



Australian Psychology Accreditation Council (APAC)

Accreditation Assessment

Summary Report

University of Southern

Queensland

Last updated: 19 November 2024



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University of Southern Queensland – 2025 to 2029 Cycle

Context

Higher education provider	University of Southern Queensland (UniSQ)
Academic organisational unit (AOU)	School of Psychology and Counselling
Campus	Ipswich, Toowoomba, Online
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
28/02/2023	Provider attends information session with APAC team
29/06/2023	Provider submits NOIA
15/04/2024	Provider submits accreditation documentation to APAC
16/04/2024 – 27/05/2024	APAC conducts on-paper assessment
28/05/2024	APAC assessment team meeting 1 (align on-paper assessment)
12/06/2024	Provider submits further information
03/07/2024	APAC assessment team meeting 2 (site-visit preparation)
15/07/2024 – 18/07/2024	Provider hosts site visit
09/09/2024	Accreditation Assessment Committee (AAC) endorses draft assessment report
18/09/2024	Provider receives draft assessment report
03/10/2024	Provider submits rejoinder to draft assessment report
28/10/2024	AAC determines assessment outcomes



Findings

APAC thanks the University of Southern Queensland's discipline leads, academic and professional staff, supervisors, graduates and students for their cooperation.

Accreditation status

Re-accredited

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

Program title	Campus	Level	Sequence	Program status
Bachelor of Arts (Psychology)	Ipswich, Toowoomba, Online	Level 1	1-3 years	Accredited with conditions
Bachelor of Arts and Bachelor of Science (Psychology)	Toowoomba, Online	Level 1	1-3 years	Accredited with conditions
Bachelor of Business and Bachelor of Science (Psychology)	Toowoomba, Online	Level 1	1-3 years	Accredited with conditions
Bachelor of Science (Psychology Extended)	Ipswich, Toowoomba, Online	Level 1	1-3 years	Accredited with conditions
Bachelor of Science (Psychology)	Ipswich, Toowoomba, Online	Level 1	1-3 years	Accredited with conditions
Bachelor of Psychology (Honours)	Ipswich, Online	Level 1-2	1-4 years	Accredited with conditions



Program title	Campus	Level	Sequence	Program status
Bachelor of Science (Honours) (Psychology)	Ipswich, Online	Level 2	4 th year	Accredited with conditions
Master of Research	Ipswich, Online	Level 2	4 th year	Accredited with conditions
Master of Professional Psychology	Ipswich, Toowoomba, Online	Level 3	5 th year	Accredited with conditions
Master of Clinical Psychology	Ipswich, Toowoomba, Online	Level 3-4	5-6 year	Accredited with conditions
Master of Clinical Psychology - Advanced Entry	Ipswich, Toowoomba, Online	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 Business and Commerce and Bachelor of Science	Toowoomba, Online	Level 1	1-3 years	Accredited with conditions
Bachelor of Science (Honours) (Psychology)	Toowoomba	Level 2	4 th year	Accredited with conditions
Master of Science (Research) (Psychology Research)	Ipswich, Online	Level 2	4 th year	Accredited with conditions
Master of Psychology (Clinical)*	Toowoomba	Level 3-4	5-6 year	Accredited without conditions



Program title	Campus	Level	Sequence	Program status
Master of Psychology/PhD (Clinical Psychology)*	Toowoomba	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 and 4 Clinical	Level 4 Clinical	
✓	✓	✓	Substantially met	Substantially met	✓	
Standard 2: Academic governance and quality assurance processes are effective						
Level 1	Level 1-2	Level 2	Level 3	Level 3 and 4 Clinical	Level 4 Clinical	
✓	✓	✓	✓	✓	✓	✓
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 and 4 Clinical	Level 4 Clinical	
✓	✓	✓	✓	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 and 4 Clinical	Level 4 Clinical	
Substantially met	Substantially met	✓	Substantially met	Substantially met	Substantially met	
Standard 5: Assessment is fair, reliable and valid						
Level 1	Level 1-2	Level 2	Level 3	Level 3 and 4 Clinical	Level 4 Clinical	
✓	Substantially met	Substantially met	✓	Substantially met	Substantially met	



