



Australian Psychology Accreditation Council (APAC)

Accreditation Assessment Summary Report Griffith University

Last updated: 7 October 2024



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Griffith University – 2025 to 2029 Cycle

Context

Higher education provider	Griffith University
Academic organisational unit (AOU)	School of Applied Psychology
Campus	Gold Coast, Mt Gravatt
Assessment type	Cycle re-accreditation
Accreditation period	1 January 2025 to 31 December 2029
Accreditation standard	Accreditation standards for psychology programs (effective 1 January 2019, version 1.2)



Assessment timeline

Dates	Assessment activities
16/02/2023	Griffith attends information session with APAC team
30/06/2023	Griffith submits NOIA
15/02/2024	Griffith submits accreditation documentation to APAC
16/02/2024 – 14/03/2024	APAC conducts an on-paper assessment
14/03/2024	Assessment team meets to discuss the on-paper assessment
04/04/2024	Griffith submits further information
09/04/2024	Assessment team meets to prepare for the site visit
30/04/2024 – 03/05/2024	Griffith hosts the site visit
29/07/2024	Accreditation Assessment Committee (AAC) endorses draft assessment report
09/08/2024	Griffith receives the draft assessment report
23/08/2024	Griffith submits a rejoinder to the draft assessment report
09/09/2024	AAC determines the assessment outcomes



Findings

APAC thanks Griffith University's discipline leads, academic and professional staff, supervisors, graduates and students for their cooperation and contributions to the assessment process.

Accreditation status

Re-accredited

The following programs are re-accredited until **31 December 2029**:

Program title	Campus	Level	Sequence	Program status
Bachelor of Exercise Science/Bachelor of Psychological Science	Gold Coast	Level 1	1–3 year	Accredited with conditions
Bachelor of Laws (Honours)/Bachelor of Psychological Science	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions
Bachelor of Laws/Bachelor of Psychological Science	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychological Science	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychological Science/Bachelor of Business	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychological Science/Bachelor of Criminology and Criminal Justice	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychological Science/Master of Mental Health Practice	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions



Program title	Campus	Level	Sequence	Program status
Bachelor of Psychological Science/Master of Rehabilitation Counselling	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychology (Honours)	Gold Coast, Mt Gravatt	Level 1–2	1–4 year	Accredited with conditions
Bachelor of Psychological Science (Honours)	Gold Coast, Mt Gravatt	Level 2	4 th year	Accredited with conditions
Master of Professional Psychology	Gold Coast, Mt Gravatt	Level 3	5 th year	Accredited with conditions
Doctor of Philosophy in Clinical Psychology	Gold Coast, Mt Gravatt	Level 3–4	5–6 year	Accredited with conditions
Master of Clinical Psychology	Gold Coast, Mt Gravatt	Level 3–4	5–6 year	Accredited with conditions
Master of Clinical Psychology Practice	Gold Coast, Mt Gravatt	Level 4	6 th year	Accredited with conditions

Re-accredited – in teach out

The following programs are re-accredited until **31 December 2029**:

Program title	Campus	Level	Sequence	Program status
Bachelor of Commerce/Bachelor of Psychological Science	Gold Coast, Mt Gravatt	Level 1	1–3 year	Accredited with conditions



Program title	Campus	Level	Sequence	Program status
Doctor of Philosophy in Organisational Psychology*	Mt Gravatt	Level 3–4	5–7 year	Accredited without conditions
Master of Organisational Psychology*	Mt Gravatt	Level 3–4	5–6 year	Accredited without conditions

** the coursework and practicum components for these programs in teach out were not assessed as part of the re-accreditation assessment as the School advised APAC that the remaining student in the program has successfully completed all coursework and practicum requirements.*



Summary of findings

Standard 1: Public safety is assured						
Level 1	Level 1–2	Level 2	Level 3	Level 3–4 Clinical	Level 4 Clinical	
✓	✓	✓	✓	Substantially met	✓	
Standard 2: Academic governance and quality assurance processes are effective						
Level 1	Level 1–2	Level 2	Level 3	Level 3–4 Clinical	Level 4 Clinical	
Substantially met	Substantially met	Substantially met	Substantially met	Substantially met	Substantially met	
Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies						
Level 1	Level 1–2	Level 2	Level 3	Level 3–4 Clinical	Level 4 Clinical	
Substantially met	Substantially met	Substantially met	Substantially met	Substantially met	✓	
Standard 4: Students are provided with equitable and timely access to information and support						
Level 1	Level 1–2	Level 2	Level 3	Level 3–4 Clinical	Level 4 Clinical	
✓	✓	✓	✓	Substantially met	✓	
Standard 5: Assessment is fair, reliable and valid						
Level 1	Level 1–2	Level 2	Level 3	Level 3–4 Clinical	Level 4 Clinical	
✓	✓	✓	Substantially met	Substantially met	✓	



Conditions

Further evidence is required to demonstrate the Accreditation Standards are met.

