



Australian Psychology Accreditation Council (APAC)

# Accreditation Assessment Summary Report Victoria University

Last updated: 19 November 2024



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## Victoria University – 2025 to 2029 Cycle

### Context

<b>Higher education provider</b>	Victoria University (VU)
<b>Academic organisational unit (AOU)</b>	Psychology Discipline
<b>Campus</b>	Footscray Park
<b>Assessment type</b>	Cycle re-accreditation
<b>Accreditation period</b>	From 1 January 2025 to 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
14/02/2023	VU attends information session with APAC team
30/06/2023	VU submits its Notice of Intended Application
04/04/2024	VU submits original accreditation documentation to APAC
05/04/2024 – 22/04/2024	APAC conducts an on-paper assessment
23/04/2024	APAC holds team meeting 1 to discuss the on-paper assessment
14/05/2024 – 21/05/2024	VU submits further information
28/05/2024	APAC holds team meeting 2 to prepare for the site visit
11/06/2024 – 14/06/2024	VU hosts the site visit
29/07/2024	Accreditation Assessment Committee (AAC) endorses the draft assessment report
09/08/2024	VU receives a copy of the draft assessment report
19/08/2024	VU submits a rejoinder to the draft assessment report
09/09/2024	AAC considers the rejoinder to the draft report
14/10/2024	APAC Board determines the assessment outcomes



## Findings

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

### Accreditation status

#### Not accredited

VU has not yet accredited the following program. Evidence submitted, including information relating to the new program structure, is incomplete and indicates that the program is underdeveloped at the time of this assessment.

Program title	Campus	Level	Sequence	Program Status
Master of Applied Psychology (Clinical Psychology)/Doctor of Philosophy	Footscray Park	Level 3–4	5–6 year	Not accredited

#### Re-accredited

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

Program title	Campus	Level	Sequence	Program Status
Bachelor of Arts	Footscray Park	Level 1	1–3 year	Accredited with conditions
Bachelor of Criminal Justice and Psychological Studies	Footscray Park	Level 1	1–3 year	Accredited with conditions
Bachelor of Criminology/Bachelor of Psychological Studies	Footscray Park	Level 1	1–3 year	Accredited with conditions



Program title	Campus	Level	Sequence	Program Status
Bachelor of Laws/Bachelor of Psychological Studies	Footscray Park	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychological Studies	Footscray Park	Level 1	1–3 year	Accredited with conditions
Bachelor of Psychological Studies/Bachelor of Business	Footscray Park	Level 1	1–3 year	Accredited with conditions
Bachelor of Sport Science (Human Movement)/Bachelor of Psychological Studies	Footscray Park	Level 1	1–3 year	Accredited with conditions
Bachelor of Laws (Honours)/Bachelor of Psychology (Honours)	Footscray Park	Level 1–2	1–4 year	Accredited with conditions
Bachelor of Psychology (Honours)	Footscray Park	Level 1–2	1–4 year	Accredited with conditions
Bachelor of Psychological Studies (Honours)	Footscray Park	Level 2	4th year	Accredited with conditions
Master of Professional Psychology	Footscray Park	Level 3	5th year	Accredited with conditions
Master of Applied Psychology (Clinical Psychology)	Footscray Park	Level 3–4	5–6 year	Accredited with conditions



## Re-accredited – in teach out

The following program in teach out is re-accredited until **31 December 2029**:

Program title	Campus	Level	Sequence	Program Status
Master of Applied Psychology (Community Psychology)	Footscray Park	Level 3–4	5–6 year	Accredited with conditions



