



Australian Psychology Accreditation Council (APAC)

Evidence Guide

Effective 1 January 2025

Version 1.4



Contents

Introduction	3
Assessment Principles	4
Sufficiency.....	4
Adequacy	4
Fairness	5
Validity.....	5
Reliability	5
Summary	5
Templates	5
Evidence Guide	6
Key Evidentiary Requirements.....	6
Standard 1: Public safety	6
Standard 2: Academic governance and quality assurance.....	20
Standard 3: Program of study	28
Standard 4: The student experience	42
Standard 5: Assessment	49
Appendix 1: APAC Research requirements for graduate competencies.....	55



Introduction

The *Accreditation Standards for Psychology Programs: Evidence Guide (Evidence Guide)* supplements the *Accreditation Standards for Psychology Programs (Accreditation Standards)* and the *Accreditation Standards: Graduate Competencies (graduate competencies)*. The *Evidence Guide* should be used in conjunction with these documents.

This version of the *Evidence Guide* was developed following consultations with and feedback from key stakeholders, including providers and APAC assessors.

The purpose of the *Evidence Guide* is to assist providers with preparing evidence to demonstrate that their programs of study are designed and delivered in compliance with the *Accreditation Standards* and support their students in achieving the graduate competencies.

The *Evidence Guide* provides an explanation of the intent of each criterion and in some cases the explanations provide additional detail on the requirements that providers are expected to demonstrate.

It also provides guidance on preparing evidence to demonstrate that programs of study meet the *Accreditation Standards*. The evidentiary requirements are expressed in broad terms to allow providers flexibility in both how they present their evidence and the kind of evidence used.

This guidance is provided for each *Accreditation Standard* rather than each criterion to encourage a holistic approach to presenting evidence. The move to outcome-focused *Accreditation Standards* allows providers to focus on evidence demonstrating that outcomes are achieved rather than relying solely on inputs that assume outcomes can be achieved. This means that the lists of evidence provided are a guide to how the *Accreditation Standards* and graduate competencies can be met and innovation is encouraged. Providers are encouraged to provide evidence they consider relevant to support their *Submission for accreditation*, using the lists of evidence as a guide. Nevertheless, sufficient evidence to demonstrate that each criterion has been met is required.

Providers are encouraged to submit evidence in its original format and evidence can be documentation that has been prepared for other purposes, such as a TEQSA audit. Evidence in the form of references to electronic data is encouraged. Evidence for criteria may be applicable to multiple programs of study and providers are not expected to repeat evidence.

Applicants for initial accreditation of new programs will not be able to demonstrate that some criteria are met in full. Instead, providers are expected to provide evidence of their plans to meet the criteria once the programs commence.

A trained APAC assessment team, using the principles of sufficiency, adequacy, fairness, validity, and reliability, review the evidence presented and make a judgment about each program of study in relation to the *Accreditation Standards*. The assessment team may consider additional evidence obtained during the accreditation process, including site visits, discussions with the provider and with stakeholders such as students, staff, supervisors, placement providers, graduates and employers. The assessment team may also consider evidence it acquires from elsewhere, for example, from the Psychology Board of Australia



(PsyBA), TEQSA or a government authority that handles complaints from the public. The assessment team may request evidence in addition to that listed in the *Evidence Guide* if it considers that it is required to confirm that the criteria have been met.

The *APAC Rules for accreditation* provides details about the process of accreditation assessment and the *APAC Submission for accreditation* provides expectations on preparing and submitting an application for accreditation. These documents further supplement the *Evidence Guide*.

PsyBA has recently made changes to the professional competencies for psychology¹. These competencies will come into effect on 1 December 2025. This version of the *Evidence Guide* refers to existing competencies that are *currently* in effect. APAC will provide separate guidance around the new competencies in due course.

Assessment Principles

The Accreditation Standards are outcomes focussed. This shifts the emphasis from inputs that assume outcomes *can* be achieved to examples of how the outcomes *are* achieved through a program's design and delivery, a provider's policies and procedures, and an academic organisational unit's (AOU's) implementation thereof.

APAC uses the principles of sufficiency, adequacy, fairness, validity, and reliability to review evidence and determine how well it aligns to the Accreditation Standards. You can use these principles when conducting internal audits before making an application for accreditation or at any time as part of your internal quality assurance and/or continuous improvement activities.

Sufficiency

The Accreditation Standards are structured in a hierarchy. Each Standard comprises criteria and each criterion comprises elements. Evidence can only be sufficient if all elements of all criteria are addressed, as outlined in Table 1 below. In other words, your application for accreditation needs to provide enough documentation to confirm how all the elements are being met.

Adequacy

Embedded into the criteria are a range of quality indicators, which question among other things levels of clarity, accountability, effectiveness, integrity, appropriateness, responsiveness, relevance and timeliness. Evidence that is adequate demonstrates how these quality indicators are met through applied principles, standards of conduct and practice, and the implementation of organisational policies, procedures and plans.

¹ <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Professional-competencies-for-psychology.aspx>



Fairness

Matters relating to the program, student experience, and broader higher education operations must be managed equitably and implemented in line with organisational policies for the evidence to be fair. Fairness also extends to whether information is considered and communicated (e.g. during admissions, assessments, and complaints-handling) in a clear, objective, unbiased, non-discriminatory, and transparent manner.

Validity

Evidence that links directly to APAC's Accreditation Standards is valid. Where the Accreditation Standards align with Standards in the *Higher Education Standards Framework (Threshold Standards)*, evidence submitted to TEQSA for course accreditations or provider registrations may also be valid. Importantly, evidence that lacks currency or accuracy (e.g. outdated policies, superseded frameworks, incorrect accreditation status) is invalid.

Reliability

For evidence to be reliable, information across different sources (e.g. information on the website vs information in the handbooks; explanations provided in an application vs comments made at a site visit) must be consistent. Our assessors will critically scrutinise the evidence provided to ensure it is reliable. APAC will make requests for information where there are concerns around the reliability of evidence.

Summary

APAC assessors will request further information if the evidence appears to be insufficient, invalid or unreliable. Requests for information are also made when evidence of implementation is needed or when conditions and/or monitoring requirements are imposed.

Templates

APAC has developed templates to assist providers to prepare for accreditation assessments. These are to be used as a guide only and are not intended to cover the full scope of evidence requested.

Please access our [website](#) for our folder of templates which will be updated over time.



Evidence Guide

Key Evidentiary Requirements

APAC does not take a prescriptive approach to accreditation and providers can demonstrate compliance in different ways. However, there are key documents that are necessary for our assessors to make regulatory judgements on a range of criteria.

These include:

- logbooks
- graduate competencies mapping
- unit outlines
- marking criteria/rubrics

Therefore, APAC strongly encourages providers to submit these documents as part of their submission.

Standard 1: Public safety

Standard 1 addresses the primacy of public safety of psychological services in the delivery of programs of study in psychology in both education and placement environments. Programs of study at Levels 1 and 2 graduate competencies are expected to introduce students to ethical issues and intercultural and interpersonal factors that may impact on the provision of psychological services, while programs at Levels 3 and 4 graduate competencies are expected to always have public safety at the forefront in education and placement situations.

Note that graduate competencies relate to those that are in effect until 30 November 2025. In due course, APAC will provide further guidance on new professional competencies that come into effect on 1 December 2025.

Criterion	Criterion 1.1 Protection of the public is prominent amongst the guiding principles of each program of study in psychology.
Evidence descriptor	The provider demonstrates that its commitment to the core value of protection of the public is evident in: <ul style="list-style-type: none"> • program of study information for students, staff, supervisors and clients • program documentation including curricula and unit profiles/outlines • policies and procedures for student placements
Key elements	<ul style="list-style-type: none"> • Program's guiding principles

Evidence examples	<ul style="list-style-type: none"> • Curricula and unit outlines that demonstrate that public protection is embedded in the design and delivery of the program • Policies and procedures for student placements • Learning outcomes • Content of accredited programs is accurately represented and does not contain terms that could misinform the public as to the capabilities of graduates or could bring graduates or the discipline and profession of psychology into disrepute
Prompts for assessment	<ul style="list-style-type: none"> • Are the guiding principles and student learning outcomes clear? • Is there an appropriate emphasis in the guiding principles on: <ul style="list-style-type: none"> • protection of the public? • quality client care? • If not, what details are lacking? • How is protection of the public assured/provided for within the training?

Criterion	Criterion 1.2 The education provider holds students and staff to high levels of ethical and professional conduct including in relation to applicable code(s) of conduct for the psychology profession.
Evidence descriptor	The provider demonstrates that policies and procedures for the ethical and professional conduct of its staff and students are in place, enacted and guided by the core values that provide the basis for ethical and professional conduct of psychologists, as specified in the Australian Psychological Society Code of Ethics (to be superseded by the PsyBA Code of Conduct in the near future).
Key elements	<ul style="list-style-type: none"> • Ethical conduct of students • Ethical conduct of staff • Professional conduct of students • Professional conduct of staff • Codes of conduct for the psychology profession
Evidence examples	<ul style="list-style-type: none"> • Ethical and professional code of conduct for students, staff and the psychology profession, including research ethics • Policy and procedures for breaches of the codes of conduct • Course handbook • Placement handbook

	<ul style="list-style-type: none"> • Documented and de-identified responses to purported breaches of ethical conduct • Other sources of guidance or requirements for ethical and professional conduct, such as legislation and university policies • Examples of ways in which relevant components of the National Safety and Quality Health Service Standards have been upheld
Prompts for assessment	<ul style="list-style-type: none"> • How are the expectations regarding ethical and professional conduct communicated to staff and students? • Have policies or guidelines been implemented regarding ethical and professional behaviour? Which policies govern breaches of academic integrity? • What is the process for staff or students who have been found to have breached rules or guidelines in regard to conduct? • Does the program develop students' understanding of the importance of adherence to principles of professional and ethical behaviour? Are students familiar with the APS Code of Ethics? Is this understanding reflected in the learning outcomes? Where is it taught? How is it assessed?