Program levels	Criteria	Issues identified	Information required	Due dates
Level 3–4 Clinical	1.3, 1.6	Sufficient education and training in professional skills	Evidence that sufficient education and training is provided to students to see and manage clients during internal placements. Evidence should include: <ul style="list-style-type: none">• examples of scaffolded teaching and learning activities to equip students for placements• an outline of formative and summative assessment strategies used to assess student competency prior to placements• logbooks demonstrating interactions between students and supervisors regarding client management.	30/11/2024



Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 Level 1–2 Level 2 Level 3 Level 3–4 Clinical Level 4 Clinical	2.1	Academic governance	<p>Evidence demonstrating that effective and robust academic governance arrangements are in place to ensure systematic monitoring and review of programs.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • a schedule of monitoring and review activities, including planned program and unit reviews • minutes from meetings with peak institutional bodies confirming input into and approved updates to programs • report on outcomes of monitoring and review activities. 	30/11/2024
Level 1 Level 1–2 Level 2 Level 2 Level 3	3.1	Coherent educational pedagogy	<p>Evidence demonstrating that programs are designed, monitored and managed using an effective, coherent educational pedagogy to ensure there is clear alignment of the graduate competencies.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • mapping of graduate competencies to unit and program learning outcomes, program content and assessments • strategies in place to confirm that programs are constructively aligned • examples of how the pedagogy is embedded in and scaffolded through the teaching and learning activities. 	30/11/2024



Program levels	Criteria	Issues identified	Information required	Due dates
Level 3	3.1, 3.2, 5.1, 5.2 (PC 3.17)	Research project	Evidence demonstrating that the research component of the program is clearly aligned to the requirements of Professional Competency (PC) 3.17 and student competence is being assessed as a required learning outcome. Evidence should include: <ul style="list-style-type: none">• mapping of the research requirements in PC 3.17 to the assessment parameters of set research projects• samples of research projects and rubrics• samples of de-identified feedback to students.	30/11/2024



Program levels	Criteria	Issues identified	Information required	Due dates
Level 3–4 Clinical	3.2, 3.7, 5.1, 5.2 (PC 4.2.3)	Professional Competencies (Clinical) and assessments	<p>Evidence demonstrating that all Professional Competencies (Clinical) are clearly scaffolded across the program to enable students to develop their skills and training and apply advanced psychological knowledge.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • scaffolding of content and details of the weekly learning material delivered across the program • constructive alignment of the graduate competencies to the content, assessment and required learning outcomes • visibility and frequency of teaching and learning activities • examples of client cases presented in the Clinic that are appropriate for stage of development a Clinical training program. 	30/11/2024



Program levels	Criteria	Issues identified	Information required	Due dates
Level 3	3.9, 5.1, 5.2	Application of the principles of inter-professional learning and practice	<p>Evidence demonstrating that IPL-related content (3.9) and assessments (5.1, 5.2) are constructively incorporated and aligned with the program learning outcomes.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • mapping of IPL-related content to unit and program learning outcomes, and assessments • strategies in place to confirm that IPL-related content is constructively aligned • examples of how IPL-related content is integrated into the teaching and learning activities. 	30/11/2024
Level 3-4 Clinical	4.6	Equity and diversity principles	<p>Evidence demonstrating that all students, including those with equity and diverse needs, have the ability to manage workload expectations, support their wellbeing and successfully complete their program of study.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • mechanisms in place to support students with diverse needs to successfully complete the program • strategies in place to reduce the workload pressure and administrative burden placed on students. 	30/11/2024



Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 Level 1-2 Level 2 Level 3 Level 3-4 Clinical Level 4 Clinical	2.2	External benchmarking	<p>Evidence demonstrating how external benchmarking informs the quality improvement of the programs.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • plan for regular external benchmarking activities • reports on the progress and outcomes of benchmarking activities • examples of updates and improvements made to programs based on benchmarked information. 	30/04/2025
Level 1 Level 1-2 Level 2 Level 3	2.4	Contemporary developments in psychology education	<p>Evidence demonstrating that appropriate and effective mechanisms are in place to respond to contemporary developments in psychology education.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • an overview of how the staff's scholarly activities in the discipline have triggered updates to units • established links between the staff's professional development and improvements to the programs • systems and processes in place to maintain the currency and relevance of program content and delivery. 	30/04/2025



Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 Level 1–2	2.5	Staff support	<p>Evidence demonstrating that academic teaching staff are sufficiently supported to undertake teaching, assessment and research activities and support the student cohort in acquiring the graduate competencies.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • information demonstrating time allocations for delivery, marking and scholarly activities • updated SSR calculator • rationale to confirm how the staff profile supports academic teaching staff in their work. 	30/04/2025
Level 3 Level 3–4 Clinical	2.5	Staff support	<p>Evidence demonstrating that newly appointed casual academic staff have access to an onboarding and induction program which provides the necessary knowledge and skills to support their ability to fulfil their roles and responsibilities.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • outline of the induction program for new staff • samples of induction materials • feedback from newly inducted staff regarding the effectiveness of the program. 	30/04/2025



Monitoring

Monitoring is required to ensure the Accreditation Standards continue to be met.

Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 Level 1 2 Level 2	3.4	Sufficient staffing	An update on the student to staff ratios, including any updates to recruitment strategies, and plans for how the School will ensure that the increased student cohorts remain sustainable (3.4).	30/04/2025



Recommendations

The assessment team offers the following recommendations for continuous improvement.

Considering the evidence provided at the site visit, Griffith University may wish to:

- invite representatives of Aboriginal and Torres Strait Islander Peoples to the Industry Advisory Board meetings to provide external input into the design and further development of teaching materials across the programs (2.3)
- explore opportunities to provide digital tests and forms to ensure students have access to the latest versions of tests only available digitally (3.5)
- increase and emphasise the importance of self-care practice to manage high workload expectations during postgraduate studies (4.5).

Commendations

The assessment team is impressed by the dedication of academic teaching staff to providing a positive and supporting learning experience.

Further, the assessment team commends Griffith on the following:

- its demonstrated ability to provide students with authentic, real-world learning experiences through an applied and practical leaning approach (3.6)
- the academic teaching staff's demonstrated commitment to providing students with high levels of support and responsiveness, going above and beyond to support students in their learning (4.4)
- the breadth of assessments and depth of learning opportunities across the programs (3.5, 5.3)
- access to high quality Clinic resources and learning environment (3.5, 3.6).