Australian Psychology Accreditation Council (APAC)

Accreditation Assessment Summary Report The University of Western Australia

Last updated: 21 October 2026

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The University of Western Australia

Higher education provider	The University of Western Australia (UWA)
Academic organisational unit (AOU)	School of Psychological Science
Campus	Crawley
Assessment type	Out of cycle initial assessment
Accreditation period	12 October 2026 to 31 December 2027
Accreditation Standards	Accreditation Standards for Psychology Programs (effective 1 December 2025)

Assessment timeline

Dates	Assessment activities
13/03/2026	Provider submits accreditation documentation
29/05/2026 – 01/07/2026	APAC conducts on-paper assessment
01/07/2026	APAC assessment team meeting 1
18/08/2026	Provider submits further information
01/09/2026	APAC assessment team meeting 2
14/09/2026	Accreditation Assessment Committee (AAC) reviews draft assessment report
15/09/2026	Provider receives draft assessment report
25/09/2026	Provider submits rejoinder to draft assessment report
12/10/2026	AAC determines assessment outcomes

Background and overview

The Australian Psychology Accreditation Council (APAC) last reviewed The University of Western Australia's (UWA) packaged Level 3 and Level 4 Organisational psychology program for the purposes of re-accreditation in 2022. At the time of the review, the packaged Level 3-4 program was accredited with conditions as a number of shortfalls were identified against the *Accreditation Standards*. Subsequent to the re-accreditation review, in May 2023, all outstanding conditions were satisfied, and the packaged Level 3 and Level 4 Organisational psychology program was accredited without conditions.

In March 2026, UWA provided a material change notification relating to the redesign of their packaged Level 3 and Level 4 Organisational psychology program in response to the new APAC *2025 Accreditation Standards*. In April 2026, the material change notification was reviewed, and it was determined that the changes were significant enough to justify a full initial accreditation assessment.

The APAC Assessment Team considered the School of Psychological Science's material change notification and a 183-page self-review against the 2025 Accreditation Standards. Following the Assessment Team meeting held 1 July 2026, further information was requested and received from the School and reviewed as part of the assessment.

The findings in this report are based on the Assessment Team's evaluation of the material outlined above.

Accreditation status

Accredited

The following programs are newly accredited from **12 October 2026** until **31 December 2027:**

Program title	Campus	Level	Sequence	Program status
Master of Industrial and Organisational Psychology	Crawley	Level 3-4	5-6 year	Accredited with conditions

Summary of findings

Standard 1: Public safety is assured
Level 3-4 Organisational
✓
Standard 2: Academic governance and quality assurance processes are effective
Level 3-4 Organisational
✓
Standard 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies
Level 3-4 Organisational
Standard is substantially met
Standard 4: Students are provided with equitable and timely access to information and support
Level 3-4 Organisational
✓
Standard 5: Assessment is fair, reliable and valid
Level 3-4 Organisational
Standard is substantially met
Standard 6: Cultural Safety
Level 3-4 Organisational
✓

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Condition

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

Criteria	Condition	Rationale	Due dates
3.3, 5.5	Further evidence is required to demonstrate the following: • Teaching staff who do not hold an AoPE in Organisational Psychology have the skills necessary to deliver and assess advanced psychological knowledge in the context of culturally responsive assessment and interventions in Organisational Psychology (competencies 4.8.1 and 4.8.2), • Confidential and complex presentations that might be discussed in the context of these units, and are appropriate to deliver to provisional psychologist, can be delivered to non-psychologists who attend the same classes. • Teaching and assessment that satisfy competencies 4.8.1 and 4.8.2 are also appropriate for students who may not have completed foundational psychology units.	CV's and an SSR were provided to demonstrate the qualifications and number of staff. However, there were concerns that there are a number of staff teaching into the program that do not hold an Area of Practice Endorsement for Organisational Psychology. It was also noted that the program shares units PSYC5515, PSYC5573, PSYC5559 and PSYC5830 with other non-accredited programs where teaching staff are not required to be registered psychologists and where students enrolled in the unit are not required to be provisional psychologists. At the time of the assessment, there was insufficient evidence to determine that the material covered and assessed in relation to the application of advanced psychological knowledge to culturally responsive assessment and interventions, for these shared units are sufficient to meet Level 4 Organisational Psychology competencies.	31/12/2027

