

# **Accreditation Standards for Psychology Programs**

Accreditation Standards for  
Psychology Programs

August 2017



Australian Psychology  
Accreditation Council

---

## CONTENTS

<b>Abbreviations</b> .....	1
<b>Introduction</b> .....	2
<b>Preamble</b> .....	5
<b>Application of the Standards</b> .....	6
<b>Accreditation Standards for Psychology Programs</b> .....	8
<b>Accreditation Standards: Graduate Competencies</b> .....	10
1. Foundational Competencies.....	10
2. Pre-professional Competencies.....	12
3. Professional Competencies.....	13
4. Professional Competencies for Specialised Areas of Practice.....	15
<b>Accreditation Standards: Glossary</b> .....	26
<b>References</b> .....	31
<b>Appendix 1:</b> Psychology Board of Australia requirements relevant to these Standards.....	36
<b>Appendix 2:</b> Pathways to registration as a psychologist.....	40



---

## ABBREVIATIONS

<b>AAC</b>	Accreditation Assessment Committee
<b>AHPRA</b>	Australian Health Practitioner Regulation Agency
<b>AIPEP</b>	Australian Indigenous Psychology Education Project
<b>AOU</b>	Academic organisational unit
<b>APAC</b>	Australian Psychology Accreditation Council Ltd
<b>APS</b>	Australian Psychological Society Ltd
<b>AQF</b>	Australian Qualifications Framework
<b>COAG</b>	Council of Australian Governments
<b>HESF</b>	Higher Education Standards Framework
<b>HEP</b>	Higher education provider
<b>IDCP</b>	International Declaration on Core Competences in Professional Psychology
<b>PsyBA</b>	Psychology Board of Australia
<b>TEQSA</b>	Tertiary Education Quality and Standards Agency



---

## INTRODUCING THE ACCREDITATION STANDARDS FOR PSYCHOLOGY PROGRAMS

The Australian Psychology Accreditation Council Limited (APAC) is an independent not-for-profit quality and standards organisation, appointed as the accrediting authority for the psychology profession in Australia under Section 43 of the *Health Practitioner Regulation National Law Act 2009* as enacted in each state and territory of Australia (the National Law).

APAC's main functions include:

- developing standards for the education and training of psychologists for approval by the Psychology Board of Australia (PsyBA)
- assessing education providers and the programs of study they offer to determine whether they meet the Approved Accreditation Standards
- monitoring accredited education providers and their programs of study to ensure they continue to meet the Approved Accreditation Standards
- assessing, accrediting and examining authorities in other countries, in cooperation with the PsyBA, to determine if graduates of the authorities' examinations or accredited programs of study have the knowledge, skills and professional attributes necessary to practise the profession in Australia
- supporting education providers in developing and maintaining high-quality programs of education and training in psychology
- advising and consulting to the PsyBA, governments and other bodies on matters of education and training relevant to the psychology profession and discipline.

More information about APAC, its services and the process of APAC accreditation is available at:

[www.psychologycouncil.org.au](http://www.psychologycouncil.org.au)

Under the National Law, APAC is required to ensure that accreditation standards are contemporary and relevant; therefore, the standards are reviewed regularly. The current version of the standards dates from 2010.

In undertaking a review, APAC must ensure that changes are made in accordance with good regulatory practice, and must follow the relevant Guidelines set out by the Australian Health Practitioner Regulation Agency (AHPRA), in particular that there be wide-ranging consultation and ample opportunity for stakeholders to provide input into the standards. In addition, relevant statutory requirements must be met, standards must be fit for purpose and consistent with local and international best practice.

*(See: Procedures for the development of accreditation standards, AHPRA 2014)*

APAC's mission is to protect the public by conducting accreditation activities that ensure that graduates of accredited programs receive high-quality education and are well equipped to employ their psychological knowledge and skills in the community. This includes, where relevant, graduates being sufficiently qualified and competent to meet the registration requirements of the Psychology Board of Australia.



---

The overall goals of APAC's review of the 2010 version of the Standards were to replace them with new accreditation standards that:

- meet the requirements for the development of accreditation standards as required by the National Law; and
- take account of relevant regulatory changes in the education sector, such as the Australian Qualifications Framework (AQF) 2013, the Higher Education Standards Framework (HESF) 2015, other health professions' accreditation standards, and the threshold learning and teaching academic standards for health, medicine and veterinary science; and
- reflect contemporary views on measuring quality in education, in particular in relation to assessing outcomes rather than simply accounting for inputs.

The development of new accreditation standards was conducted in line with the goals of the review, and in particular referenced:

- the objectives and principles of the National Law
- the *Procedures for the development of accreditation standards* as established under the National Law
- the *Quality Framework for the Accreditation Function*, the principal reference document for national boards to assess the work of accreditation authorities
- the Council of Australian Governments (COAG)'s *Principles for Best Practice Regulation*
- Principles for the development of accreditation standards developed by the Health Professions Accreditation Councils' Forum
- Australian Indigenous Psychology Education Project (AIPEP) Curriculum Framework
- AIPEP Workforce Capabilities Framework.

## INNOVATIONS

Since 2012, a number of other health and care sector accreditation standards have been approved, both in Australia and overseas, that have public safety at their core, which aligns with the National Law's objective of protecting the public. The first domain in our new standards relates to this objective.

In addition, the new standards will for the first time cover programs leading to professional competencies for specialised areas of practice.

In keeping with contemporary practice, our approach to assessing standards will move from a focus on inputs to a focus on outcomes, supported by a number of key inputs; we hope this change will allow providers more flexibility in structuring programs, and allow for innovative and effective approaches to learning and teaching. APAC's focus on assessing standards primarily with regard to outcomes may see fewer inputs in future revisions of the standards.



---

## **AUSTRALIAN INDIGENOUS PSYCHOLOGY EDUCATION PROJECT**

APAC has recently become a co-signatory to a Statement of Commitment in relation to the advancement of the work of AIPEP ([www.indigenouslypsyched.org.au](http://www.indigenouslypsyched.org.au)) and its recently developed frameworks. These frameworks are designed to provide for better education in cultural awareness and responsiveness in the higher education and training of the psychology workforce, and to increase the number of Aboriginal and Torres Strait Islander people in the psychology workforce. To this end, these standards reference Aboriginal and Torres Strait Islander people specifically at a number of points.



---

## PREAMBLE

### ACCREDITATION STANDARDS

#### THE ACCREDITATION STANDARDS FOR PSYCHOLOGY PROGRAMS COMPRISE:

- (i) Accreditation Standards for Psychology Programs
- (ii) Accreditation Standards: Graduate Competencies
- (iii) Accreditation Standards: Glossary

#### ASSOCIATED DOCUMENTATION:

- (1) Evidence Guide
- (2) Accreditation Rules, including rules for a transition period (to be completed after the Standards are approved)

The *Accreditation Standards for Psychology Programs* are a revision of the 2010 Standards, updated in light of a) requirements under the National Law for regular review of Standards; b) the revised Australian Qualifications Framework 2013 and the Higher Education Standards Framework 2015, both initially implemented in 2011; and c) international developments in competencies for psychology as a discipline, particularly as they relate to requirements for practice.

The purpose of the *Accreditation Standards for Psychology Programs* is for the accreditation of programs of study. After accreditation has been granted, the PsyBA assesses the programs for the purpose of approving them under the National Law.

The Accreditation Standards are also approved under the National Law by the PsyBA. They are used by APAC assessors to accredit providers' programs and by providers in preparing for an accreditation.

The Standards support the scientist-practitioner model of learning used by the profession, and are designed to ensure students acquire the knowledge, skills and attributes required to practise psychology competently and safely.

The graduate competencies are the key reference point in the Standards and document the competencies that graduates must have at each exit point. The graduate competencies map comprehensively against existing international and national competencies, including the International Declaration on Core Competence in Professional Psychology (IDCP), the PsyBA's national psychology examination curriculum and internship competencies, and the Australian National Practice Standards for the Mental Health Workforce.

The associated *Evidence Guide* documents the evidence required to demonstrate compliance with the Standards at the applicable competency level.



