



Australian Psychology Accreditation Council (APAC)

Evidence Guide

for Accreditation of Programs

Version 1.1 (2025 Accreditation Standards)

Contents

Introduction	3
Assessment Principles	4
Sufficiency.....	4
Validity.....	4
Reliability	4
Key Documents.....	5
Standard 1: Public safety	6
Standard statement	6
Standard description	6
Standard 2: Academic governance and quality assurance.....	13
Standard statement	13
Standard description	13
Standard 3: Program of study	18
Standard statement	18
Standard description	18
Standard 4: The student experience	28
Standard statement	28
Standard description	28
Standard 5: Assessment	34
Standard statement	34
Standard description	34
Standard 6: Cultural Safety.....	38
Standard statement	38
Standard description	38



Introduction

The *Evidence Guide* (the Guide) aligns with the 2025 APAC *Accreditation Standards For Psychology Programs* (Accreditation Standards), which took effect on 1 December 2025, and is designed to assist education providers to respond to the Accreditation Standards as part of the accreditation process. The Guide can also be used by education providers to ensure a program continues to meet the Accreditation Standards throughout an accreditation period. The Guide supplements the Accreditation Standards and the Graduate Competencies and should be used in conjunction with the Standards document.

APAC developed the Guide with key sector stakeholders, including education providers and APAC assessors, and was informed by contemporary approaches and guiding documents from the National Registration and Accreditation Scheme and other health practitioner accreditation authorities.

The Accreditation Standards are outcomes focused. Education providers are required to demonstrate that their program design, delivery, resourcing and quality assurance approach enable students to attain the relevant graduate competencies and produce graduates who are capable of practising in Australia. The Accreditation Standards set out the **minimum requirements** to be met for a program of study to be granted accreditation by APAC.

The **Accreditation Standards** comprise six **Domains**. Each Domain is supported by a standard statement that describes the purpose of the Domain. Each Standard includes a series of **criteria** that outline what is expected of a program of study to meet the standard statement for that Domain. The Guide also provides a description of the intent of each criterion, and in some cases, this description provides additional detail on the requirements that education providers are expected to demonstrate.

Evidence should demonstrate outcomes and implementation rather than relying solely on policies, processes or other inputs that assume outcomes will be achieved. This means the evidence examples are a guide to how an education provider can demonstrate that the Accreditation Standards are met, and not the only possible evidence that can be provided. Education providers are encouraged to provide evidence they consider relevant to support their *accreditation assessment*, using the lists of evidence as a guide. Education providers are encouraged to submit evidence in its original format and may submit evidence that has been prepared for other purposes, such as a program review or TEQSA assessment. Evidence for criteria may be applicable to multiple programs of study and can be cross-referenced across programs of study and/or criteria.

Consistent with a risk-based approach to accreditation, APAC may request more or less evidence depending on the nature of the program, the education provider's accreditation history, the strength and consistency of the available evidence, and any identified risks to program quality, graduate competence, cultural safety or public safety.

APAC also provides additional guidance and examples of good practice for assessors and education providers through the *Toward good practice guides series*, which are designed to support and encourage the development of knowledge in focus areas related to psychology education and training.



Assessment Principles

When assessing programs of study, APAC will consider whether the evidence provided by an education provider and gathered during the assessment process clearly demonstrates that the criteria within the Domains, and therefore the Accreditation Standards, are met.

APAC evaluates evidence according to the principles of sufficiency, validity and reliability. Education providers may also use these principles when preparing an accreditation submission and as part of their ongoing monitoring, review and continuous improvement.

Sufficiency

Evidence is sufficient when it provides enough information for APAC to determine whether each applicable criterion is met. The amount and type of evidence required may vary according to the nature and maturity of the program, the accreditation history of the education provider and any identified risks.

Where a new program has not yet been fully implemented, sufficient evidence may include approved plans, policies, resources, implementation schedules and governance arrangements. APAC may subsequently seek evidence that these arrangements have been implemented and are effective through the imposition of conditions or monitoring requirements.

Validity

Evidence is valid when it is relevant to the criterion being assessed and provides a sound basis for determining whether the intent of the criterion is met. Valid evidence is directly related to the criterion, current and applicable to the program, delivery site and/or mode of delivery, representative of actual practice and demonstrates implementation and outcomes where required.

Reliability

Evidence is reliable when it is credible, consistent and capable of supporting a dependable assessment judgement.

Information provided across different sources should be consistent. For example, information in the accreditation submission should align with program documentation, public information, staff and student accounts, placement arrangements and evidence gathered during a site visit.

APAC may seek clarification or additional evidence where information is inconsistent, incomplete, unable to be verified or does not reflect actual practice.

Key Documents

The following documents are commonly relevant to the accreditation assessment and may support a response to multiple criteria. The criteria identified below are indicative only and are not intended to be exhaustive or prescriptive. Education providers should determine which documents are relevant to each program and clearly identify the specific sections that support and may demonstrate how each criterion is met.

These include:

- **Curriculum document or statement of guiding principles for the program**
(criteria 1.1, 1.8, 2.4, 3.1, 3.2, 3.6, 3.8, 3.9, 5.1, 5.2, 6.1 and 6.5)
- **Program rules, including entry requirements and progression**
(criteria 1.2, 1.3, 4.1, 4.2, 4.4, 4.6 and 4.7)
- **Overview of governance arrangements for the program, including quality assurance, resourcing and evidence of continuous improvement**
(criteria 2.1–2.5, 3.3–3.5, 5.4 and 6.4)
- **Staffing profile including professional qualifications, registration status, experience and teaching and supervisor (placement) responsibilities**
(criteria 2.2, 2.3, 2.5, 3.3, 3.4, 3.7, 5.5, 6.3 and 6.4)
- **Unit outlines including description, content and assessments with instructions and marking criteria/rubrics and evidence of moderation and continuous improvement**
(criteria 1.2, 1.6, 1.8, 3.1, 3.2, 3.6, 3.8, 3.9, 5.1–5.4, 6.1, 6.3 and 6.5)
- **Curriculum and assessment mapping to demonstrate alignment of learning outcomes, including the Graduate Competencies**
(criteria 1.1, 1.6, 1.8, 3.2, 3.8, 3.9, 5.1–5.3, 6.1 and 6.5)
- **Program and placement handbooks, including information for prospective and enrolled students and placement supervisors**
(criteria 1.2–1.7, 3.7, 4.1–4.7, 6.2 and 6.5)
- **Policies and procedures for managing placement, including agreements, risk assessments, supervision, assessment, competency assessment and progression**
(criteria 1.3–1.7, 3.7, 4.1, 4.4, 4.5, 5.4, 5.5 and 6.5)
- **Representative samples of placement logbooks or placement portfolios**
(criteria 1.6, 1.7, 3.7, 5.1–5.4 and 6.5)

Further guidance, resources, templates and the APAC *Towards Good Practice Guide Series* can be found at apac.au

Standard 1: Public safety

Standard statement

Public safety is assured.

