



James Cook University - APAC Accreditation Summary Report

Higher education provider	James Cook University
Name of the Psychology AOU	Psychology Academic Group, College of Healthcare Sciences
Standards version	Version 1.2, 1 January 2019
Purpose of assessment	Out of cycle assessment of a new program
Programs and level of study assessed	Graduate Diploma of Psychology (Bridging) (Level 1)
Campus	Online
Date of assessment	November 2019
Date of APAC Board determination	31 March 2020
Accreditation start date	1 January 2020
Accreditation end date	31 December 2020



Background and overview

This is a report of an Australian Psychology Accreditation Council (APAC) accreditation assessment made following an application by James Cook University for the accreditation of the Graduate Diploma of Psychology (Bridging) (Level 1) program in an out-of-cycle assessment. This assessment is in the form of an on-paper assessment based solely on the *Application Form for Accreditation*.

The following assessment of the program against the criteria is based on the documentation provided in the application. It is noted that some conditions are inevitable as evidence will not be available until the program has commenced, staff are in place, students are in the program and completed program requirements.



Key findings

Consideration of the impact of this program relative to other programs on staffing resources and moderation will need to be monitored. A number of Standards need further addressing and evidence to substantiate claims made.



APAC Board Determination

That James Cook University's **Graduate Diploma of Psychology (Bridging)** (Level 1) (Campus: Online) program is accredited from **1 January 2020** until **31 December 2020** subject to the following conditions:

By **30 November 2020**:

1. To ensure Standard 2 Academic governance and quality assurance, criterion 2.3 is met, the College must provide evidence to APAC that there is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students.
2. To ensure Standard 3 Program of Study, criterion 3.6 is met, the College must provide evidence to APAC that learning, and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed.
3. To ensure Standard 3 Program of Study, criterion 3.8 and Standard 5 Assessment, criterion 5.1 are met, the College must provide evidence to APAC that cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program, clearly articulated as a required learning outcome and appropriately assessed.
4. To ensure Standard 5 Assessment, criterion 5.2 is met, the College must provide evidence to APAC that there is a clear relationship between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.
5. To ensure Standard 5 Assessment, criterion 5.4 is met, the College must provide evidence to APAC that program management, coordination, and moderation procedures ensure consistent and appropriate assessment and feedback to students.

By **30 April 2021**

6. To ensure Standard 2 Academic governance and quality assurance, criterion 2.2 is met, the College must provide evidence to APAC that quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review, including external benchmarking where programs and assessments may be compared to those offered by other providers.



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
Domain 2: Academic governance and quality assurance	Standard Statement 2: Academic governance and quality assurance processes are effective
	Level 1 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
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
Domain 5: Assessment	Standard Statement 5: Assessment is fair, reliable and valid
	Level 1 Standard is substantially met