APAC accreditation of programs of study is premised on the provider being a registered university with program self-accreditation status or a registered higher education provider (HEP) whose programs are accredited by the Tertiary Education Quality and Standards Agency (TEQSA). Furthermore, APAC accreditation assumes ongoing compliance with the HESF for the accreditation and delivery of programs of study, including meeting the requirements of the AQF. Higher education programs at all levels of the AQF accredited by APAC (AQF levels 7 to 10) must demonstrate the breadth and depth of knowledge, skills and application, volume of learning and research as stipulated in the AQF.

The Standards are designed for accreditation of programs of study for pathways to practice as a registered psychologist (see *Pathways to Registration* at Appendix 2), rather than as a research pathway; however, this does not detract from programs of study in research as an important component of psychology education.

Graduates of APAC accredited programs may apply to the PsyBA for provisional or general registration or for endorsement of their registration as being qualified in an approved area or areas of practice subject to any additional PsyBA requirements.

The PsyBA's requirements for provisional and general registration may need to be included in programs of study in addition to the requirements of APAC accreditation. It is the responsibility of HEPs to take this into account in the development of their programs in psychology before seeking APAC accreditation. See Appendix 1.

## APPLICATION OF THE STANDARDS

The *Accreditation Standards for Psychology Programs* (Standards) and the *Accreditation Standards: Graduate Competencies* (Graduate Competencies) are applied as follows.

1. The Standards set out the minimum requirements to be met in order to deliver psychology programs suitable for safe practice of the profession. A Standard is met when each and every criterion within that domain is met.
2. All levels of graduate competencies are delivered within a HEP's broader educational framework.
3. The Standards are applied in relation to the graduate competencies; that is, the program must ensure that graduates achieve the graduate competencies at the level for which the program is designed. The competencies are based upon best practice international and national curricula, including the PsyBA National Examination curriculum.
4. Graduate competency levels represent a progression through increasing levels of competence:
  - 4.1 Foundational competencies (Level 1) are broadly equivalent to the level of competence of a Bachelor Degree, and may be incorporated into a Bachelor Degree designed specifically for psychology, or as a psychology sequence in a Bachelor Degree for another discipline, or as a psychology sequence in a higher level psychology qualification intended as a bridge for students holding a qualification in another discipline.
  - 4.2 Pre-professional competencies (Level 2) are broadly equivalent to the level of competence of a Bachelor Honours Degree, either as a stand-alone qualification or integrated with a lower or higher level qualification, or an equivalent level qualification.





- 
- 4.3 Professional competencies (Level 3) are broadly equivalent to the level of competence of a Masters Degree.
  - 4.4 Professional competencies for specialised areas of practice (Level 4) may be offered at either Masters or Doctoral Degree level. In a Doctoral Degree, the level of complexity will in part be determined by the number of areas of practice packaged in the program.
  - 4.5 Professional competencies for specialised areas of practice may also be offered as a sequence of study in any postgraduate qualification in psychology to enable students to gain graduate competencies in areas of practice.
  - 4.6 If a Masters Degree (Coursework) is delivered in combination with a Doctoral Degree, the components of the program including coursework and placements align with at least a Masters Degree.
  5. The Standards do not stipulate how a provider may package programs of study for the achievement of the graduate competencies at the different levels, and any combination of graduate competency levels may be packaged. For example, a Bachelor Degree and Bachelor Honours Degree may be offered as a package to achieve graduate competency Levels 1 and 2, or a Bachelor Honours Degree and a Masters Degree may be offered as a package to achieve competency Levels 2 and 3, or a Masters Degree may be designed to achieve both graduate competency Levels 3 and 4 within one qualification. However, the design of such a program must allow for the different levels of graduate competencies to be built sequentially.
    - 5.1 Commencement of successive levels assumes acquired competence at previous levels.
    - 5.2 If a program of study is packaged to enable students to achieve two levels of graduate competencies, for example a Bachelor Honours Degree and a Masters Degree (graduate competency Levels 2 and 3), the program must be structured so that the graduate competencies are progressively acquired, with the higher level graduate competencies building on the lower level graduate competencies.

## ACCREDITATION STANDARDS FOR PSYCHOLOGY PROGRAMS

Standard Statement	Criteria
<b>1. Domain: Public Safety</b>	
1. Public safety is assured	<p>1.1 Protection of the public is prominent amongst the guiding principles of each program of study in psychology.</p> <p>1.2 The education provider holds students and staff to high levels of ethical and professional conduct including in relation to applicable code(s) of conduct for the psychology profession.</p> <p>1.3 Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely.</p> <p>1.4 The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and processes and meet all relevant regulations and standards.</p> <p>1.5 Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.</p> <p>1.6 Before providing psychological services as part of a program, students:</p> <ul style="list-style-type: none"> <li>i. Are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement.</li> <li>ii. Where required under the National Law, hold the appropriate registration with the relevant regulatory authority.</li> </ul> <p>1.7 Staff are appropriately qualified for teaching, supervision and administrative duties at each level.</p> <p>1.8 Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely.</p> <p>1.9 Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level.</p> <p>1.10 Placement supervision is sufficient to enable students to practise safely.</p>
<b>2. Domain: Academic Governance and Quality Assurance</b>	
2. Academic governance and quality assurance processes are effective.	<p>2.1 Robust academic governance arrangements that include systematic monitoring, review and improvement are in place for the programs.</p> <p>2.2 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.</p> <p>2.3 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.</p> <p>2.4 Mechanisms exist for responding within each program to contemporary developments in psychology education and related disciplines.</p> <p>2.5 The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and professional development.</p>



3. Domain: Program of Study	
3. Program of study design, delivery and resourcing enable students to achieve the required graduate competencies.	3.1 Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery.
	3.2 Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning.
	3.3 Teaching staff are appropriately qualified, experienced and supported by the HEP to deliver the components of the programs they teach.
	3.4 All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies.
	3.5 All programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities.
	3.6 Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed.
	3.7 The quality and quantity of professional practice education is sufficient to produce graduates competent to practise across a range of settings.
	3.8 Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a required learning outcome.
	3.9 The application of the principles of inter-professional learning and practice is included as a required learning outcome at the appropriate level in the program.
4. Domain: the Student Experience	
4. Students are provided with equitable and timely access to information and support.	4.1 Information about learning and assessment processes and requirements is accurate, clear and accessible.
	4.2 Admission and progression requirements and processes are fair, transparent and equitable.
	4.3 Each program's APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited.
	4.4 The academic learning needs of students are identified and academic support provided.
	4.5 Students are informed of the availability of personal and professional support services, and are equipped with skills to adequately maintain their own well-being.
	4.6 Equity and diversity principles are observed and promoted in the student experience.
	4.7 Students have access to effective grievance and appeals processes.
5. Domain: Assessment	
5. Assessment is fair, reliable and valid	5.1 The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s).
	5.2 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.
	5.3 Multiple assessment tools, modes and techniques are used to assess program learning outcomes, and include where relevant direct observation in professional practice settings.
	5.4 Program management, coordination, and moderation procedures ensure consistent and appropriate assessment and feedback to students.
	5.5 Assessors of students are suitably qualified and experienced.

---

## ACCREDITATION STANDARDS: GRADUATE COMPETENCIES

An APAC-accredited program must enable graduates to achieve the graduate competencies at the levels specified below.

Programs may include more than one set of graduate competencies. Entry to a program generally requires successful achievement of the graduate competencies from the preceding levels, but providers may offer programs which offer contiguous levels as a package; i.e., on completion, the graduate will have achieved both graduate competency levels.

### 1. FOUNDATIONAL COMPETENCIES

#### PURPOSE

Graduates at this level have broad and coherent knowledge and skills in the scientific discipline of psychology.

Programs for foundational competencies typically comprise an APAC-accredited sequence in psychology either as part of a 3-year program leading to a Bachelor Degree or as an equivalent stand-alone sequence of psychology units combined with a Bachelor Degree in a different discipline.

#### ENTRY PATHWAYS

Entry requirements for a program of study leading to a Bachelor Degree are the responsibility of, and at the discretion of, the HEP).

Graduates holding a Bachelor Degree or higher qualification in any other discipline may undertake an APAC-accredited sequence in psychology.