Criterion	<p>Criterion 1.3 (not applicable to Level 1 or Level 2 programs)</p> <p>Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • sufficient education in professional skills and knowledge and ethics both before and during placements is provided to students • students' competence in consistently practising safely in placements is monitored, assessed and recorded • policies and procedures are in place and enacted for mandatory reporting of notifiable conduct and impairment as required by the National Law
Key elements	<ul style="list-style-type: none"> • Management of students on placement • Processes for competent practice • Processes for safe practice
Evidence examples	<ul style="list-style-type: none"> • Policies and procedures for professional training, practice placements, and supervision for external and provider-operated clinic placements

	<ul style="list-style-type: none"> • Policy and procedure for mandatory reporting of notifiable conduct and impairment • Student placement contract/agreement • Placement handbook with details about placement requirements • Policies and procedures on the management of risks and safety, completed risk assessments of clinics, functional duress alarms and evidence of their implementation • Arrangements for public indemnity insurance • Reviews of placement providers' policy and procedure for mandatory reporting • Pre-placement assessments • In relation to competency, there should be evidence of triaging and matching appropriately qualified students to placements
Prompts for assessment	<ul style="list-style-type: none"> • What are the provider's requirements for mandatory reporting and impairment? • Have these requirements been clearly described and made available to prospective students? • Which mechanisms are in place to deal with impaired students e.g. in relation to drugs, alcohol, mental illness, other impairments?

Criterion	<p>Criterion 1.4 (not applicable to Level 1 or Level 2 programs)</p> <p>The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and processes and meet all relevant regulations and standards.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • policies and procedures for using appropriately qualified and registered staff are in place and enacted • policies and procedures for placements are in place and enacted to ensure that: <ul style="list-style-type: none"> • objectives and assessment of all placements are clearly defined and known to both students and supervisors prior to the student embarking on the placement • the selection of supervisors takes into account their knowledge and experience of safe working practices • throughout each placement, coordinators and supervising practitioners are in two-way communication about the student and their progress

<p>Key elements</p>	<ul style="list-style-type: none"> • Quality assurance of placement providers' quality-based policies and processes • Quality assurance of placement providers' safety-based policies and processes
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Placement agreements • Health and safety checklists (students and supervisors to sign-off early in placement) • Policies and procedures for using qualified, registered staff • Evidence of supervisor's qualification including area of practice endorsement (if relevant) and Board approved supervisor status • Reviews of placement providers' quality and safety policies and processes (e.g. induction, health and safety, and education/training) • Examples of ways in which relevant components of the National Safety and Quality Health Service Standards have been incorporated in practice • Justification for supervisor qualification(s) that do not align with the standard placement requirements
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • Which agreements, policies and procedures are in place between organisations providing direct client activities and the education provider regarding placements? • How does the provider ensure that quality and safety policies are in place and adhered to by external parties? • Are there clear protocols covering the following: <ul style="list-style-type: none"> ○ eligibility of clients for treatment ○ informed consent ○ development, approval and review of intervention plans ○ referrals ○ occupational health and safety ○ auditing of treatment plans ○ complaints process.

Criterion	<p>Criterion 1.5 (not applicable to Level 1 or Level 2 programs)</p> <p>Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.</p>
Evidence descriptor	<p>The provider demonstrates that consent forms (or equivalent) are obtained from clients prior to the provision of services by students</p>
Key elements	<ul style="list-style-type: none"> • Provision of psychological services by students to clients • Provision of psychological services by students to organisations • Process to obtain consent from clients
Evidence examples	<ul style="list-style-type: none"> • Consent forms • Procedures governing the distribution and/or storage of forms • Where relevant, consent processes linked to external providers
Prompts for assessment	<ul style="list-style-type: none"> • Do students receive instruction in obtaining informed consent from clients? • Is a consent form used and is it appropriately recorded and/or stored? • Are students clearly identifiable by clients? • In the internal Clinic and external organisations, do consent forms clearly identify that students will provide psychological services?

Criterion	<p>Criterion 1.6 (not applicable to Level 1 or Level 2 programs)</p> <p>Before providing psychological services as part of a program, students:</p> <p>i. Are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement</p> <p>ii. Where required under the National Law, hold the appropriate registration with the relevant regulatory authority.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • professional skills education and training take place and students demonstrate competency before placements commence • students enrolled in programs of study for Level 3 and 4 graduate competencies meet the PsyBA's requirements for provisional or general registration (a guide to PsyBA

	<p>registration requirements is in Appendix 1 of the APAC Accreditation Standards)</p> <ul style="list-style-type: none"> • students' registration statuses are checked and monitored including when registration is renewed
<p>Key elements</p>	<ul style="list-style-type: none"> • Pre-placement acquisition of baseline professional skills • Pre-placement acquisition of baseline knowledge • Pre-placement understanding of professional ethics • Process to confirm students' provisional registration or general registration status
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Unit outlines • Assessment matrices • Policies and procedures for ethical and professional conduct for students and staff, including management of misconduct • A course handbook (or equivalent) such as a website, showing that students are informed of Ahpra mandatory reporting requirements under the National Law and PsyBA registration requirements • Notification to Ahpra • Process for verifying that students have Ahpra registration prior to undertaking placements • A register of registration status of all students • Processes followed when enrolled students are unsuccessful in gaining provisional registration
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • Does the curriculum sequencing ensure that students are able to develop relevant competencies prior to providing psychological services? • Are there assessments or requirements that students must pass prior to providing direct client activities? • What are the mechanisms for determining student competence prior to placement? • Is there an induction to practice? Is this appropriately timed? • Has the provider included evidence of student registration in the submission, including: <ul style="list-style-type: none"> • notification to AHPRA • process for verifying students have Ahpra registration prior to undertaking placements

Criterion	Criterion 1.7 Staff are appropriately qualified for teaching, supervision and administrative duties at each level.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> • all teaching staff for programs of study at all levels have the appropriate knowledge and expertise for the content they deliver • the majority of teaching and assessment staff for programs of study for Level 3 graduate competencies are registered psychologists or a sound rationale for any variation can be provided • the majority of teaching and assessment staff for programs of study for Level 4 graduate competencies have a relevant Area of Practice Endorsement or a sound rationale for any variation can be provided. • staff responsible for coordinating placements are registered psychologists and appropriately qualified (i.e. they are Board-approved supervisors; and for Level 4 placements, they have an Area of Practice Endorsement in the relevant area) • staff responsible for coordinating the delivery of psychological services in the provider-operated clinic are appropriately qualified and registered psychologists • placement supervisors are registered psychologists and Board approved supervisors, and, if supervising placements for Level 4 graduate competencies, have the relevant area of practice endorsement or a sound rationale for any variation can be provided • teaching staff are trained to be culturally responsive to students in the learning environment • sessional staff are supported and inducted into their role.
Key elements	<ul style="list-style-type: none"> • Qualifications for teaching • Qualifications for supervision • Qualifications for administrative duties • Professional experience • Processes to define and measure the necessary qualifications • See also connections between Criteria 1.7, 3.3, 3.4 and 5.5
Evidence examples	<ul style="list-style-type: none"> • A staffing profile for all staff teaching in each program of study, including: <ul style="list-style-type: none"> • numbers of staff

	<ul style="list-style-type: none"> • their professional qualifications and areas of expertise • their teaching, assessment and placement supervision responsibilities and, • if applicable, their registration status and Board-approved supervisor status • Evidence that staff have AQF+1 qualifications relative to the programs they teach into • Recruitment policies and procedures • Professional equivalency policy • Position descriptions and staff CVs • A register of supervisors for each program of study, including their qualifications, registration status, Board-approved supervisor status and their supervision responsibilities • A register of agreements between the provider and any supervisors external to the provider and between organisations, placement clinics, practices, or services being used for student placements for the program of study
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • Has a staffing profile been provided that includes the registration status, teaching and supervision responsibilities of staff? • Do staff have the necessary qualifications and experience for the roles in which they are employed? • Do placement supervisors hold general registration and/or have the relevant area of practice endorsement? If not, has a sound rationale been provided?

<p>Criterion</p>	<p>Criterion 1.8 (not applicable to Level 1 or Level 2 programs)</p> <p>Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • placement supervisors have the professional and supervisory skills to supervise students in psychological work and are Board-approved supervisors • supervision of students' first placement, which is a placement of no less than 180 hours, is a minimum of 1 hour per 7.5 placement hours, and supervision in subsequent placements is a minimum of 1 hour per 15 placement hours • mechanisms are in place to recognise and enable additional supervision to be provided, as necessary, to

	enable students to demonstrate their skill and competency on placement
Key elements	<ul style="list-style-type: none"> • Supervision of students during professional client contact • Supervision of students during organisation contact • See also connections between Criteria 1.8, 1.9, 1.10 and 3.7
Evidence examples	<ul style="list-style-type: none"> • Placement policies and procedures • Placement agreement • A matrix, a series of logbooks (or equivalent), demonstrating the progress of placements, including range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements (hours and type of supervision) for students in each program of study • A register of supervisors for each program of study, including their qualifications, registration status, Board-approved supervisor status and their supervision responsibilities • Completed placement supervision logs for several students showing their progression through the program signed by supervisors; or for new programs, supervision logs with the provision for supervisor signatures • Mechanisms for additional supervision • A register of agreements between the provider and any supervisors external to the provider and between organisations, placement clinics, practices, or services being used for student placements for the program of study • Logbook processes as recommended by the Postgraduate Psychology Logbook Working Group (APPLWG)
Prompts for assessment	<ul style="list-style-type: none"> • How does the provider ensure that supervisors of students during internal and external placements are suitably qualified? What agreements or requirements are in place? • Have copies of the policies and procedures on student placement and supervision been provided?