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Monitoring

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

Criteria	Monitoring	Rationale	Due dates
3.7	Evidence is required to demonstrate that placement units are incorporating both Level 3 and Level 4 competencies in order to ensure professional practice education is sufficient.	Evidence provided, including the competency mapping documentation, placement evaluation mapping and end of placement forms, demonstrated that while all competencies are incorporated within the unit learning outcomes across the program, Level 4 competencies have been the key focus within the placement units. Further evidence is required to demonstrate that the Level 3 competencies regarding diagnostic assessment and intervention for individuals are further integrated within the placement structure.	31/12/2027
6.4	Further evidence is required to demonstrate that Aboriginal and Torres Strait Islander governance and leadership have been established and is included in the design, assessment, and ongoing management of the program.	Evidence was provided that the School's approach to establishing Aboriginal and Torres Strait Islander governance and leadership in the Master of Industrial and Organisational Psychology program is the same as the Master of Clinical Neuropsychology and Master of Clinical Psychology programs, which involve the establishment of an Aboriginal and Torres Strait Islander Advisory Group. However, at the time of assessment, this advisory group had yet to commence, and from the description of the proposed Advisory Group by the Master of Clinical Neuropsychology and Master of Clinical Psychology programs, it was unclear that the Advisory Group would also be advising on the Master of Industrial and Organisational Psychology program.	31/12/2027

Criteria	Monitoring	Rationale	Due dates
6.5	Further evidence is required to demonstrate that the knowledge and application of culturally responsive care for Aboriginal and Torres Strait Islander Peoples are appropriately integrated throughout the program's assessments, especially prior to placement.	Evidence was provided that demonstrated Aboriginal and Torres Strait Islander People's ways of knowing, being, and doing are incorporated within the program learning outcomes. However, there was insufficient information provided to determine that the teaching content and the extent to which this content is assessed are suitable and appropriate. There was also minimal reference to knowledge and application of culturally safe service for Aboriginal and Torres Strait Islander Peoples in the unit learning outcomes.	31/12/2027

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Key findings

The Assessment Team considered evidence against the 2025 Accreditation Standards for psychology program and the Apac Evidence Guide, including evidence relating to:

- Program guide,
- Staff CV's,
- Placement guide,
- Competency mapping documents,
- Unit outlines,
- Assessment and marking rubrics,

The Assessment Team identified a few areas for UWA to address against the Accreditation Standards, these relate to:

- Professional practice education incorporating all graduate relevant gradate competencies,
- Appropriate documentation to ensure client's informed consent is obtained prior to the provision of services,
- Teaching, supervision and assessing staff are appropriately qualified to teach into an area of practice endorsement program,
- Aboriginal and Torres Strait Islander health and wellbeing are appropriately incorporated into the program curriculum and taught by staff with specialist knowledge, expertise, and cultural capabilities,
- Inclusion of Aboriginal and Torres Strait Islander governance and leadership into the programs design, assessment, and ongoing management.

The Assessment Team formed the view that while The University of Western Australia demonstrated a strong commitment to meeting the Accreditation Standards, further evidence and further implementation are required.

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Recommendations

The Assessment Team offers the following recommendations for continuous improvement.

- Consider including specific consent processes and documentation around the disclosure of person-related information (including de-identified information) collected during placement to the Higher Education Provider for the purpose of placement assessment (related to criterion 1.5)
- Consider revising program documentation and program rules to clearly articulate the pre-requisite units of study for placement, as communication suggested that four coursework units plus one professional practice unit are required as prerequisites, although program documentation only indicated the completion of the professional practice unit (PSYC5547) is a pre-requisite to undertaking placement (related to criterion 1.6).
- Consider including unit learning outcomes and assessments to specifically reflect interprofessional collaborative practice competencies (related to criterion 3.9).

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