Standard description

Standard 1 establishes public safety as a paramount consideration in the design and delivery of psychology programs across education, skills training and placement environments. Programs at Levels 1 and 2 introduce students to the ethical, intercultural and interpersonal factors that influence the safe provision of psychological services. Programs at Levels 3 and 4 must also implement effective strategies to protect the public when students undertake placements and provide psychological services.

Criterion	Criterion 1.1 Protection of the public is prominent amongst the guiding principles of each program of study in psychology.
Description	The education provider demonstrates that public safety is a central consideration in the design and delivery of the program, including that people from diverse backgrounds and communities are safe when interacting with students, and that teaching and learning includes public safety.
Evidence examples	- Curriculum and unit outlines (including learning outcomes) demonstrate that public protection is embedded in the design and delivery of the program - Examples of ways in which relevant components of the PsyBA Professional Practice Standards, Privacy Act, Disability Discrimination Act, and other relevant state and national discrimination legislation inform the program - Policies and procedures governing student performance, conduct and ethical and professional behaviour in all settings
Prompts for assessment	- Are the guiding principles and student learning outcomes clear? - Is there an appropriate emphasis in the guiding principles on: - protection of a diverse public? - quality and safe client care? - If not, what details are lacking? - How is protection of people from diverse backgrounds and communities assured/provided for within the preparation and delivery of 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 the PsyBA Code of conduct for psychologists and other applicable code(s) of conduct for the psychology profession.
Description	The education provider demonstrates that policies and procedures for the ethical and professional conduct of its staff and students are in place. Students are introduced to, and engage with, relevant professional standards, codes (including the PsyBA Code of conduct for psychologists), and guidelines throughout the program.
Evidence examples	• Policies and procedures outlining ethical and professional behaviours and for managing breaches of expected ethical and professional behaviours • Program or placement handbook outlining the ethical and professional behaviours for students undertaking placement • Other sources of guidance or requirements for ethical and professional behaviour such as university policy, guidelines or codes • Description of when and how students engage with professional standards, codes and guidelines and/or curriculum mapping
Prompts for assessment	• How are the expectations regarding ethical and professional conduct communicated to staff and students? • What is the process for staff or students who are alleged to have breached rules or guidelines regarding conduct? • Does the program develop students' understanding of the importance of adherence to principles of professional and ethical behaviour? • Are students familiar with relevant codes and professional standards?

Criterion	Criterion 1.3 (applicable to Level 3 and Level 4 programs) Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely.
Description	The education provider demonstrates that there are strategies to manage and arrange student placements, including agreements, responsibilities of all parties, communication processes and descriptions of placement experience.

Evidence examples	• Policies and procedures for professional training and placement, and supervision for internal and external placements • Policies and procedures for mandatory reporting of notifiable conduct and impairment • Policies and procedures for managing student fitness to practice, including but not limited to, impairment in relation to drugs or alcohol, mental illness, or other impairment that may place the public at risk • Program or placement handbook with details about placement requirements, including student, supervisor, education provider, and placement organisation responsibilities and placement venue contact details • Appropriate processes and procedures are in place and enacted to review the concerns raised by students regarding placements or supervision • 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 and other relevant insurances See further guidance in APAC's Towards Good Practice Guide Series.
Prompts for assessment	• What are the education provider's requirements to ensure fitness to practice and for mandatory reporting and impairment? • Have these requirements been clearly described and communicated to prospective students? • Which mechanisms are in place to deal with managing student fitness to practice, including but not limited to, impaired students e.g. in relation to drugs, alcohol, mental illness, other impairments?

Criterion	Criterion 1.4 (applicable to Level 3 and Level 4 programs) The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and processes and meet relevant regulations and standards.
Description	The education provider demonstrates that:

	Strategies are in place to monitor the quality and safety policies and processes that meet relevant regulatory requirements and standards for placement organisations
Evidence examples	- Examples of placement agreements detailing responsibilities, including supervision, workplace health and safety, and communication channels - Evidence of mechanisms and processes used by the education provider to ensure the external organisation's ongoing compliance with relevant standards and regulations See further guidance in APAC's Towards Good Practice Guide – Direct Client Activities.
Prompts for assessment	- Are the agreements, policies and procedures in place between organisations providing placement and the education provider regarding placements? - How does the education provider ensure that quality and safety policies are in place and adhered to by external parties?

Criterion	Criterion 1.5 (applicable to Level 3 and Level 4 programs) Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.
Description	The education provider demonstrates that clients and other relevant people involved understand they are being provided services by a student, that supervision is in place to support this, including that supervisors have access to case information and that information may be used for educational purposes.
Evidence examples	- Description of the process for obtaining client consent to treatment from a student who is practising under supervision - Client consent forms and the procedures governing the distribution and/or storage of forms - Where relevant, consent processes for external placement providers See further guidance in APAC's Towards Good Practice Guide – Informed consent.
Prompts for assessment	- Do students receive instruction in obtaining informed consent from clients? - Is a consent form used and is it appropriately recorded and/or stored?

	• In the internal clinic and external organisations, do consent forms clearly identify that students will provide psychological services?
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Criterion	Criterion 1.6 (applicable to Level 3 and Level 4 programs) Before providing psychological services as part of a program, students: i. Have demonstrated appropriate knowledge and skills for safe practice under supervision. ii. Where required under the National Law, hold the appropriate registration with the relevant regulatory authority.
Description	The education provider demonstrates that: • Professional skills education and training take place, and students are assessed to demonstrate competency for safe practice under supervision before placements commence • Students are registered with Ahpra, as appropriate to the APAC program level at the commencement and throughout the duration of the program
Evidence examples	• Assessments completed prior to placement to determine that students have the required knowledge, skills and attributes before undertaking placement, for example OSCE, viva voce and role play • Process for verifying that students have Ahpra registration at program commencement and prior to undertaking placements • Processes followed when enrolled students are unsuccessful in gaining or maintaining the appropriate registration • Description of education and training that ensures capability prior to commencing placement capability
Prompts for assessment	• Has the education provider included processes for verifying students have and maintain Ahpra registration prior to undertaking placements? • Has the education provider demonstrated that student capability for safe practice is ensured before commencing placement?

Criterion	Criterion 1.7 Supervision of skills training and practice is sufficient and involves multiple methods, including direct observation, to ensure that students are practising safely.
Description	The education provider demonstrates that: • Supervision (including individual and group supervision) is provided using structured and evidence-informed approaches and across a range of strategies, including, direct observation of student practice and review of client management and client records • 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 • 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 • Supervision arrangements are regularly evaluated to ensure that students are guided to practise safely and that the public is receiving safe and effective care.
Evidence examples	• Evidence of the management of joint supervision, particularly for instances of remote supervision • Rationale for the selection of supervisors where their qualification(s) may not align with the program type, for example supervisors with a different AoPE or supervisors who do not have endorsement • Descriptions of assessment of practice placements use a variety of tools, modes and techniques, including, case examinations, observation of the student working with clients and role play or simulation of client contact See further guidance in APAC's Towards Good Practice Guide – Joint Supervision.
Prompts for assessment	• How are supervision arrangements adjusted according to a student's experience, competence, performance and level of risk? • How is continuity of supervision maintained when supervisors are unavailable or placements change? • Which aspects of student practice are directly observed, by whom and how frequently? • At what stages of training must direct observation occur?

