

University of New South Wales - APAC Accreditation assessment summary report

Higher education provider	University of New South Wales
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 Actuarial Studies/Bachelor of Science (Level 1) Bachelor of Commerce/Bachelor of Science (Level 1) Bachelor of Economics/Bachelor of Science (Level 1) Bachelor of Engineering (Honours)/Bachelor of Science (Level 1) Bachelor of Music (Honours)/Bachelor of Science (Level 1) Bachelor of Music/Bachelor of Science (Level 1) Bachelor of Psychological Science (Level 1) Bachelor of Psychological Science/Bachelor of Law (Level 1) Bachelor of Science (Level 1) Bachelor of Science/Bachelor of Arts (Level 1) Bachelor of Science/Bachelor of Science (Computer Science) (Level 1) Bachelor of Science/Bachelor of Social Sciences (Level 1) Bachelor of Science/Bachelor of Fine Arts (Level 1) Bachelor of Science/Bachelor of Law (Level 1) Graduate Diploma in Psychology (Level 1) Bachelor of Advanced Science (Honours) (packaged Level 1 and 2) Bachelor of Advanced Science (Honours)/Bachelor of Arts (packaged Level 1 and 2)

Bachelor of Advanced Science (Honours)/Bachelor of Science (Computer Science) (packaged Level 1 and 2)

Bachelor of Advanced Science (Honours)/Bachelor of Engineering (Honours) (packaged Level 1 and 2)

Bachelor of Advanced Science (Honours)/Bachelor of Fine Arts (packaged Level 1 and 2)

Bachelor of Advanced Science (Honours)/Bachelor of Law (packaged Level 1 and 2)

Bachelor of Advanced Science (Honours)/Bachelor of Social Sciences (packaged Level 1 and 2)

Bachelor of Commerce/Bachelor of Advanced Science (Honours) (packaged Level 1 and 2)

Bachelor of Economics/Bachelor of Advanced Science (Honours) (packaged Level 1 and 2)

Bachelor of Music/Bachelor of Advanced Science (Honours) (packaged Level 1 and 2)

Bachelor of Music (Honours)/Bachelor of Advanced Science (Honours) (packaged Level 1 and 2)

Bachelor of Psychology (Honours) (packaged Level 1 and 2)

Bachelor of Psychology (Honours)/Bachelor of Law (packaged Level 1 and 2)

Bachelor of Psychological Science (Honours) (Level 2)

Master of Psychology (Clinical) (packaged Level 3 and 4)

Master of Psychology (Clinical)/Doctor of Philosophy (packaged Level 3 and 4)

Master of Psychology (Forensic) (packaged Level 3 and 4)

Master of Psychology (Forensic)/Doctor of Philosophy (packaged Level 3 and 4)

Master of Clinical Neuropsychology (Level 4)

Programs in teach out:

Bachelor of Life Science (Level 1)

Bachelor of Science (International) (Level 1)

Bachelor of Science and Business (Level 1)

Bachelor of Science and Business/Bachelor of Law (Level 1)

Bachelor of Science/Bachelor of Social Research and Policy (Level 1)

	Bachelor of Advanced Science (Honours)/Bachelor of Social Research and Policy (packaged Level 1 and 2)
Campus	Kensington, Online
Date of site visit	2 - 5 May 2023
Date of APAC Board Determination	27 November 2023
Accreditation start date	1 January 2024
Accreditation end date	31 December 2028

Background and overview

The University of New South Wales' (UNSW) suite of Level 1 three-year sequence and Graduate Diploma bridging, packaged Level 1 and 2 four-year sequence, Level 2 fourth year, and packaged Level 3 and 4 Masters and combined Doctor of Philosophy (PhD) Clinical, and Forensic psychology programs were last reviewed for the purpose of re-accreditation by the Australian Psychology Accreditation Council (APAC) in 2018.

At the time of the 2018 review, the Level 2 and packaged Level 3 and 4 Clinical Psychology programs were accredited without conditions. However, the Level 1, packaged Level 1 and 2, and packaged Level 3 and 4 Forensic psychology programs were accredited with conditions for a shortened period as a small number of shortfalls were identified against the *Accreditation Standards*. Following the re-accreditation review, the outstanding condition against the Level 2 programs was satisfied and the Level 2 programs have since been accredited without conditions.