#### GRADUATES WILL BE ABLE TO:

- 1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
  - i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
  - ii. individual differences in capacity, behaviour and personality
  - iii. psychological health and well-being
  - iv. psychological disorders and evidence-based interventions
  - v. learning and memory
  - vi. cognition, language and perception
  - vii. motivation and emotion
  - viii. neuroscience and the biological bases of behaviour



- ix. lifespan developmental psychology
  - x. social psychology
  - xi. culturally appropriate psychological assessment and measurement
  - xii. research methods and statistics.
- 1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
  - 1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
  - 1.4 Demonstrate an understanding of appropriate values and ethics in psychology.
  - 1.5 Demonstrate interpersonal skills and teamwork.
  - 1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.



---

## 2. PRE-PROFESSIONAL COMPETENCIES

### PURPOSE

Graduates of programs at this level have basic knowledge and skills in the professional practice of psychology and the independent conduct and evaluation of scientific research.

Programs for pre-professional competencies are typically a Bachelor Honours Degree or Graduate Diploma (if the graduate competencies in research can be met).

### ENTRY REQUIREMENTS

Entry to a program of study leading to the acquisition of pre-professional competencies requires successful completion of an APAC-accredited qualification that achieves foundational graduate competencies. The program could be a Bachelor Degree in psychology, or a Bachelor Degree in any discipline plus an APAC-accredited sequence in psychology, or a qualification obtained from an overseas education institution that has been assessed as comparable to an APAC-accredited qualification in psychology or an APAC-accredited sequence in psychology.

Taking into account broad diversity, and consistent with current relevant legal frameworks and codes of ethical practice, graduates apply psychological knowledge to competently and ethically:

- 2.1 Demonstrate successful (prior or concurrent) achievement of foundational competencies.
- 2.2 Demonstrate appropriate interpersonal communication and interview skills in situations appropriate to psychological practice and research. This includes active listening, clarifying and reflecting, effective questioning, summarising and paraphrasing, developing rapport, appropriate cultural responsiveness and empathic responding.
- 2.3 Demonstrate basic assessment strategies in situations appropriate to psychological practice and knowledge of psychometric theory and principles of the construction, cultural considerations, implementation and interpretation of some of the more widely used standardised psychological test instruments.
- 2.4 Explain how basic psychological intervention strategies can be applied across a range of contexts.
- 2.5 Investigate a substantive individual research question relevant to the discipline of psychology.



---

### 3. PROFESSIONAL COMPETENCIES

#### PURPOSE

Graduates of programs at this level will have advanced knowledge and skills for professional practice and research in psychology.

Programs for professional competencies are typically a Masters Degree.

#### ENTRY PATHWAYS

Entry to the program requires successful completion of an APAC-accredited qualification that achieves at least foundational competencies. This could be an Australian qualification or an equivalent qualification from an overseas education institution that has been assessed as comparable by the PsyBA when assessing individual applicants for registration.\*

Entry to the program also requires applicants to demonstrate suitability for the program through an assessment interview or other assessment processes, as decided by the HEP.

Because programs at this level include a component of direct client activities, all students enrolled in the program are required to be provisionally registered as a psychologist on commencement of the course.\*

#### PRACTICE PLACEMENTS

Achievement of the professional graduate competencies for specialised areas of practice is through a combined program of study and practice placement, with the latter designed to integrate theory and practice in an appropriate professional environment to prepare graduates to provide safe quality client care and service.

Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically:

- 3.1 Demonstrate successful (prior or concurrent) achievement of pre-professional competencies.
- 3.2 Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
- 3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
- 3.4 Perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
- 3.5 Identify psychological disorders using a recognised taxonomy.
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk.

---

\* See PsyBA requirements Appendix 1



- 
- 3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within their wider context.
  - 3.8 Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
  - 3.9 Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.
  - 3.10 Demonstrate respect for the skills and contribution of other professionals.
  - 3.11 Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
  - 3.12 Operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
  - 3.13 Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
  - 3.14 Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
  - 3.15 Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
  - 3.16 Critically evaluate contemporary scientific literature to inform practice.
  - 3.17 Investigate a substantive individual research question relevant to the discipline of psychology.





---

## 4. PROFESSIONAL COMPETENCIES FOR SPECIALISED AREAS OF PRACTICE

### PURPOSE

The acquisition of graduate competencies in the advanced knowledge and skills relevant to the endorsed areas of practice within the field (e.g. Counselling Psychology, Health Psychology).

Graduates of programs at this level have advanced knowledge and skills for professional practice in psychology, as well as specialised knowledge and skills in at least one area of practice in psychology.

Programs for professional competencies for specialised areas of practice are typically a Masters Degree or a Doctoral Degree.

A program at this level may be delivered as a stand-alone program, with graduates achieving the professional competencies for specialised areas of practice.

A program may also be delivered as a packaged program, with graduates achieving the professional competencies both for specialised areas of practice and for general registration, within the one program. If the graduate competencies are packaged into a program of study in this way, the program will be designed to allow for the acquisition of the lower level graduate competencies to form the foundation for building the higher level graduate competencies.

### ENTRY PATHWAYS

As a general principle, entry to the program for professional competencies for specialised areas of practice requires completion of an APAC-accredited qualification that achieves foundational competencies, pre-professional competencies and professional competencies or a qualification obtained from an overseas education institution that has been assessed as comparable by an appropriate authority.

Because the programs at this level include a component of direct client activities, all students need to be provisionally or generally registered as a psychologist on commencement of the course.\*

### PRACTICE PLACEMENTS

Achievement of the professional graduate competencies for specialised areas of practice is through a combined program of study and practice placement, with the latter designed to integrate theory and practice in an appropriate professional environment to prepare graduates to provide safe quality client care and service.

During placements the provision of safe, high-quality client care and service is always the primary consideration. It is recognised that a practice placement may be conducted in a number of locations and settings.

### STAND-ALONE AREA OF PRACTICE QUALIFICATION

Entry to the program for applicants who have not achieved professional competencies through a Masters Degree or equivalent program offered by a HEP requires a minimum of 12 months' practice as a registered psychologist with no conditions on their registration.

---

\* See PsyBA requirements Appendix 1

In addition, entry to the program requires all applicants to demonstrate achievement of Level 3 Professional Competencies in the course of an assessment of personal and professional suitability and evaluation of prior learning. At least one of the assessors in the assessment process must hold the area of practice endorsement relevant to the program which the applicant wishes to complete.

### Content of programs – general

The discipline area of each specialised area of practice encompasses: (i) knowledge of the relevant current theories, principles, approaches, and practices of that domain of professional psychology, informed by a research evidence base; (ii) knowledge of the system within which the relevant area of practice is undertaken; (iii) knowledge of the requirements of regulatory and statutory authorities; and (iv) competence in the evaluation and application of research.

Assessment of professional competencies for specialised areas of practice need to distinguish between Masters and Doctoral programs, with respect to breadth and depth of learning outcomes.

## 4.1 CLINICAL NEUROPSYCHOLOGY

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.1.1** Apply advanced psychological knowledge of the following to their practice in clinical neuropsychology:

- i. neurobiological structure and function of the central nervous system, including cerebral architecture and localisation of function
- ii. knowledge of neuroscience principles, specifically cognitive neuroscience as it relates to theoretical models of cognition and neurobiology
- iii. brain–behaviour relationships
- iv. neuropathology (including its diagnosis and symptomatology), both systemic and acquired, including familiarity with current neuroclinical investigations
- v. neuropsychological and neurodevelopmental underpinnings of cognition, behaviour, emotions, and social and interpersonal functioning, including overlap with neuropsychiatric syndromes
- vi. known factors and theories of aetiology, progression and/or recovery from neuropathological and neuropsychological disorders and syndromes, including those arising from systemic/medical illnesses and their sequelae, including incidence, prevalence, risk, protective and maintenance factors, such as the biological impact of abuse and trauma on brain development and function and their overlap with neuropsychiatric features
- vii. psychopharmacology, particularly as it relates to neuropsychological and neuropsychiatric disorders.



---

**4.1.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of clinical neuropsychology, including:

- i. evaluation of neuropathological and neuropsychological disorders, with reference to relevant international taxonomies of classification
- ii. application of psychological and neuropsychological tests of cognition, with understanding of their psychometric underpinnings and the underlying or associated cognitive and behavioural process
- iii. assessment and diagnosis of neuropsychological disorders using appropriate methodologies, including neuropsychological testing instruments, symptom and performance validity measures, neurobehavioural observations, measures of functionality and collateral information from multiple sources.

