



Federation University Australia - APAC Accreditation Assessment Summary Report

Higher education provider	Federation University Australia
Name of the Psychology AOU	Discipline of Psychology, School of Health and Life Sciences
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	5 Year Cycle Accreditation Site Visit
Programs and level of study assessed	Bachelor of Psychological Science (Level 1) Bachelor of Psychological Science (Honours) (Level 2) Graduate Diploma of Psychology (Level 2) Master of Professional Psychology (Level 3) Master of Psychology (Clinical) (packaged Level 3 and 4)
Campus	Berwick, Gippsland, Mt Helen, Online
Date of site visit	30 - 2 August 2019
Date of APAC Board determination	25 November 2019
Accreditation start date	25 November 2019
Accreditation end date	31 December 2024

Background and overview

An accreditation assessment site visit was undertaken between 30th July and 2nd August as part of the regular five-yearly cycle of visits to the Federation University Australia (FedUni). The visit included two days at the Mt Helen campus and half day visits at each of the Berwick and Gippsland campuses to meet with staff, students, external supervisors, and to inspect the Psychology clinic at Ballarat and other facilities.

The psychology programs are offered by the Discipline of Psychology within the School of Health and Life Science. The acting Head of the Discipline is Associate Professor Kate Moore, who reports to the Dean of the School.

The School offers a range of undergraduate programs that include a major in psychology and these are offered on each campus as well as online. The School offers a stand-alone Honours year, and a one-year Graduate Diploma. Both Level 2 programs have been offered at Mt Helen and Gippsland, with plans to expand to Berwick from 2020. At the postgraduate level, the School offers a Master of Professional Psychology, which was run for the first time this year, and a Master of Clinical Psychology. Both postgraduate programs are offered at the Mt Helen campus only.

During the visit the Assessment Team interviewed a range of individuals, including:

- Associate Professor Kate Moore, Acting Head of School
- Professor Dara Twomey, Dean School of Health and Life Sciences
- Program coordinators
- Placement coordinators
- Academic staff in all programs
- Students of all programs
- Professional staff
- 1 external supervisor

Key findings

While the discipline team uses pre- and post- moderation processes, there are some units, particularly in the first year of the undergraduate program, lacking constructive alignment, particularly between unit learning outcomes and what is assessed via the rubrics used. Sometimes this was mentioned in the pre-moderation document, however it was not remedied prior to being implemented for assessment purposes. More careful follow-up of these processes may assist staff to identify and respond to misalignment and better address the Australian Psychology Accreditation Council (APAC) competency requirements.

There are adequate resources for the numbers of students in the current programs but further resources in the clinic and at the Berwick campus will be required if there is any expansion in the number of students. The new workload model should be reviewed to ensure that it adequately reflects the workload associated with individual units, placement supervision, and the development of online or blended units. There should also be consideration given as to how to provide staff with more time for their research.

While it is a current challenge for the Academic Organisational Unit (AOU) to source enough suitable placements for the two Masters degrees, the staff may wish to consider the breadth of roles and settings that are suitable for the training and future work of the Master of Professional Psychology (MPP) graduates. Currently, the types of placements used for this degree are limited.

For the Level 1 program there are conditions related to Standard 3 Program of study. For the Level 2 programs there are conditions related to Standard 2 Academic governance and quality assurance and Standard 3 Program of study. For the Level 3 and the packaged Level 3 and 4 programs there are conditions related to Standard 2 Academic governance and quality assurance, Standard 3 Program of study and Standard 5 Assessment.

APAC Board determination

That the following programs at Federation University Australia are accredited with conditions from **25 November 2019** until **31 December 2024**:

- **Bachelor of Psychological Science** (Level 1) (Campus: Online)
- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Berwick)
- **Graduate Diploma of Psychology** (Level 2) (Campus: Berwick)

That the following programs at Federation University Australia are re-accredited until **31 December 2024**:

- **Bachelor of Psychological Science** (Level 1) (Campus: Berwick, Gippsland, Mt Helen)
- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Gippsland, Mt Helen)
- **Graduate Diploma of Psychology** (Level 2) (Campus: Gippsland, Mt Helen)
- **Master of Professional Psychology** (Level 3) (Campus: Online)
- **Master of Psychology (Clinical)** (packaged Level 3 and 4) (Campus: Mt Helen)

Subject to the following conditions:

For the **Bachelor of Psychological Science** (Level 1) (Campus: Berwick, Gippsland, Mt Helen, Online) program:

By **31 December 2020**:

1. To ensure Standard 3 Program of study, criterion 3.2 is met, the School must provide evidence of how the topic neuroscience and the biological bases of behaviour is taught and assessed.
2. To ensure Standard 3 Program of study, criterion 3.3 is met, the School must provide evidence that there are sufficient senior staff and that staff are appropriately qualified to teach in the units they are allocated.

