APAC Accreditation Assessment Summary Report

Higher Education Provider	**University of Adelaide**
Date of determination	**4 December 2017**
Standards version	**June 2010 (Version 10); Rules March 2014, amendments May 30 2016**
Programs of Study Assessed for Accreditation	**3 year** Bachelor of Psychological Science Bachelor of Arts (to commence 2018) Bachelor of Arts (Advanced) (to commence 2018) Bachelor of Criminology (to commence 2018) Bachelor of Psychological Science (Graduate Entry) **4th year** Bachelor of Psychological Science (Honours) **5th and 6th year** Master of Psychology (Clinical) Master of Psychology (Health) Master of Psychology (Organisational and Human Factors) PhD/Master of Psychology (Clinical) PhD/Master of Psychology (Health) PhD/Master of Psychology (Organisational and Human Factors)

This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychology at the University of Adelaide. This summary highlights selected key features of the assessment. Comprehensive analysis of the assessment is contained in the full APAC Assessment Team report.

The AOU is the School of Psychology which is one of five schools within the Faculty of Health and Medical Sciences. The current Head of School has academic, administrative, and financial control of the psychology programs and academic staff. There is a strong supportive research climate in the School with three active research groups (Brain and Cognition, Health, Disability and Lifespan Development, and Social and Organisational Psychology), and 10 research labs. The School has many processes, committees and groups that contribute to the regular quality review of its courses. These include both an undergraduate and postgraduate review committee and a Student Staff Consultative Committee which meet annually. The School has recently implemented three working parties to review teaching quality in the specific areas of statistics, assessment, and qualitative research methods. There is also a Psychology Education Research Group which focuses on pedagogical research. The School is also taking part in the University-wide 'Reimagining' project, focusing on curriculum renewal and innovation.

The School of Psychology currently has 24 academic staff and all have PhD qualifications. The documented student: staff ratios exceeded those required across all accredited courses (24:1 compared to the required 22:1) and for each of the postgraduate programs. These ratios have further deteriorated due to the resignation or retirement of staff prior to the site visit and this will be further exacerbated by the end of 2017 with the impending departure of a further three academic staff.

The requirements for the number and qualifications of staff are currently met for the Clinical programs but not for the programs in Health Psychology or Organisational and Human Factors. The current program coordinator of the Master of Psychology (Health) is only employed 0.4 FTE and all staff who contribute to this program have other roles and therefore do not meet the requirement of making a substantial contribution to the program. There is no evidence of academic leadership of the Master of Psychology (Organisational and Human Factors) by an appropriate Level D or E academic and one of the key staff contributing to this program has a 50% workload allocation to the undergraduate program.

While academic staff have a range of areas of expertise to cover teaching in the core areas of psychology, at the postgraduate level it appears that there are many guest presenters who volunteer their time rather than being paid as sessional staff. This heavy reliance on guest lectures raises concern for the quality of the program and needs to be monitored.

The University of Adelaide underwent a Professional Services Reform (PSR) during 2016 in which most administrative and technical support services that were previously provided within Schools are now provided at Faculty level. The School now has only two FTE dedicated administrative positions. Staff are finding that there is inadequate administrative and secretarial support for research and teaching tasks, which has significantly increased the administrative burden on academic staff.

The School of Psychology is located over multiple floors of the Hughes Building. There are multiple specialised research laboratories, two computer laboratories (with 20 computers in each) for teaching, and separate computer facilities for Masters students. Whilst it is acknowledged that some of the facilities are less than ideal (e.g., dated, no natural light), overall the resources available for teaching and research are considered adequate.

The School of Psychology has an extensive test library that is located within the Hughes building. It has multiple copies of the most commonly used tests and staff can submit requests for new/additional resources to the Head of School for approval. Staff and students reported satisfaction with the availability of resources.

All units are offered in on-campus mode only and, consistent with trends across the sector, staff reported concerns about reduced class attendance by students. Alongside this, there has been the introduction of lecture recordings, and reduced face-to-face teaching hours in the undergraduate program via introducing flipped-classroom pedagogies and one tutorial per module rather than weekly tutorials. Feedback from students suggested that they would like more face-to-face contact time and more regular tutorials in order to build relationships with their peers and teaching staff and to have opportunities to ask questions about assessments.