In September 2018, a follow up monitoring visit was conducted at the UNSW Forensic Psychology Clinic (UFPC). After the review, the programs remained accredited subject to a small number of conditions to address the shortfalls against the Standards. Subsequent to the monitoring review, all outstanding conditions were satisfied and since then the programs have remained accredited without conditions.

The APAC Assessment Team considered the School of Psychology's (School) 130-page self-review, including attached appendices against the *Accreditation Standards*. Following the Assessment Team conference held on 15 March 2023, subsequent information was requested and received from the School, including:

- clarification of where content related to the Australian Psychological Society's (APS) *Code of ethics* is taught and assessed within the Level 1 program,
- clarification on the competencies that are evaluated and assessed prior to placement and client contact for the packaged Level 3 and 4 Forensic program,
- clarification around the supervision arrangements for the packaged Level 3 and 4 Forensic program,
- details of the external placements for the packaged Level 3 and 4 Forensic program,
- details of the names and qualifications for sessional and contract academic staff teaching into other Level 1 and Level 2 programs, including the senior student who is providing assistance with marking the *Wechsler Adult Intelligence Scale* tests,
- details of the highest qualifications for casual and sessional staff teaching into the packaged Level 3 and 4 Forensic programs,
- clarification regarding any external input into the design and management for the Level 1 and packaged Level 3 and 4 Forensic psychology programs, including minutes of the most recent meetings held,
- clarification of where the following competencies are taught, clearly articulated and appropriately assessed as required learning outcomes:

- i. *Foundational Competencies 1.5 and 1.6* for the Level 1 programs,
 - ii. *Professional Competency 4.6.3 iii* for the packaged Level 3 and 4 Forensic program,
 - iii. cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, for the Level 2 and Level 4 Clinical Neuropsychology programs,
 - iv. the application of the principals of inter-professional learning and practice for the Level 4 Clinical Neuropsychology program,
- clarification around the entry and admission requirements for the Level 2 programs, specifically when applicants hold a bridging degree, and
 - information of any equity access opportunities for Aboriginal and Torres Strait Islander peoples for the Level 1, Level 2, packaged Level 3 and 4 Forensic and Level 4 Clinical Neuropsychology programs.

The Assessment Team conducted a site visit on 2 - 5 May 2023 at the Kensington campus. During the site visit, the Assessment Team interviewed a range of individuals in person and via Zoom, including:

- Head of School
- Dean of Science
- Level 1, Level 2, packaged Level 3 and 4 Clinical and Forensic and Level 4 Clinical Neuropsychology Program Coordinators
- Level 1, packaged Level 1 and 2 Level 2 and packaged Level 3 and 4 Clinical and Forensic Unit Coordinators
- Level 1, packaged Level 1 and 2 Level 2 and packaged Level 3 and 4 Clinical and Forensic current students
- Level 1, packaged Level 1 and 2 Level 2 and packaged Level 3 and 4 Clinical and Forensic recent graduates
- Packaged Level 3 and 4 Clinical and Forensic internal and external placement coordinators
- Packaged Level 3 and 4 Clinical and Forensic internal and external placement supervisors
- Clinic Directors, Clinical and Forensic
- Level 1, packaged Level 1 and 2 Level 2 and packaged Level 3 and 4 Clinical permanent and sessional teaching staff
- Learning and Teaching Committee
- Assessment and Moderation Committee
- Cultural Responsiveness Working Party
- Professional staff

During the site visit, the Assessment Team was provided with a guided tour of the UNSW Psychology Clinic and the UFPC. Additional information was also provided that clarified the process to assess *Pre-Professional Competency 2.2* (interview skills) within the Level 2 programs, including details of the marking rubrics, the process used to provide students with feedback, opportunities for second attempts of the assessment, and confirmation of whether the assessment is a hurdle requirement.

