



APAC Accreditation Assessment Summary Report

Higher Education Provider	Macquarie University
Date of Determination	26 November 2018
Standards Version	June 2010, version 10; Rules March 2014, amendments May 30 2016
Programs of Study Assessed	<p>3-Year Sequence</p> <ul style="list-style-type: none"> • Bachelor of Arts- Psychology • Bachelor of Arts – Psychology (OUA) • Bachelor of Arts – Psychology with the degree of Bachelor of Education (Primary) • Bachelor of Arts – Psychology with the degree of Bachelor of Human Sciences • Bachelor of Arts – Psychology with the degree of Bachelor of Laws • Bachelor of Arts – Psychology with the degree of Bachelor of Laws with Honours • Bachelor of Arts - Psychology with the degree of Bachelor of Speech, Hearing and Language Sciences • Bachelor of Business Administration with the degree of Bachelor of Arts – Psychology • Bachelor of Commerce with the degree of Bachelor of Arts – Psychology • Bachelor of Science – Psychology <p>4-Year Sequence</p> <ul style="list-style-type: none"> • Bachelor of Psychology (Honours) • Bachelor of Psychology (Honours) with the degree of Bachelor of Human Sciences • Bachelor of Psychology (Honours) with the degree of Bachelor of Laws • Bachelor of Psychology (Honours) with the degree of Bachelor of Laws with Honours • Bachelor of Psychology (Honours) with the degree of Bachelor of Speech, Hearing and Language Sciences • Bachelor of Business Administration with the degree of Bachelor of Psychology (Honours) • Bachelor of Commerce with the degree of Bachelor of Psychology (Honours) <p>Postgraduate professional programs</p> <ul style="list-style-type: none"> • Master of Professional Psychology • Master of Clinical Psychology • Master of Clinical Neuropsychology • Master of Organisational Psychology • Doctor of Philosophy with the degree of Master of Clinical Psychology

	<ul style="list-style-type: none"> • Doctor of Philosophy with the degree of Master of Clinical Neuropsychology • Doctor of Philosophy with the degree of Master of Organisational Psychology
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This is a summary of the outcomes of an APAC accreditation assessment of the Department of Psychology at Macquarie University and its programs of study. This summary highlights selected key features of the assessment. Comprehensive analysis of the assessment is contained in the full APAC Accreditation Assessment report.

The Department of Psychology meets the Standards relating to academic, financial and administrative control, compliance with codes of conduct, grades of assessment, and the conduct of regular quality review of its courses. With regards to staffing there is an appropriate number of level D and level E staff across the undergraduate, honours and postgraduate programs, and an appropriate ration of level C to level D staff. Most staff have PhD level qualifications and demonstrated research expertise. However, the student:staff ratio is 41:1, which is significantly over the maximum required ratio of 22:1. The postgraduate programs are appropriately staffed.

The Department is adequately resourced. There is good administrative and technical support, with well supported teaching and research facilities, and good computing facilities. Students and staff have access to a range of impressive research facilities via the 'simulation hub', which is a cross-faculty initiative.

Students have access to a variety of information delivery methods and attend small group classes (tutorials).

In the undergraduate sequence, a broad range of units cover all major areas of study in psychology, with students developing skills in research methods, laboratory experiments, and report writing. However, it appeared possible for students to choose a mixture of units that prevented them from completing all core content areas. It was also noted that a disproportionate amount of the required content is compressed in to a 'capstone unit' in the third year.

Students reported that feedback on assessment was received, however students did not always receive a mark (only a grade representing a broader category). Procedures were undertaken consistently to ensure standards are maintained and that all assessment and awarding of marks are treated with care and attention. Students reported that processes are in place to deal with student appeals and were consistently followed. Appropriate processes are also in place for assessment and awarding of credit.

Honours students are only drawn from the undergraduate program at Macquarie. Whilst several choices for elective units are available that could in theory ensure that all content areas are covered at an advanced level, it could also be possible to miss out on a specific required content area.

Students in the honours courses complete an empirical research thesis which counts for 60% of the final grade. Students complete a research project with a supervisor in which they must develop their own research questions, do their own data analyses to test their individual research questions, and complete an individual write up.

Despite appropriate policies and procedures reported as being in place for assessment, a small percentage of the honours mark is related to information from the supervisor based on the degree of assistance that the student required and can be used to adjust the final grade. Procedures for good governance relating to student appeals were reported by students.