Criterion	<p>Criterion 1.9 (not applicable to Level 1 or Level 2 programs)</p> <p>Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • programs of study for Level 3 graduate competencies, undertaken as a masters degree (coursework) – that is, a PsyBA-approved combined 4th and 5th year or 5th year of study leading to eligibility to apply to undertake an internship

to gain eligibility to apply for general registration – include at least 300 total hours of practicum and skills training², or a sound rationale for any variation can be provided. This requires that students complete the minimum hours *and* also meet relevant competencies

- masters degree (coursework) programs of study for either Level 3 graduate competencies or for Level 3 and 4 graduate competencies – that is, in both cases, a PsyBA-approved 5th and 6th year of study leading to eligibility to apply for general registration – include at least 1000 placement hours comprising supervision hours, direct client and client-related activities, with typically a minimum of 400 of those hours being direct client activities, across a minimum of three placements, or a sound rationale for any variation can be provided; if this program of study is combined with a doctoral degree (research), the same placement requirements apply
- doctoral degree (professional) programs of study for Level 3 and 4 graduate competencies – that is, a PsyBA-approved 5th, 6th and 7th year of study leading to eligibility to apply for general registration – include at least 1500 placement hours comprising supervision hours, direct client and client-related activities, with typically a minimum of 600 of those hours being direct client activities across a minimum of four placements, or a sound rationale for any variation can be provided
- stand-alone area of practice programs of study for Level 4 graduate competencies – that is, a PsyBA approved 6th year of study leading to eligibility to apply to undertake a registrar program to gain eligibility to apply for an endorsement of an area of practice – include at least 750 placement hours comprising supervision hours, direct client and client-related activities, with typically a minimum of 300 of those hours being direct client activities, or a sound rationale for any variation can be provided
- Note that as part of the annual reporting process, providers are now required to identify any placements that are conducted offshore. APAC is required to monitor and report on offshore placements to PsyBA because only placement hours undertaken onshore count towards the requirements for professional registration

² Practicum and skills training is a placement that may use simulation and other forms of skills training in place of direct client activities and client-related activities.

	<ul style="list-style-type: none"> Providers are still able to offer offshore exchange programs and/or work integrated learning (WIL) opportunities to psychology students who are completing APAC-accredited programs. Importantly, these transnational study/WIL experiences are to be undertaken in addition to and separate from the baseline requirements for placements. Transnational study/WIL experiences cannot be regarded as substitutes for placements
<p>Key elements</p>	<ul style="list-style-type: none"> Placement duration Demonstration of at-level graduate competencies Meeting a competency at a point in time is necessary but not sufficient to pass (i.e. completing the minimum hours alone is insufficient). What is required to be sufficiently competent is experience and practice that is deemed enough to embed the competency. Thus, the requirement is meeting of the minimum hours <i>plus</i> the meeting of the competency. See also connections between Criteria 1.8, 1.9, 1.10 and 3.7
<p>Evidence examples</p>	<ul style="list-style-type: none"> Assessment policies and procedures Placement handbook Policies and procedures for professional training A matrix, a series of logbooks (or equivalent), demonstrating the progress of placements, including range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements (hours and type of supervision) for students in each program of study Completed placement supervision logs for several students showing their progression through the program and monitoring of competencies, signed by supervisors For new programs, supervision logs with the provision for supervisor signatures Curricula for each program of study, including the learning outcomes and assessments Logbook processes as recommended by the Postgraduate Psychology Logbook Working Group (APPLWG) If simulated learning for direct client or client-related activities are undertaken for Level 3 programs, additional evidence examples include information about the design, application guidelines (including prioritisation of student safety in learning, and roles and responsibilities), the number of hours involved, how these activities are linked to competencies and how outcomes are measured

Prompts for assessment	<ul style="list-style-type: none"> • Have examples of logbooks been provided? Is there consistency in the use of logbooks between supervisors? • How are students assessed during placements? What instructions, training and ongoing support is provided for external supervisors on assessment policies? • Has competency been met after the minimum number of hours? In cases where competency has not been met, have students increased their hours?
-------------------------------	---

Criterion	<p>Criterion 1.10 (not applicable to Level 1 or Level 2 programs)</p> <p>Placement supervision is sufficient to enable students to practise safely.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • a minimum of 50% of supervision in any one placement is in the form of individual supervision, with no more than 50% in the form of group supervision. Individual supervision is defined as two persons in the room (supervisor and student) who are engaged in the process • placement supervision is sufficient, not just in hours but in the quality and range of placement and supervision activities, to enable students to practise safely • the supervisor has sufficient oversight of the student's practice and this includes direct observation • the supervisor and placement coordinator regularly communicate with each other about the student's progress in the placement • students are able to raise concerns about either the placement or the supervision with the placement coordinator • appropriate processes and procedures are in place and enacted to review the concerns raised by students regarding placements or supervision • student progression is actively reviewed and reported by supervisors
Key elements	<ul style="list-style-type: none"> • Oversight of student practice • Student capability for safe practice • See also connections between Criteria 1.8, 1.9, 1.10 and 3.7
Evidence examples	<ul style="list-style-type: none"> • Supervisor training materials • Policies and procedures for external supervision • Course handbooks

	<ul style="list-style-type: none"> • A matrix, a series of logbooks (or equivalent), demonstrating the progress of placements, including range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements (hours and type of supervision) for students in each program of study • Completed placement supervision logs for several students showing their progression through the program signed by supervisors or for new programs, or supervision logs with the provision for supervisor signatures • Policies and procedures for professional training, practice placements, and supervision for external and provider-operated clinic placements • Evidence that safety precautions are taken, such as policies and procedures on the management of risks and safety, completed risk assessments of clinics, functional duress alarms • Logbook processes as recommended by the Postgraduate Psychology Logbook Working Group (APPLWG) • Applied exams such as the Objective Structured Clinical Examination (OSCE) to assess students' clinical competencies and skills
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • What supervision has been provided (hours and type of supervision)? • Which arrangements are in place to ensure a range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements? • Which mechanisms are in place for students to raise concerns about either placements or supervision? • Are these clearly documented and made available to students?



Standard 2: Academic governance and quality assurance

Standard 2 addresses the governance, management and administration support for the delivery of the programs of study and the capability of the provider to produce graduates who meet the graduate competencies for the programs of study.

Peak institutional bodies (including Academic Boards and Program Advisory Committees), management and administration influence the delivery of programs and the quality of education. Standard 2 considers the stewardship of program reviews, continuous improvement frameworks and quality assurance activities. It also scrutinises the integrity of monitoring processes, the quality of inputs into programs, and the systematic use of feedback and benchmarking to confirm the provider's capability to produce graduates who meet the requisite graduate competencies for each program of study.

Note that graduate competencies relate to those that are in effect until 30 November 2025. In due course, APAC will provide further guidance on new professional competencies that come into effect on 1 December 2025.

<p>Criterion</p>	<p>Criterion 2.1</p> <p>Robust academic governance arrangements that include systematic monitoring, review and improvement are in place for the programs.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • the head of the AOU is a senior, experienced academic who has postgraduate qualifications in psychology, publications in peer-reviewed scientific journals, and is appointed at Level D or higher or an equivalent to this university rank • the head of the AOU has sufficient academic, financial and administrative influence to ensure the relevance and quality of the programs of study offered • the effectiveness of design and delivery of programs of study is regularly monitored and reviewed and the process includes consulting with and taking into account the views of the profession, staff, students, graduates and employers and other professionals when relevant • any other organisation (a third party) engaged to deliver part or all of the provider's accredited programs of study or to deliver them in partnership with the provider: <ul style="list-style-type: none"> • is regularly monitored for compliance with the terms and conditions of the contract • meets the applicable health and safety and other statutory obligations for students, clients and staff • delivers the programs of study in accordance with the APAC Accreditation Standards

	<ul style="list-style-type: none"> • does not claim to have APAC accreditation apart from the contractual arrangement with the primary provider (unless it has obtained this independently from APAC)
<p>Key elements</p>	<ul style="list-style-type: none"> • Academic governance arrangements are in place • Governance bodies monitor programs • Governance bodies review programs • Governance bodies consider program improvements
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Details of the governance, management and administrative arrangements that demonstrate sufficient governance and management oversight of and administrative support for each program of study, include the following: <ul style="list-style-type: none"> • Governance framework • Processes for quality assurance, review and improvement • Program review schedules and reports • Academic Board/Course Advisory Committee/Advisory Board terms of reference, membership composition and meeting minutes • Position description of Head of Academic Organisational Unit (AOU) • Evidence of the sufficiency of resources (human, financial and physical) for the program and the flexibility and authority of the AOU to direct them where required • Tracking of continuous improvement • Student feedback analysis and reports • Evidence of closing the feedback loop, such as implementation of improvement measures • Contract(s) with third party providers of components of the program of study, if applicable
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • Has a clear overview of formal academic governance structures been provided? Does it ensure appropriate oversight of the program? Are there gaps? • Are policies and procedures relevant to the program approved by an appropriate board/committee/individual? Are they subject to regular review and are they being followed? • Has evidence been provided demonstrating that committees function appropriately e.g. meeting minutes/actions and do these contribute to the program achieving its stated objectives? • Have accreditation conditions been imposed on the program previously and satisfied within the required timeframes? If not, was there an acceptable explanation?