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

Key findings

The School has a strong and consistent focus for excellence in research and delivering quality education in psychology that fosters the scientist-based practitioner model to produce graduates that are highly competent and skilled to practise as registered psychologists and academics. During the site visit, the Assessment Team was impressed by the high level of input from quality researchers and academics that utilise their findings towards the contribution of the programs' curriculum, including at the undergraduate level. The School is led by a strong leadership team who has developed an excellent student experience and learning environment to foster their development in psychology education.

The Assessment Team gathered evidence that confirms the Level 1, packaged Level 1 and 2, and Level 2 programs are well managed and coordinated. It is evident that an effective, coherent and collaborative pedagogy underpins the suite of programs delivered by a team of deeply committed and high-quality academics. Interview evidence gathered during the visit indicates that students appreciate the opportunity to explore various specialised areas of psychology education. Further, the Level 1 bridging program is a clear strength of the School. This is because the program's curriculum and core structure prepare students well for further study in psychology. During the visit, the Assessment Team heard about the challenges to maintain academic integrity in light of artificial intelligence with the decreasing reliance on invigilated examinations. The School is encouraged to consider how it will ensure that ethical, consistent and honest assessment of the competencies is maintained across the programs. The evidence confirms that the graduate competencies are sufficiently taught and assessed as required learning outcomes across the undergraduate programs. For the Level 2 component of the packaged Level 1 and 2 and Level 2 programs, the School is encouraged to further develop its evaluation process of interpersonal communication and interview skills to ensure that appropriate assessment practices are in place.

For the postgraduate programs, students and supervisors spoke highly of the quality of education and training, coordination of programs and support received from the School. The team was impressed by the excellent networks established with Indigenous communities based in the Northern Territory that provide students with a unique, authentic, and purposeful placement opportunity. The packaged Level 3 and 4 Clinical programs are well supported by a highly competent and skilled academic team, whose members share a wealth of experience and training opportunities in a well-managed Psychology Clinic. Further, the School's continued commitment and passion to providing quality education and training in Forensic psychology is also recognised and appreciated. The UFPC is an asset to the School and is clearly committed to providing quality psychological services to vulnerable populations. Further, submission documentation and interview evidence indicate that the plans for the proposed Level 4 Stand-alone Clinical Neuropsychology program are appropriate and will provide registered psychologists with an excellent opportunity to expand their training in psychology education. The team looks forward to receiving further updates as the program commences.

At the time of the review, the School had significantly progressed its education and training in cultural responsiveness across the suite of programs. The School is commended for its passion and ongoing commitment to continuously develop its curriculum to ensure that First Nations perspectives are taught and integrated in all aspects of psychology training. The team was impressed not only by the various opportunities for students to work with Indigenous Peoples in the clinics, but by the excellent services provided to these communities which model the support of diverse cultures and practice of cultural considerations. In relation to the application of the principles of inter-professional learning and practice, the evidence confirms that the packaged Level 3 and 4 Clinical program provides sufficient education and training. However for the packaged Level 3 and 4 Forensic

programs, further development of content and assessment is required. Additionally, across all postgraduate professional training programs, the Assessment Team encourages the School to explore, opportunities to further strengthen and expand on its content relating to the applications of the principles of inter-professional learning and practice with the postgraduate programs, including providing students with practical training in operating in interdisciplinary teams, interprofessional communication and leadership ideally involving co-learning, as well as practice opportunities working in interprofessional practice environments and teams.

The Assessment Team identified some opportunities for quality improvement. It is recommended that the School explores opportunities to encourage proactive self-care within the postgraduate programs. Further, the School is encouraged to consider an earlier introduction of content relating to cultural responsiveness within the packaged Level 3 and 4 Forensic programs, as well as establishing a routine mechanism for active involvement in mid and end of placement reviews within the packaged Level 3 and 4 Clinical programs.

The Assessment Team identified several commendable aspects of the programs. The School's strong networks with Indigenous Communities provide students with authentic and rich training experiences in working with First Nations people that are highly regarded and congratulated. The School's strong connections with key agencies that support vulnerable populations and communities provide access to forensic clinic services that further enrich the student learning experience. The School is commended for its strong integration of ethical practice within the core units of the undergraduate programs, as well as those units that enable opportunities for students to explore various specialisations early in their studies. The passion and commitment demonstrated by highly skilled academics, who bring world-leading education and training to all levels of study, is recognised, as is the use of collaborative team-teaching to inspire students across all levels of study.