For the postgraduate programs, the Macquarie University Psychology Clinic is in a purpose built clinical practice and research building (the Hearing Hub), alongside the research and training clinic the Emotional Health Clinic, as well as other multidisciplinary health clinics. It is a modern suite of 15 individual interview rooms and several group rooms appointed for adult and child clients. All rooms have audio-visual recording capabilities and several interview rooms have one-way mirrors for direct observation.

The Clinic Director/Placement Coordinators and two supervisors are on site for each stream. There is a test library and resource library specifically for clinic use. There is a full-time receptionist and the client waiting room is spacious with private cubicles for completing electronic intake assessments. All interview rooms have computers and all client files are stored electronically.

There is an extensive test library in the Department with staff who maintain a secure system for test usage. Students have access to up-to-date computer hardware and software for their course work and research purposes.

There is careful evaluation and determination of all requests for credit.

There is a comprehensive curriculum which provides good coverage of the core capabilities and attributes, with the exception of the coverage relating to ethical, legal and professional matters in the clinical neuropsychology Masters programs.

The inspection of log books indicated individual or group face-to-face supervision. However, in the 5th year Master of Professional Psychology program, there was evidence that the logbooks were not regularly signed.

A review of all assessment protocols and processes for grading practices maintains consistency and quality of determining students' knowledge and competency.

The course structure of the Master of Professional Psychology program meets the Standards.

The coursework appears to meet the core capabilities and clearly links to skills and practical training.

The practicum component of the MPP requires students to complete 300 hours of logged supervised practica and skills training and they receive supervision for 1 hour per week. The placements are organised by a registered psychologist from within the AOU and occur with external providers, who provided positive feedback about the students.

A review of the structure of the Clinical Psychology, Clinical Neuropsychology and Organisational Psychology Masters programs confirmed that all of the coursework is psychology and is taught by psychologists, the majority of whom are registered and teaching in their professional area of expertise.

Students are required to complete a broad range of contemporary and relevant coursework units in all programs. Students indicated they experienced a good balance of assessment including critical self-reflective reports and recorded skills practice.

Students in all programs reported they were satisfied with the processes and procedures established to ensure efficient progress on their theses. The staff indicated their satisfaction with the commitment of the students to their research projects and their levels of research skills upon completion. The thesis marking procedures and criteria met the Standards for each level.

The organisation and management for student placements is the responsibility of the Placement Co-ordinator. The first practicum is generally in the on-campus clinic and there is a variety of externship sites that enable experience across the lifespan and across different settings and diagnostic groups. Students indicated their satisfaction with most aspects of the placement arrangements. The log books indicated the required individual: group: face-to-face supervision hour ratios.

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: Macquarie University

Date of Site Visit: 30 July – 1 August 2018

Accreditation of the AOU

Rules

Section 5 – Accreditation Status

Rule Number	Satisfied	Not Yet Satisfied	N/A
5.1-5.6		✓	

General Accreditation Standards

The Psychology AOU

Multi-Campus Institutions

Degree Nomenclature

Academic Staffing

Resources

Teaching and Materials: Managing the Learning Process

Special Arrangements for Offshore Teaching

Standard Number	Satisfied	Not Yet Satisfied	N/A
2.1.1-10	✓		
2.2.1-2			✓
2.3.1-13		✓	
2.4.1-11		✓	
2.5.1-12	✓		
2.6.1-14	✓		
2.6.15			✓

Undergraduate 3-Year Sequence Programs of Study

Length

Program of Study Structure

Program of Study Content

Assessment

Awarding of Credit or Advance Standing

Standard Number	Satisfied	Not Yet Satisfied	N/A
3.1.1	✓		
3.1.2-5	✓		
3.1.6-10		✓	
3.1.11-16	✓		
3.1.17-19	✓		

Four Year Sequence Program of Study

Program of Study Structure

Program of Study Content (Years 1 - 4)

Research Methods and Professional and Research Ethics

Research Project

Assessment

Assessment of 4th Year Research Project

Standard Number	Satisfied	Not Yet Satisfied	N/A
3.1.2-5 /4.1.3	✓		
3.1.6-7 /4.1.4-7		✓	
4.1.8	✓		
4.1.9-15	✓		
3.1.11-16 /4.1.16-17/4.1.21-4.1.22	✓		
4.1.18-20		✓	