The School of Psychology currently offers a Bachelor of Psychological Science that forms the undergraduate psychology sequence. From 2018 they will also offer a Bachelor of Arts, Bachelor of Arts (Advanced), and Bachelor of Criminology which each comprise an identical psychology sequence to that in the existing 3 year sequence.

The program is designed to provide education in the core discipline of psychology and a solid foundation in all of the core psychology graduate attributes. Due to flexibility in the units studied at third year level, it is not possible to ensure that all students cover all core topics in Graduate Attribute.

Students are assessed with a range of tasks, including laboratory reports, written assignments, tutorial participation and examinations. A sample of marked assessments was provided for the team to view, although these did not include the feedback provided to students. Student satisfaction with the quality and quantity of feedback was variable, with several comments that the feedback was usually not useful in identifying ways to improve. It appears that quality of feedback on student assessments, paying attention to transferable feedback, is an area for improvement

Units in the fourth year Bachelor of Psychological Science (Honours) provide advanced education and training in core areas of psychology. However, it is noted that due to the opportunity to select one of two elective psychology units each semester, students will receive this advanced training in only some of the areas, and not all of the units are necessarily offered each year.

There is reported to be some coverage of the theoretical and empirical bases underpinning some common psychological tests and evidence-based approaches to psychological intervention. Students are provided with an introduction to applied topics through seminars by practising psychologists. The team was advised that planning is in place to introduce more skills-development activities to the fourth year in 2018, including interviewing skills and basic coaching skills. The research component of the course involves two units that make up a total of 50% of the overall Honours grade. Students have an individual research question and participate in all stages of the research process. The research project is written up in the form of a traditional thesis of 12,000 words.

The School of Psychology offers postgraduate professional programs in Clinical Psychology, Health Psychology and Organisational and Human Factors. For each of these programs there is a Masters program, and this can be combined with a PhD.

The reported student: staff ratio exceeds the maximum of 8:1 for all programs (9:1, 10:1, and 13:1 for the Clinical, Health, and Organisational and Human Factors programs respectively). The team was satisfied that practical placements for all three programs are supervised by appropriately qualified and PsyBA approved supervisors.

Each program has a Course Advisory Committee that meets three times per year. Engagement with relevant stakeholders for the purposes of continuous quality improvement impressed as a strength of the Masters programs.

The School does not have a Psychology Clinic on campus, however it does have one facility for skills practice that includes a one-way mirror and video-recording facilities. Students advised that they are able to book one room for video-recording assessment tasks, or are able to use their own video-recording equipment.

The three Master of Psychology programs share a number of core units, with all students receiving education and training related to the core capabilities and attributes. The Organisational and Human Factors students only complete half of the psychological assessment unit that is completed by the Clinical and Health students, and they do not gain practice or experience in the administration of at least one individually administered test of intelligence or memory and are not assessed on this competency. Students in each of the Masters programs are required to maintain a log book of placement activities and supervision. However, a separate logbook is kept for each placement, with no apparent mechanisms for systematically tracking the students' overall progress towards meeting the required hours and competencies.

Each of the Masters programs comprises 12 core units that are studied over two years full time or part time equivalent. The Master of Psychology (Clinical) and (Organisational and Human Factors) both consist of 100% study in psychology. The Master of Psychology (Health) consists of 10 units in psychology and two units in public health. Feedback from students in this program was that the Health Policy and Public Health Interventions unit was very helpful for their learning, but the content of the Introduction to Epidemiology overlapped with their existing knowledge from their undergraduate psychology studies.

Each program is structured such that students complete all of the coursework and one placement in the first year, and two placements and the research component in the second year. As such, the learning experiences across the coursework, research, and placement are not integrated. Challenges with integration are further exacerbated by some of the units being taught in intensive mode over as little as one week.