Criterion	Criterion 2.2 Quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review, including external benchmarking where programs and assessments may be compared to those offered by other providers.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> • student evaluation, academic and professional peer review and stakeholder consultation are used as part of its quality improvement processes • regular benchmarking against other providers is undertaken and acted upon to support quality improvement of programs • benchmarking processes take into account national and/or international standards
Key elements	<ul style="list-style-type: none"> • Quality improvement and quality assurance processes • Student program evaluations • Internal and external academic peer review • Internal and external professional peer review • External benchmarking of comparable programs that include areas that impact the student experience, such as assessments. It involves a review of all, or aspects, of a program, unit of a program, or student achievement standards by a peer from another institution who is an acknowledged discipline or professional expert • New programs may not have established benchmarking, but there needs to be evidence of planning in place. There should also stakeholder employer and organisational consultation occurring before and during the program establishment and commencement phase • Evaluation of students should be ongoing. In all cases there should be evidence of a feedback process in place that provides an update on responses by the provider to any suggestions made • While there may not always be comparable programs available for direct benchmarking, there should be some programs with aspects that will allow for meaningful benchmarking, for example programs with similar simulation-based assessment procedures, or with fully online delivery
Evidence examples	<ul style="list-style-type: none"> • Policies and procedures for program benchmarking and review • Benchmarking plans to demonstrate ongoing and systematic reviews

	<ul style="list-style-type: none"> • Evidence of implementation including benchmarking reports and accompanying analysis • Reports or minutes with external and internal advice on program improvements, as tabled at Program Advisory Committee, Industry Advisory Committee, and/or Academic Board meetings • Annual monitoring of benchmarking progress • Student feedback analysis and reports • Examples of benchmarking and review processes conducted showing consultation and actions and subsequent changes to programs • Use of the External Referencing of Standards (ERoS) approach to demonstrate collaborative end-to-end peer review process for external referencing • Professional peer evaluation reports • Desktop research on innovations in the sector, program structures, embedded competencies, research projects, assessments etc • Targeted benchmarking on areas needing improvement
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • What is the school's overall approach to quality improvement? • What evidence is there of responses by the provider to the evaluations undertaken? • Are the quality improvement processes comprehensive? For instance, do they include: <ul style="list-style-type: none"> • student evaluation of units, the curriculum, and teaching quality • peer review of teaching • program experience questionnaires • evaluation from graduates from professional programs e.g. how well prepared are they? • evaluation from employers? • Is there evidence of professional peer evaluation of the program? Has external benchmarking been undertaken regularly? • Have recommendations from internal and external program reviews been considered? • What student evaluation is undertaken and how is this feedback used to improve the program? Is there evidence to support any claims made? • How does the provider continually evaluate its own methods? What deficiencies does the approach have?

Criterion	Criterion 2.3 There is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students.
Evidence descriptor	The provider demonstrates that programs of study are designed and delivered, taking into account the views of key internal and external stakeholders, including from Aboriginal and Torres Strait Islander Peoples and/or cultural safety advisors and consumers
Key elements	<ul style="list-style-type: none"> • External input into the design of the program • External input into the management of the program • Internal input into the design of the program • Internal input into the management of the program • Stakeholders providing input must include: <ul style="list-style-type: none"> • representatives of the psychology profession • academic staff • professional psychology staff • prospective employers • students
Evidence examples	<ul style="list-style-type: none"> • Reports or meeting minutes with external and internal advice on program improvements, as tabled at Program Advisory Committee, Industry Advisory Committee, and/or Academic Board meetings • Continuous Improvement Plan (or equivalent overview of how improvements are implemented) • Membership register for peak institutional bodies • List of external advisors e.g. First Nations cultural safety advisors • Continuous Improvement Register (or equivalent overview of how improvements are identified and tracked)
Prompts for assessment	<ul style="list-style-type: none"> • What opportunities exist for external input to the program through: <ul style="list-style-type: none"> • placement supervisors (non-staff) • peer review • external stakeholder representation such as employers or committees? • Are representatives of the psychology profession able to provide input to the program's design and management? How? • How are representatives selected, recruited? What efforts are made to try and ensure representativeness? How

	<p>regularly are opportunities for input made available? Is there a feedback mechanism included within the consultation process, eg not just a record of minutes of meeting, but also follow up about responses by the provider?</p> <ul style="list-style-type: none"> • Is there evidence demonstrating that external input has been considered in changes to the program's design or management? • How does the education provider interact with and maintain functional relationships with the psychology profession and its organisations?
--	---

Criterion	<p>Criterion 2.4</p> <p>Mechanisms exist for responding within each program to contemporary developments in psychology education and related disciplines.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • programs of study are designed and revised to meet the changing needs of the profession and the community and to respond to emerging issues, such as current or new legislation that changes the scope of practice of psychology, changes in methods of practice arising from new knowledge or technology and matters that cross disciplinary boundaries • academic staff are actively involved in research and/or scholarship that informs their teaching and/or practice
Key elements	<ul style="list-style-type: none"> • Mechanisms for curriculum reviews and updates • Inclusion of contemporary developments in psychology education • Inclusion of contemporary developments in related disciplines
Evidence examples	<ul style="list-style-type: none"> • Policies and procedures relating to program monitoring, review and improvement • Program review reports and changes/improvements arising from the review • Sources for updates, e.g. research and/or scholarship that informs program content, feedback from external advisors • Samples of updates related to those sources • Workload models that include provision for the opportunity for staff to become familiar with contemporary developments

Prompts for assessment	<ul style="list-style-type: none"> • How does the provider demonstrate its awareness of and commitment to continuous improvement? • What process does the education provider use for considering changes to programs? • Are examples provided of how the provider has responded to contemporary developments in psychology education and changing needs of the profession? Sometimes developments in the field are not located in the traditional academic realms but come from government or other broader societal sources.
-------------------------------	--

Criterion	Criterion 2.5 The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and professional development.
Evidence descriptor	The provider demonstrates that policies and procedures are in place and enacted to support staff to undertake their teaching responsibilities, undertake research, engage with the profession to enhance their teaching and research, and professional development relevant to their role is available
Key elements	<ul style="list-style-type: none"> • Support mechanisms are in place • Support mechanisms relate to all these areas: <ul style="list-style-type: none"> • research • engagement • teaching • professional development
Evidence examples	<ul style="list-style-type: none"> • Evidence of the sufficiency of resources (human, financial and physical) for the program and the flexibility and authority of the AOU to direct them where required • Teaching and learning policies and procedures • Staff induction and professional development policies and procedures • Workload calculators that outline time allocations for research, communities of practice, attendance at seminars and conferences, professional development activities • Funding arrangements for professional development • Outline of professional development activities completed by teaching staff relating to scholarship, communities of practice and/or CPD points • Onboarding schedule

Prompts for assessment

- What opportunities does the school provide for professional development of staff? e.g. Is there a staff development program that covers all staff?
- What opportunities are given to staff to engage in research activities?
- Are staff able to participate in community engagement activities such as serving on psychology-related committees or related professional boards? If and how are such activities taken account of in workloads?
- What evidence (such as review and ongoing improvement of the programs) has been provided that there are adequate continuing resources to allow the objectives of the program to be achieved?



Standard 3: Program of study

Standard 3 addresses the program design, teaching and learning approaches and resources required to support students to develop graduate competencies at the relevant level.

Program design is the focus which explores approaches to teaching and learning, the framing of learning outcomes and their alignment to graduate competencies, the nature and number of staff needed to support program delivery, and the extent of resourcing required to help students attain graduate competencies at the relevant level. Specific focus areas in this Standard include professional practice education, cultural responsiveness, and the application of inter-professional learning and practice principles.

Note that graduate competencies relate to those that are in effect until 30 November 2025. In due course, APAC will provide further guidance on new professional competencies that come into effect on 1 December 2025.

Criterion	Criterion 3.1 Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> • programs of study are designed to reflect that psychology is a science-based and evidence-based discipline and delivery across the curricula achieves knowledge of the scientific discipline of psychology • programs of study develop the research skills required for the science-based discipline of psychology (a guide to research requirements at Levels of graduate competencies is in Appendix 1) • programs of study are designed and delivered using a coherent pedagogy to support students in gaining the graduate competencies and learning outcomes related to cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures and inter-professional learning and practice
Key elements	<ul style="list-style-type: none"> • Documented program design • Program delivery incorporates: <ul style="list-style-type: none"> • science-based principles • evidence-based approach
Evidence examples	<ul style="list-style-type: none"> • A statement of educational philosophy and pedagogical approach for each program of study, including the pedagogical approach to inter-professional learning and practice and cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures

	<ul style="list-style-type: none"> • Overarching coherent pedagogy showing a science-based approach • Program handbook • Examples of learning and teaching materials, resources and approaches showing a range of delivery methodologies, such as lectures, tutorials, workshops and flipped classes. • Examples whereby research skills and scientific literacy are incorporated and applied in the curriculum • Examples where content is driven by the goal of promotion of and training in a scientist-practitioner model • Examples of staff engagement with learning and teaching initiatives to support effective, contemporary and evidence-based teaching approaches
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • What is the school's educational philosophy for the program? Is it clearly defined and coherent? Are any details lacking? • Has evidence been provided showing where and how the educational philosophy is articulated and enacted? • Is the evidence-based approach and educational philosophy reflected in the design of the curriculum and assessment strategies utilised? • How are research skills and scientific literacy incorporated in the curriculum? Are they assessed?

