Australian Psychology Accreditation Council (APAC)

Accreditation Assessment Summary Report
Central Queensland University

Last updated: 16 December 2025

Contents

![apac logo]

Central Queensland University – 2026 to 2030 Cycle

Context

Higher education provider	Central Queensland University [CQU]
Academic organisational unit (AOU)	College of Psychology, School of Health, Medical and Applied Sciences
Campus	Bundaberg | Cairns | Online l Rockhampton
Assessment type	Cycle re-accreditation
Accreditation period	01 January 2026 to 31 December 2030
Accreditation Standards	Accreditation standards for psychology programs (effective 1 January 2019, version 1.2)

Assessment timeline

Dates	Assessment activities
20/02/2024	Provider attends information session with APAC team
19/06/2024	Provider submits NOIA
24/02/2025 – 27/02/2025	Provider submits accreditation documentation
25/02/2025 – 19/05/2025	APAC conducts on-paper assessment
09/04/2025	APAC assessment team meeting 1 (align on-paper assessment)
05/05/2025 - 17/06/2025	Provider submits further information
14/05/2025	APAC assessment team meeting 2 (site-visit preparation)
20/05/2025 – 23/05/2025	Provider hosts site visit
22/09/2025	Accreditation Assessment Committee (AAC) endorses draft assessment report
09/10/2025	Provider receives draft assessment report
24/10/2025	Provider submits rejoinder to draft assessment report
10/11/2025	AAC considers the rejoinder to the draft assessment report
24/11/2025	APAC Board determines assessment outcomes

Accreditation status

Extension - Master of Professional Psychology program

The following program is accredited with conditions until **31 December 2026:**

Program title	Campus	Level	Sequence
Master of Professional Psychology	Online	Level 3	5th year

Conditions - Master of Professional Psychology

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

Program levels	Criteria	Issues identified	Shortfall	Due dates
Level 3	1.1, 1.3, 1.10, 3.2, 3.3, 3.7, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5	Simulated placement activities	Evidence demonstrating that to ensure protection of the public (criterion 1.1): • effective management processes are in place to ensure students undertaking the simulation placement component of the program have the ability to practice competently and safely (criterion 1.3), including evidence that the MPP manual contains all the relevant information related to the Level 3 placement, including risk and mandatory reporting requirements (related to criterion 4.1), • internal placement supervisors are supported by CQU to deliver the simulation placement component of the program and relevant assessment responsibilities, including evidence that the Level 3 placement manual that is provided to them contains comprehensive information/guidelines regarding simulated role plays/case studies and relevant assessments (related to criteria 3.3 and 5.5), • the quality and quantity of professional practice education during the simulation placement component of the program is sufficient to produce graduates competent to practise across a range of settings, including ensuring robust quality and duration of simulated placement activities (related to criterion 3.7)	16/01/2026

Program levels	Criteria	Issues identified	Shortfall	Due dates
			• there is a clear relationship between program learning outcomes and simulation assessment strategies, ensuring students are developing the skills of a therapist during simulated learning, and these skills are properly assessed by assessors and not reliant just on students' peers. Insufficient information provided to supervisors to provide constructive feedback, especially in relation to Professional competency 3.6 during simulated activities (related to criteria 3.2, 5.1 and 5.2),	
			• multiple assessment tools, modes and techniques are used to assess program learning outcomes, including direct observation during simulation, ensuring that students are taught, observed, and receive direct feedback from teaching staff (not their peers) on the skills they are producing during their simulated role plays and that the simulated placement supervision is sufficient (related to criteria 1.10, 5.3 and 5.4).	

Program levels	Criteria	Issues identified	Shortfall	Due dates
Level 3	1.1, 3.2, 3.7, 5.1, 5.2	Protection of the public. Graduate competencies and assessment. Professional practice education.	Evidence demonstrating that to ensure protection of the public (criterion 1.1), the following graduate competencies are sufficiently taught, clearly articulated (criterion 3.2) and appropriately assessed as required learning outcomes, with the scope of assessment covering all program learning outcomes which include all graduate competencies for the relevant level, ensuring a clear relationship between program learning outcomes and assessment strategies, and constructive alignment of unit learning outcomes to assessment (criteria 5.1, 5.2), and quality and quantity of professional practice education is sufficient to produce graduates competent to practice across a range of settings (criterion 3.7): • Professional competency 3.2 - apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways, • Professional competency 3.3 - professional communication skills, • Professional competency 3.13 - Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices. Rigorously and consistently follow professional policies and procedures, including referral management and record-keeping, across diverse workplace settings, while acknowledging varying organisational cultures and practices.	16/01/2025
Level 3	5.3	Assessment strategies	Evidence demonstrating that assessment tools, modes and techniques used to assess program learning outcomes are fit-for-purpose, including addressing the use of heavily weighted quizzes.	16/01/2026

