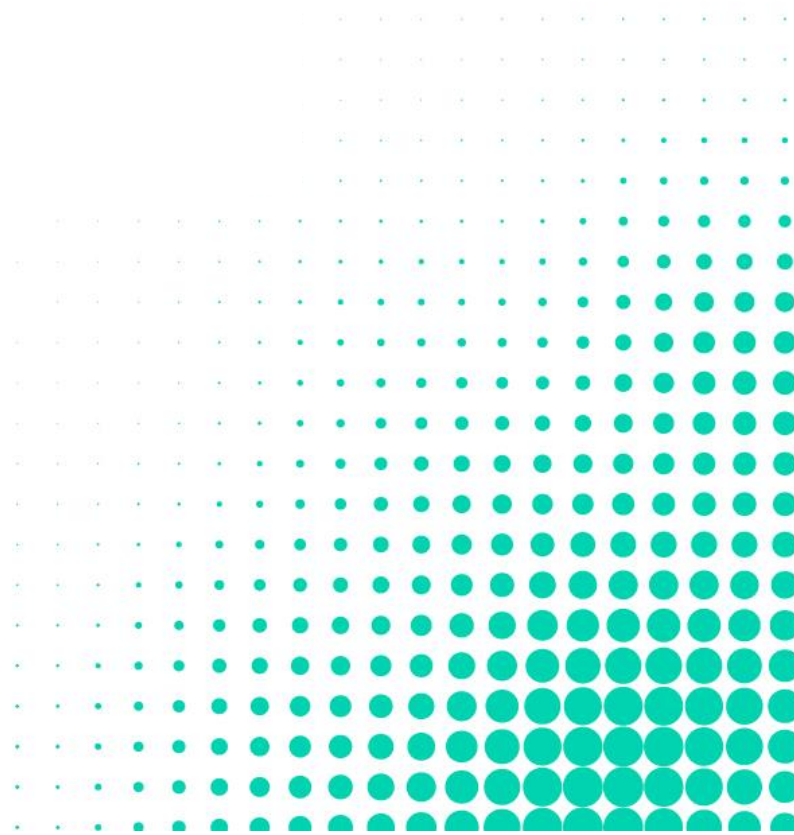




Australian Psychology Accreditation Council (APAC)

Accreditation Assessment Summary Report University of Canberra

Last updated: 4 May 2026





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University of Canberra

Context

Higher education provider	University of Canberra (UC)
Academic organisational unit (AOU)	Discipline of Psychology
Campus	Bruce Campus
Assessment type	Monitoring Visit (out of cycle follow up)
Accreditation period	01 January 2025 to 31 December 2029
Accreditation Standards	Accreditation standards for psychology programs (effective 1 January 2019, version 1.2)



Assessment timeline

Dates	Assessment activities
01/06/2023	UC submits NOIA
08/04/2024	UC submits accreditation documentation
09/04/2024 – 06/05/2024	APAC conducts on-paper assessment
25/06/2024 – 27/06/2024	APAC conduct site visit
29/07/2024	Accreditation Assessment Committee (AAC) endorses draft assessment report
15/08/2024	UC receives draft assessment report
28/08/2024	UC submits rejoinder to draft assessment report
28/10/2024	AAC considered the draft report after rejoinder
25/11/2024	APAC Board determines assessment outcomes
07/03/2025	APAC Board makes determination outcome on November and December 2024 progress reports
26/05/2025	APAC Board makes determination outcome on January and March 2025 progress reports
07/11/2025	APAC conducts Monitoring Site visit for the Level 3-4 Clinical programs
02/02/2026	Accreditation Assessment Committee (AAC) endorses draft assessment report
10/02/2026	UC receives draft assessment report
16/02/2026	UC accepted the report and advised it will not submit a rejoinder
13/04/2026	AAC determines assessment outcomes



Findings

APAC thanks University of Canberra for their cooperation and hospitality through the accreditation process.

Accreditation status

Accredited

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

Program title	Campus	Level	Sequence	Program status
Doctor of Philosophy in Clinical Psychology	Bruce	Level 3-4	5-6 year	Accredited with conditions
Master of Clinical Psychology	Bruce	Level 3-4	5-6 year	Accredited with conditions



Conditions

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

Program Levels	Criteria	Issues identified	Information required	Date of original condition	Due dates
Level 3–4 Clinical	2.2	Benchmarking	<p>Evidence demonstrating the range of benchmarking activities undertaken.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • benchmarking reports and outcomes relating to the benchmarking plan(s) • actions arising from benchmarking activities, including: • proposed improvements to program content and/or delivery • samples of implemented changes. 	5/12/2024	<p>30/04/2026</p> <p><i>Previous due date:</i></p> <p>30/04/2025</p> <p>31/12/2025</p>
Level 1	2.5, 3.4	Staffing	<p>Evidence demonstrating that staffing is sufficient and are supported in teaching, research and engagement activities to support the student cohort in achieving the graduate competencies.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • workload calculations that outline time allocations ensuring allocations for research, communities of practice, attendance at seminars and conferences, professional development activities. 	25/08/2025	<p>30/04/2026</p> <p><i>Previous due date:</i></p> <p>31/12/2025</p>