**4.1.3** Apply advanced neuropsychological and psychological knowledge to culturally responsive interventions in the area of clinical neuropsychology, including:

- i. selection, tailoring and implementation of psychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation
- ii. consultation with and referral to other professionals regarding the neuropsychological implications of neurological and neuropsychiatric symptoms and disorders in a wider treatment context
- iii. psychological interventions appropriate to the behavioural and cognitive dysfunctions associated with neuropathology.

## **4.2 CLINICAL PSYCHOLOGY**

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.2.1** Apply advanced psychological knowledge of the following to their practice in clinical psychology:

- i. psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of psychological disorders, including incidence, prevalence and predisposing, risk, protective and maintenance factors
- ii. both developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan
- iii. psychopathology and relevant international taxonomies of classification of psychological disorders, including severe, complex and chronic mental illness
- iv. psychopharmacology, particularly as it relates to complex psychological disorders.

---

**4.2.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including:

- i. evaluation of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate to severe level and complexity
- ii. use of assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client
- iii. integration, interpretation, and synthesis of clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention
- iv. evaluation of symptom reduction, therapeutic outcomes, the therapeutic alliance and client progress throughout therapy.

**4.2.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including:

- i. selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation, whether individuals, dyads or carers/dependents
- ii. monitoring of outcomes and modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context
- iii. consultation and collaboration with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations
- iv. evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities such as e-health approaches.

## 4.3 COMMUNITY PSYCHOLOGY

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.3.1** Apply advanced psychological knowledge of the following to their practice in community psychology:

- i. fundamental concepts of ecology, including notions of prevention in both social and political contexts
- ii. community need and empowerment, acknowledging aspects such as diversity, community involvement and power relationships
- iii. critical theories, including constructionalism, feminism, decolonisation, conflict resolution and critical reflective practice
- iv. principles of and research findings in all areas of community psychology.



---

**4.3.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of community psychology, including:

- i. assessment of community needs that include evaluation and research drawing on critical theory
- ii. assessment of community indicators of well-being and dysfunction, including stress, coping, social support, quality of life and the psychological sense of community.

**4.3.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of community psychology, including:

- i. selection, design and implementation of community-based interventions appropriate for the community at micro-, meso- and macro-system levels
- ii. consultation and collaboration with communities, as well as other professionals and professional bodies, regarding assessment and interventions for policy development and change
- iii. design and development of participatory action research
- iv. evaluation of multi-level systems and programs.

## **4.4 COUNSELLING PSYCHOLOGY**

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.4.1** Apply advanced psychological knowledge of the following to their practice in counselling psychology:

- i. diverse theoretical and philosophical bases which underpin practice, including the scientist-practitioner model and the central position of the working alliance
- ii. advanced knowledge of the assessment, formulation, diagnosis and treatment of a wide range of psychological problems and mental health disorders
- iii. the importance of evidence-based research as applied to psychotherapy process and outcome
- iv. knowledge of psychopathology and psychopharmacology
- v. knowledge of evidence-based therapies for individuals, couples, families and groups.

**4.4.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of counselling psychology, including:

- i. evaluation and diagnosis of psychological factors related to functioning, psychological problems and mental health disorders with reference to relevant international taxonomies including Diagnostic and Statistical Manual of Mental Disorders, and International Classification of Diseases



- 
- ii. assessment of a wide range of psychological problems and mental health disorders using empirically valid and reliable tools and processes including psychometric tests, behavioural observations and structured and unstructured interviews
  - iii. integration of assessment data to guide formulation, diagnosis, and treatment planning and to evaluate client progress.

**4.4.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of counselling psychology, including:

- i. design, implementation, monitoring and ongoing assessment of evidence-based interventions for individuals, couples, families and groups
- ii. formulation and intervention planning specific to case and context, inclusive of high prevalence, chronic, complex and severe mental health disorders
- iii. development of tailored psychotherapies integrating multiple dimensions of case formulation beyond diagnostic variables, such as socio-cultural factors, personal context, client treatment preferences and a recognition of strengths and resources at all levels of functioning
- iv. establishment and monitoring evidence-based therapy relationships including maintaining the therapeutic alliance.

## **4.5 EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY**

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.5.1** Apply advanced psychological knowledge of the following to their practice in educational and developmental psychology:

- i. child, adolescent and adult development and transitions, including normal and abnormal processes
- ii. principles and models for the learning process, how to identify barriers to learning and means of addressing impediments
- iii. processes and content of curricula in educational and learning settings that are required to enable the provision of appropriate and effective interventions and programs
- iv. approaches to prevention of learning, behavioural and social-emotional difficulties
- v. family, social and community systems across the lifespan.

**4.5.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of educational and developmental psychology, including:

- i. evaluation of individual differences in cognitive functioning across the lifespan, including appropriate intellectual testing



- 
- ii. assessment of educational achievement to establish levels of functioning, and, as part of broader assessment and diagnosis, to provide recommendations for remediation
  - iii. assessment of the individual's adaptive functioning and personality development, including measures of social skills, language, interpersonal communication and functional performance, as well as vulnerabilities and strengths for resilience
  - iv. evaluation and diagnosis of behavioural problems by multiple means, including questionnaires, validated assessment tools, reports, observations and screening for mental health disorders
  - v. use of instruments for career choices and work choices.

**4.5.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of educational and developmental psychology including:

- i. design and management of programs for individuals with learning difficulties and other developmental problems, including setting goals, monitoring progress and making evidence-based recommendations
- ii. provision of programs and support for individuals, their parents, guardians, teachers and others, in building well-being, positive characteristics and resilience for overcoming vulnerabilities of personality and adjustment
- iii. development and implementation of behavioural interventions appropriate for those with behavioural and emotional problems, including setting goals and monitoring progress
- iv. provision of counselling, coaching and guidance services to address developmental difficulties with relationships, personal adjustment and social problems
- v. consultation and collaboration with third parties, such as teachers, to build capacity to achieve social, economic, health and educational outcomes
- vi. systemic changes to policy and institutional processes in educational organisations, including professional development for fellow professionals and parents/carers.

## **4.6 FORENSIC PSYCHOLOGY**

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.6.1** Apply advanced psychological knowledge of the following to their practice in forensic psychology:

- i. contemporary legal and justice systems (including family, criminal, civil and administrative law proceedings) and the role of the forensic psychologist within the legal and justice systems in Australia
- ii. psychological and legal theory relevant to justice, such as alternative dispute resolution, restorative justice and therapeutic jurisprudence



- iii. psychological theories and research findings pertaining to involvement of individuals with legal processes, procedures and proceedings
- iv. the role of the psychologist within a range of forensic settings.

**4.6.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of forensic psychology including:

- i. assessment of individuals involved in the legal and justice system using appropriate and various methodologies, including psychological testing, investigative interviewing, behavioural observations, risk assessment, measures of functionality and collateral information from multiple sources
- ii. evaluation of malingering and impression management within a forensic context.

**4.6.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of forensic psychology including:

- i. selection, tailoring and implementation of psychological interventions appropriate for individuals or communities engaged with, affected by, or vulnerable to involvement in, legal proceedings
- ii. dispute resolution using evidence-based mediation and other dispute resolution strategies
- iii. consultation and collaboration with and referral to other professionals regarding the psychological implications of forensic psychological issues for individuals.

## **4.7 HEALTH PSYCHOLOGY**

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.7.1** Apply advanced psychological knowledge of the following to their practice in health psychology:

- i. biopsychosocial paradigms of health and illness, with emphasis on bi-directional interactions between biological, psychosocial and social determinants of health
- ii. theories of aetiology, progression and recovery from psychological disorders associated with health issues
- iii. theories of adjustment and psychological understandings of adherence to treatment programs for chronic health problems
- iv. models of health behaviours and behavioural change, health and illness perceptions, beliefs and attitudes at micro- and macro-system levels
- v. social and cognitive psychology of health behaviours for individual and population contexts.