Monitoring requirements - Master of Professional Psychology

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

Program levels	Criteria	Issues identified	Shortfall Information required	Due Dates
Level 3	2.1, 2.3	Governance arrangements. External input	Evidence demonstrating that there are robust governance arrangements that include a systematic, structured and effective approach to integrating greater external input from students, external supervisors and professional bodies into the design and management of programs.	16/01/2026
Level 3	2.2	External benchmarking	Evidence demonstrating that benchmarking undertaken against other providers is ongoing and systematic, and acted upon to support quality improvement of the programs.	31/07/2026 (At Monitoring Site Visit Mid-year 2026)
Level 3	3.8, 5.1, 5.2	Cultural responsiveness and assessment	Evidence demonstrating that cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program, clearly articulated and appropriately assessed as a required learning outcome.	31/07/2026 (At Monitoring Site Visit Mid-year 2026)

Program levels	Criteria	Issues identified	Shortfall Information required	Due Dates
Level 3	2.5, 3.3, 3.4	Staff adequacy and support	Evidence demonstrating that: • academic staff members, including a Head of AOU, are sufficiently supported to undertake research, professional development and teaching duties (criterion 2.5). • teaching staff are appropriately supported by the HEP to deliver the components of the programs they teach (criterion 3.3). • programs have a sufficient number of staff, including appropriate workloads of the Head of AOU and other staff in place to support each student cohort in acquiring the relevant graduate competencies.	31/07/2026 (At Monitoring Site Visit Mid-year 2026)

Re-accredited – all other psychology programs

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

Program title	Campus	Level	Sequence
Bachelor of Laws and Bachelor of Science (Psychology)	Online	Level 1	1-3 year
Bachelor of Nutrition and Bachelor of Science (Psychology)	Online, Rockhampton	Level 1	1-3 year
Bachelor of Psychological Science	Bundaberg, Cairns, Online, Rockhampton	Level 1	1-3 year
Bachelor of Science (Criminology and Psychology)	Online	Level 1	1-3 year
Bachelor of Science (Psychology)	Bundaberg, Cairns, Online, Rockhampton	Level 1	1-3 year
Bachelor of Psychological Science (Honours)	Online	Level 2	4th year
Master of Clinical Psychology	Rockhampton	Level 3-4	5-6 year
Master of Clinical Psychology (Advanced Entry)	Rockhampton	Level 4	6th year

Conditions - all other psychology programs

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

Program levels	Criteria	Issues identified	Shortfall Information required	Due dates

Level 2
 	
Level 4 component of Level 3-4 Clinical
 	
Level 4 Clinical
	1.1, 3.2, 3.7, 5.1, 5.2	Protection of the public. Graduate competencies and assessment. Professional practice education.	Evidence demonstrating that to ensure protection of the public (criterion 1.1), the following graduate competencies are sufficiently taught, clearly articulated (criterion 3.2) and appropriately assessed as required learning outcomes, with the scope of assessment covering all program learning outcomes which include all graduate competencies for the relevant level, ensuring a clear relationship between program learning outcomes and assessment strategies, and constructive alignment of unit learning outcomes to assessment (criteria 5.1, 5.2), and quality and quantity of professional practice education is sufficient to produce graduates competent to practice across a range of settings (criterion 3.7):
			
			• For the Level 2 program:
			   o Pre-Professional competency 2.3 - basic assessment strategies
			   o Pre-Professional competency 2.4 - basic psychological intervention strategies.
			
			• For the Level 4 component of the packaged Level 3-4 Clinical and Level 4 Clinical programs:
			   o Professional competency for specialised area of practice 4.2.1 iv. – psychopharmacology
			   o Professional competency for specialised area of practice 4.2.3 iv. - e-health.
				16/01/2026

Program levels	Criteria	Issues identified	Shortfall Information required	Due dates

Level 1
Level 3-4
Clinical
	1.1,
	5.1, 5.2
	(related to 3.2)
		Graduate competencies assessment	Evidence demonstrating that to ensure protection of the public (criterion 1.1), the following graduate competencies are assessed as required learning outcomes:
			
			• For the Level 1 programs:
			   o Foundational competency 1.1 x – social psychology,
			   o Foundational competency 1.2 – apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals,
			   o Foundational competency 1.3 - analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
			
			• For the Level 3 component of the Level 3-4 Clinical program:
			   o Professional competency 3.2 - Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways,
			   o Professional competency 3.8 - Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
				16/01/2026

Level 3-4 Clinical	1.7, 1.8, 3.3, 5.5	Staff Qualifications	Evidence demonstrating that staff have suitable qualifications for teaching, supervising and assessing students, including having a Clinical area of practice endorsement (AoPE) in place to support each student cohort in acquiring the relevant graduate competencies.	16/01/2026

