



## Cairnmillar Institute - APAC Accreditation Summary Report

<b>Higher education provider</b>	Cairnmillar Institute
<b>Name of the Psychology AOU</b>	School of Psychology, Counselling and Psychotherapy
<b>Standards version</b>	Version 1.2, 1 January 2019
<b>Purpose of assessment</b>	Initial accreditation (out of cycle)
<b>Programs and level of study assessed</b>	Graduate Diploma of Psychological Science (Level 1) Master of Clinical Psychology (Post Registration) (Level 4)
<b>Campus</b>	Online
<b>Date of assessment</b>	March 2020
<b>Date of APAC Board Determination</b>	3 August 2020
<b>Accreditation start date</b>	1 January 2020
<b>Accreditation end date</b>	31 December 2021



## Background and overview

Cairnmillar Institute (CMI) is proposing to introduce two new programs, which will be delivered in an online format. The first is a Graduate Diploma of Psychological Science (Level 1) (Campus: Online) program, which students can complete either full-time or part-time. The second is a Master of Clinical Psychology (Post Registration) (Level 4) (Campus: Online) program, which students can complete either full-time or part-time.

CMI provided a range of evidence in their application, including unit outlines, assessment outlines and rubrics, handbooks, forms, and policies and procedures documents.



## Key findings

Summary of the overall findings of the review, including

- Under the proposed structure for the Level 4 Clinical program, students may undertake placements with children prior to completing CPY954. Consideration needs to be given as to how CMI will ensure that students are adequately prepared for placements where they are working with children if they have not completed this unit.
- Students have the option of organising their own placements and undertaking these placements Australia wide. Consideration needs to be given as to how CMI will ensure that students undertake a breadth and quality of placements; that effective management processes are in place to ensure students undertaking placements can practise safely and that organisations providing direct client activities for students have a robust quality and safety policies and processes to meet the relevant standards.



## APAC Board determination

That the following programs at Cairnmillar Institute are accredited **1 January 2020** until **31 December 2021**:

- **Graduate Diploma of Psychological Science** (Level 1) (Campus: Online)
- **Master of Clinical Psychology (Post Registration)** (Level 4) (Campus: Online)

Subject to the following conditions:

For the Level 1 bridging program:

By **31 December 2020**:

1. To ensure Standard 5 Assessment, criteria 5.1 and 5.2 are met, the School is to submit evidence outlining how all Level 1 graduate competencies will be assessed.

For the Level 4 Clinical program:

By **31 December 2020**:

1. To ensure Standard 1 Public safety, criteria 1.3, and 1.10 are met, the School is to provide a rationale including supporting evidence of how the School will ensure that these criteria are met.
2. To ensure Standard 1 Public safety, criterion 1.8 is met, the School is to submit evidence that all supervision will be delivered by Psychology Board of Australia (PsyBA) approved supervisors.
3. To ensure Standard 5 Assessment, criteria 5.2 and 5.3 are met, the School is to provide evidence of how all program learning outcomes will be assessed, using multiple assessment tools, modes and techniques.

For both the Level 1 bridging and Level 4 Clinical programs:

By **31 December 2021**:

1. To ensure Standard 2.2 Academic governance and quality assurance, criterion 2.2 is met, the School is to provide evidence to APAC of external benchmarking of the programs.

As a monitoring requirement, a visit is to be undertaken as part of the 2021 cycle re-accreditation review to ensure that both programs are rolling out as detailed in the School's submission and these programs continue to meet the Accreditation Standards.



Table 1: Summary of findings regarding each criterion for each Standard

Domain 1: Public safety	<b>Standard Statement 1: Public safety is assured</b>	
	<b>Level 1</b> Standard is met	<b>Level 4 Clinical</b> Standard is substantially met
Domain 2: Academic governance and quality assurance	<b>Standard Statement 2: Academic governance and quality assurance processes are effective</b>	
	<b>Level 1</b> Standard is substantially met	<b>Level 4 Clinical</b> Standard is substantially met
Domain 3: Program of study	<b>Standard Statement 3: Program of study, design, delivery and resourcing enable students to achieve the required graduate competencies</b>	
	<b>Level 1</b> Standard is met	<b>Level 4 Clinical</b> Standard is met
Domain 4: The student experience	<b>Standard Statement 4: Students are provided with equitable and timely access to information and support</b>	
	<b>Level 1</b> Standard is met	<b>Level 4 Clinical</b> Standard is met
Domain 5: Assessment	<b>Standard Statement 5: Assessment is fair, reliable and valid</b>	
	<b>Level 1</b> Standard is substantially met	<b>Level 4 Clinical</b> Standard is substantially met



## Quality improvement suggestions

A suggestion refers to an action or a course of actions that should be considered by the education provider to improve the delivery and/or outcomes of the program.

The Placement Information Handbook makes a number of references from page 20 onwards to provisional psychologists. However, all students in the program will have general registration. It is recommended that the School of Psychology, Counselling and Psychotherapy reviews and amends the Placement Information Handbook for accuracy.

## Commendations

A commendation refers to a particularly significant achievement by the education provider with regard to the program.

The lead assessor has made the subsequent commendations following the evaluation of the Level 1 bridging and Level 4 Clinical programs.

The School of Psychology, Counselling and Psychotherapy is commended for:

- the review undertaken of governance in CMI and the subsequent changes made to policies and procedures.
- its proposed approach to assessing cultural competencies in Level 4 students.