---

**4.7.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of health psychology, including:

- i. assessment of mental health conditions and risk factors in the context of physical illness, particularly in chronic disease, using multiple methods (including psychometric assessments, interviews and reports) as a basis for case formulation for both individual and systems-wide disorders
- ii. assessment using population health, public health and health services research approaches and methodologies, particularly in the context of the co-occurrence of physical and mental health conditions.

**4.7.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of health psychology, including:

- i. design and implementation of psychological interventions appropriate for individuals' physical health and well-being, including relevant interventions for management of illness
- ii. selection, design and implementation of population-based psychological interventions, including campaigns, marketing and promotion, in response to national and local government/institutional policy and recognised international standards
- iii. working in interdisciplinary teams or with other professions to promote health on individual, group or population levels
- iv. evaluation of individual, group and community programs designed to promote health and well-being, and to prevent illness.

## **4.8 ORGANISATIONAL PSYCHOLOGY**

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.8.1** Apply advanced psychological knowledge of the following to their practice in organisational psychology:

- i. psychological theories and research relevant to the successful functioning of organisations and individuals within organisations
- ii. organisational paradigms of workplace and workforce performance, including:
  - psychological assessments at the level of the individual, group and organisation
  - individual and organisational performance
  - training for individuals and groups
  - career and performance counselling and coaching
  - organisational culture change and development



- occupational health, safety and well-being
  - human resource management
  - recruitment and selection
  - organisational systems and design
  - human factors and workplace safety
- iii. social, political and economic contextual factors that influence workplace design, workforce performance and workforce well-being.

**4.8.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of organisational psychology, including:

- i. assessment of the psychological functioning of organisations and individuals within organisations using appropriate methodologies, including psychological testing instruments, behavioural observations, job analysis, worker recruitment, selection, motivation and well-being, work performance and career development, and collateral information from multiple sources.

**4.8.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of organisational psychology, including:

- i. selection, design and implementation of psychological or structural interventions appropriate for the organisation or individual
- ii. consultation and collaboration with and referral to other professionals regarding the psychological implications of workplace functioning for workers within the context of the organisation.

## 4.9 SPORT AND EXERCISE PSYCHOLOGY

**Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:**

**4.9.1** Apply advanced psychological knowledge of the following to their practice in sport and exercise psychology:

- i. psychological factors that underpin sport and exercise performance, including motivation, self-determination, personal development and well-being, and resilience
- ii. sports medicine and science, including exercise physiology, biomechanics, motor learning and control, nutrition and eating behaviour, and sports injuries and recovery
- iii. cultural features of various sports and special areas, such as disability in sport, group dynamics and team culture.



- 4.9.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of sport and exercise psychology, including:
- i. assessment of psychological aspects of sport and exercise performance using appropriate methodologies, including: tests of sport and exercise performance; behavioural observations; measures of skills of individuals and teams in sport; measures of sport and exercise perceptions; beliefs and attitudes; psychophysiological assessments; and collateral information from multiple sources and situations
  - ii. evaluation of psychological factors and skills related to sport and exercise performance, including imagery, self-confidence, goal-setting, performance reviews and critical self-reflection.
- 4.9.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of sport and exercise psychology, including:
- i. design and implementation of sport and exercise interventions appropriate for the individual or group within their wider context
  - ii. consultation and collaboration with other professionals regarding sport and exercise participation and performance.

## ACCREDITATION STANDARDS: GLOSSARY

<b>Academic organisational unit (AOU)</b>	An academic organisational unit (AOU) is a department or school, or other separately identifiable academic organisational unit of a higher education provider (HEP) (e.g. a discipline unit). The AOU provides tertiary education and is responsible for the psychology programs therein.
<b>Academic staff</b>	Academic staff means all teaching and research staff who contribute to the programs in psychology and includes ongoing, contract and casual teaching staff.
<b>Accreditation application</b>	Detailed information relating to the standards provided by an education provider to APAC prior to the commencement of the accreditation or re-accreditation process.
<b>APAC Accreditation Assessment Committee</b>	The APAC Accreditation Assessment Committee (AAC) is a committee of experienced and certified accreditation assessors who provide expert accreditation assessments, reports and recommendations, and assessment advice to the APAC Board. The committee operates under APAC's authority, with accreditation assessment processes being coordinated by APAC office staff. Assessment reports and accompanying recommendations are scrutinised by the AAC, and APAC staff, before being considered by the APAC Board, which is responsible for final accreditation decisions.
<b>APAC assessment team</b>	An expert team, assembled by APAC, whose primary function is to analyse and evaluate the evidence for each provider's psychology programs against the Accreditation Standards for Psychology Programs.
<b>Area of practice endorsement</b>	<p>Endorsement of a psychologist's registration is a legal mechanism under the National Law to identify practitioners who have an additional qualification and advanced supervised practice recognised by the PsyBA.</p> <p>In Australia, all psychologists are registered on a single register, which includes notation of area of practice endorsements. To be eligible to apply for an area of practice endorsement, a psychologist must have advanced training (an accredited qualification in the area of practice followed by a period of supervised practice in that area) over the requirements for general registration.</p> <p>The following area of practice endorsements are available for psychologists:</p> <ul style="list-style-type: none"> <li>• Clinical Neuropsychology</li> <li>• Clinical Psychology</li> <li>• Community Psychology</li> <li>• Counselling Psychology</li> <li>• Educational and Developmental Psychology</li> <li>• Forensic Psychology</li> <li>• Health Psychology</li> <li>• Organisational Psychology</li> <li>• Sport and Exercise Psychology</li> </ul>
<b>Assessment matrix</b>	A document that outlines program learning, teaching and assessment design and processes and clearly demonstrates the link between learning outcomes and what is assessed. Note: the terms assessment blueprint or summary and assessment sampling framework are also in use by education providers. <sup>1</sup>
<b>Assessor</b>	A certified accreditation assessor appointed by APAC to make assessments of applications for accreditation.



<b>Australian Indigenous Psychology Education Project (AIPEP)</b>	The Australian Indigenous Psychology Education Project (AIPEP) focuses specifically on how psychology training can develop a more culturally aware and culturally responsive mental health workforce, and how the numbers of Aboriginal and Torres Strait Islander psychologists can be increased through recruitment, retention and graduation from both undergraduate and postgraduate programs.
<b>Australian Psychological Society (APS)</b>	The Australian Psychological Society Limited (APS) is a professional organisation for psychologists in Australia.
<b>Australian Psychology Accreditation Council Limited (APAC)</b>	The Australian Psychology Accreditation Council Limited (APAC) is an independent quality and standards organisation appointed under the Health Practitioner Regulation National Law Act 2009 (the National Law) as the accrediting authority for the education and training of psychologists in Australia.
<b>Australian Skills Qualifications Authority (ASQA)</b>	The Australian Skills Qualifications Authority (ASQA) is the national regulator for Australia's vocational education and training sector.
<b>Benchmarking</b>	Defined by TEQSA as a structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice. <sup>2</sup>
<b>Client</b>	Client includes individuals, groups and/or organisations that are provided with services by a psychologist or a provisional psychologist.
<b>Client-related activities</b>	Client-related activities support students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and are distinct from direct client activities (though supportive of it). Client-related activities may include the following activities: phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provision to clients; file review; report writing; team reporting and meetings where the student reports to the team to advise of client progress; delivery of psychoeducational content to service providers/organisation; completing log books and assessment tasks for the placement; supervision; professional development activities; travel with regard to client sessions. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote interns.
<b>Direct client activities</b>	Direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and may include the following activities directly in support of client-focused assessment or intervention: phone calls with clients; face-to-face contact with clients (including e-health modes of delivery); and meetings where the student reports to the team/organisation (e.g. in the context of a nursing home, an employee assistance program), if the team/organisation will enact interventions to the client or is in fact the focus of interventions; work with clients, their families, employers, supervisors, teachers, health providers or legal guardians with regard to client care. Direct client activities may include up to one third of the activities in a simulated environment.
<b>Delivery site</b>	Delivery site includes but is not limited to a physical campus, a third party provider's facilities, or electronic delivery platforms.
<b>Diversity</b>	Diversity refers to the differences that exist between people, including but not restricted to cultural, ethnic origin, social, gender, sexual orientation, language, physical and intellectual ability, autism, socio-economic status, age, education, religion and nationality, including Aboriginal and Torres Strait Islander peoples.