Mapping of course content and assessments provided satisfactory evidence that the core capabilities and attributes are covered in each program, apart from parts of Psychological Assessment for the Master of Psychology (Organisational and Human Factors). The research component of all three programs is an empirical research project on a topic related to the area of specialisation, and is undertaken under the supervision of one or more staff from the School. Students participate in all stages of the research process. The research is written up in the form of a literature review (worth 30% of the total mark) and a journal article written to the specifications of a target journal (worth 70%), that comprise a total of 5,000-8,000 words.

All students are required to complete a minimum of 1000 hours of supervised placement in the form of three practica across the second to fourth semesters of the course. All students are required to pass the three core coursework units, Evidence-based Practice, Psychological Assessment and Interviewing and Intervention prior to commencing their first placement.

Whilst the University does not have an on-campus clinic, the School previously had an arrangement with the Centre for Treatment of Anxiety and Depression (CTAD) to provide an initial placement experience for the Master of Psychology (Clinical) and (some) Health students. The loss of this placement due to a change in administrative arrangements has been a significant loss to the programs. The team was advised that the Head of School has plans to collaborate with another service to offer a dedicated first placement experience to meet the training needs of these students in the future.

Students in the Master of Psychology (Clinical) are required to complete two adult placements and one child placement. Appropriate supervision agreements, mid-placement reviews and end of placement evaluations were sighted by the team. Examples of case reports and notes were sighted that were not consistently signed by the responsible supervisor. Students maintain a log for each placement (rather than a single integrated log) that documents client contact hours, clinical experience hours and supervision hours. It was noted that students do not distinguish between individual and group supervision hours in the log, but the team was assured that the majority of supervision is individual. Students reported being adequately prepared for their first placement, but that they would like more integration between the coursework and practicum work, and would like greater depth of learning psychological intervention skills. Fieldwork supervisors commented positively on students' attitudes and understanding of evidence-based practice.

Students in the Master of Psychology (Health) complete three placements in a variety of health care and health promotion settings. Students are allocated to placements by the Placement Coordinator, who is a Registered and Endorsed Health Psychologist. Appropriate supervision agreements, mid-placement reviews, end of placement evaluations, case notes and signed reports were sighted by the team. Students maintain a log for each placement (rather than a single integrated log) that documents client contact hours, clinical experience hours, and supervision hours. However, 'thesis hours' were also found to be logged within the placement log in one instance which is not appropriate. Students expressed satisfaction with the variety of placement opportunities offered and their learning. Field supervisors were all appropriately qualified and expressed satisfaction with the quality of the students and their relationship with staff in the School.

The Master of Psychology (Organisational and Human Factors) program has a Placement Coordinator who is a member of the APS College of Organisational Psychologists but is not a Registered or Endorsed Psychologist. Students are provided with a list of possible placement options and are required to contact potential supervisors to negotiate their own placements. Students are "advised" to undertake placements in different areas of practice, however this does not appear to be overseen or monitored by the Placement Coordinator. Fieldwork supervisors spoke highly of students' professionalism, keenness and gratitude for their placements. They also commented that the course was very focused on 'human factors' and that it did not provide students with adequate preparation related to other areas of organisational psychology practice such as executive coaching and mediation.

Given the concerns about staffing and placements in all three Master of Psychology programs, a follow up site visit will be scheduled during 2018 to review the progress of these programs.

The accreditation outcomes are summarised in the attached Accreditation Summary Checklist.

APAC Accreditation Summary Checklist
for use with APAC Standards June 2010 Version 10; Rules 2014, amendments May 2016