Awarding of Credit or Advance Standing

3.1.17-19	✓		
-----------	---	--	--

Master of Professional Psychology (5th Year) Program of Study

Staffing
 Advisory/Liaison and Quality Review Committee
 Resources
 Credit for Previous Studies
 Core Capabilities and Attributes – Knowledge of the Discipline
 Core Capabilities and Attributes – Ethical, Legal and Professional Matters
 Core Capabilities and Attributes – Psychological Assessment & Measurement
 Core Capabilities and Attributes – Intervention Strategies
 Core Capabilities and Attributes – Research and Evaluation
 Core Capabilities and Attributes – Communication and Interpersonal Relationships
 Core Capabilities Assessment
 Log Book
 Assessment
 Entry Requirements
 Length
 Program of Study Structure
 Coursework
 Practica and Skills Training

Standard Number	Satisfied	Not Yet Satisfied	N/A
5.1.1-3	✓		
5.1.4	✓		
5.1.5-8	✓		
5.1.9-11	✓		
5.1.12(a)	✓		
5.1.12(b)	✓		
5.1.12(c)	✓		
5.1.12(d)	✓		
5.1.12(e)	✓		
5.1.12(f)	✓		
5.1.13-16	✓		
5.1.17		✓	
5.1.18-19	✓		
5.2.1-2	✓		
5.2.3	✓		
5.2.4-6	✓		
5.2.7	✓		
5.2.8-18	✓		



Fifth and Sixth Year Masters Program of Study: Clinical Psychology

Staffing
 Advisory/Liaison and Quality Review Committee
 Resources
 Credit for Previous Study
 Core Capabilities and Attributes – Knowledge of the Discipline
 Core Capabilities and Attributes – Ethical, Legal and Professional Matters
 Core Capabilities and Attributes – Psychological Assessment & Measurement
 Core Capabilities and Attributes – Intervention Strategies
 Core Capabilities and Attributes – Research and Evaluation
 Core Capabilities and Attributes – Communication and Interpersonal Relationships
 Core Capabilities Assessment
 Log Book
 Assessment
 Entry Requirements
 Length
 Program of Study Structure
 Coursework
 Research
 Practical Placements

Standard Number	Satisfied	Not Yet Satisfied	N/A
5.1.1-3	✓		
5.1.4	✓		
5.1.5-8	✓		
5.1.9-11	✓		
5.1.12(a)	✓		
5.1.12(b)	✓		
5.1.12(c)	✓		
5.1.12(d)	✓		
5.1.12(e)	✓		
5.1.12(f)	✓		
5.1.13-16	✓		
5.1.17	✓		
5.1.18-19	✓		
5.3.1-2	✓		
5.3.3-4	✓		
5.3.5-8	✓		
5.3.9-10	✓		
5.3.11-16	✓		
5.3.17-30	✓		

Fifth and Sixth Year Masters Program of Study: Clinical Neuropsychology

Staffing
 Advisory/Liaison and Quality Review Committee
 Resources
 Credit for Previous Study
 Core Capabilities and Attributes – Knowledge of the Discipline
 Core Capabilities and Attributes – Ethical, Legal and Professional Matters
 Core Capabilities and Attributes – Psychological Assessment & Measurement
 Core Capabilities and Attributes – Intervention Strategies
 Core Capabilities and Attributes – Research and Evaluation
 Core Capabilities and Attributes – Communication and Interpersonal Relationships

Standard Number	Satisfied	Not Yet Satisfied	N/A
5.1.1-3	✓		
5.1.4	✓		
5.1.5-8	✓		
5.1.9-11	✓		
5.1.12(a)	✓		
5.1.12(b)		✓	
5.1.12(c)	✓		
5.1.12(d)	✓		
5.1.12(e)	✓		
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 Masters Program of Study: Organisational Psychology				
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	✓		

Standard Number	Satisfied	Not Yet Satisfied	N/A
5.1.1-3	✓		
5.1.4	✓		
5.1.5-8	✓		
5.1.9-11	✓		
5.1.12(a)	✓		
5.1.12(b)	✓		
5.1.12(c)	✓		
5.1.12(d)	✓		
5.1.12(e)	✓		
5.1.12(f)	✓		
5.1.13-16	✓		
5.1.17	✓		
5.1.18-19	✓		
5.3.1-2	✓		
5.3.3-4	✓		
5.3.5-8	✓		
5.3.9-10	✓		
5.3.11-16	✓		
5.3.17-30	✓		

Authorised:

Caroline Hunt.

Professor Caroline Hunt

Chair, Australian Psychology Accreditation Council

Date: 26 November 2018