<b>Equity</b>	Equity in an educational context is generally termed ‘access and equity’. Access and equity in a tertiary educational environment means ensuring that individuals, regardless of their diverse circumstances, should have access to education and the opportunity to achieve their educational potential.
<b>Graduate competencies</b>	Graduate competencies are the skills, knowledge and attributes a person needs to attain to successfully complete a program at a particular level. Graduate competencies are specified for each of four levels including professional competencies for specialised areas of practice for nine areas of psychology practice.
<b>Higher education provider</b>	A higher education provider (HEP) registered in Australia by the Tertiary Education Quality and Standards Agency (TEQSA) under the Higher Education Standards Framework (HESF).
<b>Impairment</b>	Impairment has the meaning ascribed in the National Law.
<b>Independent client manager</b>	Refers to the student, when making a management decision about a client that is then reviewed by a supervisor.
<b>Learning outcomes</b>	Learning outcomes are the expression of the set of knowledge and skills, and the application of knowledge and skills a person has acquired and is able to demonstrate as a result of learning. <sup>3</sup>
<b>Mandatory reporting</b>	Mandatory reporting has the meaning ascribed in the National Law.
<b>National Registration and Accreditation Scheme (NRAS)</b>	The National Registration and Accreditation Scheme (NRAS) for health practitioners commenced on 1 July 2010. The NRAS has been established by state and territory governments through the introduction of consistent legislation in all jurisdictions.
<b>Observer</b>	The student, playing no active role, observes an interaction with a client that is carried out by a supervisor or other qualified practitioner.
<b>Packaged programs of study</b>	Packaged programs of study are programs that are designed to incorporate two levels of graduate competencies across two AQF levels. Such packaged programs allow for the progressive acquisition of graduate competencies from the lower level to the higher level and allows for greater flexibility in how the required graduate competencies are acquired. TEQSA provides guidance on designing such programs, see <a href="http://www.teqsa.gov.au/sites/default/files/NestedCoursesGN.pdf">http://www.teqsa.gov.au/sites/default/files/NestedCoursesGN.pdf</a> , and AQF explanations on clustered qualifications and the proportion of components of a qualification at a level provide additional guidance on packaging qualifications, see <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Clustered-Qualifications-Explanation.pdf">http://www.aqf.edu.au/wp-content/uploads/2013/06/Clustered-Qualifications-Explanation.pdf</a> and <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Components-of-a-Qualification-Explanation.pdf">http://www.aqf.edu.au/wp-content/uploads/2013/06/Components-of-a-Qualification-Explanation.pdf</a> . Graduates typically would be awarded the higher AQF level qualification only.
<b>Participant</b>	During a client interaction, the student plays an active role either in part or in the whole of the interaction.
<b>Practice placement</b>	Practice placements provide opportunities in a relevant professional setting for the education and training of psychology students for the purposes of: <ul style="list-style-type: none"> <li>• integrating theory into practice</li> <li>• familiarising the student with the practice environment</li> <li>• building the knowledge, skills and attributes essential for professional practice.</li> </ul> <p>During placements the provision of safe, high-quality client care and service is always the primary consideration. It is recognised that a practice placement may be conducted in a number of locations and settings.</p>
<b>Professional practice education</b>	Elements of the program at pre-professional competencies and above, that address the practice of psychology in a professional psychology setting, including placement experience.



<b>Program</b>	<p>Program, in the context of the Accreditation Standards for Psychology Programs and APAC's accreditation processes encompasses:</p> <ul style="list-style-type: none"> <li>• A higher education program of study in psychology that leads to the achievement of an AQF qualification.</li> <li>• A higher education sequence of study that is a structured set of units comprising the learning and assessment required for achievement of one or more levels of the graduate competencies leading to the achievement of an AQF qualification.</li> </ul> <p>A higher education sequence of study that is a structured set of units that comprises the learning and assessment required for achievement of one or more professional competencies for specialised areas of practice.</p>
<b>Program of study</b>	See Program
<b>Provider</b>	Means a higher education provider (HEP) registered in Australia by the Tertiary Education Quality Standards Authority (TEQSA) under the Higher Education Standards Framework (HESF).
<b>Psychologist</b>	<p>The Psychology Board of Australia (PsyBA) provides the following information about who is a psychologist in relation to registration status as follows:</p> <ul style="list-style-type: none"> <li>• Psychologists with general registration have unrestricted rights to use the title 'Psychologist' or 'Registered Psychologist', and may undertake any work using that title.</li> <li>• Candidates undertaking doctoral degrees who have general registration, but do not have an endorsement, may only refer to themselves as a 'Psychologist' or 'Registered Psychologist'.</li> <li>• Provisionally registered psychologists undertaking the 4+2 pathway or the higher degree pathway for the purpose of obtaining general registration must only use the title 'Provisional Psychologist'.</li> <li>• A psychologist enrolled in a board registrar program leading to an endorsement may use the title 'Registrar' along with the area or areas of practice (e.g. 'Clinical Psychology Registrar').</li> <li>• Psychologists with an endorsement may use the title associated with that area or areas of practice (e.g. 'Clinical Psychologist').<sup>4</sup></li> </ul>
<b>Psychology Board of Australia (PsyBA)</b>	The Psychology Board of Australia (PsyBA) is responsible under National Law for the registration of psychologists in Australia and the development of standards, codes and guidelines for the psychology profession.
<b>Research</b>	<p>Research comprises systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge.<sup>5</sup></p> <p>See <i>Evidence Guide</i> for requirements relating to research at each level.</p>
<b>Sequence</b>	A recognised set of units of study in psychology and the rules governing their completion including the order in which they must be undertaken.
<b>Simulation</b>	Simulation includes a wide range of simulated learning activities including role-plays and a range of simulated assessments, interviews, and interventions. They aim to provide opportunities for safe exposure to challenging or uncommon practice experiences or events; to support the application of specific relevant knowledge and skills; to provide experience with inter-professional practice; to increase student competence; and improve and evaluate practice-relevant performance in a controlled environment.

<b>Stand-alone area of practice program</b>	A stand-alone area of practice program is one offered to a registered psychologist in order that they may complete a program in one of the designated specialised areas of practice. The program, generally of one-year duration, recognises prior learning in relation to professional competencies for general registration, but provides for achievement of professional competencies in a specialised area of practice as a forerunner to achieving area of practice endorsement.
<b>Student</b>	Student encompasses all persons enrolled in a psychology program and may include a psychologist holding provisional or general registration with the PsyBA.
<b>Supervision</b>	Supervision is the process of guiding students in their acquisition of graduate competencies (Level 3 or 4) through their direct client activities in a workplace or a simulated learning environment. It can be undertaken either individually or in a group. Supervision may use a range of methodologies that allow for face-to-face communication either in person or electronically.
<b>Supervisor</b>	The person who guides the student in their acquisition of graduate competencies (Level 3 or 4) through their direct client activities in a workplace or a simulated learning environment. See Appendix 1 for PsyBA requirements relating to supervisors.
<b>Tertiary Education Quality Standards Agency (TEQSA)</b>	The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework (HESF) – specifically the Threshold Standards.
<b>Unit</b>	A separate and identifiable component of an undergraduate or postgraduate program, usually with its own assessment components and with a member of the academic staff responsible for coordination. Note the terms 'subject', 'course', 'topic' or 'sequence' may also be in use by providers.

