



Australian Psychology Accreditation Council (APAC)

Accreditation Assessment

Summary Report

Swinburne University of Technology

Last updated: 25 July 2025



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Swinburne University of Technology

Context

Higher education provider	Swinburne University of Technology (Swinburne)
Academic organisational unit (AOU)	Department of Psychological Sciences
Campus	Hawthorn
Assessment type	Out of cycle initial assessment
Accreditation period	30 June 2025 to 31 December 2028
Accreditation Standards	Accreditation standards for psychology programs (effective 1 January 2019, version 1.2)



Assessment timeline

Dates	Assessment activities
05/04/2023	Provider submits Notice of intent form
22/08/2024	Provider submits revised Notice of intent form
24/12/2024	Provider submits accreditation documentation to APAC
06/02/2025 – 11/05/2025	APAC conducts on-paper assessment
12/05/2025	Accreditation Assessment Committee (AAC) endorses draft assessment report
13/05/2025	Provider receives draft assessment report
26/05/2025	Provider submits rejoinder to draft assessment report
30/06/2025	AAC determines assessment outcome



Findings

Accreditation status

Accredited

The following program is initially accredited from **30 June 2025** until **31 December 2028**:

Program title	Campus	Level	Sequence	Program status
Master of Psychology (Educational and Developmental Psychology)	Hawthorn	Level 3-4	5 -6 years	Accredited with conditions



Conditions

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

Criteria	Issues identified	Information required	Due dates
1.7, 3.3, 5.5	Staff appointments	Evidence demonstrating newly appointed staff are appropriately qualified for teaching, supervision, assessment and administrative duties, including details of all assessors and evidence that they hold appropriate qualifications.	30/06/2026
2.2, 2.3	Quality assurance and consultation processes	Evidence demonstrating that quality assurance and consultation processes have been adopted and an update on the progress and outcomes of the benchmarking exercise.	30/06/2026
3.4	Sufficient staffing	Evidence demonstrating that the program has sufficient staffing to support the student cohort in acquiring the relevant graduate competencies.	30/06/2026
3.5	Clinic resources	Evidence of additional psychological assessment resources available through the Psychology Clinic to support the new program.	30/06/2026
3.9	Inter-professional learning and practice	Evidence demonstrating that the application of the principles of inter-professional learning and practice is sufficiently taught and assessed as a required learning outcome.	30/06/2026
4.3	Program information	Provide details of program on the Swinburne website.	30/06/2026

Criteria	Issues identified	Information required	Due dates
1.3, 1.8, 1.9, 1.10, 3.7	Placement logbooks	<p>A range of de-identified samples of completed student placement logbooks to demonstrate:</p> <ul style="list-style-type: none"> • placement supervision occurs at the required level • all placements are supervised by registered psychologists with appropriate area of practice endorsement • placements are sufficient in duration and appropriate to support the achievement of the graduate competencies. 	31/12/2026
5.1, 5.2, 5.3, 5.4	Assessment, marking and moderation	<p>Evidence of the following:</p> <ul style="list-style-type: none"> • unit outlines, including details of criterion-based assessment tasks, • detailed information about moderation practices used, and • a range of samples of de-identified student assessments. 	31/12/2026



Monitoring

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

Criteria	Issues identified	Shortfall	Due dates
1.4	Psychology Clinic	An update regarding the expansion of the Swinburne Psychology Clinic to accommodate the new students.	30/06/2026



Summary of findings

Standard 1: Public safety is assured

Level 3-4 Educational and Developmental psychology

Substantially met

Standard 2: Academic governance and quality assurance processes are effective

Level 3-4 Educational and Developmental psychology

Substantially met

Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies

Level 3-4 Educational and Developmental psychology

Substantially met

Standard 4: Students are provided with equitable and timely access to information and support

Level 3-4 Educational and Developmental psychology

Substantially met

Standard 5: Assessment is fair, reliable and valid

Level 3-4 Educational and Developmental psychology

Standard not met