			<ul style="list-style-type: none">• rationale for deviations from the typical SSRs may include evidence that relevant student learning outcomes are positive.• evidence examples include student surveys on the quality of teaching, distribution of assessment grades within the program, progress rates and attrition rates.		
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Monitoring

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

Program Levels	Criteria	Issues identified	Information required	Date of original monitoring requirement	Due dates
Level 3-4 Clinical	5.1, 5.2	Assessment	Sample assessments that demonstrate the inclusion of IPL and collaborative practice principles.	13/04/2026	30/04/2026
Level 1	2.2	External benchmarking	An update on the progress and outcomes of the external benchmarking exercises to inform program-related quality improvement processes.	5/12/2024	30/04/2026 <i>Previous due dates:</i> 30/04/2025 31/12/2025



Closed conditions

Program Levels	Criteria	Issues identified	Information required	Date of original condition	Due dates
All	2.3	External and internal input	<p>Evidence demonstrating a systematic and effective approach to integrating greater external input from diversity groups, e.g. Indigenous groups, into the design and management of all programs.</p> <p>Evidence may include further evidence of diversity group involvement in CAG.</p>	5/12/2024	Met
Level 3–4 Clinical	3.9 (re: 5.1, 5.2)	IPL learning outcomes	<p>Evidence demonstrating that the application of inter-professional learning (IPL) and practice principles is included as a required learning outcome.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • mapping of IPL content against specified IPL-related unit learning outcomes and assessments • scaffolding of IPL-related teaching and learning activities. 	5/12/2024	Met
Level 3-4 Clinical	5.1, 5.2	Assessment	<p>Evidence demonstrating that the following learning outcomes and graduate competencies are appropriately assessed:</p> <ul style="list-style-type: none"> • assessments for the application of IPL and practice principles for the 	5/12/2024	Met



			<p>packaged Level 3–4 programs (related to criterion 3.9).</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • outline of assessment strategies and methods mapped to criterion 3.9 (5.1) • samples of criterion-based assessment tasks and rubrics (5.2) • samples of de-identified student assessments with assessor comments (5.2). 		
Level 3–4 Clinical	1.3, 1.10	Placement supervision	<p>Further evidence demonstrating that internal supervision is appropriate and that group sessions are regularly supervised.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • CV for appointed Psychology Clinic Manager and placement logbooks, including details of supervisor. 	5/12/2024	<p>Met</p> <p><i>Previous due dates:</i></p> <p>13/01/2025</p> <p>28/03/2025</p> <p>04/07/2025</p>
Level 3–4 Clinical	1.3, 1.10	Management processes	<p>Evidence demonstrating that effective management processes for internal clinical governance are in place to ensure the students' ability to practise competently and safely.</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> • Update of meeting records. 	5/12/2024	<p>Met</p> <p><i>Previous due dates:</i></p> <p>13/01/2025</p> <p>28/03/2025</p> <p>04/07/2025</p>
Level 3–4 Clinical	2.1, 2.5	Academic governance and	Evidence demonstrating that the Clinic Manager role is supported through	5/12/2024	Met



		support for engagement	appropriate time allocations and robust reporting lines.		<i>Previous due dates:</i> 13/01/2025 28/03/2025
Level 3–4 Clinical	4.5	Skills to maintain well-being	Evidence demonstrating that student workloads are adequate, and that students are equipped with the skills to support and maintain their mental well-being. Evidence may include: <ul style="list-style-type: none"> • Site visit to be conducted 	5/12/2024	Met <i>Previous due dates:</i> 28/03/2025 13/01/2025
All	2.1, 2.4	Academic governance arrangements	Evidence demonstrating how formal academic governance and quality assurance mechanisms ensure systematic curriculum and continuous improvement reviews. Evidence may include: <ul style="list-style-type: none"> • minutes from meetings for: • Psychology programs IMCRs scheduled late 2025 early 2026, • Discipline of Psychology course level meetings, and • Discipline Two whole day planning. 	5/12/2024	Met <i>Previous due dates:</i> 28/03/2025 13/01/2025
Level 3–4 Clinical	4.1	Information about assessment processes	Evidence demonstrating that information provided to students on assessment requirements is clear.	5/12/2024	Met <i>Previous due date:</i>



			Evidence may include: <ul style="list-style-type: none"> • Further surveys for student experience. 		13/01/2025
Level 3-4 Clinical	5.1, 5.2	Assessment	Sample assessments that demonstrate the inclusion of IPL and collaborative practice principles.	5/12/2024	Met <i>Previous due date:</i> 30/11/2025



Summary of findings

Standard 1: Public safety is assured

Level 3-4 Clinical

✓

Standard 2: Academic governance and quality assurance processes are effective

Level 3-4 Clinical

Standard is substantially met

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

Level 3-4 Clinical

✓

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

Level 3-4 Clinical

✓

Standard 5: Assessment is fair, reliable and valid

Level 3-4 Clinical

✓