APAC Board determination

That the following programs at the University of New South Wales are accredited without conditions from **1 January 2024** until **31 December 2028**:

- **Bachelor of Science/Bachelor of Social Sciences** (Level 1) (Campus: Kensington)
- **Bachelor of Music (Honours)/Bachelor of Advanced Science (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Advanced Science (Honours)/Bachelor of Social Sciences** (packaged Level 1 and 2) (Campus: Kensington)

That the following programs at the University of New South Wales are re-accredited without conditions until **31 December 2028**:

- **Bachelor of Actuarial Studies/Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Commerce/Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Economics/Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Engineering (Honours)/Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Music (Honours)/Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Music/Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Psychological Science** (Level 1) (Campus: Kensington)
- **Bachelor of Psychological Science/Bachelor of Law** (Level 1) (Campus: Kensington)
- **Bachelor of Science** (Level 1) (Campus: Kensington)
- **Bachelor of Science/Bachelor of Arts** (Level 1) (Campus: Kensington)
- **Bachelor of Science/Bachelor of Science (Computer Science)** (Level 1) (Campus: Kensington)
- **Bachelor of Science/Bachelor of Fine Arts** (Level 1) (Campus: Kensington)
- **Bachelor of Science/Bachelor of Law** (Level 1) (Campus: Kensington)
- **Graduate Diploma in Psychology** (Level 1) (Campus: Online)
- **Bachelor of Advanced Science (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Advanced Science (Honours)/Bachelor of Arts** (packaged Level 1 and 2) (Campus: Kensington)

- **Bachelor of Advanced Science (Honours)/Bachelor of Science (Computer Science)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Advanced Science (Honours)/Bachelor of Engineering (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Advanced Science (Honours)/Bachelor of Fine Arts** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Advanced Science (Honours)/Bachelor of Law** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Commerce/Bachelor of Advanced Science (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Economics/Bachelor of Advanced Science (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Music/Bachelor of Advanced Science (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Psychology (Honours)** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Psychology (Honours)/Bachelor of Law** (packaged Level 1 and 2) (Campus: Kensington)
- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Kensington)
- **Master of Psychology (Clinical)** (packaged Level 3 and 4) (Campus: Kensington)
- **Master of Psychology (Clinical)/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: Kensington)

That the following programs in teach out at the University of New South Wales are re-accredited without conditions until **31 December 2028**:

- **Bachelor of Life Science** (Level 1) (Campus: Kensington)
- **Bachelor of Science (International)** (Level 1) (Campus: Kensington)
- **Bachelor of Science and Business** (Level 1) (Campus: Kensington)
- **Bachelor of Science and Business/Bachelor of Law** (Level 1) (Campus: Kensington)
- **Bachelor of Science/Bachelor of Social Research and Policy** (Level 1) (Campus: Kensington)
- **Bachelor of Advanced Science (Honours)/Bachelor of Social Research and Policy** (packaged Level 1 and 2) (Campus: Kensington)

That the **Master of Clinical Neuropsychology** (Level 4) (Campus: Kensington) programs at the University of New South Wales is accredited with conditions from **1 January 2024** until **31 December 2028**.

That the following programs at the University of New South Wales are re-accredited until **31 December 2028**:

- **Master of Psychology (Forensic)** (packaged Level 3 and 4) (Campus: Kensington)

- **Master of Psychology (Forensic)/Doctor of Philosophy** (packaged Level 3 and 4) (Campus: Kensington)

Subject to the following conditions:

For the packaged Level 3 and 4 Forensic 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 and 5.2 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. *Professional Competency 3.5* (mental health disorders) (related to criteria 3.2, 5.1 and 5.2), and
 - ii. the application of the principles of inter-professional learning and practice (related to criteria 3.9, 5.1 and 5.2).

For the Level 4 Clinical Neuropsychology program

By 31 December 2023:

1. 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 School is required to provide evidence demonstrating newly appointed staff members are appropriately qualified for teaching, supervision, assessment and administrative duties, and that staffing is sufficient to support the student cohort in acquiring the graduate competencies.

