

University of Sydney - APAC Accreditation assessment summary report

Higher education provider	University of Sydney
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 Advanced Computing/Bachelor of Science (Level 1) Bachelor of Arts (Level 1) Bachelor of Arts/Bachelor of Advanced Studies (Level 1) Bachelor of Commerce (Level 1) Bachelor of Commerce/Bachelor of Advanced Studies (Level 1) Bachelor of Engineering Honours/Bachelor of Science (Level 1) Bachelor of Health Sciences (Level 1) <i>*in teach out</i> Bachelor of Liberal Arts and Science (Level 1) Bachelor of Liberal Arts and Science (Extended) Bachelor of Medical Science (Level 1) <i>*in teach out</i> Bachelor of Psychology (Level 1) Bachelor of Science (Level 1) Bachelor of Science (Advanced) (Level 1) Bachelor of Science (Extended) (Level 1) Bachelor of Science (Health) (Level 1)

Bachelor of Science (Medical Science) (Level 1)
Bachelor of Science/Bachelor of Advanced Studies (Level 1)
Bachelor of Science/Bachelor of Advanced Studies (Advanced) (Level 1)
Bachelor of Science/Bachelor of Laws (Level 1)
Bachelor of Science/Doctor of Dental Medicine (Level 1)
Bachelor of Science/Doctor of Medicine (Level 1)
Bachelor of Science/Master of Nursing (Level 1)
Graduate Diploma in Psychology (Level 1)
Bachelor of Arts/Bachelor of Advanced Studies (Psychology Honours) (packaged Level 1 and 2)
Bachelor of Commerce/Bachelor Advanced Studies (Psychology Honours) (packaged Level 1 and 2)
Bachelor of Psychology (Honours) (packaged Level 1 and 2)
Bachelor of Science/Bachelor of Advanced Studies (Advanced) (Psychology Honours) (packaged Level 1 and 2)
Bachelor of Science/Bachelor of Advanced Studies (Health) (Psychology Honours) (packaged Level 1 and 2)
Bachelor of Science/Bachelor of Advanced Studies (Medical Science) (Psychology Honours) (packaged Level 1 and 2)
Bachelor of Science/Bachelor of Advanced Studies (Psychology Honours) (packaged Level 1 and 2)
Bachelor of Advanced Studies (Honours) (Level 2)
Bachelor of Arts (Honours) (Level 2)
Bachelor of Liberal Arts and Science (Honours) (Level 2)
Bachelor of Science (Honours) (Level 2)
Bachelor of Science (Advanced) (Honours) (Level 2)

	Master of Clinical Psychology (packaged Level 3 and 4)
	Master of Clinical Psychology/Doctor of Philosophy (packaged Level 3 and 4)
Campus	Camperdown
Date of site visit	11 - 13 July 2023
Date of APAC Board Determination	30 October 2023
Accreditation start date	1 January 2024
Accreditation end date	31 December 2028

Background

The University of Sydney's (USyd) psychology programs were last reviewed by the Australian Psychology Accreditation Council (APAC) in 2018 at which time the programs offered across the Camperdown campus were accredited for a period of five years. During the review, the Assessment Team undertook a tour of USyd's facilities, including the purpose-built Clinical Psychology Unit at the Brain and Mind Centre.

Active program offerings included a Level 1 three-year sequence, a Level 1 Graduate Diploma bridging program, a packaged Level 1 and 2 four-year sequence, a Level 2 fourth-year sequence, and a packaged Level 3 and 4 Master of Clinical Psychology.

A range of conditions imposed at the time of the 2018 review related to issues that map to criteria 2.2, 3.1, 3.2, *Pre-Professional Competency 2.4*, and *Professional Competency 3.1* of the *2019 Accreditation Standards*. The specific shortfalls identified during the review appear in Table 1.

Table 1: Overview of shortfalls

Program level	Criteria / Competencies	Evidence sought
Level 1	2.2	<ul style="list-style-type: none"> external independent moderation of marking standards for a representative selection of core assessment tasks outcomes of external benchmarking exercises
Level 1 and 2 and Level 2	3.1, 3.2 and <i>Pre-Professional competency 2.4</i>	<ul style="list-style-type: none"> application of psychological intervention strategies across a range of contexts
	3.2 <i>Professional competency 3.1</i>	<ul style="list-style-type: none"> inclusion and assessment of core content in the core units of the fourth-year program

The packaged Level 3 and 4 programs, Master of Clinical Psychology and Master of Clinical Psychology & Doctor of Philosophy, were re-accredited without conditions.