<p>Criterion</p>	<p>Criterion 3.2 Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • the learning outcomes for each program of study encompass the required graduate competencies for the Level • the structure for each program of study assists students in gaining the required graduate competencies for the Level
<p>Key elements</p>	<ul style="list-style-type: none"> • PLOs incorporate all at-level graduate competencies • PLOs form a coherent body of learning • Competencies should take into account broad diversity of clients, whereby diversity refers to "the differences that exist between people, including but not restricted to cultural, ethnic origin, social, gender, sexual orientation, language, physical and intellectual ability, autism, socio-economic

	<p>status, age, education, religion and nationality, including Aboriginal and Torres Strait Islander peoples"³</p> <ul style="list-style-type: none"> • See also connections between Criteria 3.2, 3.7, 5.1, 5.2, 5.3 and 5.4
Evidence examples	<ul style="list-style-type: none"> • Curricula for each program of study, including the learning outcomes and their relationship to the graduate competencies and assessment • Unit of study profiles/outlines for each component of each program of study. These outlines should include weekly topics and learning and teaching activities. • Mapping showing direct alignment between learning outcomes and graduate competencies • Mapping demonstrating content, assessments and learning outcomes are constructively aligned • Mapping of learning outcomes to the Australian Indigenous Psychology Education Project's (AIPEP) <i>Curriculum Framework</i> and <i>Workforce Capabilities Framework</i>
Prompts for assessment	<ul style="list-style-type: none"> • Has the provider mapped learning outcomes to the relevant graduate competencies? • Does the mapping demonstrate that students will be able to develop the required competencies for that relevant level? • Are all competencies addressed? Are there any gaps? • Has the provider used any APAC templates?

Criterion	<p>Criterion 3.3</p> <p>Teaching staff are appropriately qualified, experienced and supported by the HEP to deliver the components of the programs they teach.</p>
Evidence descriptor	<p>The provider demonstrates that teaching staff have the appropriate academic qualifications, experience and, if applicable, the registration and supervision requirements as outlined in Criteria 1.7 and 1.8 above to teach the components of the program for which they have been appointed and support for teaching staff in achieving quality outcomes for students is provided</p>
Key elements	<ul style="list-style-type: none"> • Teaching staff qualifications

³ As per the glossary in the [Accreditation Standards](#)

	<ul style="list-style-type: none"> • Teaching staff experience • Support mechanisms for staff delivering their components of the program • See also connections between Criteria 1.7, 3.3, 3.4 and 5.5
Evidence examples	<ul style="list-style-type: none"> • Staffing profile for all staff teaching in each program of study, including numbers of staff and their professional qualifications, areas of expertise, teaching, assessment and placement supervision responsibilities and, if applicable, their registration status and Board-approved supervisor status • Policies and procedures for induction and professional development for full-time, part-time and sessional academic staff, and examples of professional development undertaken • Documentation of staff appointments, staff support and workload allocation for academic staff • Position descriptions • CVs • Policies and plans to demonstrate that sessional staff/tutors/markers are provided appropriate inductions and are supported to develop teaching skills and content expertise for the components for which they are responsible • A report on research activities and teaching scholarship within the AOU • CPD tracking tools • Workload calculators
Prompts for assessment	<ul style="list-style-type: none"> • Does the staffing profile provided include the teaching and research supervision responsibilities of staff?

Criterion	Criterion 3.4 All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> • the head of its AOU has the flexibility and authority to direct its human resources to where they are required, and

	<ul style="list-style-type: none"> the following typical student-to-staff ratios⁴ are in place to support each student cohort in acquiring the relevant graduate competencies or a sound rationale for any variation can be provided: <ul style="list-style-type: none"> 26:1 for programs at graduate competencies Levels 1 and 2 15:1 for programs at graduate competency Level 3 where there is a requirement of 300 hours of placement 10:1 for programs at graduate competencies Levels 3 or 4 where there is a requirement of more than 300 hours of placement where two Levels of graduate competencies are packaged in one program, the student to staff ratio for the higher-level graduate competencies (as above) applies
<p>Key elements</p>	<ul style="list-style-type: none"> Staff numbers Size of student cohort Capacity to support the acquisition of graduate competencies See also connections between Criteria 1.7, 3.3, 3.4 and 5.5
<p>Evidence examples</p>	<ul style="list-style-type: none"> Staffing profile for all staff teaching in each program of study, including numbers of staff and their professional qualifications, areas of expertise, teaching, assessment and placement supervision responsibilities and, if applicable, their registration status and Board-approved supervisor status Documentation of staff appointments, staff support and workload allocation for academic staff Numbers of students enrolled, in any delivery mode, in each program of study Head of AOU's position description Student-to-staff ratios Policies governing the use of sessional staff Policies and processes governing oversight of and changes to staff numbers Rationale for deviations from the typical SSRs may include evidence that relevant student learning outcomes are positive. Evidence examples include student surveys on the

⁴ Student-to-staff ratio is an indicator retained from previous versions of the APAC Accreditation Standards. The ratios in the Accreditation Standards are in line with the Australian Council of Deans of Science guidelines: Dobson, I: *Staffing University Science in the 21st Century*. 2014. A Student-to-staff ratio calculator spreadsheet is available at: https://www.psychologycouncil.org.au/education_provider_resources

	quality of teaching, distribution of assessment grades within the program, progress rates and attrition rates.
Prompts for assessment	<ul style="list-style-type: none"> Do staff and supervisors have the qualifications and sufficient experience to adequately cover all the relevant graduate competencies? Have student-to-staff ratios been calculated? Does the ratio align with the typical student-to-staff ratios in place to support each student cohort in acquiring the relevant graduate competencies? If not, has a sound rationale been provided?

Criterion	<p>Criterion 3.5</p> <p>All programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> the head of AOU has the flexibility and authority to direct the AOU's financial and physical resources to where they are required facilities appropriate to the Level of graduate competencies are available to deliver its programs of study training facilities for the delivery of programs of study for Levels 3 and 4 graduate competencies have sufficient well-equipped consulting rooms, recording facilities, computing facilities, security arrangements, a test library with sufficient tests for student use and a space for students to work with confidential materials to provide an adequate and safe experience for students research infrastructure is sufficient to support the research components of programs (e.g. space, funding, software) professional experience and training undertaken with another organisation meet the same requirements for facilities, resources and staffing
Key elements	<ul style="list-style-type: none"> Learning resources for quality education Assessment resources for quality education Resources for achievement of PLOs Resources for all delivery sites Resources for all delivery modes
Evidence examples	<ul style="list-style-type: none"> Learning and teaching materials and resources

	<ul style="list-style-type: none"> • Overview of internal and external training facilities and equipment • Budgetary allocations to facilities and resources • List of psychological test holdings • School's strategic plan • School's business plan • Information about learning and teaching environments and platforms
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • What provisions have been made for the purchase and replacement of teaching and test library resources and equipment? In what ways does the school's strategic plan, business plan and budget allow the objectives of its programs to be achieved? • What test library resources, library and computer facilities are available? E.g. what types of electronic materials and methods of information retrieval are available? How current are the test holdings? How is currency evaluated and maintained? • In what ways do clinics provide adequate professional practice services in a setting conducive to training? Are there any deficits in the facilities and/or training environment? Are test library and learning resources equally accessible by different programs and levels, if not how is that controlled? • How do the design, size, general state of buildings, classrooms, clinics and test libraries allow the provider to achieve its placement and educational objectives? • What are the external placement providers' facilities like? How do they contribute to the program achieving its professional practice education objectives? What input do external placement providers have to the test and learning resources available to students? Can those resources be taken offsite to placements if needed?

<p>Criterion</p>	<p>Criterion 3.6</p> <p>Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p>

	<ul style="list-style-type: none"> • effective and contemporary methods of learning and teaching that promote the educational principles of active student participation are used • problem-based learning, evidence-based learning, computer-assisted learning, simulated-learning and student-centred learning methodologies are encouraged
<p>Key elements</p>	<ul style="list-style-type: none"> • Learning methods • Learning environments • Teaching methods • Teaching environments
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Curricula for each program of study, including the learning outcomes and their relationship to the graduate competencies and assessment • Unit of study profiles/outlines for each component of each program of study that include weekly topics and learning and teaching activities • Mapping showing direct alignment between learning outcomes and graduate competencies • Mapping demonstrating that content, assessments and learning outcomes are constructively aligned • Mapping of teaching methods and environment to learning outcomes • Learning and teaching materials and resources • Matrix demonstrating the range of professional placement experiences, types of hours, required direct client activities hours and supervision requirements (hours and type of supervision) • Logbooks • Expected number and types of clients • Examples of learning and teaching materials, resources and approaches showing a range of delivery methodologies • Mapping teaching methods and environment to program learning outcomes
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • How are topics within the curriculum coordinated and integrated both horizontally and vertically throughout the program? • Is there evidence of various learning and teaching methods used and are they appropriate for the relevant topic? • Are any changes in the curriculum planned? Over what timeframe? Are there any significant changes?

<p>Criterion</p>	<p>Criterion 3.7 (not applicable to Level 1 programs)</p> <p>The quality and quantity of professional practice education is sufficient to produce graduates competent to practise across a range of settings.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that, at Level 2 graduate competencies:</p> <ul style="list-style-type: none"> students encounter sufficient skills training to be able to apply Level 2 competencies with a diversity of clients and situations and within relevant legal frameworks and codes of ethical practice. <p>The provider demonstrates that, at Level 3 and 4 graduate competencies:</p> <ul style="list-style-type: none"> students encounter a client base with sufficient diversity to gain breadth of experience across age, gender, culture and socioeconomic status students encounter sufficient direct client activities across a broad range of psychology services and settings student observation, practitioner demonstration, and review of student client management decisions form part of the training different placement experiences and different supervisors are used to ensure sufficient breadth and depth of education and training for students if multiple placements are undertaken at the same organisation the educational experience in placements and the acquisition of required hours of direct client activities are monitored and evaluated by relevant and appropriately qualified staff Students achieve the following minimum number of hours for placements and client contact for programs of study at Levels 3 and 4 graduate competencies: <ul style="list-style-type: none"> for Level 3 graduate competencies, undertaken as a masters degree (coursework) – that is, a PsyBA-approved a combined 4th and 5th year or 5th year of study leading to eligibility to apply to undertake an internship to gain eligibility to apply for general registration – include at least 300 hours of practicum and skills training⁵ or a sound rationale for any variation can be provided

⁵ See definition in footnote 1.