	• Does direct observation include real-time observation, review of recordings, simulated practice or other methods? • How does supervision identify whether a student is practising within their level of competence and scope? • What indicators are used to determine whether a student is ready to progress to more independent practice?
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Criterion	Criterion 1.8 Principles of equity, inclusion, and cultural responsiveness are applied to ensure the safety of clients from diverse backgrounds.
Evidence descriptor	The education provider demonstrates that: • The safety of the public is assured through the application of equity, inclusion and culturally responsive principles and student capability • Students have demonstrated knowledge and skills to provide inclusive psychology services to people from diverse backgrounds, including but not limited to, age, race, ethnicity, language, culture, immigration status, gender, gender identity and expression, sexual orientation, physical attributes, ability, disability, cognitive capacity, social and/or economic status, geographic location, educational attainment, and religious and/or spiritual orientation¹
Evidence examples	• Examples of how the principles of equity, inclusion and cultural responsiveness have been integrated into the program design. • Examples of how students demonstrate the capability to provide psychology services that are consistent with equity, inclusivity and cultural responsiveness
Prompts for assessment	• How does the education provider ensure that students are offered the opportunity to develop knowledge and skills to provide inclusive and culturally safe psychology services consistent with contemporary approaches to diverse clients. • How do students demonstrate capability to provide psychology services that are inclusive and safe prior to commencing placement

¹ Psychology Board of Australia. (2025). Professional competencies for psychologists, p. 4, <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Professional-competencies-for-psychology>

Standard 2: Academic governance and quality assurance

Standard statement

Academic governance, program coordination and quality assurance processes are effective.

Standard description

Standard 2 addresses the governance, management and administration support for the delivery of the programs of study and the effectiveness of program reviews, continuous improvement frameworks and quality assurance activities. It also scrutinises the integrity of monitoring processes and the use of feedback and continuous improvement to ensure graduates meet the required graduate competencies for each program of study.

Criterion	Criterion 2.1 The program has effective governance arrangements and continuous improvement processes to ensure program quality.
Description	The education provider demonstrates that: • The program has effective governance arrangements which support quality program design and delivery • The effectiveness of program design and delivery is regularly monitored and reviewed, and the process includes internal and external consultation with the profession, placement supervisors, staff, students, graduates and employers to support its continuous improvement • The engagement of a third-party to deliver any part of the programs or delivery in partnership: ◦ 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 in accordance with the APAC Accreditation Standards
Evidence examples	• Details of the governance, management and quality improvement arrangements that demonstrate effective oversight of each program • Academic Board/Program Advisory Committee/Advisory Board terms of reference, membership composition and meeting minutes • Examples of completed quality improvements demonstrating the use of quality cycle processes including the implementation of improvements

	• External benchmarking of comparable programs • Contractual arrangement(s) with third-party providers of components of the program, if applicable
Prompts for assessment	• Has a clear overview of formal academic governance structures been provided? Does it ensure appropriate oversight of the program? Are there gaps? • Are the governance arrangements effective for third parties and are these regularly reviewed? • Are policies and procedures relevant to the quality improvement of the program implemented, and have examples been provided to demonstrate effectiveness? • 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?

Criterion	Criterion 2.2 The Head of the Academic Organisational Unit (AOU) is a senior, experienced academic and has sufficient academic, financial, and administrative influence to ensure the relevance and quality of the programs of study offered.
Description	The education provider demonstrates that: • Discipline leadership is at a senior level (D or higher) and facilitates direct input into and authority over the psychology programs, including the responsibility and authority to direct its financial, physical, human and other resources to ensure program quality and relevance • The arrangements for discipline leadership provide effective mechanisms to ensure the quality of teaching and learning experiences
Evidence examples	• Position description of the Head of the AOU detailing responsibilities and authority • Governance arrangements that facilitate the direct input of the Head of AOU of psychology into decision-making entities and processes impacting on the psychology programs.
Prompts for assessment	• What is the overall approach to providing the Head of AOU with the authority to meet their responsibilities for the program quality? • What evidence is there that the Head of AOU has suitable access to participate in decision-making for the program?

Criterion	Criterion 2.3 Program management and coordination is effective and ensures quality teaching and learning experiences for students to meet graduate competence.
Description	The education provider demonstrates that program management and coordination provide for consistency in teaching and learning, resources and equivalence across campuses and delivery modes to support a high-quality experience for students.
Evidence examples	• Description of program coordination roles including at program and unit level. • Description of meeting and committee structures that provide for program coordination and management. For example, Program team, Teaching and learning or Results committee, Industry Advisory Committee, and/or Academic Board meetings.
Prompts for assessment	• Is there a program coordinator role with oversight of the program, including over students and staff? • Do committees with oversight or decision-making responsibility include program staff with psychology-specific expertise?

Criterion	Criterion 2.4 Mechanisms exist for responding to national, state, and local priorities and contemporary developments in psychology education and related disciplines within each program.
Description	The education provider demonstrates that: • Programs are designed and revised to meet the changing needs of communities, and to respond to emerging issues, such as new legislation or national, state and/or local health priorities. • Programs are designed and revised to meet the changing needs of the profession, and in the practice of psychology, educational methods, practice, and approaches, or from new knowledge or technology
Evidence examples	• Policies and procedures relating to program monitoring, review and improvement • Program review reports and examples of changes or improvements arising from program review

Prompts for assessment	• How does the education provider demonstrate its awareness of and commitment to maintaining relevance in relation to national, state and/or local priorities in the program? • What process does the education provider use for considering changes to programs because of changes to practice or education? • Are examples provided of how the education provider has responded to contemporary developments in psychology education, including but not limited to the use of technology in education and practice (e.g. virtual care, AI, and simulation-based activity)? • How does the education provider identify and respond to developments from outside of traditional academic realms such as government or other broader sources?
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Criterion	Criterion 2.5 The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and have access to professional development.
Description	The education provider demonstrates that policies and procedures are in place and enacted to support staff in their teaching responsibilities, undertake research, engage with the profession, and that professional development relevant to their role is available.
Evidence examples	• Teaching and learning policies and procedures that support staff development in evidence-informed teaching and learning approaches • Workload calculators that outline time allocations for research, communities of practice, and professional development in teaching, learning, and psychology. • Funding arrangements for professional development activities available to staff • Outline of professional development activities completed by teaching staff relating to scholarship, communities of practice and/or CPD points
Prompts for assessment	• What opportunities are available for staff to participate in research activities? • What opportunities are available for staff to participate in engagement activities such as serving on psychology-related committees or related professional boards?

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- What opportunities are available for staff to develop their teaching capabilities?
 - What opportunities are provided for professional development of staff relevant to their role? e.g. Is there a staff development program that covers all staff, and role-specific development available?
 - How are research, engagement, teaching, and professional development activities accounted for in workloads?

