



Australian Psychology Accreditation Council (APAC)

Accreditation Assessment

Summary Report

ACAP University College

Last updated: 13 October 2025



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ACAP University College – 2026 to 2030 Cycle

Context

Higher education provider	ACAP University College
Academic organisational unit (AOU)	Discipline of Psychological Science
Campus	Adelaide, Brisbane, Melbourne, Perth, Sydney, Online
Assessment type	Cycle re-accreditation
Accreditation period	08 September 2025 to 31 December 2030
Accreditation Standards	Accreditation standards for psychology programs (effective 1 January 2019, version 1.2)



Assessment timeline

Dates	Assessment activities
19/02/2024	ACAP attends information session with APAC team
28/06/2024	ACAP submits NOIA
06/03/2025	ACAP submits accreditation documentation
07/03/2025 – 15/04/2025	APAC conducts on-paper assessment
15/04/2025	APAC assessment team meeting 1 (align on-paper assessment)
08/05/2025	ACAP submits further information
13/05/2025	APAC assessment team meeting 2 (site-visit preparation)
03/06/2025-06/06/2025	ACAP hosts site visit
28/07/2025	Accreditation Assessment Committee (AAC) endorses draft assessment report
06/08/2025	ACAP receives draft assessment report
20/08/2025	ACAP submits rejoinder to draft assessment report
08/09/2025	AAC determines assessment outcomes



Findings

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

Accreditation status

Re-accredited

The following programs are re-accredited until **31 December 2030**:

Program title	Campus	Level	Sequence	Program status
Bachelor of Psychological Science	Adelaide, Brisbane, Melbourne, Perth, Sydney, Online	Level 1	1-3 year	Accreditation without conditions
Bachelor of Psychological Science and Counselling	Adelaide, Brisbane, Melbourne, Perth, Sydney, Online	Level 1	1-3 year	Accreditation without conditions
Bachelor of Psychological Science and Criminology	Adelaide, Brisbane, Melbourne, Perth, Sydney, Online	Level 1	1-3 year	Accreditation without conditions
Graduate Diploma of Psychological Science	Adelaide, Brisbane, Melbourne, Perth, Sydney, Online	Level 1	3-year bridging	Accreditation without conditions
Bachelor of Psychological Science (Honours)	Adelaide, Brisbane, Melbourne, Perth, Sydney, Online	Level 2	4 th year	Accreditation without conditions



Program title	Campus	Level	Sequence	Program status
Master of Professional Psychology	Sydney	Level 3	5 th year	Accreditation without conditions
Master of Psychology (Clinical)	Sydney	Level 3-4	5-6 year	Accreditation without conditions
Master of Psychology Practice (Clinical)	Online	Level 4	6 th year	Accreditation without conditions



Summary of findings

Standard 1: Public safety is assured					
Level 1 UG	Level 1 GDP	Level 2	Level 3	Level 3–4 Clin	Level 4 Clin
✓	✓	✓	✓	✓	✓
Standard 2: Academic governance and quality assurance processes are effective					
Level 1 UG	Level 1 GDP	Level 2	Level 3	Level 3–4 Clin	Level 4 Clin
✓	✓	✓	✓	✓	✓
Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies					
Level 1 UG	Level 1 GDP	Level 2	Level 3	Level 3–4 Clin	Level 4 Clin
✓	✓	✓	✓	✓	✓
Standard 4: Students are provided with equitable and timely access to information and support					
Level 1 UG	Level 1 GDP	Level 2	Level 3	Level 3–4 Clin	Level 4 Clin
✓	✓	✓	✓	✓	✓
Standard 5: Assessment is fair, reliable and valid					
Level 1 UG	Level 1 GDP	Level 2	Level 3	Level 3–4 Clin	Level 4 Clin
✓	✓	✓	✓	✓	✓



Monitoring requirements

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

Program levels	Criteria	Issues identified	Information required	Due dates
All programs	2.5	Staff support	A report on the implementation of the new academic workload calculator to support academic staff in teaching, research and professional development.	30/04/2026
All programs	3.4	Sufficient staffing	An update on the staffing profile to demonstrate that the programs have sufficient staff to support the student cohort in acquiring the relevant graduate competencies.	30/04/2026
Level 3 Level 3-4 Clinical	1.5	Consent forms	An update on the changes to the client consent form that provide clear and accurate advice regarding student clinicians' access to client records.	30/04/2026
Level 3 Level 3-4 Clinical	3.5	Learning and assessment resources	A report on the expansion of the clinic, including the planned changes, how these changes are implemented, impact on student experience and enrolment numbers, staffing, resourcing, oversight of placements, changes to policies and processes, etc.	30/04/2026
Level 1 Level 2 Adelaide Campus only	3.4	Staff resources	An update on the staff appointments made and student enrolment numbers to support the delivery of the programs.	30/04/2026



Program levels	Criteria	Issues identified	Information required	Due dates
Level 1 Level 2 <i>Adelaide Campus only</i>	3.5	Learning and assessment resources	A report on the learning and assessment resources that sustain the quality of education to ensure the achievement of the program learning outcomes across all delivery sites and modalities.	30/04/2026
Level 1	5.1, 5.2	Assessment of cultural responsiveness	An update on the planned changes to content and assessment relating to cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, including a de-identified range of completed student assessments.	30/04/2026



Closed conditions

Evidence confirms that the following conditions have been met:

Program levels	Criteria	Issues identified	Information required	Outcome
Level 3 Level 3-4 Clinical Level 4 Clinical	2.2	External benchmarking	A report on outcomes of external benchmarking activities.	Met

Closed monitoring requirements

Evidence confirms that the following monitoring requirements have been met:

Program levels	Criteria	Issues identified	Information required	Outcome
Level 1	2.2	External benchmarking	A report on outcomes of external benchmarking activities.	Met
Level 3 Leve 3-4	3.4	Staff resourcing	Evidence demonstrating that there are sufficient senior staff allocated to the leadership of these programs.	Met



Recommendations

The assessment team offers the following recommendations for continuous improvement:

- provide clearer wording on the website to avoid confusion with APAC accreditation and ACAP self-accrediting authority status (criterion 4.3).
- explore strategies to mitigate any potential risks to the stability of the staffing profile, and formally recognise the contributions made by continuing academic staff to support the viability of the programs (criterion 2.5).

Commendations

The assessment team commends ACAP University College on the following:

- its willingness for continuous improvement of its programs by gathering and responding to student feedback and input into program design and management.
- establishing the Aspiring Scholars program to encourage and support the early career academics in research and scholarship.
- its strong leadership and the consistent support and guidance provided by the Discipline Chair and Discipline Leads.