	<ul style="list-style-type: none"> • for either Level 3 graduate competencies or for packaged Level 3 and 4 graduate competencies undertaken as a masters degree (coursework) – that is, in both cases, a PsyBA-approved 5th and 6th year of study leading to eligibility to apply for general registration, or combined general registration and endorsement of specialised areas of practice – include at least 1000 placement hours comprising supervision hours, direct client and client-related activities, with typically a minimum of 400 of those hours being direct client activities, or a sound rationale for any variation can be provided; if this program of study is combined with a doctoral degree (research), the same placement requirements apply • for packaged Level 3 and 4 graduate competencies undertaken as a doctoral degree (professional) – that is, a PsyBA-approved 5th, 6th and 7th year of study leading to eligibility for general registration and endorsement of specialised areas of practice – includes at least 1500 placement hours comprising supervision hours, direct client and client-related activities, with typically a minimum of 600 of those hours being direct client activities, or a sound rationale for any variation can be provided • for Level 4 graduate competencies undertaken as a stand-alone area of practice program of study – that is, a PsyBA-approved 6th year of study leading to eligibility to apply to undertake a registrar program to gain eligibility to apply for an endorsement of an area of practice – includes at least 750 placement hours comprising supervision hours, direct client and client-related activities, with typically a minimum of 300 of those hours being direct client activities, or a sound rationale for any variation can be provided • supervision of placements meets the requirements set out in Criteria 1.8 and 1.10 above
<p>Key elements</p>	<ul style="list-style-type: none"> • Quality of professional practice education • Quantity of professional practice education • Capacity to produce competent graduates • Ability of graduates to practise across a range of settings • See also connections between Criteria: <ul style="list-style-type: none"> • 1.8, 1.9, 1.10 and 3.7 • 3.2, 3.7, 5.1, 5.2, 5.3 and 5.4
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Program handbook

	<ul style="list-style-type: none"> • Curricula for each program of study, including the learning outcomes and their relationship to the graduate competencies and assessment • Unit of study profiles/outlines for each component of each program of study that include weekly topics and learning and teaching activities • Examples of learning and teaching materials, resources and approaches showing a range of delivery methodologies <p>Level 3 and Level 4 graduate competencies:</p> <ul style="list-style-type: none"> • A matrix (or equivalent) demonstrating the range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements (hours and type of supervision) for students in each program of study and details of the expected number and types of clients • Completed placement supervision logs signed by supervisors showing ongoing monitoring • Placement agreements
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • Have program handbooks or sample logbooks been provided that clearly demonstrate the quantity of professional practice education across the entire program? • How does the provider ensure the high quality of student professional practice experience? • Have logbooks been provided for a range of years and a range of students? • Is there sufficient access to the range of direct client activities across a broad range of psychology services to enable students to demonstrate that they are competent at the relevant level? • How does the provider ensure that the students have an sufficiently broad range of placements by the completion of the relevant level?

<p>Criterion</p>	<p>Criterion 3.8</p> <p>Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a required learning outcome.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the

	<p>program, clearly articulated as a learning outcome and students are taught content that is assessed</p> <ul style="list-style-type: none"> • students are trained and assessed to respond appropriately to the attributes of the person, family or community with whom they are working • learning methodologies and practices support the development of culturally responsive practice when working with all clients, including, in particular, Aboriginal and Torres Strait Islander peoples⁶ <p>See further guidance in Annexure for criterion 3.8</p>
<p>Key elements</p>	<ul style="list-style-type: none"> • Integration of cultural responsiveness across the program • Mandatory and explicit inclusion of Aboriginal and Torres Strait Islander cultures • Cultural responsiveness as a required learning outcome • See also connections between Criteria 3.8, 5.1 and 5.2
<p>Evidence examples</p>	<ul style="list-style-type: none"> • A statement of educational philosophy and pedagogical approach for each program of study, including the pedagogical approach to inter-professional learning and practice and cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures • A statement addressing integration in the curricula of the development of students' individual cultural responsiveness, in particular in relation to Aboriginal and Torres Strait Islander cultures with consideration for other cultures within the Australian context. • Learning and teaching materials and resources for cultural responsiveness • Mapping demonstrating that cultural responsiveness, content, assessments and learning outcomes are constructively aligned • Examples in which resources from Australian Indigenous Psychology Project (AIPEP) have been drawn from or implemented to develop students' cultural safety and cultural responsiveness skills • Examples of content and assessment tasks on Aboriginal and Torres Strait Islander peoples' issues and other types of cultural and linguistic diversity

⁶ For further information, refer to the Australian Indigenous Psychology Education Project's *Curriculum Framework* available at www.indigenousspsyched.org.au.

Prompts for assessment	<ul style="list-style-type: none"> • Where in the curriculum is cultural responsiveness taught? Does the provider define what is meant by cultural responsiveness? • How does the provider determine if students have developed a knowledge of, respect for and sensitivity towards the cultural needs and backgrounds of the communities they serve? • Does this include Aboriginal and Torres Strait Islander Australians and those from other culturally and linguistically diverse backgrounds? • Is there inclusion of specific factors and issues associated with other cultures within the Australian context?
-------------------------------	---

Criterion	<p>Criterion 3.9</p> <p>The application of the principles of inter-professional learning and practice is included as a required learning outcome at the appropriate level in the program.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • inter-professional learning and practice⁷ opportunities are provided in both learning and practice contexts • inter-professional learning and practice is appropriately integrated within the program, clearly articulated as a learning outcome and students are taught content that is assessed
Key elements	<ul style="list-style-type: none"> • Principles of inter-professional learning, whereby students from two or more disciplines learning with, from and about one another to enable effective collaboration and improve health outcomes • Principles of inter-professional practice • Principles may also relate to client-centred care, including: <ul style="list-style-type: none"> • professional identity, role clarity and boundaries (professions need to know their own role and be able to explain it to others) • implications of varying codes of ethics of different professions when working in a multidisciplinary team environment

⁷ For further information, refer to the World Health Organization's *Framework for Action on Interprofessional Education and Collaborative Practice* available at www.who.int/hrh/resources/framework_action/en/

	<ul style="list-style-type: none"> • challenges with communication between members of different professions, such as different terminology • factors important to all teamwork, including respect, conflict resolution, and leadership and communication skills • reflective practice • Application of the principles as a required learning outcome • Use of resources such as the Canadian Interprofessional Health Collaborative (CIHC) Competency Framework for Advancing Collaboration and information provided by ClinEdAus • See also connections between Criteria 3.9, 5.1 and 5.2
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Mapping demonstrating that the application of inter-professional learning and practice principles are delivered and assessed as learning outcomes • Learning and teaching materials and resources to support the application of inter-professional learning and practice principles • Examples in which students need to consider what other professionals might provide useful information or to which the client might need to be referred • Examples of case presentations that demonstrate applied learning • Examples of guest lecturers and/or students from other disciplines working together with psychology students
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • How do students engage with other health profession students through the program? How is this assessed? • Are students' experiences of the management of clients in a provider placement, community clinics and external placements, etc. adequate? • In what ways could students' experiences be strengthened?

Standard 4: The student experience

Standard 4 addresses the provision of a student experience that is supportive, equitable and respectful of all students' academic development needs, personal well-being and rights as enrolled students. This Standard aligns with Standards under Domains 1–3 and 7 of the Higher Education Standards Framework (Threshold Standards), and so offers providers the opportunity to liaise with their quality and compliance teams to source evidence already collated for TEQSA (re-)accreditation(s) and/or (re-)registration(s).

Criterion	<p>Criterion 4.1</p> <p>Information about learning and assessment processes and requirements is accurate, clear and accessible.</p>
Evidence descriptor	<p>The provider demonstrates that relevant, accurate and timely information on programs of study, including learning outcomes, assessment requirements, placement requirements and pathways to further study and professional employment are provided to students</p>
Key elements	<ul style="list-style-type: none"> • Information about learning processes • Information about learning requirements • Information about assessment processes • Information about assessment requirements
Evidence examples	<ul style="list-style-type: none"> • Information for prospective and enrolled students about programs of study, including course handbook (or equivalent) with details of the curriculum and unit profiles/outlines, credit for prior learning rules and placement requirements, if applicable • Assessment policy and procedures • Reasonable adjustment policy and procedure • Links to relevant web pages • LMS content
Prompts for assessment	<ul style="list-style-type: none"> • Is the program information handbook comprehensive? e.g. does it include: <ul style="list-style-type: none"> • the names of program coordinators, aims and objectives of units, topics covered, contact hours for lectures, placement requirements, tutorials, clinics, assessment processes, required texts and manuals, recommended reading, and pathways to further study? • any electives? • key contact details or source details? • Are students made aware of this information? Is this easily accessible?