## Summary of findings

<b>Standard 1: Public safety is assured</b>					
<b>Level 1</b>	<b>Level 1–2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3–4 Clinical</b>	<b>Level 3–4 Community</b>
✓	✓	✓	Substantially met	Substantially met	Substantially met
<b>Standard 2: Academic governance and quality assurance processes are effective</b>					
<b>Level 1</b>	<b>Level 1–2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3–4 Clinical</b>	<b>Level 3–4 Community</b>
Substantially met	Substantially met	Substantially met	Substantially met	Substantially met	Substantially met
<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 1–2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3–4 Clinical</b>	<b>Level 3–4 Community</b>
Substantially met	Substantially met	Substantially met	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 1–2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3–4 Clinical</b>	<b>Level 3–4 Community</b>
Substantially met	Substantially met	Substantially met	Substantially met	Substantially met	Substantially met
<b>Standard 5: Assessment is fair, reliable and valid</b>					
<b>Level 1</b>	<b>Level 1–2</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 3–4 Clinical</b>	<b>Level 3–4 Community</b>
Substantially met	Substantially met	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
All	2.4, 2.5, 3.3	Professional development	<p>Evidence that research and professional development are appropriately supported.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• conference support</li> <li>• budget for professional development</li> <li>• workload calendars demonstrating time allocations for research.</li> </ul>	13/01/2025
All	3.4	Sufficient staffing	<p>Evidence that appropriate staff ratios are in place to support each student cohort.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• outcomes of recruitment processes</li> <li>• updated SSR calculator</li> <li>• updated staff profile.</li> </ul>	13/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
All	3.5 (re: 2.5, 3.4)	Resources	<p>Evidence that the Head of the AOU has the flexibility and the influence to direct financial, human, and physical resources.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• VU's framework for delegations</li> <li>• overview of the Head of the AOU's ongoing input into resourcing matters.</li> </ul>	13/01/2025
Level 1	4.4	Academic learning needs	<p>Evidence that the AOU provides consistent academic support based on the identified needs of students.</p> <p>Evidence is to include:</p> <ul style="list-style-type: none"> <li>• designated accountabilities for consistent implementation of learning management plans at the unit coordination level</li> <li>• samples of de-identified documentation relating to the implementation of learning management plans.</li> </ul>	13/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 Level 1–2 Level 2	4.2	Equitable processes for admission and progression	<p>Evidence of equitable ethics application processes and access to formative feedback on assignments.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• documentation showing appropriate implementation of established processes</li> <li>• samples of de-identified feedback from assessors.</li> </ul>	13/01/2025
Level 1 Level 1–2 Level 2	5.4 (relates to 3.3, 3.4)	Program management	<p>Evidence that resource management concerns are addressed, such that the AOU ensures consistent and appropriate feedback to students in a sustainable manner.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• workload calendars to demonstrate marking allocations for ongoing and sessional staff</li> <li>• samples of de-identified assessments with assessor comments</li> <li>• access to the LMS to confirm that students receive feedback within the timeframes stipulated in clause 22 of VU's <i>Standards for Assessment Procedure HE</i>.</li> </ul>	13/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
Level 3–4 (Comm)	4.2, 4.7	Teach out processes	<p>Evidence that processes in place to manage progression requirements and grievances are fair, transparent, equitable, and effective for the duration of the program's teach out.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• confirmation of student completions</li> <li>• complaints and appeals documentation, including outcomes and communications to students.</li> </ul>	13/01/2025
Level 3 Level 3–4 (all)	1.4	Quality and safety policies and procedures	<p>Evidence of how the AOU implements procedures to quality assure placements, and to ensure the safety of students and the public.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• completed risk assessments of clinics</li> <li>• samples of student feedback relating to clinics and placements</li> <li>• actions taken to address student feedback and improve placement quality</li> <li>• tools used to track and report student progression across placements.</li> </ul>	13/01/2025



Program levels	Criteria	Issues identified	Information required	Due dates
Level 3 Level 3–4 (all)	3.9, 5.1, 5.2	Interprofessional learning and practice (IPL)	<p>Evidence that the application of IPL practice principles is assessed as a learning outcome.</p> <p>Evidence should include:</p> <ul style="list-style-type: none"> <li>• mapping of formative and summative IPL-related assessment tasks</li> <li>• samples of IPL-related assessment tools and rubrics</li> <li>• de-identified samples of student responses to assessment tasks.</li> </ul>	13/01/2025
Level 3 Level 3–4 (all)	4.2	Equitable admission processes	<p>Evidence that a merit-based selection process is in place.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• an outline of the strategies used to ensure admission is free from inherent bias</li> <li>• examples of how admission processes incorporate multiple viewpoints</li> <li>• communications to prospective students that specify clear entry criteria</li> <li>• processes in place to support the admission of diverse student cohorts into the programs, including applicants who identify as Aboriginal and/or Torres Strait Islanders.</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	2.1	Academic governance arrangements	Evidence to demonstrate that the monitoring, review and improvement processes that are in place for psychology programs are systematic and robust.	30/04/2025
All	2.3	External and internal input	Evidence of how external input into the design and management of programs is actioned.	30/04/2025



## Recommendations

The assessment team offers the following recommendations for continuous improvement:

- Extend benchmarking plans and activities for Level 1 programs to potentially include a comprehensive scoping of allocations of time and staff resourcing at other institutions to improve the viability of workloads and sufficiency of staffing (2.2, 3.4, 5.4).
- Consider ways to create equitable admission processes and fair progression requirements for vulnerable student cohorts, including Aboriginal and Torres Strait Islander students (4.2).
- Extend benchmarking plans and activities for Level 1 programs to include a comprehensive scoping of staff resourcing and marking allocations at other institutions to improve the viability of workloads and the sufficiency of staffing (3.4, 5.4).

## Commendations

The assessment team is impressed by the way the AOU has mapped the Australian Indigenous Psychology Education Project (AIPEP) Workforce Capabilities Framework to program learning outcomes to build the capacity and competency of its psychology graduates to work appropriately and effectively with Aboriginal and Torres Strait Islander clients.

The assessment team further commends the AOU on its clear commitment to and focus on indigenising the curricula that have occurred successfully across all programs (3.8).