Standard 3: Program of study

Standard statement

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

Standard description

Standard 3 addresses the program design, teaching and learning approaches and resources required to support students to develop graduate competencies at the relevant level. Approaches to teaching and learning, alignment of learning outcomes and relationship to graduate competencies, and 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 applying interprofessional learning and collaborative practice principles.

Criterion	Criterion 3.1 Program design and delivery are informed by psychology as a science-based discipline using an evidence-informed approach and are underpinned by coherent, contemporary, inclusive educational pedagogies that recognise and respect diverse ways of knowing.
Description	The education provider demonstrates that: • Programs reflect that psychology is science-based and evidence-informed and incorporate this into the program's design and delivery • Programs are designed using a coherent, contemporary and inclusive pedagogy/ies that are relevant to attainment of the learning outcomes, including graduate competencies • Programs recognise and respect diverse ways of knowing and incorporate this into the program's design and delivery
Evidence examples	• A statement of educational philosophy and pedagogical approach for each program of study, including how the approaches support interprofessional learning and collaborative practice, diverse pedagogies and ways of knowing, cultural responsiveness and evidence-informed and ethical practice • Examples of learning and teaching materials, resources and approaches showing a range of evidence-informed strategies suitable to health discipline and practice education

	• Examples of learning and teaching initiatives to support effective, contemporary and evidence-informed teaching approaches that recognise various ways of knowing
Prompts for assessment	• What is the program's educational philosophy? Is it clearly defined, coherent, and suitable to achieve the program outcomes? Are any details lacking? • Is the evidence-informed 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?

Criterion	Criterion 3.2 Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning.
Description	The education provider demonstrates that: • The learning outcomes for each program encompass the required graduate competencies for the relevant APAC Level • The structure of each program assists students in gaining the required graduate competencies for the APAC Level
Evidence examples	• Curriculum document for each program, including the learning outcomes, content and assessment and their relationship to the graduate competencies • Unit of study outlines, including descriptions, learning outcomes, content, assessments, and learning and teaching activities • Curriculum mapping showing alignment between program and unit learning outcomes, content and assessments, and the relationship to graduate competencies
Prompts for assessment	• Has the education provider mapped learning outcomes to the relevant graduate competencies, and do the relationships make sense? • Does the mapping demonstrate that students will be able to develop the required competencies for that relevant level?

Criterion	Criterion 3.3 Staff are appropriately qualified and experienced for teaching, supervision and administrative duties and supported by the education provider to deliver these components at each level.
Description	The education provider demonstrates that teaching staff have the appropriate academic qualifications, experience and, if applicable, the registration and supervision requirements relevant for their responsibilities.
Evidence examples	- Staffing profile for all staff teaching and supervising in each program of study, including their qualifications and experience, registration and supervisor status where relevant to placement supervision, and supervision responsibilities - Evidence of placement supervisor's qualifications, including area of practice endorsement (if relevant) and Board-approved supervisor status - Policies and procedures for the induction of staff into their roles and responsibilities. - Documentation of staff appointments, staff support and workload allocation for academic staff, for example position descriptions and selection requirements - Position descriptions or role statements for program staff, including staff involved in the education provider-operated psychology clinic
Prompts for assessment	- Does the staffing profile provided include the teaching and research supervision responsibilities of staff? - Do the selection processes support recruitment of staff with relevant experience and qualifications?

Criterion	Criterion 3.4 All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies.
Description	The education provider demonstrates that There are sufficient staff to support the delivery of the program and student achievement of graduate competencies and commitments to the ongoing provision of adequate staffing

	- The following typical student-to-staff ratios are in place to support each student cohort in acquiring the relevant graduate competencies, or a sound rationale for any variation can be provided: 26:1 for programs at graduate competency 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 competency 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 - Planned student cohort increases are managed appropriately to ensure sufficient staffing and student achievement of graduate competencies
Evidence examples	- Evidence of sufficient learning and assessment resources (human) to support the achievement of program learning outcomes - Numbers of students enrolled in each program of study, including the student-to-staff ratio and how this supports program quality, student experience and attainment of graduate outcomes. Where program staffing differs from the typical student-to-staff ratio, an explanation and rationale is provided - Description of staff number, experience, appointment (fraction, classification, term) and an explanation of the adequacy of staffing relevant to the program type and delivery mode
Prompts for assessment	- Does the mix of 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 program delivery mode? Is there feedback that staffing is appropriate and adequate from students, staff or external stakeholders? - Does the education provider have mechanisms to ensure the ongoing provision of adequate staff to support the student cohort?

Criterion	Criterion 3.5 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.
Description	The education provider demonstrates that: - Resources for skills, training, practice and research are suitable, well maintained, and available in sufficient number to student cohorts - Teaching resources, including the online learning environment, are suitable and are maintained on an ongoing basis to support student learning and achievement of program learning outcomes
Evidence examples	- Evidence of sufficient learning and assessment resources (financial and physical) to support the achievement of program learning outcomes - Overview of internal and external training facilities and equipment, including well-equipped consulting rooms, recording facilities, computer facilities, security and safety, test library and student workspaces - Learning and teaching materials and resources, including examples of unit sites in the online or blended learning environment - The AOU's business or strategic plan including budgetary allocations to facilities and resources
Prompts for assessment	- What provisions have been made for the purchase and replacement of teaching and test library resources and equipment? In what ways does the AOU's strategic plan, business plan and budget allow the objectives of its programs to be achieved? - How do the design, size, and condition of relevant buildings, classrooms, clinics and test libraries allow the education provider to achieve its placement and educational objectives? - How does the design of online campus delivery, the use of learning management systems and staff support for learning design allow the education provider to achieve its placement and educational objectives?

Criterion	Criterion 3.6 Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed.
Description	The education provider demonstrates that effective and contemporary methods of learning and teaching that are evidence-informed and suitable to enable students to achieve the program learning outcomes are utilised.
Evidence examples	• Curriculum document with a description of the learning and teaching approaches and how these are operationalised to achieve the learning outcomes • Unit of study outlines including description, learning outcomes, content, assessments, and learning and teaching activities. • Examples of learning and teaching materials, resources and approaches showing a range of delivery methodologies
Prompts for assessment	• Is there evidence of various learning and teaching methods used and are they appropriate for the relevant topic within the program? • Is the range of learning and teaching methods appropriately supported? • Are learning environments appropriate for the program? Are there any changes planned or feedback that suggests changes are required?

Criterion	Criterion 3.7 (applicable to Level 3 and 4 programs) The quality, quantity and variety of professional practice education is sufficient to produce graduates competent to practise across a range of settings.
Description	The education provider demonstrates that: • The professional practice education of the program allows students to develop and demonstrate competence across the range of psychology services they may be expected to provide once registered or endorsed.