	<ul style="list-style-type: none"> Is the information provided consistent with the program rules as approved by the academic governance structures?
--	--

Criterion	Criterion 4.2 Admission and progression requirements and processes are fair, transparent and equitable.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> its student selection criteria and processes are intended to select students who are likely to succeed in the program of study there are appropriate processes in place to ensure students' successful attainment of the preceding graduate competencies prior to admission to a program of study at a succeeding graduate competency level the fair, transparent and equitable processes in place promote and support the admission, progression and completion of the program of study by Aboriginal and Torres Strait Islander Peoples
Key elements	<ul style="list-style-type: none"> Admission requirements Admission processes Progression requirements Progression processes
Evidence examples	<ul style="list-style-type: none"> Policies and procedures for student admission and progression for programs of study, including that for Aboriginal and Torres Strait Islander students Information for prospective and enrolled students about programs of study, including course handbooks (or equivalent) with details of the curriculum and unit profiles/outlines, credit for prior learning rules and placement requirements, if applicable. Attendance options should also be outlined to ensure that progression requirements and processes are equitable for a range of student cohorts, such as mature age and regional students Reasonable adjustment policy and procedure Policies and procedures for student support, including a systematic way of identifying and supporting students at risk of poor academic performance or attrition Samples of admission and progression decisions "Failure to progress" criterion and decision process Register of grievances and appeals lodged

	<ul style="list-style-type: none"> • Examples of the outcome of the grievances and appeals procedure • Links to relevant web pages detailing entry requirements and selection criteria • Student progression and attrition data • Student support data and outcomes
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • What is the admission process? E.g. does it cover: <ul style="list-style-type: none"> • pre-requisites • categories and numbers of applicants (e.g. international, Australian HECS, Australian fee-paying students) • special schemes for Indigenous applicants or disadvantaged groups • bridging programs • approach to recognition of prior learning. • How is the admissions process managed? Is this consistent with program information provided to prospective students? • How are students advised of the criteria for progression through each year of the program? • In a multi-level program such as Level 2-3 or Level 3-4 combined programs, is suitability for progression from the lower level to the higher level formally monitored, and if so how?

<p>Criterion</p>	<p>Criterion 4.3</p> <p>Each program's APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • the titles of qualifications awarded following successful completion of an APAC-accredited program of study in psychology: <ul style="list-style-type: none"> • differ from those of any other qualifications offered by the provider for which APAC accreditation of the program has not been obtained • do not contain terms that could misinform the public as to the capabilities of graduates or could bring graduates or the discipline and profession of psychology into disrepute • programs of study information include accurate information on the APAC-accreditation status of the program

	<ul style="list-style-type: none"> the APAC-accreditation status of all programs of study is publicly available, for example, on its website
Key elements	<ul style="list-style-type: none"> Representation of the accreditation status for all APAC accredited programs Representation of the accreditation status for all non APAC accredited programs
Evidence examples	<ul style="list-style-type: none"> Information for prospective and enrolled students about programs of study and each program's APAC accreditation status Student handbook Links to relevant web pages
Prompts for assessment	<ul style="list-style-type: none"> Do titles of qualifications accurately represent the content of the program and do not contain terms that could misinform the public as to the capabilities of graduates? Do programs of study include accurate information on the APAC accreditation status of the program?

Criterion	<p>Criterion 4.4</p> <p>The academic learning needs of students are identified and academic support provided.</p>
Evidence descriptor	<p>The provider demonstrates that it identifies and provides support for the academic learning needs of students, offers remediation opportunities and has in place strategies to assist underperforming students</p>
Key elements	<ul style="list-style-type: none"> Mechanisms to identify academic learning needs Provision of academic support to students in need
Evidence examples	<ul style="list-style-type: none"> Policies and procedures for student support, including a systematic way of identifying and supporting students at risk of poor academic performance or attrition Reasonable adjustment policy and procedure Minutes of program meetings Links to relevant web pages regarding academic support services Learning access plans LMS content
Prompts for assessment	<ul style="list-style-type: none"> What type of support programs are available for students? E.g. in relation to: <ul style="list-style-type: none"> remedial support e.g. study skills

	<ul style="list-style-type: none"> • language support programs • How are students who require such support identified? • Are there any peer support, mentorship or role modelling schemes available? Do they support the students? • Are there any stated parameters on decisions regarding “reasonable adjustment”? If so what are they and are the communicated to students?
--	--

Criterion	Criterion 4.5 Students are informed of the availability of personal and professional support services, and are equipped with skills to adequately maintain their own well-being.
Evidence descriptor	The provider demonstrates that students have access to, and are informed of, personal services to support their physical and mental well-being
Key elements	<ul style="list-style-type: none"> • Information about personal support services • Information about professional support services • Communication channels to distribute information • Mechanisms to equip students with skills to maintain their own well-being
Evidence examples	<ul style="list-style-type: none"> • Details of the academic and personal support services available to students, including remediation opportunities • Policies and procedures for student support, including a systematic way of identifying students at-risk of poor academic performance or attrition • Student handbook • Links to relevant web pages regarding personal and professional support services • Fora within the program for career guidance and samples of advice
Prompts for assessment	<ul style="list-style-type: none"> • Which health services are available for students? How are students informed of these services? • Which financial aid or support is available for students? • Which mechanisms are in place to ensure students who require support are identified early and receive adequate support? • Do students in the program have access to the same range of services as other students with the provider?

	<ul style="list-style-type: none"> • How is support provided to students on placement away from the main campus? • What, if any privacy protections are in place for students who require support?
--	--

Criterion	Criterion 4.6 Equity and diversity principles are observed and promoted in the student experience.
Evidence descriptor	The provider demonstrates that equity and diversity principles in all aspects of students' learning and assessments are observed and promoted
Key elements	<ul style="list-style-type: none"> • Observation of equity principles in policies and procedures • Promotion of equity principles in practice • Observation of diversity principles in policies and procedures • Promotion of diversity principles in practice
Evidence examples	<ul style="list-style-type: none"> • Policies and procedures on equity and diversity • Program handbooks • Examples of implementation and monitoring of equity and diversity policies and procedures • Examples of implemented measures arising from the Aboriginal Indigenous Psychology Education Project (AIPEP) • De-identified illustrative case examples • Teaching and learning materials and resources that support students from diverse backgrounds • Samples of universal design principles in teaching and learning materials (e.g., text size, availability of closed captions) • Examples of support, accommodations and reasonable adjustments made for students in psychology units • Pathways and scholarships for diverse student cohorts • Initiatives to attract diverse student cohorts
Prompts for assessment	<ul style="list-style-type: none"> • Which policies govern equity and diversity? Have they been implemented and how are they monitored? • How does the provider ensure students are protected from discrimination? Are policies in place? Is bullying covered by these policies? • Are principles of equity and diversity included in graduate competencies? If so, how can the provider demonstrate that students have achieved these competencies?

Criterion	Criterion 4.7 Students have access to effective grievance and appeals processes.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> • students are provided with information on and access to the provider's complaint, grievance and appeals procedures • policies and procedures are in place and enacted fairly and equitably to support students at any time during the grievance and/or appeals process
Key elements	<ul style="list-style-type: none"> • Student access to grievance processes • Student access to appeals processes
Evidence examples	<ul style="list-style-type: none"> • Policies and procedures on grievance and appeals • Evidence of where information about the complaints process is provided to students. For example: <ul style="list-style-type: none"> • unit outlines • LMS sites • Handbooks • Register of grievances and appeals lodged • Examples of the outcome of the grievances and appeals procedure • Evidence of when and how outcomes of complaints and appeals are communicated to students
Prompts for assessment	<ul style="list-style-type: none"> • Which appeals processes are in place? • Which mechanisms are in place to consider grievances from students? Are they adequate? • Which evidence has been provided to confirm that these policies are effective? Have appeals or grievances been lodged? If so, what action was taken? • What, if any privacy protections are in place for students who appeal or lodge grievance claims?



Standard 5: Assessment

Standard 5 addresses the assessment approaches required to determine the achievement of the graduate competencies at the relevant Level. Standard 5 considers the different aspects of assessment to confirm that graduates have attained and demonstrated the relevant graduate competencies.

Focus areas for this Standard include the scope of assessments, the range of assessment methodologies, the prevalence of criterion-based assessment practices, the nature of moderation processes, and the appropriateness of assessors' qualifications and experience. References to staff and supervisor qualifications in Standard 1 and learning outcomes in Standard 3 also relate to some criteria in Standard 5.

Note that graduate competencies relate to those that are in effect until 30 November 2025. In due course, APAC will provide further guidance on new professional competencies that come into effect on 1 December 2025.