Conditions

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

Reference*	Program levels	Criteria	Issues identified	Information required	Due dates
USQ-2024- REA-CON-04	Level 3 Level 3-4 Clinical	1.3	Safety	<p>Evidence demonstrating that all public-facing (reception) areas in the Ipswich and Toowoomba Clinic are equipped with appropriate safety mechanisms, such as duress alarms.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • certificate(s) of installation • video footage of duress alarms being triggered • logs showing intermittent testing of duress alarms in reception areas. 	31/12/2024
USQ-2024- REA-CON-08	Level 1 Level 1 component of Level 1-2	4.1	Learning and teaching information	<p>Evidence demonstrating that students are provided with information regarding the expected teaching and learning delivery mode for each unit, including that courses may not be offered on campus if there is insufficient enrolment.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Program and unit guides detailing the delivery mode • Marketing material provided to prospective students • Website information about the programs 	13/01/2025



Reference*	Program levels	Criteria	Issues identified	Information required	Due dates
USQ-2024- REA-CON-09	Level 2 component of Level 1-2 Level 2	5.5	Assessors	Evidence demonstrating that all assessors are appropriately qualified to undertake their duties. Evidence may include policies and processes to ensure the minimum requirements for markers, and/or equivalent professional experience.	13/01/2025
USQ-2024- REA-CON-10	Level 3 Level 3-4 Clinical Level 4 Clinical	4.2	Admission information	Evidence demonstrating that the selection and entry requirements for equity pathways are transparent for all applicants. This includes evidence of how applications from priority groups, such as rural or Aboriginal and Torres Strait Islander students are considered, and how this information is provided to potential applicants. Evidence may include: <ul style="list-style-type: none"> • Information/details of published entry requirements • Admission policies and procedures • Marketing material provided to prospective students 	13/01/2025



Reference*	Program levels	Criteria	Issues identified	Information required	Due dates
USQ-2024- REA-CON-11	Level 4 component of the Level 3-4 Clinical Level 4 Clinical	3.8, 5.1, 5.2	Cultural responsiveness	Evidence demonstrating that cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is integrated, articulated as a required learning outcome and explicitly assessed. Evidence may include: <ul style="list-style-type: none"> • Approved planned updates to program content and assessments relating to Aboriginal and Torres Strait Islander cultures • mapping of scaffolded program content to confirm the visibility and frequency of cultural responsiveness in teaching and learning activities across the program • mandated assessments for all students to confirm their achievement of cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures. 	13/01/2025



Monitoring

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

Reference*	Program levels	Criteria	Issues identified	Information required	Due dates
USQ-2024- REA-MR-02	Level 3 Level 3-4 Clinical Level 4 Clinical	1.4	Quality safety processes	Evidence demonstrating that the placement review processes are adequate to effectively monitor student progress on placement. Evidence should include: <ul style="list-style-type: none"> • A sample of de-identified logbooks demonstrating attendance at placement review meetings • Placement documentation detailing arrangements for situations where the placement coordinator is unavailable to attend meetings. 	30/04/2025
UniSQ-2024- REA-MR-01	Level 1 Level 1-2	3.8, 5.1, 5.2	Cultural responsiveness	The revised unit outlines demonstrating cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is taught, articulated as a required learning outcome, and explicitly assessed.	30/11/2025



***Reference code**

Provider	Year	Accreditation type	Outcome	Number
Provider shortform name	Four digits	Re-accreditation (REA)	Condition (CON) Monitoring requirement (MR)	Two digits

A reference code is assigned to each outcome to allow APAC and providers to track and monitor progress updates. Please use the assigned reference code when providing updates in progress reports, including cross-references to evidentiary documentation.



Commendations

The assessment team commends the University of Southern Queensland on the following:

- Providing students located in rural and regional areas access to psychology education, including the School's capacity to support students on external placements in their local regional areas (4.6).
- Offering a flexible and responsive learning environment to students with diverse backgrounds and needs (3.6, 4.6).
- The quality of placement experiences and opportunities, particularly in the Level 3 Master of Professional Psychology program (3.7).