Programs in teach out

APAC reaccredited five Level 1 programs in teach out with conditions: Bachelor of Arts and Science, Bachelor of Commerce (Liberal Studies), Bachelor of Health Sciences, Bachelor of Medical Science, and Bachelor of Science (Advanced).

The packaged Level 3 and 4 programs in teach out were re-accredited without conditions: Doctor of Clinical Psychology/Doctor of Philosophy and Doctor of Clinical Psychology/Master of Science.

Accreditation history

Table 2 outlines changes to USyd's programs since the 2018 review and transition to the 2019 Accreditation Standards on 19 December 2019. The table primarily tracks the accreditation matters prior to the 2023 review.

Table 2: Accreditation activities

Date	Changes
15/04/2019	Bachelor of Arts and Science (Level 1) program is discontinued.
16/04/2019	The packaged Level 1 and 2 program, Level 2 programs, and packaged Level 3 and 4 programs are accredited without conditions.
19/08/2019	Bachelor of Commerce/Bachelor of Advanced Studies (Level 1) is accredited as an additional program title with an outstanding condition against criterion 2.2. Bachelor of Advanced Studies (Honours) (Level 2) is accredited without conditions.
30/09/2019	Bachelor of Arts/Bachelor of Advanced Studies (Psychology Honours) and Bachelor of Advanced Studies (Psychology) (Psychology Honours) (packaged Level 1 and 2) are accredited as additional program titles without conditions. Bachelor of Advanced Studies (Psychology) (Level 1) is accredited with conditions against criterion 2.2.
25/11/2019	Based on the progress report, Level 1 programs remain accredited with conditions against criterion 2.2.
31/03/2020	Some conditions imposed on the Level 1 programs in teach out are lifted. All conditions on the packaged Level 3 and 4 programs in teach out are lifted and these programs are now accredited without conditions.
25/05/2020	The remaining condition imposed on the Level 1 programs is lifted and all program offerings are now accredited without conditions.
11/10/2021	Bachelor of Advanced Studies (Psychology) (Level 1) and Bachelor of Advanced Studies (Psychology) (Psychology Honours) programs (packaged Level 1 and 2) are discontinued.
11/04/2022	Bachelor of Psychology program (Level 1) is accredited as an additional program title without conditions.

2023 review

Desk audit

The Assessment Team reviewed USyd's application against the *2019 Accreditations Standards*, attached appendices and additional information requested following a teleconference on 24 May 2023. The additional information provided helped to clarify:

- assessment of *Foundational Competency 1.5* (Level 1) (teamwork)
- thematic issues identified through student feedback (Level 1 and 2)
- assessment of *Pre-Professional Competency 2.2* (Level 2) (interpersonal communication and interview skills)
- pre-placement evaluation and assessment of students' competencies and fitness to practice prior to client contact (packaged Level 3 and 4 Clinical)
- training and skills development regarding *Professional Competency 4.2.3 iv* (packaged Level 3 and 4 Clinical) (e-health approaches)
- integration, articulation and appropriate assessment of cultural responsiveness as a required learning outcome (Level 2 and packaged Level 3 and 4)
- application of inter-professional learning and practice and its appropriate assessment as a required learning outcome (packaged Level 3 and 4 Clinical programs)
- marking and assessment of group assignments (all programs)
- examples of innovation or inclusion of contemporary response/developments (all programs).

Site visit

From 11 July to 13 July 2023, APAC conducted an in-person site visit at the Camperdown campus. During the visit the Assessment Team interviewed current students, recent graduates and a range of academic and professional staff, including:

- Head of School
- School Manager
- Lead Academic for Accreditation
- Program Coordinators
- Unit Coordinators

- Permanent and Casual/Sessional Teaching Staff
- Executive Officer
- Research Administration Officer
- Education Support Officers
- Educational Designer
- Executive Assistant
- Honours Supervisors
- Education Committee and Board of Examiners meetings members
- Director of Clinical Psychology Unit
- Director of Clinical Education
- Course Coordinators
- Internal and External Placement Supervisors
- Clinic Director and Placements Coordinator.

