1. an update on the progress and outcomes of the external benchmarking exercises as part of the 2024, 2025 and 2026 annual reports.
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Table 1: Summary of findings regarding each criterion for each Standard

	Level 1	Level 2
Domain 1: Public safety	<b>Standard Statement 1: Public safety is assured</b>	
	Standard is met	Standard is met
Domain 2: Academic governance and quality assurance	<b>Standard Statement 2: Academic governance and quality assurance processes are effective</b>	
	Standard is substantially met	Standard is met
Domain 3: Program of study	<b>Standard Statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies</b>	
	Standard is met	Standard is met
Domain 4: The student experience	<b>Standard Statement 4: Students are provided with equitable and timely access to information and support</b>	
	Standard is met	Standard is met
Domain 5: Assessment	<b>Standard Statement 5: Assessment is fair, reliable and valid</b>	
	Standard is substantially met	Standard is substantially met



## 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 Malaysia Department of Psychology and 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 both levels of study.
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 the Level 1 and Level 2 programs.
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.