



Australian Psychology Accreditation Council (APAC)

# Accreditation Assessment

## Summary Report

### Federation University Australia

Last updated: 14 November 2024



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## Federation University Australia – 2025 to 2029 Cycle

### Context

<b>Higher education provider</b>	Federation University Australia (Fed Uni)
<b>Academic organisational unit (AOU)</b>	Discipline of Psychology, Institute of Health and Wellbeing
<b>Campus</b>	Berwick, Gippsland, Mt Helen and Online
<b>Assessment type</b>	Cycle re-accreditation
<b>Accreditation period</b>	1 January 2025 – 31 December 2029
<b>Accreditation standard</b>	<a href="#">Accreditation standards for psychology programs (effective 1 January 2019, version 1.2)</a>



## Assessment timeline

Dates	Assessment activities
13/02/2023	Fed Uni attends an information session with APAC team
23/06/2023	Fed Uni submits a Notification of intended application
16/01/2024	Fed Uni submits its accreditation submission to APAC
17/01/2024 – 26/01/2024	APAC conducts an on-paper assessment
26/02/2024	Assessment team meets to discuss the on-paper assessment
21/03/2024 – 10/05/2024	Fed Uni submits further information
02/04/2024	Assessment team meets to prepare for the site visit
16/04/2024 – 19/04/2024	Fed Uni hosts the site visit
29/07/2024	Accreditation Assessment Committee (AAC) endorses the draft assessment report
12/08/2024	Fed Uni receives a copy of the draft assessment report
26/08/2024	Fed Uni submits a rejoinder to the draft assessment report
28/10/2024	AAC determines the assessment outcomes



## Findings

APAC thanks FedUni's discipline lead, 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 Psychological Science	Berwick	Level 1	1–3 year	Accredited with conditions until 31/12/2029
Bachelor of Psychological Science	Gippsland	Level 1	1–3 year	Accredited with conditions until 31/12/2029
Bachelor of Psychological Science	Mt Helen	Level 1	1–3 year	Accredited with conditions until 31/12/2029
Bachelor of Psychological Science	Online	Level 1	1–3 year	Accredited with conditions until 31/12/2029
Bachelor of Psychological Science (Honours)	Berwick	Level 2	4 <sup>th</sup> year	Accredited with conditions until 31/12/2029
Bachelor of Psychological Science (Honours)	Gippsland	Level 2	4 <sup>th</sup> year	Accredited with conditions until 31/12/2029
Bachelor of Psychological Science (Honours)	Mt Helen	Level 2	4 <sup>th</sup> year	Accredited with conditions until 31/12/2029



Program title	Campus	Level	Sequence	Program status
Bachelor of Psychological Science (Honours)	Online	Level 2	4 <sup>th</sup> year	Accredited with conditions until 31/12/2029
Master of Professional Psychology	Mt Helen	Level 3	5 <sup>th</sup> year	Accredited with conditions until 31/12/2029
Master of Psychology (Clinical)	Mt Helen	Level 3-4	5–6 year	Accredited with conditions until 31/12/2029

### Not assessed

The following programs are in teach out and were not included in this cycle assessment:

Program title	Campus	Level	Sequence	Program status
Bachelor of Arts	Mt Helen	Level 1	1–3 year	Accredited until 31/12/2024
Bachelor of Arts (Humanities & Social Sciences)	Mt Helen	Level 1	1–3 year	Accredited until 31/12/2024
Bachelor of Health Sciences	Mt Helen	Level 1	1–3 year	Accredited until 31/12/2024
Bachelor of Health Sciences (Psychology)	Mt Helen	Level 1	1–3 year	Accredited until 31/12/2024
Graduate Diploma of Psychology	Berwick	Level 2	4 <sup>th</sup> year	Accredited until 31/12/2024
Graduate Diploma of Psychology	Gippsland	Level 2	4 <sup>th</sup> year	Accredited until 31/12/2024
Graduate Diploma of Psychology	Mt Helen	Level 2	4 <sup>th</sup> year	Accredited until 31/12/2024