Criterion	<p>Criterion 5.1</p> <p>The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s).</p>
Evidence descriptor	<p>The provider demonstrates that assessments across the full program of study are sufficient for all students to demonstrate the breadth and depth of each of the graduate competencies for the Level</p>
Key elements	<ul style="list-style-type: none"> • Assessment of all Program Learning Outcomes (PLOs) • Assessment of all at-level graduate competencies • See also connections between Criteria: <ul style="list-style-type: none"> • 3.8, 5.1 and 5.2 • 3.9, 5.1 and 5.2 • 3.2, 3.7, 5.1, 5.2, 5.3 and 5.4
Evidence examples	<ul style="list-style-type: none"> • An assessment matrix (or equivalent) for each program of study that demonstrates alignment of assessment to the learning outcomes and the graduate competencies • Assessment tools and marking criteria • An assessment strategy that includes details on the formative and summative assessment for each phase or year of the programs of study as students' competencies are progressively built • Examples of assessments and marking criteria that demonstrate that the scope of assessment covers all learning outcomes and that assessments are criterion-based • Examples of de-identified student assignments and feedback provided to students

Prompts for assessment	<ul style="list-style-type: none"> • Does the assessment matrix cover all the relevant graduate competencies? Are there any gaps? • Does the assessment matrix demonstrate that all graduate competences are assessed? • Which methods of assessments are used in the program? • Are the methods of assessment robust and appropriate for the competency being assessed? • Are the assessments used appropriate for the level and type of program?
-------------------------------	---

Criterion	<p>Criterion 5.2</p> <p>There is a clear relationship between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • assessment strategies are mapped to the learning outcomes of the program of learning and the learning outcomes are mapped to the graduate competencies for the level • where required, hurdle assessments are utilised to evaluate the attainment of relevant graduate competencies prior to practice placements and/or graduation • assessments are criterion-based • each student has the opportunity to demonstrate achievement of the learning outcomes through the assessment tasks
Key elements	<ul style="list-style-type: none"> • Criterion-based assessment strategies • Demonstration of competence against all PLOs • See also connections between Criteria: <ul style="list-style-type: none"> • 3.8, 5.1 and 5.2 • 3.9, 5.1 and 5.2 • 3.2, 3.7, 5.1, 5.2, 5.3 and 5.4
Evidence examples	<ul style="list-style-type: none"> • An assessment matrix (or equivalent) for each program of study that demonstrates alignment of assessment to the learning outcomes and the graduate competencies • Assessment and moderation policy and procedures and feedback protocols • Mapping of assessment strategies to learning outcomes • Assessment tools and marking criteria

	<ul style="list-style-type: none"> • A statement or policy on the assessment approach • An assessment strategy that includes details on the formative and summative assessment for each phase or year of programs of study as students' competencies are progressively built • Outline of hurdle assessments, when they are used and why • Outline of formative and summative assessment techniques • Examples of assessments and marking criteria that demonstrate that the scope of assessment covers all learning outcomes and that assessments are criterion-based • Examples of de-identified student assignments and feedback provided to students
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • What are the relationships or links between the assessment process and the program's objectives and teaching approaches? • Are there clearly documented assessment policies and/or processes?

<p>Criterion</p>	<p>Criterion 5.3</p> <p>Multiple assessment tools, modes and techniques are used to assess program learning outcomes, and include where relevant direct observation in professional practice settings.</p>
<p>Evidence descriptor</p>	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • assessment tools, modes and techniques for formative and summative assessment are fit-for-purpose for assessing the learning outcomes of programs of study • assessment of practice placements uses a variety of tools, modes and techniques including: <ul style="list-style-type: none"> • case examinations, objective structured clinical examinations or other assessment methods that assess the student's competence in taking a complete history and conducting a full assessment, including psychological testing, and interpreting the findings to develop and implement an intervention plan and monitor its effectiveness • observation of the student working with clients, • observation of the student performing tasks, such as complete evaluations, multiple times across the length of the placement • role play or simulation of client contact to test specific skills, especially prior to initial client contact. Successful

	<p>completion of role play or simulation task should be based on assessment of competencies. Also there should be justification for the level of performance required for attainment of competencies</p> <ul style="list-style-type: none"> • feedback from clients
<p>Key elements</p>	<ul style="list-style-type: none"> • Multiple assessment tools • Multiple assessment modes • Multiple assessment techniques • Direct observation in professional practice settings is used to assess learning outcomes • See also connections between Criteria 3.2, 3.7, 5.1, 5.2, 5.3 and 5.4
<p>Evidence examples</p>	<ul style="list-style-type: none"> • Examples of de-identified client work, such as student logbooks/portfolios and/or progress notes signed by supervisors • Overview of the depth and breadth of assessment tools, modes and techniques • Assessment tools and marking criteria Examples of assessments and marking criteria that demonstrate that the scope of assessment covers all learning outcomes and that assessments are criterion-based. The minimum required level of performance to attain competence should be justified. • Examples of de-identified student assignments and feedback provided to students • Examples of assessments and marking criteria that demonstrate that the scope of assessment covers all learning outcomes and that assessments are criterion-based. The minimum required level of performance to attain competence should be justified. • Examples of de-identified student assignments and feedback provided to students
<p>Prompts for assessment</p>	<ul style="list-style-type: none"> • In what ways are the program's techniques of formative and summative student assessment valid and reliable? Are there any gaps? • Is there a sufficient range of assessments to allow for high and low performing students to be identified?

Criterion	Criterion 5.4 Program management, coordination, and moderation procedures ensure consistent and appropriate assessment and feedback to students.
Evidence descriptor	The provider demonstrates that: <ul style="list-style-type: none"> • internal moderation for reliability, academic integrity, validity and consistency of assessment outcomes is undertaken and the findings are used to improve assessment approaches • feedback on assessment and achievement of the learning outcomes is provided to students
Key elements	<ul style="list-style-type: none"> • Program management procedures • Program coordination procedures • Moderation procedures
Evidence examples	<ul style="list-style-type: none"> • Assessment and moderation policy and procedures and feedback protocols • Policies and procedures for management of students' unsatisfactory progress • Assessment tools and marking criteria • Examples of de-identified student assignments and feedback provided to students • Cross-marking comparisons with another institution • Evidence of timely feedback such as assessment and return dates for marked assessments • See also connections between Criteria 3.2, 3.7, 5.1, 5.2, 5.3 and 5.4
Prompts for assessment	<ul style="list-style-type: none"> • Are there formal policies on assessment moderation? • What arrangements exist for redemption/supplementary assessments or exams? • Are there special arrangements in place for repeating students? • What are the progression rates, withdrawals, deferrals and failures for all years over the past three years? What does this indicate about the assessment system? • Is there information on the process and policy employed for failure and possible remediation? Do these same policies and procedures apply to all levels and all courses or are they tailored? What if any adjustments are made for students with disability or other disadvantage (such as ATSI, NESB or neurodiversity)? • What feedback is provided to students? Is the feedback moderated?

Criterion	<p>Criterion 5.5</p> <p>Assessors of students are suitably qualified and experienced.</p>
Evidence descriptor	<p>The provider demonstrates that:</p> <ul style="list-style-type: none"> • assessors are appropriately qualified for the role and are provided with guidance and support to enable them to fulfil their assessment responsibilities • assessors of placements should be approved to supervise by the Psychology Board of Australia • assessors of placements leading to eligibility for general registration hold general registration • assessors of placements leading to eligibility for endorsement in an area of practice hold the relevant Area of Practice Endorsement
Key elements	<ul style="list-style-type: none"> • Assessor qualifications • Assessor experience • See also connections between Criteria 1.7, 3.3, 3.4 and 5.5
Evidence examples	<ul style="list-style-type: none"> • A staffing profile for all staff teaching in each program of study, including: <ul style="list-style-type: none"> • numbers of staff and their professional qualifications, • areas of expertise, • teaching, assessment and placement supervision responsibilities and, • if applicable, their registration status and Board-approved supervisor status • Position descriptions • CVs
Prompts for assessment	<ul style="list-style-type: none"> • Are assessors appropriately qualified and supported for the role? • Is there a register or list of placement supervisors? What is the process for identifying supervisors? • Is there a regular process for evaluating ongoing quality and supervisory suitability of supervisors? • What qualifications or experience are required? Do supervisors hold general registration and/or relevant Area of Practice Endorsement?



Appendix 1: APAC Research requirements for graduate competencies

Program of study leading to a bachelor honours degree or graduate diploma equivalent

Research requirement referenced in Level 2 *Pre-Professional competency 2.5*

A bachelor honours degree, or graduate diploma equivalent, involves planning and executing project work and/or a piece of research and scholarship with some degree of independence⁸.

Students will undertake a research project that includes a research question, empirical literature review, data analysis, reporting of results and discussion. The research project should be structured so that students participate in the key steps involved, including the formulation of research questions, the analysis of data to test the research question, the interpretation of the findings and the writing of the report.

Program of study leading to a masters degree (coursework)

Research requirement referenced in Level 3 *Professional competency 3.17*, and in Level 4 *Professional Competencies for specialised areas of practice: Content of programs – general*

Where Level 2 and Level 3 are packaged into one program, only one research project may be required. Providers are required to demonstrate how students are able to acquire research skills in their studies to support evidence-based practice (related to criterion 3.1).

Where Level 3 and Level 4 are packaged into one program, only one research project is required.

A masters degree (coursework) requires students to demonstrate the application of knowledge and skills to plan, formulate a research question and execute a research-based project that is applicable to the field of work⁹. This includes implementation of a structured method of enquiry, a reputable approach to data analysis and interpretation and demonstration of critical analysis of the relevant literature.

The research project, incorporating a critical review of the literature, may take the form of one or more of the following:

- a program or service evaluation study,

⁸ For further information, refer to *Australian Qualifications Framework: Second Edition January 2013* at www.aqf.edu.au/.

⁹ *ibid*



- a study based on experimental or quasi-experimental single case design (e.g. ABA or multiple baseline),
- a pilot study (e.g. under-powered multi-case design to test indicators of effect and feasibility) and grant application,
- a systematic, meta-analysis or structured reviews, including scoping, umbrella and rapid reviews,
- a qualitative or quantitative study using primary or secondary data analyses,
- a traditional empirical research project, and
- a capstone experience in which a research question is posed, and evidence is gathered to address that question.

A case report will not suffice the research requirements of *Professional Competency 3.17*.

Program of study leading to a doctoral degree (professional)

Research requirement referenced in Level 3 Professional Competency 3.17, and in Level 4 *Professional Competencies for specialised areas of practice: Content of programs – general*

Where Level 3 and Level 4 are packaged into one program, only one research project is required.

A doctoral degree (professional) involves the application of knowledge and skills:

- with intellectual independence
- with initiative and creativity in new situations and/or for further learning
- with full responsibility and accountability for personal outputs
- to plan and execute original research, and
- with the ongoing capacity to generate new knowledge, including in the context of professional practice¹⁰.

¹⁰ *ibid*