



Australian Psychology Accreditation Council (APAC)

Accreditation Assessment Summary Report The University of Melbourne

Last updated: 7 October 2024



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The University of Melbourne – 2025 to 2029 Cycle

Context

Higher education provider	The University of Melbourne (UniMelb)
Academic organisational unit (AOU)	Melbourne School of Psychological Sciences
Campus	Parkville
Assessment type	Cycle re-accreditation
Accreditation period	From 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
15/02/2023	UniMelb attends an information session with the APAC team
19/06/2023	UniMelb submits the Notice of Intended Application (NOIA)
13/11/2023	UniMelb finalises the NOIA
23/02/2024	UniMelb submits accreditation documentation to APAC
27/02/2024 – 27/03/2024	APAC conducts an on-paper assessment
28/03/2024	Assessment team meets to discuss the on-paper assessment
30/04/2024 – 23/05/2024	UniMelb submits additional information
03/05/2024	Assessment team meets to finalise site visit preparations
14/05/2024 – 17/05/2024	UniMelb hosts the site visit
29/07/2024	Accreditation Assessment Committee (AAC) endorses the draft assessment report
09/08/2024	UniMelb receives the draft assessment report
12/08/2024	UniMelb accepts the draft report as it is
09/09/2024	AAC determines the assessment outcomes



Findings

APAC thanks UniMelb's discipline leads, academic and professional staff, supervisors, graduates, and students for their cooperation.

Accreditation status

Reaccredited

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

Program title	Campus	Level	Sequence	Program Status
Bachelor of Arts	Parkville	Level 1	1-3 year	Accredited with conditions
Bachelor of Biomedicine	Parkville	Level 1	1-3 year	Accredited with conditions
Bachelor of Science	Parkville	Level 1	1-3 year	Accredited with conditions
Graduate Diploma in Psychology	Parkville	Level 1	3rd year	Accredited with conditions
Bachelor of Arts (Degree with Honours)	Parkville	Level 2	4th year	Accredited with conditions
Bachelor of Biomedicine (Degree with Honours)	Parkville	Level 2	4th year	Accredited with conditions
Bachelor of Science (Degree with Honours)	Parkville	Level 2	4th year	Accredited with conditions
Graduate Diploma in Professional Psychology	Parkville	Level 2	4th year	Accredited with conditions
Graduate Diploma in Psychology (Advanced)	Parkville	Level 2	4th year	Accredited with conditions
Master of Professional Psychology	Parkville	Level 2-3	4-5 year	Accredited with conditions
Master of Psychology (Clinical Neuropsychology)	Parkville	Level 3-4	5-6 year	Accredited with conditions



Program title	Campus	Level	Sequence	Program Status
Master of Psychology (Clinical Neuropsychology)/ Doctor of Philosophy	Parkville	Level 3-4	5-6 year	Accredited with conditions
Master of Psychology (Clinical Psychology)	Parkville	Level 3-4	5-6 year	Accredited with conditions
Master of Psychology (Clinical Psychology)/ Doctor of Philosophy	Parkville	Level 3-4	5-6 year	Accredited with conditions
Master of Psychology (Educational and Developmental)	Parkville	Level 3-4	5-6 year	Accredited without conditions
Master of Psychology (Educational and Developmental)/ Doctor of Philosophy	Parkville	Level 3-4	5-6 year	Accredited without conditions
Graduate Diploma in Clinical Psychology	Parkville	Level 4	6th year	Accredited with conditions

Reaccredited – in teach out

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

Program title	Campus	Level	Sequence	Program Status
Master of Educational Psychology	Parkville	Level 3-4	5-6 year	Accredited without conditions
Master of Educational Psychology/Doctor of Philosophy	Parkville	Level 3-4	5-6 year	Accredited without conditions



Summary of findings

Standard 1: Public safety is assured						
Level 1	Level 2	Level 2-3	Level 3-4 Clinical	Level 3-4 Clin Neuro	Level 3-4 Ed & Dev	Level 4 Clinical
✓	✓	✓	✓	✓	✓	Substantially met
Standard 2: Academic governance and quality assurance processes are effective						
Level 1	Level 2	Level 2-3	Level 3-4 Clinical	Level 3-4 Clin Neuro	Level 3-4 Ed & Dev	Level 4 Clinical
Substantially met	Substantially met	✓	✓	✓	✓	✓
Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies						
Level 1	Level 2	Level 2-3	Level 3-4 Clinical	Level 3-4 Clin Neuro	Level 3-4 Ed & Dev	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 2	Level 2-3	Level 3-4 Clinical	Level 3-4 Clin Neuro	Level 3-4 Ed & Dev	Level 4 Clinical
✓	Substantially met	✓	✓	✓	✓	✓
Standard 5: Assessment is fair, reliable and valid						
Level 1	Level 2	Level 2-3	Level 3-4 Clinical	Level 3-4 Clin Neuro	Level 3-4 Ed & Dev	Level 4 Clinical
Substantially met	✓	✓	✓	✓	✓	✓