The Assessment Team undertook a tour of the Schools's facilities located at the Camperdown campus and the Psychology Clinic at the Brain and Mind Centre. The tour confirmed that the facilities continue to provide appropriate learning environments for quality program delivery and contextualised skills development.

Key findings

The School has a strong and consistent focus on excellence in research and delivering quality education in psychology that fosters the scientist-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 researchers and academics into the curriculum, particularly at the postgraduate level.

The Assessment Team gathered evidence that confirms the Level 1, packaged Level 1 and 2, and Level 2 programs overall are well managed and coordinated.

While the evidence indicates that most of the graduate competencies are sufficiently taught, articulated and appropriately assessed as required learning outcomes across the suite of programs, the Assessment Team identified some gaps of evidence for the Level 1, packaged Level 1 and 2 and Level 2 programs relating to:

- *Foundational Competencies 1.1xi* (culturally appropriate assessment and measurement), *1.2* (can apply knowledge and skills in a manner that culturally appropriate and sensitive to the diversity of individuals) and *1.5* (interpersonal skills and teamwork)
- cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures.

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 Assessment Team was impressed by the excellent networks established with Indigenous students that provide these students with a unique, authentic, and purposeful study opportunity.

The School has significantly progressed its education and training in cultural responsiveness within the packaged Level 3 and 4 programs. The School is commended for its passion and ongoing commitment to continuously developing its curriculum to ensure that First Nations perspectives are taught and integrated in all aspects of psychology training within the packaged Level 3 and 4 programs. The team was impressed by the strong networks established with Indigenous organisations and communities that provide authentic and rich training experiences in cultural responsiveness, as well as opportunities and support for Indigenous students to study Clinical psychology.

The Assessment Team identified some opportunities for quality improvement. For the packaged Level 3 and 4 programs, it is recommended that the School explores opportunities for a systematic approach to the application of the principles of inter-professional learning and practice. For the Level 2 programs, it is recommended that the School considers opportunities to allow students to enrol on a part time basis. For the Level 1 and Level 1 component of the packaged Level 1 and 2 programs it is recommended that the School explores ways to spread the teaching and assessment of graduate competencies across all three years of study in the undergraduate sequence.

APAC determination

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

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

That the University of Sydney's **Bachelor of Science (Advanced)** (Level 1) (Campus: Camperdown) program is accredited with conditions from **1 January 2024** until **31 December 2028**.

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

- **Bachelor of Advanced Computing/Bachelor of Science** (Level 1) (Campus: Camperdown)
- **Bachelor of Arts** (Level 1) (Campus: Camperdown)
- **Bachelor of Arts/Bachelor of Advanced Studies** (Level 1) (Campus: Camperdown)
- **Bachelor of Commerce** (Level 1) (Campus: Camperdown)
- **Bachelor of Commerce/Bachelor of Advanced Studies** (Level 1) (Campus: Camperdown)
- **Bachelor of Engineering Honours/Bachelor of Science** (Level 1) (Campus: Camperdown)
- **Bachelor of Health Sciences** (Level 1) (Campus: Camperdown) **in teach out*
- **Bachelor of Liberal Arts and Science** (Level 1) (Campus: Camperdown)
- **Bachelor of Liberal Arts and Science (Extended)** (Level 1) (Campus: Camperdown)
- **Bachelor of Medical Science** (Level 1) (Campus: Camperdown) **in teach out*
- **Bachelor of Psychology** (Level 1) (Campus: Camperdown)
- **Bachelor of Science** (Level 1) (Campus: Camperdown)
- **Bachelor of Science (Extended)** (Level 1) (Campus: Camperdown)
- **Bachelor of Science (Health)** (Level 1) (Campus: Camperdown)
- **Bachelor of Science (Medical Science)** (Level 1) (Campus: Camperdown)
- **Bachelor of Science/Bachelor of Advanced Studies** (Level 1) (Campus: Camperdown)