Name of the Higher Education Provider: University of Adelaide				
Date of Site Visit: 14-16 August 2017				
Accreditation of the AOU				
Rules	Rule Number	Satisfied	Not Yet Satisfied	N/A
Section 5 – Accreditation Status	5.1-5.6		✓	
General Accreditation Standards	Standard Number	Satisfied	Not Yet Satisfied	N/A
The Psychology AOU	2.1.1-10	✓		
Multi-Campus Institutions	2.2.1-2			✓
Degree Nomenclature	2.3.1-13	✓		
Academic Staffing	2.4.1-11		✓	
Resources	2.5.1-12		✓	
Teaching and Materials: Managing the Learning Process	2.6.1-14	✓		
Special Arrangements for Offshore Teaching	2.6.15			✓
Undergraduate 3-Year Sequence Programs of Study	Standard Number	Satisfied	Not Yet Satisfied	N/A
Length	3.1.1	✓		
Program of Study Structure	3.1.2-5	✓		
Program of Study Content	3.1.6-10		✓	
Assessment	3.1.11-16	✓		
Awarding of Credit or Advance Standing	3.1.17-19	✓		
Undergraduate Fourth Year Programs of Study	Standard Number	Satisfied	Not Yet Satisfied	N/A
Entry Requirements	4.1.1	✓		
Length	4.1.2	✓		
Program of Study Structure	4.1.3	✓		
Program of Study Content	4.1.4-7		✓	
Research Methods and Professional and Research Ethics	4.1.8	✓		
Research Project	4.1.9-15	✓		
Assessment	4.1.16-22	✓		
Awarding of Credit or Advance Standing	4.1.23-25	✓		

Fifth and Sixth Year Master's Program of Study (Clinical)	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3		✔	
Advisory/Liaison and Quality Review Committee	5.1.4	✔		
Resources	5.1.5-8	✔		
Credit for Previous Study	5.1.9-11	✔		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✔		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)	✔		
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)	✔		
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)	✔		
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✔		
Core Capabilities and Attributes – Communication and Interpersonal Relationships	5.1.12(f)	✔		
Core Capabilities Assessment	5.1.13-16	✔		
Log Book	5.1.17		✔	
Assessment	5.1.18-19	✔		
Entry Requirements	5.3.1-2	✔		
Length	5.3.3-4	✔		
Program of Study Structure	5.3.5-8		✔	
Coursework	5.3.9-10	✔		
Research	5.3.11-16	✔		
Practical Placements	5.3.17-30	✔		
Fifth and Sixth Year Master's Program of Study (Health)	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3		✔	
Advisory/Liaison and Quality Review Committee	5.1.4	✔		
Resources	5.1.5-8	✔		
Credit for Previous Study	5.1.9-11	✔		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✔		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)	✔		
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)	✔		
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)	✔		
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✔		
Core Capabilities and Attributes – Communication and Interpersonal Relationships	5.1.12(f)	✔		
Core Capabilities Assessment	5.1.13-16	✔		

		Satisfied	Not Yet Satisfied	N/A
Log Book	5.1.17		✓	
Assessment	5.1.18-19	✓		
Entry Requirements	5.3.1-2	✓		
Length	5.3.3-4	✓		
Program of Study Structure	5.3.5-8		✓	
Coursework	5.3.9-10	✓		
Research	5.3.11-16	✓		
Practical Placements	5.3.17-30	✓		
Fifth and Sixth Year Master's Program of Study (Organisational and Human Factors)	Standard Number	Satisfied	Not Yet Satisfied	N/A
Staffing	5.1.1-3		✓	
Advisory/Liaison and Quality Review Committee	5.1.4	✓		
Resources	5.1.5-8	✓		
Credit for Previous Study	5.1.9-11	✓		
Core Capabilities and Attributes – Knowledge of the Discipline	5.1.12(a)	✓		
Core Capabilities and Attributes – Ethical, Legal and Professional Matters	5.1.12(b)	✓		
Core Capabilities and Attributes – Psychological Assessment & Measurement	5.1.12(c)		✓	
Core Capabilities and Attributes – Intervention Strategies	5.1.12(d)	✓		
Core Capabilities and Attributes – Research and Evaluation	5.1.12(e)	✓		
Core Capabilities and Attributes – Communication and Interpersonal Relationships	5.1.12(f)	✓		
Core Capabilities Assessment	5.1.13-16		✓	
Log Book	5.1.17		✓	
Assessment	5.1.18-19	✓		
Entry Requirements	5.3.1-2	✓		
Length	5.3.3-4	✓		
Program of Study Structure	5.3.5-8		✓	
Coursework	5.3.9-10		✓	
Research	5.3.11-16	✓		
Practical Placements	5.3.17-30		✓	

Comments:
A follow up site visit will be scheduled during 2018 to review the progress of the Master of Psychology programs.

Authorised:

Professor Simon Crowe
Chair, Australian Psychology Accreditation Council

Date: 4 December 2017