Conditions

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

Program levels	Criteria	Issues identified	Information required	Due dates
Level 1	3.2, 5.1, 5.2 (re: FC 1.5)	Interpersonal and teamwork skills	<p>Provide evidence that interpersonal and teamwork skills are taught and assessed directly as a foundational competency (FC 1.5), such that assessment of the skills is fair, reliable and valid.</p> <p>Evidence should include:</p> <ul style="list-style-type: none">• information about how interpersonal and teamwork skills are taught (e.g. outline of learning and teaching activities).• assessment rubrics showing allocation of marks for individual levels of competency against the teamwork-based criteria• de-identified sample assessments of students' individual teamwork contributions in the capstone component. <p>Evidence may also include assessor feedback to students from the same group regarding their individual teamwork skills.</p>	31/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 and Level 2 standalone	2.3	External and student input	<p>Provide evidence that there is a systematic and effective approach to integrating input from prospective employers, representatives from the psychology profession and students into the design and management of programs, including new units and those with modifications.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Establishment of an External Advisory Committee • Establishment of a Student Advisory Committee • Terms of Reference for committees • Formal processes for collating and actioning external and student input in addition to institutional student surveys. 	31/01/2025
Level 2 standalone	4.1 (re: PPC 2.2)	Interviewing skills	<p>Provide evidence that assessment processes and requirements relating to pre-professional competency in interviewing skills (PPC 2.2) are clear and accessible, such that assessment is fair, reliable and valid.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> • task instructions to students that specify the pass/fail threshold in the rubric • information to students about the process to be followed should students fail the task. 	31/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
Level 2 standalone	4.2	Admission requirements	<p>Provide evidence of transparent communications to prospective students at the point of application around Aboriginal and Torres Strait Islander entry pathways (including weightings applied by the selection panel after receipt of the applicant list from central admissions).</p> <p>Alternatively, confirm that other weightings are not applied by the school-based panel after the University of Melbourne GAMS/AM process.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • excerpts from a handbook • website links to relevant information • marketing materials. 	31/12/2024
Level 3 MPP Clin Clin Neuro	3.6	Space and staffing resources	<p>Provide evidence that learning environments include appropriate staffing and space for simulated learning, role plays and professional skills training.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • timetables showing designated rooms • plans for staffing for larger classes • photos of corresponding rooms with the spaces used for role plays and skills training. 	31/01/2025
Level 4 Clinical	1.8, 1.9, 1.10, 3.7	Sufficient supervision (pre-existing condition)	Provide a range of de-identified samples of completed student placement logbooks showing how students achieve the minimum number of placement hours, direct client hours, client related hours and supervision hours.	31/12/2024



Closed conditions

Evidence confirms that these conditions have been met.

Program levels	Criteria	Issues identified	Information required	Outcome
Level 4 Clinical	2.2, 2.3	Benchmarking	Provide evidence of quality improvement processes informed by measures including external benchmarking.	Met with monitoring
Level 4 Clinical	1.5	Informed consent	Provide evidence demonstrating that external providers have processes in place to ensure that informed consent is sought from all clients receiving a psychological service	Met

Monitoring

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

Program levels	Criteria	Issues identified	Information required	Due dates
All programs except Ed & Dev	2.2	Benchmarking	Provide an updated school plan including priorities for 2024 and any outcomes and changes resulting from benchmarking activities.	30/10/2024
Level 3–4 Ed & Dev	5.1	Assessment of learning outcomes (re: PC 4.5)	Provide evidence to demonstrate how the additional content relating to infancy (0-2 years) in the curriculum is implemented and assessed within EDUC90228. Evidence may include: <ul style="list-style-type: none"> updated unit outline 	30/04/2025



Program levels	Criteria	Issues identified	Information required	Due dates
			<ul style="list-style-type: none">• samples of learning and teaching activities• samples of assessment tasks and rubrics• mapping of additional content to assessments.	



Commendation

The assessment team acknowledges UniMelb's responsible approach to supporting the academic psychology staff in line with Standard 2. The assessment team notes that, as student numbers continue to increase, resourcing is largely commensurate with growth (2.5).