- **Bachelor of Science/Bachelor of Advanced Studies (Advanced)** (Level 1) (Campus: Camperdown)
- **Bachelor of Science/Bachelor of Laws** (Level 1) (Campus: Camperdown)
- **Bachelor of Science/Doctor of Dental Medicine** (Level 1) (Campus: Camperdown)
- **Bachelor of Science/Doctor of Medicine** (Level 1) (Campus: Camperdown)
- **Bachelor of Science/Master of Nursing** (Level 1) (Campus: Camperdown)
- **Graduate Diploma in Psychology** (Level 1) (Campus: Camperdown)
- **Bachelor of Arts/Bachelor of Advanced Studies (Psychology Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Commerce/Bachelor Advanced Studies (Psychology Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Psychology Honours** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Psychology (Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Science/Bachelor of Advanced Studies (Advanced) (Psychology Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Science/Bachelor of Advanced Studies (Health) (Psychology Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Science/Bachelor of Advanced Studies (Medical Science) (Psychology Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Science/Bachelor of Advanced Studies (Psychology Honours)** (packaged Level 1 and 2) (Campus: Camperdown)
- **Bachelor of Advanced Studies (Honours)** (Level 2) (Campus: Camperdown)
- **Bachelor of Arts (Honours)** (Level 2) (Campus: Camperdown)
- **Bachelor of Liberal Arts and Science (Honours)** (Level 2) (Campus: Camperdown)
- **Bachelor of Science (Honours)** (Level 2) (Campus: Camperdown)
- **Bachelor of Science (Advanced) (Honours)** (Level 2) (Campus: Camperdown)

Subject to the following conditions:

For the Level 1, packaged Level 1 and 2 and Level 2 programs

By 28 February 2024:

1. To ensure Standard 2 Academic governance and quality improvement, criterion 2.3 is met, the School is to provide evidence demonstrating there is relevant external and internal input into the design and management of the programs.
2. To ensure Standard 3 Program of study, criteria 3.2 and 3.8, 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. *Foundational Competencies 1.1xi* (culturally appropriate assessment and measurement), 1.2 (can apply knowledge and skills in a manner that culturally appropriate and sensitive to the diversity of individuals) and 1.5 (interpersonal skills and teamwork) for the Level 1 and Level 1 component of the packaged Level 1 and 2 programs (criteria 3.2, 5.1 and 5.2)
 - ii. cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, for the Level 1, packaged Level 1 and 2 and Level 2 programs (criteria 3.8, 5.1 and 5.2).

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

By 28 February 2024:

1. To ensure Standard 5 Assessment, criterion 5.5 is met, the School is to provide evidence demonstrating that assessors are suitably qualified and experienced to assess student competence.

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

By 28 February 2024:

1. To ensure Standard 5 Assessment, criterion 5.3 is met, the School is to provide evidence demonstrating that multiple assessment tools, modes and techniques are used to assess program learning outcomes.

By 30 April 2024:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.1 is met, the School is to provide evidence demonstrating regular and frequent reviews are undertaken throughout the year to monitor and review curricula, teaching quality, assessment tools and material, and student experience.
2. To ensure Standard 2 Academic governance and quality improvement, criterion 2.2 is met, the School is to provide evidence of plans in place for external benchmarking exercises, including the progress and outcomes of these activities.

As a monitoring requirement for the Level 2 component of the packaged Level 1 and 2, and Level 2 programs, the School is to provide 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 and 4 Clinical
Domain 1: Public safety	Standard Statement 1: Public safety is assured			
	Standard is met	Standard is met	Standard is 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 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	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 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 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 Psychology at the University of Sydney explores opportunities to:

1. enable students in the Level 2 programs to enrol on a part-time basis.
2. explore ways to spread the teaching and assessment of graduate competencies across all three years of study in the undergraduate sequence.

Commendations

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

Following the evaluation of the program, the School of Psychology at the University of Sydney is commended for:

1. engaging Indigenous students in the packaged Level 3 and 4 programs and providing students enrolled in these programs with authentic and rich training experiences in cultural responsiveness.
2. recruiting highly skilled academics whose passion and commitment drive world-leading education and training at all levels of study.
3. integrating world-leading research into the training environment and learning experiences of students at all levels of the programs.