	• Placement is undertaken in Australia, and students achieve the following minimum number of hours for placements and client contact for programs at Levels 3 and 4:² ○ for Level 3 programs (PsyBA 5th year) undertaken as a masters degree (coursework), include at least 300 hours of placement and skills training or a sound rationale for any variation can be provided ○ for Level 3 and 4 programs (PsyBA 5th and 6th year) undertaken as a masters degree (coursework), include at least 1,000 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 is combined with a PhD, the placement hours remain the same ○ for Level 3 and 4 programs (PsyBA 5th, 6th and 7th year) undertaken as a doctoral degree (professional), includes at least 1,500 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 program undertaken as a stand-alone area of practice program of study (PsyBA 6th year), 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.
Evidence examples	• Description of student experiences with a client base that provides sufficient experience with people across the lifespan and from diverse backgrounds.³ • Evidence of placement availability (number and quality) to support the enrolled student cohort to attain the relevant graduate competencies

² Placement and skills training may use simulation and other forms of skills training as part of direct client activities and client-related activities. Please refer to the APAC Towards Good Practice Guide – Simulated Learning Activity for further guidance.

³ Diverse backgrounds include, but are not limited to, age, race, ethnicity, language, culture, immigration status, gender, gender identity and expression, sexual orientation, physical attributes, ability, disability, cognitive capacity, social and/or economic status, geographic location, educational attainment, and religious and/or spiritual orientation. Please refer to the Psychology Board of Australia. (2025). [Professional competencies for psychologists](#), p. 4.

	• Curriculum document (including unit of study outlines), demonstrating the relationship of professional placement education and its relationship to learning outcomes and the graduate competencies. • A placement record (e.g. Logbook or portfolio) demonstrating the range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements. See further guidance in APAC's Toward Good Practice Guide Series.
Prompts for assessment	• How does the education provider ensure high-quality student professional placement experience? • Does the education provider have a process in place to monitor progressive student attainment of professional skills and competency? • Is there sufficient access to the range of direct client activities across a range of psychology services to enable students to demonstrate competence at the relevant level? • How does the education provider ensure that the students have a sufficiently broad range of placements by the completion of the relevant level?

Criterion	Criterion 3.8 Cultural responsiveness, reflection and reflexivity are appropriately integrated within the program and clearly articulated as a learning outcome.
Description	The education provider demonstrates that: • Cultural responsiveness, including diverse communities and Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a learning outcome. • Reflexivity and reflection are incorporated in the program to support student understanding of how biases and hegemony impact professional practice and working with diverse communities. • Understanding and application of reflexivity and reflection is scaffolded throughout the program and supports students to understand individual, system and institutional impacts.

	See further guidance in the Annexure to criterion 3.8⁴
Evidence examples	- A statement of educational philosophy, pedagogical approaches and strategies for developing cultural responsiveness including the diversity of local communities and with Aboriginal and Torres Strait Islander cultures - Teaching and learning activities that develop students' ability to respond appropriately to the attributes of the person, family, group or community with whom they are working - Mapping demonstrating that content, including assessments, are integrated throughout the program to support students to develop cultural responsiveness, reflection and reflexivity - Evidence of how Aboriginal and Torres Strait Islander lived experience, expertise, resources, research, and knowledges have been drawn from to develop students' cultural responsiveness, reflection and reflexivity skills. For example, Indigenous-informed resources from the Australian Indigenous Psychology Project (AIPEP).
Prompts for assessment	- Where in the curriculum is cultural responsiveness, reflection and reflexivity taught? Does the education provider define what is meant by these terms? - How does the education provider determine if students have developed a knowledge of, respect for, sensitivity and responsiveness towards the cultural needs and backgrounds of the communities they serve? Does this include Aboriginal and Torres Strait Islander Peoples and those from other diverse backgrounds? - Does the program appropriately teach and assess students on intersecting cultures and their attributes within the Australian context?

⁴ Annexure to the APAC evidence guide: Standard 3 Program of study, criterion 3.8 was released to provide additional guidance on criterion 3.8 of the 2019 APAC Accreditation Standards. The Annexure remains a relevant resource and is broadly applicable for criterion 3.8 and Domain 6: Cultural Safety criteria of the 2025 APAC Accreditation Standards.

Criterion	Criterion 3.9 The principles of interprofessional education and collaborative practice are included as a learning outcome in the program
Description	The education provider demonstrates that: • The program appropriately integrates, scaffolds, and clearly articulates interprofessional learning and collaborative practice in learning content and activities, placement components, and as a learning outcome. • Students learn and are assessed on interprofessional learning and collaborative practice. • Interprofessional learning and collaborative practice opportunities are provided in both learning and placement contexts.
Evidence examples	• Curriculum document explaining how the principles of interprofessional learning and collaborative practice are incorporated into the program through teaching, learning and placement strategies • Mapping demonstrating that content, including assessments, are integrated throughout the program to support students to apply interprofessional learning and collaborative practice principles. • Learning, teaching, and placement materials and resources to support the application of interprofessional learning and collaborative practice. • Examples of guest lecturers and/or students from other disciplines working together with psychology students
Prompts for assessment	• How do students engage with other professions or discipline students through the education, learning and placement aspects of the program? How is this assessed? • Do students have collaborative practice experiences with clients in professional placement? • In what ways could students' interprofessional learning and collaborative practice experiences be strengthened?

Standard 4: The student experience

Standard statement

Students are provided with equitable and timely access to information and support.

Standard description

Standard 4 addresses the information, support and processes required to provide students with an equitable, transparent and supportive educational experience. Education providers are expected to ensure that students receive accurate and accessible information about programs, accreditation status, admission, progression, learning and assessment requirements. Students' academic, personal and professional support needs should be identified and addressed, equity and diversity principles applied, and effective grievance and appeal processes made readily accessible.

Criterion	Criterion 4.1 Information about learning and assessment processes and requirements is accurate, clear and accessible.
Description	The education provider demonstrates that relevant, accurate and timely information on study, including learning outcomes, assessment requirements and placement requirements, is provided to students.
Evidence examples	- Information for prospective and enrolled students about programs, including program handbook (or equivalent) with details of the curriculum and unit profiles/outlines, credit for prior learning rules, core units and placement requirements, if applicable - Assessment information including student instructions and marking criteria
Prompts for assessment	- Is the program information handbook comprehensive? e.g. does it include: - 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? - Are students made aware of this information? Is this easily accessible? - 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.
Description	The education provider demonstrates that: • Student selection criteria and processes are fair, transparently advertised and equitable to prospective students • Student selection criteria and processes are intended to select students who are likely to succeed in the program • Progression requirements are intended to support students to succeed in the program
Evidence examples	• Policies and procedures for student admission and progression, including access to supports for admission and progression • Policies and procedures for the management of students at risk of not succeeding or whose progress is unsatisfactory academically or in placement • Information for prospective and enrolled students about programs, including program handbooks with details of the curriculum and unit outlines, credit for prior learning rules and placement requirements, if applicable. Attendance options should be outlined to ensure that progression requirements and processes are equitable for a range of student cohorts.
Prompts for assessment	• What is the admission process? e.g. does it cover: ◦ pre-requisites such as bridging programs that may be required before program entry ◦ targeted schemes for admission and support of Aboriginal and/or Torres Strait Islander applicants or diverse communities • 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 packaged program, such as APAC Level 2-3 or Level 3-4 combined program, is suitability for progression from the lower level to the higher level formally monitored, and if so, how?