## Summary of findings

<b>Standard 1: Public safety is assured</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3 and 4 Clinical</b>
✓	✓	Substantially met	Substantially met
<b>Standard 2: Academic governance and quality assurance processes are effective</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3 and 4 Clinical</b>
✓	✓	✓	✓
<b>Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3 and 4 Clinical</b>
✓	Substantially met	Substantially met	Substantially met
<b>Standard 4: Students are provided with equitable and timely access to information and support</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3 and 4 Clinical</b>
✓	✓	✓	✓
<b>Standard 5: Assessment is fair, reliable and valid</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3 and 4 Clinical</b>
Substantially met	Substantially met	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 2	3.7 (re: PPC 2.2, 2.3, 2.4)	<b>Professional practice education</b>	<p>Evidence to demonstrate that the quantity and quality of professional practice education is sufficient to ensure competent practises across a range of settings.</p> <p>Evidence must include samples of teaching and learning materials that develop in students the Pre-Professional Competencies (PPC) 2.2, 2.3 and 2.4, including but not limited to:</p> <ul style="list-style-type: none"> <li>• lecture materials</li> <li>• tutorial activities</li> <li>• list of readings.</li> </ul>	13/01/2025
Level 2	5.1, 5.2 (re: PPC 2.2)	<b>Assessment of interpersonal and interviewing skills</b>	<p>Evidence to demonstrate when and how students' interpersonal and interviewing skills will be assessed in a manner that confirms their achievement of pre-professional competency (PPC) 2.2.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• mapping of summative assessments across relevant units</li> <li>• revised unit outlines and assessment instructions.</li> </ul>	31/01/2025
Level 2	5.1, 5.2 (re: PPC 2.2)	<b>Assessment of interpersonal and interviewing skills</b>	<p>A range of de-identified samples of completed student assessments, including the marking criteria and assessment feedback, demonstrating that pre-professional competency (PPC) 2.2 is appropriately assessed.</p>	31/07/2025





Program levels	Criteria	Issues identified	Information required	Due dates
All	3.8, 5.1, 5.2	<b>Cultural responsiveness</b>	Evidence of how cultural responsiveness with Aboriginal and Torres Strait Islander peoples is specifically assessed as a required learning outcome at all levels.	30/04/2025
Level 3 Level 3–4	2.3	<b>External input and internal feedback</b>	<p>Evidence to demonstrate how the AOU integrates external input and internal feedback into program design and management.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• reports tabled at meetings of peak institutional bodies listing feedback from staff, students and graduates and proposed strategies to incorporate the feedback into program design and/or management</li> <li>• minutes of meetings with external advisors identifying opportunities for improvement</li> <li>• samples of updated internal processes and program materials based on the input of internal and external stakeholders.</li> </ul>	22/09/2025
Level 3 Level 3–4	3.9, 5.1, 5.2	<b>Applications of IPL principles</b>	<p>Evidence to demonstrate when and how students' application of interprofessional learning and practice principles (IPL) is assessed as a required learning outcome.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> <li>• mapping of IPL-related content to related graduate competencies, unit learning outcomes, and assessment strategies at each applicable program level</li> <li>• teaching and learning materials.</li> </ul>	31/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
			A range of de-identified samples of completed student assessments, including the marking criteria and assessment feedback, demonstrating that the application of IPL principles is appropriately assessed.	31/07/2025
Level 3 Level 3–4	5.4 (re: 3.1, 3.6)	<b>Moderation</b>	Evidence to demonstrate how and when the AOU undertakes internal moderation for reliability and consistency of assessment outcomes, in line with relevant University policies.  Evidence may include: <ul style="list-style-type: none"> <li>• moderation schedules and templates</li> <li>• samples of de-identified cross marking</li> <li>• samples of validated and moderated assessment tasks.</li> </ul>	13/01/2025



## Monitoring

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

Program levels	Criteria	Issues identified	Information required	Due dates
All	2.2	<b>Benchmarking</b>	<p>Evidence of how the AOU uses benchmarking in quality assurance processes.</p> <p>Evidence for all levels and modes of delivery must include:</p> <ul style="list-style-type: none"> <li>• benchmarking reports and outcomes relating to the plan</li> <li>• plans for the next stage of benchmarking and monitoring</li> <li>• actions arising from benchmarking activities, including:               <ul style="list-style-type: none"> <li>○ proposed improvements to program content and/or delivery based on benchmarking activities</li> <li>○ evidence of implemented changes based on benchmarking activities.</li> </ul> </li> </ul>	30/04/2025
Level 3 Level 3–4	1.10	<b>Supervision</b>	A range of samples of de-identified placement logbooks to demonstrate that students receive regular supervision (i.e. weekly) throughout the entirety of their placement, such that supervision is consistently sufficient and supportive of safe practices.	30/04/2025



## Recommendations

The assessment team offers the following recommendations for continuous improvement:

- Create and embed mechanisms to confirm that the Master of Psychology (Clinical) students undertaking a Level 3 program while teaching into Level 2 programs are appropriately qualified either through AQF+1 qualifications in the discipline or professional equivalency (1.7, 3.3, 5.5).
- Develop systems and/or processes to better coordinate academic teaching staff in the Level 3 and packaged Level 3–4 programs so that they are supported in:
  - moderating their approaches to teaching and learning for consistent delivery
  - collectively identifying and discussing opportunities for unit and program improvements (2.2, 2.3, 2.5, 3.3, 5.4).
- Devise and implement a range of tools, modes and techniques for the authentic assessment of program learning outcomes that will measure the achievement of graduate competencies and safeguard against risks to academic integrity (5.3).

## Commendations

The assessment team commends Federation University on the following support mechanisms:

- The community of practice for the Honours program offers a very good support mechanism for new supervisors.
- There is a very large cohort of supervisors to support students and academic teaching staff in placement-related matters.
- The Psych Buddy resource presents a comprehensive source of support information for students undertaking Level 1 programs.