Program levels	Criteria	Issues identified	Shortfall Information required	Due dates
Level 1 Level 2 Level 3-4 Clinical Level 4 Clinical	2.1, 2.3	Governance arrangements. External input	Evidence demonstrating that there are robust governance arrangements that include a systematic, structured and effective approach to integrating greater external input from students, external supervisors and professional bodies into the design and management of programs.	31/07/2026 (At Monitoring Site Visit Mid-year 2026)
Level 1 Level 2 Level 3-4 Clinical Level 4 Clinical	2.2	External benchmarking	Evidence demonstrating that benchmarking undertaken against other providers is ongoing and systematic, and acted upon to support quality improvement of the programs.	31/07/2026 (At Monitoring Site Visit Mid-year 2026)
Level 1 Level 2 Level 3-4 Clinical Level 4 Clinical	3.8, 5.1, 5.2	Cultural responsiveness and assessment	Evidence demonstrating that cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program, clearly articulated and appropriately assessed as a required learning outcome.	31/07/2026 (At Monitoring Site Visit Mid-year 2026)
Level 1	5.3	Assessment strategies	Evidence demonstrating that assessment tools, modes and techniques used to assess program learning outcomes are fit-for-purpose, including addressing the use of heavily weighted quizzes.	16/01/2026

Monitoring requirements - all psychology programs

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

Program levels	Criteria	Issues identified	Shortfall Information required	Due dates
Level 1 Level 2 Level 3-4 Clinical Level 4 Clinical	2.5, 3.3, 3.4	Staff adequacy and support	Evidence demonstrating that: • academic staff members, including a Head of AOU, are sufficiently supported to undertake research, professional development and teaching duties (criterion 2.5). • teaching staff are appropriately supported by the HEP to deliver the components of the programs they teach (criterion 3.3). • programs have a sufficient number of staff, including appropriate workloads of the Head of AOU and other staff in place to support each student cohort in acquiring the relevant graduate competencies, • for packaged Level 3-4 Clinical and Level 4 Clinical programs, sufficient staff numbers are in place to ensure access to resources that are restricted, and materials are there when needed, including arranging access to Test Library resources (criterion 3.4).	31/07/2026 (At Monitoring Site Visit Mid-year 2026)
All programs		Monitoring site visit	A monitoring site visit to ensure ongoing compliance with the Accreditation Standards.	31/07/2026

Closed monitoring requirements

Evidence confirms that the following monitoring requirements have been met:

Program levels	Criteria	Issues identified	Information required	Outcome
Level 4 Clinical	1.5	Informed consent	Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.	Met

Recommendations

The assessment team offers the following recommendations for continuous improvement:

- to ensure that effective communication of inherent requirements is clearly articulated for all programs to prospective students, academic staff and external supervisors. If inherent requirements are referred to as part of the management of student progression and experience, it is important that all key stakeholders are clearly informed of their intent and then how they are implemented (criteria 1.2 and 1.3).

- to introduce effective management processes and strategies to effectively track, monitor, summarise and register student placement experience – for Level 3-4 Clinical program, including analysis of individual students and whole cohort regarding individual and group supervision hours/percentage, variety of clients, including on lifespan and clients' age range (criterion 1.3),

- to include stronger input from research-intensive staff and Level E and D academics in the curriculum/governance and teaching of all programs to support the quality of the programs, and programs' response to contemporary development in psychology education (criteria 2.1 and 2.4).

- to consider the selection of benchmarking partner HEPs who also offer an MPP that includes professional practice offered through simulation.

Commendations

The assessment team is impressed by the high quality of teaching and assessment of the Foundational competency 1.5. - Demonstrate interpersonal skills and teamwork and commend the College of Psychology (College) on the development and incorporation into the curriculum of the unit PSYC12014 'Critical Social Psychology' – for the Level 1 programs (criteria 3.2, 5.1 and 5.2).

Summary of findings

Standard 1: Public safety is assured				
Level 1	**Level 2**	**Level 3**	**Level 3-4 Clinical**	**Level 4 Clinical**
Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met

Standard 2: Academic governance and quality assurance processes are effective				
Level 1	**Level 2**	**Level 3**	**Level 3-4 Clinical**	**Level 4 Clinical**
Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met

Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies				
Level 1	**Level 2**	**Level 3**	**Level 3-4 Clinical**	**Level 4 Clinical**
Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met	Standard is substantially met

Standard 4: Students are provided with equitable and timely access to information and support				
Level 1	**Level 2**	**Level 3**	**Level 3-4 Clinical**	**Level 4 Clinical**
✓	✓	Standard is substantially met	✓	✓

Standard 5: Assessment is fair, reliable and valid				
Level 1	**Level 2**	**Level 3**	**Level 3-4 Clinical**	**Level 4 Clinical**
Standard is substantially met	Standard is substantially met	Standard is not met	Standard is substantially met	Standard is substantially met