Criterion	Criterion 4.3 Each program's APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited.
Description	The education provider demonstrates that: • The accreditation status of APAC-accredited programs is correctly included in program documents and public-facing materials. • The professional recognition, including eligibility to apply for registration and/or endorsement available for each APAC-accredited program, is correctly included in program documents and public-facing materials.
Evidence examples	• Information for prospective and enrolled students about programs and each program's APAC accreditation status is available on the education provider's website and in prospective student information
Prompts for assessment	• Do programs of study include accurate information about registration and endorsement eligibility? • Do programs include accurate information on the APAC accreditation status of the program?

Criterion	Criterion 4.4 The academic learning needs of students are identified and academic support is provided and accessible.
Description	The education provider demonstrates that it identifies and provides accessible support for students' academic learning needs, offers remediation opportunities, and has strategies in place to assist underperforming students.
Evidence examples	• Policies and procedures for student support, including a systematic way of identifying and supporting students at risk of poor academic or placement performance • Policy, procedure or processes for remedial learning for students undertaking placement and hurdle assessments. • A range of supports is available to assist students with academic learning needs, including those provided by staff and other resources, for example, student guides, English language and study resources, and self-directed learning • Information is available to students about accessing academic support services

	See further guidance in APAC's Towards Good Practice Guide – Remediation.
Prompts for assessment	• What type of supports are available for students? e.g. in relation to: ◦ remedial support for students identified at risk of not succeeding ◦ language and study skills support programs • How are students who require such support identified? • Are there any peer support, mentorship or role modelling programs available?

Criterion	Criterion 4.5 Students are informed of the availability of personal and professional support services.
Description	The education provider demonstrates that students have access to, and are informed of, personal services to support their physical and mental wellbeing and professional support services to support their educational journey and future career opportunities.
Evidence examples	• Details of the professional and personal support services available to students, including health-related, culturally specific, and financial supports, and information on relevant career opportunities and pathways to psychology registration. • Accessible information is provided in the student handbook, unit outlines, learning management system and relevant webpages detailing the availability of personal and professional support services • Services are accessible for all students regardless of mode of study, for example students studying away from campus
Prompts for assessment	• What health-related and culturally specific services are available for students? How are students informed of these services? • Are financial support services available for students? How are students informed of these services? • Which mechanisms are in place to ensure students who require support are proactively identified early and receive adequate support? • Do students in the program have access to the same range of services as other students with the education provider?

	• How is support provided to students on external placement or those studying away from the main campus? • What privacy protections are in place for students who require support?
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Criterion	Criterion 4.6 Equity and diversity principles are observed and promoted in the student experience.
Description	The education provider demonstrates that equity and diversity principles are observed and promoted in all aspects of students' learning and assessments, including reasonable adjustments.
Evidence examples	• Policies and procedures on equity, diversity and inclusion to enable access to education including reasonable adjustments and learning plans for diverse students³ • Teaching and learning materials and resources that support students from diverse backgrounds with a range of learning and teaching strategies implemented • Examples of accessible teaching and learning materials and resources are that support students with differing needs (for example text size, availability of closed captions) • Initiatives to attract diverse student cohorts including pathways, support and scholarships for increasing enrolment and student success
Prompts for assessment	• Have equity and diversity policies been implemented and how are they monitored? • How does the education provider ensure students are protected from discrimination, bullying, and harassment? Are policies and processes in place? • Are there any stated parameters on decisions regarding "reasonable adjustment"? If so, what are they, and how are they effectively communicated to students?

Criterion	Criterion 4.7 Students have access to effective grievance and appeals processes.
Description	The education provider demonstrates that: • Students are provided with information on, and access to, the education provider's complaints, 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
Evidence examples	• Policies and procedures on grievance and appeals processes including academic appeals and progression matters • Evidence of when and how outcomes of complaints and appeals are communicated to students
Prompts for assessment	• 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? • Is there data on the types of appeals or grievances that may identify trends? How is this information used? • What, if any, privacy protections are in place for students who appeal or lodge grievance claims?

Standard 5: Assessment

Standard statement

Assessment is fair, reliable and valid.

Standard description

Standard 5 addresses how assessment is designed, implemented and reviewed to confirm that students have achieved the program learning outcomes and relevant graduate competencies. Assessment must be appropriately scoped, constructively aligned with learning outcomes, criterion-based and supported by a range of evidence-informed and fit-for-purpose assessment methods.

The Standard also considers the fairness, consistency and reliability of assessment decisions, the quality of feedback and moderation processes, and the qualifications and experience of assessors.

Criterion	Criterion 5.1 The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s).
Description	The education provider demonstrates that assessments across the program demonstrate that graduates have met the relevant graduate competencies.
Evidence examples	• An assessment matrix (or equivalent) for each program that demonstrates each graduate competency and learning outcome is assessed • Examples of assessments and marking criteria that demonstrate that the scope of assessment covers all learning outcomes
Prompts for assessment	• Does the assessment matrix cover all the relevant graduate competencies? Are there any gaps? • Are the methods of assessment robust and appropriate for the competency being assessed? • Are the assessments used appropriate for the APAC level and type of program?

Criterion	Criterion 5.2 There is constructive alignment between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.
Description	The education provider demonstrates that: - Assessment strategies are relevant and designed to enable students to demonstrate achievement of the learning outcomes of the program - Assessment activities are criterion-based and provide each student the opportunity to demonstrate achievement of the program learning outcomes
Evidence examples	- Assessment mapping document (matrix or equivalent) for each program that demonstrates alignment of assessments to the learning outcomes and the graduate competencies - A description, statement or policy for the assessment strategies and of the relevance to the program learning outcomes
Prompts for assessment	- 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?

Criterion	Criterion 5.3 Multiple assessment tools, modes and techniques are used to assess program learning outcomes.
Description	The education provider demonstrates that: - A variety of assessment tools, modes and techniques that are evidence-informed and fit-for-purpose are used to assess program learning outcomes - Assessment strategies are suitable for measuring learning outcomes and offer multiple ways for students to demonstrate achievement of program learning outcomes
Evidence examples	Examples of assessments and marking criteria that demonstrate that each assessment measures the learning outcomes for which it is designed

	• A range of assessments in the program that covers both knowledge, skills and attributes and application in placement contexts. • An assessment strategy that includes activities for each phase or year of the program as students' competencies are progressively built.
Prompts for assessment	• Is there a sufficient range of assessments to assess program learning outcomes?

