



Monash University - APAC Accreditation Assessment Summary Report

Higher education provider	Monash University
Name of the Psychology AOU	School of Psychological Sciences
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Initial Accreditation (out of cycle)
Programs and level of study assessed	Master of Educational and Developmental Psychology Advanced (Level 4)
Campus	Clayton
Date of assessment	June 2020
Date of APAC Board Determination	19 October 2020
Accreditation end date	31 December 2023



Background and overview

This is an on-paper assessment for accreditation of a proposed 2021 Level 4 program leading to eligibility for endorsement as an Educational and Developmental Psychologist. The proposed program will be offered to those with existing Level 3 qualifications, or those who have been practicing for more than 12 months who are deemed professionally and educationally suitable.

The program is offered alongside the existing Master of Educational and Developmental Psychology (packaged Level 3 and 4) (Campus: Clayton) program in the Faculty of Education. The Faculty of Education also offers a Master of Professional Psychology (Level 3) (Campus: Clayton) program. Both are accredited without conditions, following a re-accreditation cycle visit in 2018.

The proposed program is based on a face to face teaching format, at the Clayton Campus.



Key findings

The proposed program meets the majority of the criteria of the APAC standards. As the program is still in the planning stages, some standards and criteria will require further monitoring to ensure that the program continues to run in the way envisaged, and for a subset of these a site visit will be required.



APAC Board Determination

That Monash University's **Master of Educational and Developmental Psychology Advanced** (Level 4) (Campus: Clayton) program is accredited from **1 June 2020** until **31 December 2023** subject to the following conditions:

By **31 January 2021**:

1. To ensure Standard 1 Public safety, criterion 1.5 is met, the School is to submit evidence demonstrating that clients' informed consent is obtained prior to the receiving services from a provisionally registered psychologist.

By **30 June 2021**:

2. To ensure Standard 1 Public safety, criteria 1.8, 1.9 and 1.10 and Standard 3 Program of study, criterion 3.7 are met, the School is to submit copies of completed student logbooks to show students achieve minimum number of placement hours, direct client hours, client related hours and supervision hours appropriately.
3. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the School is to submit evidence demonstrating that there is relevant external and internal input into the design and management of the program.
4. To ensure Standard 3 Program of study, criterion 3.4 is met, the School is to submit evidence demonstrating that the program has sufficient staff to support students in acquiring the relevant graduate competencies.
5. To ensure Standard 3 Program of study, criterion 3.8 is met and Standard 5 Assessment, criteria 5.1 and 5.2, the School is to submit evidence demonstrating that cultural responsiveness, including Aboriginal and Torres Strait Islander cultures, is clearly articulated as a required learning outcome, and that there is a clear relationship between program learning outcomes and assessment.

As a monitoring requirement, APAC requests the School submits a report when the first cohort of students have completed at least six months of the program to demonstrate that the program is rolling out as intended and continues to meet the Accreditation Standards.



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

Level 4	
Domain 1: Public safety	Standard Statement 1: Public safety is assured
	Standard is substantially met
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective
	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
	Standard is substantially met
Domain 4: The student experience	Standard Statement 4: Students are provided with equitable and timely access to information and support
	Standard is met
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid
	Standard is substantially met