- 1 Derived from a definition in Medical Deans Australia and NZ (HWA project) Developing a National Assessment Blueprint for Clinical Competencies for the Medical Graduate Final Report <http://www.medicaldeans.org.au/wp-content/uploads/Medical-Deans-Competencies-Project-Stage-3-Final-Report-FINAL.pdf>
- 2 TEQSA, Guidance Note Benchmarking, [http://www.teqsa.gov.au/sites/default/files/BenchmarkingGNFinal\\_o.pdf](http://www.teqsa.gov.au/sites/default/files/BenchmarkingGNFinal_o.pdf) Accessed August 2017
- 3 Australian Qualifications Framework, Second Edition, January 2013
- 4 <http://www.psychologyboard.gov.au/Standards-and-Guidelines/FAQ/Psychology-FAQ.aspx#titles>
- 5 AQF, Research: An Explanation, <https://www.aqf.edu.au/sites/aqf/files/research-explanation.pdf>, Accessed August 2017





## REFERENCES

- APA Board of Educational Affairs Task Force on Psychology Major Competencies. (2013). *APA Guidelines for the Undergraduate Psychology Major Version 2.0*. Retrieved from <http://www.apa.org/ed/precollge/about/psymajor-guidelines.pdf>
- Australian Board for Standards Development Organisations. (2015). *Requirements for the Accreditation of a Standards Development Organisation*. Retrieved from [http://www.standards.org.au/StandardsDevelopment/accreditation/Documents/SDAC-001\\_Requirements\\_for\\_Accreditation\\_of\\_SD\\_Organisations.pdf](http://www.standards.org.au/StandardsDevelopment/accreditation/Documents/SDAC-001_Requirements_for_Accreditation_of_SD_Organisations.pdf)
- Australian Commission on Safety and Quality in Healthcare. (2012). *National Safety and Quality Health Service Standards*. Retrieved from <http://www.safetyandquality.gov.au/wp-content/uploads/2011/09/NSQHS-Standards-Sept-2012.pdf>
- Australian Learning and Teaching Council. (2010). *Assessment 2020: seven propositions for assessment reform in higher education*. Retrieved from [http://www.iml.uts.edu.au/assessment-futures/Assessment-2020\\_propositions\\_final.pdf](http://www.iml.uts.edu.au/assessment-futures/Assessment-2020_propositions_final.pdf)
- Australian Learning and Teaching Council Limited. (2011). *Learning and teaching academic standards project report*. Retrieved from [http://www.olt.gov.au/system/files/altc\\_standards.finalreport.pdf](http://www.olt.gov.au/system/files/altc_standards.finalreport.pdf)
- Australian Psychological Society. (2012). *Professional Practice Management Standards*. Retrieved from [http://www.psychology.org.au/Assets/Files/2012\\_APS\\_Professional\\_Practice\\_Management\\_Resources.pdf](http://www.psychology.org.au/Assets/Files/2012_APS_Professional_Practice_Management_Resources.pdf)
- Boursicot, KAM, Roberts, T & Burdick, WP. (2010). Structured assessments of clinical competence In Swanwick T (Ed.), *Understanding medical education: evidence, theory and practice* (pp 246 – 258), Oxford, England: Wiley- Blackwell and The Association for the Study of Medical Education.
- Brownie, S., Bahnisch, M. & Thomas, J. (2011) *Competency-based Education and Competency-based Career Frameworks: Informing Australia health workforce development*. Prepared for University of Queensland Node of the Australian Health Workforce Institute in partnership with Health Workforce Australia, Adelaide, Australia. Retrieved from <http://www.hwa.gov.au/sites/uploads/national-competency-report-final-20120410.pdf>
- Buchanan, J., Jenkins, S. & Scott, L. (2014). *Student Clinical Education in Australia: A University of Sydney Scoping Study*. Prepared for Workplace Research Centre, University of Sydney. Retrieved from [http://sydney.edu.au/ab/about/2014/Clinical\\_Education.pdf](http://sydney.edu.au/ab/about/2014/Clinical_Education.pdf)
- Council of Australian Governments. (2007). *Best Practice Regulation A Guide for Ministerial Councils and National Standards Setting Bodies*. Retrieved from [https://www.coag.gov.au/sites/default/files/coag\\_documents/coag\\_best\\_practice\\_guide\\_2007.pdf](https://www.coag.gov.au/sites/default/files/coag_documents/coag_best_practice_guide_2007.pdf)
- Commonwealth of Australia. (2013). *National Aboriginal and Torres Strait Islander Health Plan (NATSIHP) 2013 – 2023*. Retrieved from <http://www.health.gov.au/natsihp>
- Commonwealth of Australia. (2013). *Review of Higher Education Regulation Report*. Retrieved from <https://docs.education.gov.au/system/files/doc/other/finalreviewreport.pdf>
- Commonwealth of Australia. (2015). *A risk and standards based approach to quality assurance in Australia's diverse higher education sector*. Retrieved from <http://www.teqsa.gov.au/sites/default/files/publication-documents/RiskStandardsSectorPaperFeb2015.pdf>



- Cranney, J., Botwood, L., & Morris, S. (2012). *National Standards for Psychological Literacy and Global Citizenship: Outcomes of Undergraduate Psychology Education*. Prepared for Australian Government Office of Learning and Teaching. Retrieved from <http://www.olt.gov.au/resource-national-standards-psychological-literacy>
- Dobson, I. R., (2014) *Staffing university science in the twenty-first century: A study commissioned by the Australian Council of Deans of Science*. Educational Policy Institute. Retrieved from <http://www.acds-tlcc.edu.au/publications/>
- Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J., & Page, S. (2016), *AIPEP Curriculum Framework* Perth, WA: University of Western Australia.
- Dudgeon, P., Harris, J., Newnham, K., Brideson, T., Cranney, J., Darlaston-Jones, D., Hammond, S., Herbert, J., Homewood, J., Page, S. & Phillips, G. (2016). *AIPEP Workforce Capabilities Framework* Perth, WA: University of Western Australia.
- European Federation of Psychologists' Associations (EFPA). (2015). *EFPA Regulations on EuroPsy and Appendices*. Retrieved from <http://www.europsy-efpa.eu/sites/default/files/page/EuroPsy%20Regulations%20July%202015%20Milano.pdf>
- Francis, R. (2013). *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry*. Retrieved from <https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>
- Gonsalvez, C. J., & Freestone, J. (2007). Field supervisors' assessment of trainee performance: Are they reliable and valid? *Australian Psychologist*, 23(1), 23–32.
- Gonsalvez, C.J., & McLeod, H.J. (2008). Toward the science-informed practice of clinical supervision: The Australian context. *Australian Psychologist*, 43(2), 79–87.
- Greenfield D, Braithwaite J. (2008). Health sector accreditation research: a systematic review. *International Journal for Quality in Health Care*, 20(3)72–83.
- Health Workforce Australia. (2012). *National Common Health Capability Resource: shared activities and behaviours in the Australian health workforce*. Retrieved from [https://www.hwa.gov.au/sites/uploads/HWA13WIR016\\_NCHCR\\_vFINAL.pdf](https://www.hwa.gov.au/sites/uploads/HWA13WIR016_NCHCR_vFINAL.pdf)
- Health Workforce Australia. (2013) *National Guidelines for Clinical Placement Agreements*. Retrieved from [https://www.hwa.gov.au/sites/default/files/HWA\\_National-guidelines-for-clinical-placement-agreements.pdf](https://www.hwa.gov.au/sites/default/files/HWA_National-guidelines-for-clinical-placement-agreements.pdf)
- Henderson, A., & O'Keefe, M. (2011). Common learning outcomes in health. Implications for nurses. *Australian Nursing Journal*, 18(7), 28–29.
- Heywood, L. (2014). *Australian Higher Education Standards Framework, presentation to Forum of Health Accreditation Councils 9 May* [Lecture PowerPoint slides]. Retrieved from <http://adm.archimedes.ee/inqaah/files/2014/05/Heywood.pdf>
- International Association of Applied Psychology (IAAP) and International Union of Psychological Science (IUPsyS). (2016). *International Declaration on Core Competence in Professional Psychology*, Milan, Italy: European Congress of Psychology. Retrieved from <http://www.iupsys.net/dotAsset/1fd6486e-b3d5-4185-97d0-71f512c42c8f.pdf>



---

IEEE Standards Association. (2014). *IEEE-SA Standards Style Manual*. Retrieved from <http://standards.ieee.org/develop/stdswritten.html>

The Interprofessional Curriculum Renewal Consortium Australia.(2013). *Interprofessional Education: a National Audit. Report to Health Workforce Australia*. Retrieved from <http://www.hwa.gov.au/sites/uploads/IPE%20Audit%20report%20Jan%202013.pdf>

International Standards Organization. (2013) *How to Write Standards – tips for standards writers*. Retrieved from <http://www.iso.org/iso/how-to-write-standards.pdf>

Joly, B.M., Polyak, G., Davis, M.V., Brewster, J., Tremain, B., Raevsky, C., & Beitsch, L.M. (2007). Linking accreditation and public health outcomes: a logic model approach. *Journal of Public Health Management Practice*, 13(4), 349–356.