Criterion	Criterion 5.4 Assessment procedures ensure consistent, fair and appropriate assessment decisions and the provision of feedback to students.
Description	The education provider demonstrates that: • assessment processes are consistent with the education provider's assessment policy and procedures • moderation for reliability, validity and consistency of assessment outcomes is undertaken to ensure fair assessment decisions • formative and summative assessment and timely feedback is provided to support student learning
Evidence examples	• Assessment and moderation policy and procedures and how these are operationalised in the program • Evidence of feedback that is both timely and effective in supporting student learning and improving performance • Cross-marking comparisons, moderation, supervisor calibration or benchmarking of student assessment • Examples of de-identified student assignments and feedback provided to students
Prompts for assessment	• Are there formal policies on assessment moderation, including for instances where there is a single marker or multiple markers? • What feedback is provided to students? Is the feedback moderated? • In what ways are the program's techniques of formative and summative student assessment valid and reliable? Are there any gaps?

Criterion	Criterion 5.5 Assessors of students are suitably qualified and experienced.
Description	The education provider demonstrates that assessors are appropriately qualified for the role and are provided with guidance and support to enable them to fulfil their assessment responsibilities
Evidence examples	• Position descriptions detailing suitable qualifications and experience for staff who undertake the assessment of psychology-specific competence assessments • Strategies to support assessors to develop and maintain capability to make assessment decisions
Prompts for assessment	• What qualifications or experience are required of assessors? Are these assessors appropriately qualified and supported for the role? • Do assessors have general registration and/or relevant Area of Practice Endorsement (where relevant)? • Is there a regular process for evaluating ongoing quality and suitability of assessors?

Standard 6: Cultural Safety

Standard statement

Aboriginal and Torres Strait Islander Peoples have a right to work, learn, engage and receive services in culturally safe environments free from racism.

Standard description

Standard 6 addresses the embedding of cultural safety in the education of students, management of the program and support for staff to develop their practice (education, clinical, research, supervision) in culturally safe ways. This requires education providers to examine and address assumptions, institutional practices and structural inequity.

The Accreditation Standards take a whole-of-program approach, demonstrating that Aboriginal and Torres Strait Islander ways of knowing, being and doing and cultural safety are embedded across the program learning outcomes, curriculum, assessment and placement preparation. This is supported by effective Indigenous governance and leadership, genuine, ongoing and appropriately resourced partnerships.

Focus areas for this standard include Aboriginal and Torres Strait Islander ways of knowing, being and doing across learning outcomes and curriculum to support culturally safe practice. It includes strategies to support Aboriginal and Torres Strait Islander student participation and success, access to staff with skills and experience in culturally responsive practice and resources, and the inclusion of Indigenous governance in program design and delivery. Students are expected to demonstrate culturally safe practice prior to placement.

Criterion	Criterion 6.1 Aboriginal and Torres Strait Islander ways of knowing, being and doing that facilitate cultural safety are clearly articulated in the program's learning outcomes.
Description	The education provider demonstrates that: - Aboriginal and Torres Strait Islander ways of knowing, being and doing are clearly articulated in the program learning outcomes to facilitate experiences of cultural safety for Aboriginal and Torres Strait Islander people - Program and subject learning outcomes incorporate Indigenous knowledge systems, approaches and methodologies - Program and subject learning outcomes embed epistemological pluralism and critically examine Western hegemony and biases
Evidence examples	Description of community consultation and leadership in the design of program learning approaches, program learning outcomes, program content and assessments and approval of the program content and assessment tasks

	• Evidence of how Aboriginal and Torres Strait Islander lived experience, expertise, resources, research, and knowledges have been used in the design and alignment of program learning outcomes. For example, implementing guidance from Indigenous-informed resources, such as the AIPEP Frameworks (Dudgeon et al., 2016a; Selkirk et al., 2026).⁵ • Curriculum document or a statement outlining a coherent pedagogical approach that is inclusive of diverse ontological and epistemological approaches • A comprehensive description or statement addressing how Aboriginal and Torres Strait Islander ways of knowing, being and doing have been integrated in curricula
Prompts for assessment	• How have Aboriginal and Torres Strait Islander ways of knowing, being and doing been integrated into program and subject learning outcomes? • How does the program recognise and incorporate diverse Aboriginal and Torres Strait Islander pedagogies, knowledge-sharing practices and culturally informed communication approaches? • How does the program enable students to critically engage with Western hegemony and biases? How has epistemological pluralism been embedded into the program?

Criterion	Criterion 6.2 The education provider has an effective plan for the recruitment, admission, participation, retention and completion of the program by Aboriginal and Torres Strait Islander Peoples.
Description	The education provider demonstrates that: • Equity pathways are clearly articulated, fair, transparent, accessible and actively promoted to prospective and current Aboriginal and Torres Strait Islander students

⁵ Please see: Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J. & Page, S. (2016a). *Australian Indigenous Psychology Education Project Curriculum Framework*. Perth, WA: University of Western Australia. <https://indigenousspsyched.org.au/wp-content/uploads/2021/07/Curriculum-Framework.pdf>; Selkirk, B., Wepa, D., Kamminga, J., Newnham, K., Clark, Y., Darnett, E., McMullen, S., Smith, P., & Murrup-Stewart, C. (2026). *The Australian Indigenous Psychology Education Project: Framework for Cultural Safety, Anti-Racism and Indigenous Leadership in Psychology Education, Training and Professional Practice*. The University of Western Australia. <https://doi.org/10.26182/aa2n-be48>

	• Equity pathways and support services for admission, participation, retention and completion of the program by Aboriginal and Torres Strait Islander students are regularly reviewed to ensure they remain effective • Culturally safe spaces are developed with Aboriginal and Torres Strait Islander peoples and communities. These spaces are readily available and accessible, including to prospective and current Aboriginal and Torres Strait Islander students, staff and community
Evidence examples	• Evidence of genuine and timely Aboriginal and Torres Strait Islander consultation on the design and delivery of student admission, participation, retention and completion to support the quality improvement of equity pathways and support services • Evidence of how Aboriginal and Torres Strait Islander lived experience, expertise, resources, research, and knowledges have been used in the design of equitable pathways and support services. For example, implementing guidance from Indigenous-informed resources, such as the AIPEP Frameworks (Dudgeon et al., 2016b; Selkirk et al., 2026).⁶ • Student enrolment, participation, progression and completion information demonstrating effectiveness and improvement in student enrolment, progression and success
Prompts for assessment	• Has the provider actively taken steps to ensure that the pathways and access are widely known and that this is effective? • Are current and prospective students aware of and offered assistance (if required) to access the supports and resources available to them in admission, progression, retention and completion of the program? Is this information readily accessible and actively promoted to students? • Are there ongoing monitoring and review of equity pathways and support services? Have review processes