By 30 June 2024:

2. To ensure Standard 1 Public safety, criteria 1.3, 1.8, 1.9 and 1.10 and Standard 3 Program of study, criterion 3.7 are met, the School is to provide a range of de-identified samples of completed placement logbooks demonstrating that students achieve the minimum number of placement hours, direct client hours, client related hours and supervision hours during their placements.
3. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the School is to provide evidence of internal and external feedback contributing to the ongoing design and management of the program.
4. To ensure Standard 3 Program of study, criterion 3.9 and Standard 5 Assessment, criteria 5.1, 5.2, 5.3 and 5.4 are met, the School is to provide evidence demonstrating that all learning outcomes (within Standard 3 Program of study, criteria 3.2 and 3.8), and including the application of the principles of inter-professional learning and practice (related to criterion 3.9) are sufficiently taught, articulated and appropriately assessed as a required learning outcome and evidence of:

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- i. unit outlines, including details of criterion-based assessment tasks (criteria 3.9, 5.1 and 5.2),
 - ii. of detailed information about moderation practices used (criterion 5.4), and
 - iii. a range of samples of de-identified student assessments (criteria 3.9, 5.1, 5.2 and 5.3).
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As a monitoring requirement,

1. the School is to provide:
 - i. for the packaged Level 3 and 4 Forensic programs, a range of logbooks demonstrating that students receive sufficient supervision to ensure they are able to practise safely and competently during their placements by **30 June 2024**.
 - ii. updates and samples of completed assessments demonstrating that cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is sufficiently taught and appropriately assessed as a required learning outcome within the Level 1 programs by **30 June 2024**.
 - iii. an update on the progress and outcomes of the external benchmarking exercises to be provided as part of the 2024, 2025 and 2026 annual reports for all programs (criterion 2.2).
 2. a site visit is to be undertaken by mid-2024 to ensure that the Level 4 Clinical Neuropsychology program is rolling out as intended and continues to meet the Accreditation Standards.
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Table 1: Summary of findings regarding each criterion for each Standard

	Level 1	Level 1&2	Level 2	Level 3&4 Clin	Level 3&4 Forensic	Level 4 Clin Neuro
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 substantially met
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective					
	Standard is met	Standard is met	Standard is met	Standard is met	Standard is 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 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	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 substantially met	Standard is not 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 New South Wales:

1. explores opportunities to encourage initiatives and provide tools for proactive self-care during studies in the packaged Level 3 and 4 Clinical and Forensic programs.
2. considers introducing content related to cultural responsiveness earlier in the packaged Level 3 and 4 Forensic program's curriculum to enable students to feel better equipped to work with First Nations people.
3. considers establishing a routine mechanism for the School to be more actively involved in mid and end of placement reviews within the packaged Level 3 and 4 Clinical programs.
4. explores opportunities to further strengthen and expand on its content relating to the applications of the principles of inter-professional learning and practice within the packaged Level 3 and 4 Clinical and Forensic programs, including providing students with training opportunities around leadership and working in multidisciplinary teams.

Commendations

A commendation refers to a particularly significant achievement by the education provider with regard to the program.

The Assessment Team has made the subsequent commendations following the evaluation of the program. The School of Psychology at the University of New South Wales is commended for:

1. establishing and maintaining strong networks with Indigenous Communities based in the Northern Territory and for providing students enrolled in the packaged Level 3 and 4 Clinical and Forensic programs with authentic and rich training experiences in cultural responsiveness.
2. its strong networks and connections with key agencies that support vulnerable populations and communities, provide access to forensic clinic services and further enrich the student learning experience.
3. the passion and commitment demonstrated by highly skilled academics, who bring world-leading education and training to all levels of study.
4. the use of collaborative team-teaching and a strong coherent pedagogy to inspire students across all levels of study.

5. its strong integration of ethical practice and principles within the core units of the undergraduate programs, as well as those units that enable opportunities for students to explore various specialisations early in their studies.
6. the integration of world-leading research into the training environment and learning experience of students at all levels of the program.