



Australian Psychology
Accreditation Council

APAC Accreditation Assessment Summary Report

Higher Education Provider	Queensland University of Technology, School of Psychology and Counselling
2014	2014
Standards version	June 2010 ver 10
Programs of Study Assessed for Accreditation	<p>Undergraduate three year programs Bachelor of Behavioural Science (Psychology) Bachelor of Behavioural Science (Psychology)/Bachelor of Laws Bachelor of Behavioural Science (Psychology)/Bachelor of Business Bachelor of Behavioural Science (Psychology)/Bachelor of Social Work Bachelor of Behavioural Science (Psychology)/Bachelor of Justice Bachelor of Nursing/ Bachelor of Behavioural Science (Psychology) Bachelor of Exercise and Movement Science/ Bachelor of Behavioural Science (Psychology)</p> <p>Undergraduate 4th year programs Bachelor of Behavioural Science (Honours Psychology) Graduate Diploma in Behavioural Science (Psychology)</p> <p>Postgraduate professional programs Master of Psychology (Educational and Developmental) Master of Clinical Psychology</p>

This is a summary of the outcomes of an APAC accreditation assessment of the School of Psychology and Counselling at Queensland University of Technology (QUT) 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 Assessment Team Report.

The School of Psychology and Counselling is the AOU for Queensland University of Technology. The School is part of the Faculty of Health. The school structure is somewhat complex, and includes the Centre of Accident and Road Safety Research Queensland (CARRS-Q) a separately funded body, but is an integral part of the School and its research and teaching. The Academic Organisational Unit (AOU) meets all the relevant Standards in terms of staffing, resources and managing the learning process.

The core undergraduate sequence in all the degrees for which accreditation is sought comprises 13 x 12.5% units, five in the first year (62.5%), four in the second year (50%), and four in the third year (50%) plus three psychology electives (37.2%) making 200% psychology across a three year degree. Together this sequence meets the requirements for an undergraduate sequence. The program offers a very high proportion of psychology, much of it demonstrating the applications of psychology. It provides scientific training, laboratory work, covers the core content areas and meets the core graduate attributes. The double degrees take longer to complete than three years, up to five and half years in the case of the Bachelor of Behavioural Science (Psychology)/Bachelor of Laws. The three year sequences meet all the relevant Standards.

The fourth year Honours program's structure comprises a total of 96 credit points in four thesis units (50%), two compulsory coursework units (25%) and two psychology electives (25%) chosen from four electives available. The program is available full time or over two years part time and is 100% psychology.

Some parts of Standard 4.1.4 are not met. In particular, dot points 2 (knowledge of the theoretical and empirical bases underpinning the construction, implementation and interpretation of some of the most widely used cognitive and personality assessments) and 3 (knowledge of the theoretical and empirical bases underpinning evidence-based approaches to psychological intervention) appear to be insufficiently addressed. The degree to which these are met depends upon which combination of two required electives is chosen by a student. There are four electives offered: Counselling Psychology, Cognitive Neuropsychology, Issues in Social Developmental Psychology and Advanced Organisational Psychology. For example, if a student takes the first two, then the Standard will be met, but if the last two are chosen, it will not be met.

The fourth year Graduate Diploma in Behavioural Science in most respects is identical to the fourth year Honours program, with the exception of the following:

- One extra unit must be taken: this unit is an advanced cognate elective and may come from another School or from Year 3 of the three year psychology sequence. In the case

of the latter, a Grade of 5 (65-74%) or above must be obtained. The Course Director must approve enrolment for each student.

- With respect to research coursework units, a choice of one of three units is allowed: Advanced Research Methods (identical to Honours), Qualitative Research (offered by the School of Nursing) or Qualitative Research (offered by the School of Business).
- The Research thesis units (37.5%) are worth 12 credit points less than the Honours research thesis units (50%), and consist of a supervised group project jointly for two to four students. There is a problem in meeting Standard 4.1.11: the student handbook on p.19 advises that: “The topic of research will be nominated by the supervisor, but the predictions, design and procedure will be decided by the group as a whole. Having said this, it is also possible for each group member to test predictions that are different from those made by other group member...”, and “The group will critically review the proposals [from students] leading to the formulation of common research hypotheses and a design”. Other parts of the research project seem to be more individually driven, though the early part clearly has too much scope for avoiding this part of the Standard. Hence, Standard 4.1.11 is not met fully and should be remediated.

There are two postgraduate professional degrees: Master of Clinical Psychology and Master of Psychology (Educational and Developmental). Each of the professional programs of study adheres to the scientist practitioner model. The Educational and Developmental program is run by staff of the AOU and the Faculty of Education but is essentially a part of Psychology with some staff from education dedicated to the program. However the staff teaching into the Educational and Developmental program were concerned about the viability of this program should a member of staff be no longer available to teach into it. APAC was reassured about this matter by the Head of School who had noted this concern, and had earmarked a new appointment in this area.

Teaching and some placements for these two degrees are conducted at the QUT Counselling and Psychology Clinic which is in a multipurpose clinical building which also includes a general medical practice and allied health training clinics. The Clinic has excellent interviewing and assessment/testing facilities including group, children's, and individual/couple interview and therapy rooms that have video recording and one way viewing facilities.

The Clinic accommodates other student health professionals usually undergraduates, and there are excellent opportunities for learning in a multidisciplinary context with colleagues from other professions including dietetics, exercise physiology and so on. The accommodation for the students on placement in this facility is limited and barely adequate, and there is a need for careful monitoring of the activities such as students' record keeping and report writing to ensure the confidentiality of patients' information. APAC strongly suggested that postgraduate psychology students working in the Clinic be provided with more space than at present in order to be able to sensibly fulfil their professional clinical responsibilities. Those who regulate the activities in this building should be made aware of the requirements placed on psychologists with regard to professional behaviour, that these postgraduate students have a registration status, and a responsibility to the Psychology Board of Australia.

The AOU has forged a unique relationship with a section of the Catholic Education system, the Caroline Chisholm Centre, which provides placement opportunities for the students in the Educational and Developmental program. The Co-director of the Caroline Chisholm Centre and the Externship Coordinator are responsible for organising school-based practicums and external practicums. There are two internal placements and two external placements each of 250 hours approximately. Internal placements take place in the Psychology and Counselling Clinic with an emphasis on a client base from the Catholic Education system. Later educational and developmental placements are in a range of settings including schools, disability agencies, hospitals, private agencies and private practice.

All relevant Standards are met for the Master of Clinical Psychology.

All relevant Standards are met for the Master of Psychology (Educational and Developmental).

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



APAC Accreditation Summary Checklist

for use with APAC Standards June 2010 Version 10

Name of Higher Education Provider: Queensland University of Technology

Date of Site Visit: 6-8 August 2014

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 Program 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 Program 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 Masters Program of Study (Clinical Psychology)	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 Masters Program of Study (Educational and Developmental)	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	✓		
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	5.4.1	✓		
Program of Study Structure	5.4.2-5	✓		
Coursework	5.3.9-10	✓		
Research	5.4.6-11	✓		
Practical Placements	5.3.17-30	✓		

Authorised:

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Chair, Australian Psychology Accreditation Council

Date: 10 November 2014