⁶ Please see: Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J. & Page, S. (2016b). *Australian Indigenous Psychology Education Project Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students*. Perth, WA: University of Western Australia. <https://indigenoupsyched.org.au/wp-content/uploads/2021/07/RRG-Guidelines.pdf>; Selkirk, B., Wepa, D., Kamminga, J., Newnham, K., Clark, Y. Darnett, E., McMullen, S., Smith, P., & Murrup-Stewart, C. (2026). *The Australian Indigenous Psychology Education Project: Framework for Cultural Safety, Anti-Racism and Indigenous Leadership in Psychology Education, Training and Professional Practice*. The University of Western Australia. <https://doi.org/10.26182/aa2n-be48>

	actively consulted with Aboriginal and Torres Strait Islander students and staff? Where possible, does the education provider actively track student enrolment, progression, non-completion and completion rates? How is this information used to review and update equity pathways and support services design and delivery?
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Criterion	Criterion 6.3 The education provider ensures students have access to appropriate resources and staff with specialist knowledge, expertise and cultural capabilities to facilitate learning about Aboriginal and Torres Strait Islander health and wellbeing.
Description	The education provider demonstrates that: - Program content is developed, reviewed and approved through Indigenous governance and cultural authority arrangements and integrates Aboriginal and Torres Strait Islander lived experience, expertise, knowledges, resources, and research - The program's design and delivery provide accessible and appropriate opportunities and resources for students to learn about Aboriginal and Torres Strait Islander health and wellbeing - Learning and teaching pedagogies and strategies are inclusive of Aboriginal and Torres Strait Islander ways of learning and communication - Aboriginal and Torres Strait Islander people are the experts in their lived experience and have cultural authority and leadership over teaching Indigenous knowledge positions within programs - Non-Indigenous staff are culturally responsive and capable of delivering program content on Aboriginal and Torres Strait Islander health and wellbeing where appropriate, in culturally safe ways
Evidence examples	- Evidence demonstrating that Indigenous governance and leadership oversee the development, implementation, and review of the program's content - Evidence of how Aboriginal and Torres Strait Islander lived experience, expertise, resources, research, and knowledges have been used in the development of program content. For example, implementing guidance from Indigenous-

	informed resources, such as the AIPEP Frameworks (Dudgeon et al., 2016b; Selkirk et al., 2026).⁷ • All staff engage in professional development in cultural safety and responsiveness to facilitate their ongoing development and capacity. • Rationale for the selection/allocation of teaching and supervision responsibilities related to learning about Aboriginal and Torres Strait Islander health and wellbeing
Prompts for assessment	• Does the program have adequate and ongoing capacity to provide appropriate resources and staff to enable students to learn about Aboriginal and Torres Strait Islander health and wellbeing? • Has program content been designed with Indigenous governance and leadership and through consultation with Aboriginal and Torres Strait Islander peoples, communities, and organisations? • Is there a clear process for reviewing program content and does it incorporate Aboriginal and Torres Strait Islander student, staff and community feedback? • Can the provider demonstrate that efforts with the local community have been genuinely undertaken and that where this has not been possible, suitable other arrangements have been implemented. • Is there a clear process or policy for deciding when program content can be taught by non-Indigenous staff or when it must be led by Aboriginal and Torres Strait Islander peoples?

⁷ Please see: Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J. & Page, S. (2016b). *Australian Indigenous Psychology Education Project Guidelines for Increasing the Recruitment, Retention and Graduation of Aboriginal and Torres Strait Islander Psychology Students*. Perth, WA: University of Western Australia. <https://indigenousspsyched.org.au/wp-content/uploads/2021/07/RRG-Guidelines.pdf>; Selkirk, B., Wepa, D., Kamminga, J., Newnham, K., Clark, Y., Darnett, E., McMullen, S., Smith, P., & Murrup-Stewart, C. (2026). *The Australian Indigenous Psychology Education Project: Framework for Cultural Safety, Anti-Racism and Indigenous Leadership in Psychology Education, Training and Professional Practice*. The University of Western Australia. <https://doi.org/10.26182/aa2n-be48>

Criterion	Criterion 6.4 Aboriginal and Torres Strait Islander governance and leadership is included in program design, assessment and ongoing management.
Description	The education provider demonstrates that: • Indigenous governance and leadership occur through ongoing genuine partnerships with Aboriginal and Torres Strait Islander peoples, communities and organisations. This can include, but is not limited to, individual staff members, membership on advisory boards, community-led initiatives, Indigenous committees and governance groups, and external organisations • Indigenous governance, leadership and shared decision-making authority in the program's design, assessment and ongoing management, to enhance accountability and acceptability of the program by the community • Indigenous governance and leadership are allocated sufficient time to carry out their work, with deliberate and demonstrative efforts made by the education provider to minimise colonial load • Indigenous governance, leadership and knowledge are recognised, respected, appropriately remunerated, reciprocated and mutually beneficial for Aboriginal and Torres Strait Islander peoples, communities and organisations involved in any capacity within the program
Evidence examples	• Policies and processes for managing Indigenous intellectual property and data sovereignty within the program • Evidence of the processes and policies for obtaining informed consent, collecting and using Aboriginal and Torres Strait Islander student, staff and community feedback on the design and delivery of programs • Evidence of fair remuneration, reciprocation and mutual benefit for all Aboriginal and Torres Strait Islander peoples, communities and organisations involved in the program. • Evidence of Indigenous governance and leadership with Aboriginal and Torres Strait Islander peoples, communities and organisations. The structure of Indigenous governance and leadership will vary across education provider's • Evidence of genuine efforts to engage with local community have been undertaken and that where this has not been possible, suitable other arrangements have been implemented • Evidence of the processes and policies for Indigenous governance and leadership within the program. For

	example, Indigenous governance terms of reference, meeting agendas and minutes and yarning sessions • Examples of completed quality improvements demonstrating that Indigenous governance and leadership contribute to ongoing program quality • Evidence of the processes and policies outlining structured time allocation for the involvement of Indigenous governance and leadership in the program's design, assessment, and ongoing management, which actively minimises colonial load • A comprehensive description of how Indigenous governance and leadership is embedded in the program's design, assessment and ongoing management processes
Prompts for assessment	• How has Indigenous governance and leadership with Aboriginal and Torres Strait Islander people been established, and does it have the capacity to evolve? • Does the established Indigenous governance and leadership have shared decision-making authority and the ability to oversee the program's design, assessment and ongoing management? • What is the process for deciding how and what Indigenous content is integrated in the program? • Are Indigenous intellectual property rights properly recognised? How is Indigenous data sovereignty managed and maintained?

Criterion	Criterion 6.5 Prior to placement, students demonstrate knowledge and application of culturally safe service for Aboriginal and Torres Strait Islander Peoples.
Description	The education provider demonstrates that: • Students learn and are assessed on their knowledge of culturally responsive healthcare services and culturally responsive practice prior to commencing placements and throughout the program
Evidence examples	• Description of community consultation and leadership in the design of assessments of student capability to provide culturally safe services for Aboriginal and Torres Strait Islander peoples prior to commencing placements • Evidence of assessments of student capability to provide culturally safe services for Aboriginal and Torres Strait Islander peoples prior to commencing placements

	• Policy and procedures to manage the commencement of placements, or to delay as students' progress, dependent on demonstrated readiness and capability to provide culturally safe services for Aboriginal and Torres Strait Islander peoples
Prompts for assessment	• How does the program scaffold the knowledge and application of culturally safe services? • How are students assessed on their knowledge and application of culturally safe services prior to their first placement? Is the assessment criterion-based, and is feedback provided to students? • How does the program manage low-performing students to ensure they are competent in culturally safe service provision prior to their first placement? How is remediation used?