For the following programs:

- **Bachelor of Psychological Science (Honours)** (Level 2) (Campus: Berwick, Gippsland, Mt Helen)
- **Graduate Diploma of Psychology** (Level 2) (Campus: Berwick, Gippsland, Mt Helen)

By **31 December 2020**:



1. to ensure Standard 2 Academic Governance and Quality Assurance, criterion 2.2 is met, the School must provide evidence of external benchmarking of units.
2. To ensure Standard 3 Program of Study, criterion 3.3 is met, the School must provide evidence that there are sufficient senior staff and that staff are appropriately qualified to teach in the units they are allocated.

For the **Master of Professional Psychology** (Level 3) (Campus: Online) program:

By **1 February 2020**:

1. To ensure Standard 1 Public safety, criterion 1.8 and 1.10 are met, the School must provide evidence that sufficient quality supervision is being provided for student.
2. To ensure that Standard 3 Program of study, criterion 3.4 is met, the School must provide evidence that there are sufficient supervisors to support the student cohort.
3. To ensure Standard 1 Public safety, criterion 1.3 is met, the School must provide evidence that program and placement information is communicated to students prior to starting the program and that there are sufficient supervisors to provide quality supervision.

By **31 December 2020**:

4. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the School must provide evidence of external benchmarking of units.
5. To ensure that Standard 3 Program of study, criterion 3.9 and Standard 5 Assessment, criterion 5.1 are met, the School must provide evidence that the principles of inter-professional learning and practice are included as a required learning outcome.
6. To ensure Standard 1 Public safety, criterion 1.4 is met, the School must provide evidence that students are taking the mobile duress alarms into client sessions and having all client notes co-signed by their supervisors.

For the **Master of Psychology (Clinical)** (packaged Level 3 and 4) (Campus: Mt Helen) program:

By **1 February 2020**:

1. To ensure Standard 1 Public safety, criterion 1.3 is met, the School must provide evidence that students are undertaking their initial placement in a setting that is of appropriate complexity and for which they have been assessed to have sufficient skills.



2. To ensure Standard 1 Public safety, criterion 1.5 is met, the School must provide evidence that consent forms or equivalent are obtained from clients on external placements.

By **31 December 2020**:

3. To ensure Standard 1 Public safety, criterion 1.4 is met, the School must provide evidence that
 - (i) students are undertaking their initial placement in a setting that is of appropriate complexity and for which they have been assessed to have sufficient skills,
 - (ii) students are not travelling distances to placements that affect their ability to practice safely,
 - (iii) the placement coordinator is undertaking site visits at all external placements and having contact with supervisors,
 - (iv) students are undertaking a sufficient breadth of placements, and
 - (v) students are taking the mobile duress alarms into client sessions and (vi) students are having all client notes co-signed by their supervisors.
4. To ensure Standard 1 Public safety, criterion 1.8 is met, the School must provide evidence that students are being supervised by clinically endorsed supervisors or a sound rationale for any variation is provided.
5. To ensure Standard 1 Public safety, criterion 1.10 is met, the School must provide evidence that students receive sufficient supervision on external placements.
6. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the School must provide evidence of external benchmarking of units.
7. To ensure that Standard 3 Program of study, criterion 3.4 is met, the School must provide evidence that the placement coordinator has sufficient support to support the student cohort.
8. To ensure that Standard 3 Program of study, criterion 3.7 is met, the School must provide evidence that students encounter a client base with sufficient diversity to gain breadth of experience and do not travel an unreasonable distance to complete placements.
9. To ensure that Standard 3 Program of study, criterion 3.9 and Standard 5 Assessment, criterion 5.1 are met, the School must provide evidence that the principles of inter-professional learning and practice are included as a required learning outcome.



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

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



Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid			
	Level 1	Level 2	Level 3	Level 3 and 4 Clinical
	Standard is met	Standard is met	Standard is substantially met	Standard is substantially met

Commendations

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

The Assessment Team have made the subsequent commendations following the evaluation of the program.

FedUni is to be commended for:

- The excellent work they are doing in cross-campus consistency, including moderation processes.
- The commitment and collegiality of academic and professional staff across all campuses, with the limited senior staff undertaking extensive mentoring of junior staff.
- The quality and integration of research training across all levels of program.