Jolly, B. (2010). Written examinations. In Swanwick T (Ed.), *Understanding medical education: evidence, theory and practice* (pp. 208–231). Oxford, England: Wiley-Blackwell.

Kaslow, N. J., Rubin, N. J., Bebeau, M. J., Leigh, I. W., Lichtenberg, J. W., Nelson, P. D., ... & Smith, I. L. (2007). Guiding principles and recommendations for the assessment of competence. *Professional Psychology: Research and Practice*, 38(5), 441–451.

Kenkel, M.B., & Peterson, R.L. (2010). *Competency-based education for professional psychology*. Washington, D.C., USA: American Psychological Association.

European Centre for the Development of Vocational Training. (2013). *The role of qualifications in governing occupations and professions*. Retrieved from [http://www.cedefop.europa.eu/EN/publications/21922.aspx?WT.rss\\_ev=a](http://www.cedefop.europa.eu/EN/publications/21922.aspx?WT.rss_ev=a)

McCarthy, S., Dickson, L., Cranney, J., Trapp, A., & Karandashev, V. (2012). *Teaching psychology around the world, Volume 3*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Ministry of Health. (2013). *Framing the Future – Proposal Paper from the Health Science and Technical Workforces Working Group (Phase 2) June 2013*. Retrieved from <http://www.health.govt.nz/our-work/health-workforce/education-and-training/health-science-and-technical-workforce-review>

Norcini, J. (2010). Workplace assessment, In Swanwick T (ed.), *Understanding medical education: evidence, theory and practice* (pp. 323–245). Oxford, England: Wiley-Blackwell.

Norcini, J. & Burch, V. (2007). Workplace-based assessment as an educational tool: AMEE Guide No. 31. *Medical Teacher*, 29(9), 855–871.

Office of Learning and Teaching. (2014). *Threshold Learning Outcomes: A framework for incorporating professional accreditation and AQF standards into assessment blueprinting/mapping in healthcare disciplines*. Retrieved from <http://www.olt.gov.au/resource-library?text=harmonising>

O'Keefe, M. (2012). *Exploring different quality assurance paradigms in qualification standards*, paper presented at the University Governance and Regulation Forum, Canberra, Australia.

O'Keefe, M., & Henderson, A. (2011). *Identifying common learning outcomes in health through cross-disciplinary collaboration*, paper presented at the ANZAHPE Conference, Alice Springs, Australia.



- 
- O'Keefe, M., & Henderson, A. (2012). *Being TEQSA ready—harmonising the layers of regulation*. Retrieved from <http://www.campusreview.com.au>
- O'Keefe, M., Hendersen, A., Jolly, B., McAllister, L., Remedios, L., & Chick, R., (2014). *Harmonising higher education and professional quality assurance processes for assessment of learning outcomes in health*. Retrieved from <http://www.olt.gov.au/resource-library?text=harmonising>
- O'Keefe, M, Henderson, A & Pitt, R. (2011). *Learning and teaching academic standards statement for health medicine and veterinary science*. Retrieved from <http://www.olt.gov.au/resources>
- O'Keefe, M, Henderson, A., & Pitt, R. (2012a). *Identifying common graduate learning outcomes across healthcare professions*, paper presented at the AMEE Conference, Lyon, France.
- O'Keefe, M, Henderson, A., & Pitt R. (2012b). *Harmonising health professional accreditation and higher education quality assurance processes by identifying common graduate learning outcomes*, paper presented at the HERDSA Conference, Hobart, Australia.
- O'Keefe, M, Henderson, A., & Pitt, R. (2013). *Enriching interdisciplinary connections through the identification of common student learning outcomes*, paper presented at the CAB IV Conference, Vancouver, Canada.
- O'Keefe, M., Henderson, A., & Chick, R. (2015). *Developing sustainable and embedded interprofessional education: threshold learning outcomes as a potential pathway*. Retrieved from [https://thesis.library.adelaide.edu.au/dspace/bitstream/2440/94290/3/hdl\\_94290.pdf](https://thesis.library.adelaide.edu.au/dspace/bitstream/2440/94290/3/hdl_94290.pdf)
- Pachana, N.A., Baillie, A., Helmes, E., Halford, K., Murray, G., Kyrios, M., O'Donovan, A., O'Brien, M., Schwartz, S., & Sofronoff, K. (2012). Taking clinical psychology postgraduate training into the next decade: Aligning competencies to the curriculum (pp. 72-86). In McCarthy, S., Dickson, L., Cranney, J., Trapp, A. & Karandashev, V. (Eds.), *Teaching psychology around the world, Volume 3*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Psychology Board of Australia. (2011). *Guidelines on area of practice endorsements*. Retrieved from <http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx>
- Quality Assurance Framework Review Group. (2008). *Review of the Quality Assurance Framework*. Phase three outcomes: Assessment of the impacts of reviews of collaborative provision. HEFCE: 2008. Retrieved from [www.hefce.ac.uk/pubs/hefce/2008/08\\_21/](http://www.hefce.ac.uk/pubs/hefce/2008/08_21/)
- Rodolfa, E., Greenberg, S., Hunsley, J., Smith-Zoeller, M., Cox, D., Sammons, M., Caro, C., & Spivak, H. (2013). *A competency model for the practice of psychology*. *Training and Education in Professional Psychology*, 7(2), 71-83.
- Siggins Miller Consultants. (2012). *Promoting Quality in Clinical Placements: Literature review and national stakeholder consultation*. Prepared for Health Workforce Australia.
- Smith, J. (2004). *Fifth Report - Safeguarding Patients: Lessons from the Past - Proposals for the Future*. Retrieved from <http://webarchive.nationalarchives.gov.uk/20090808154959/http://www.the-shipman-inquiry.org.uk/reports.asp>
- UK Council for Healthcare Regulatory Excellence. (2009). *Quality assurance of undergraduate education by the healthcare professional regulators*. Retrieved from <http://www.professionalstandards.org.uk/docs/psa-library/quality-assurance-of-education---advice.pdf?sfvrsn=0>
- 



## **ADDITIONAL INFORMATION**

Websites accessed:

- Other Australian health professional accreditation bodies
- Accreditation bodies, psychological organisations and government bodies of NZ, UK, Europe, USA and Canada



## APPENDICES:

### 1. PSYCHOLOGY BOARD OF AUSTRALIA STANDARDS RELEVANT TO THESE ACCREDITATION STANDARDS

HEPs need to ensure that they are familiar with the requirements of the PsyBA relating to approval of courses for the purposes of provisional and general registration as a psychologist.

These requirements are complementary to the requirements of these Accreditation Standards, but it is the responsibility of the provider to ensure ongoing compliance with PsyBA requirements.

The following guide shows the requirements of the PsyBA relating to provisional and general registration as a psychologist. These requirements must be met by HEPs if their courses are to be approved by the PsyBA for the purposes of registration as a psychologist under the National Law. APAC accreditation is a pre-requisite for approval of a program by the PsyBA, but accreditation status does not automatically lead to approval. Approval would be refused if the following requirements, or subsequent amendments and additions to these requirements, were not met by the Provider.

Rule or guideline	APAC competency level	PsyBA requirements relevant to these Standards	Link to PsyBA rule or guideline (all accessed August 2017)
Provisional Registration Standard	APAC Levels 3 & 4	Students undertaking postgraduate programs intended to lead to general registration must be provisionally registered from the commencement of these programs, in order to undertake the period/s of supervised practice required to enable eligibility for general registration.	<i>Provisional Registration Standard</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</a>  <b>See also:</b>  <i>Guidelines for Mandatory Notifications</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a>
Provisional Registration Standard: pre-requisite academic qualification	APAC Levels 1 & 2	To be eligible for provisional registration a candidate must have completed a 4-year accredited sequence of study in psychology, completed in the last 10 years, or a sequence of study that, in the PsyBA's opinion, is substantially equivalent.	<i>Provisional Registration Standard</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</a>  <b>See also:</b>  <i>English Language Skills Registration Standard</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</a>  <i>Guidelines: transitional Programs for overseas qualified applicants</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a>





Rule or guideline	APAC competency level	PsyBA requirements relevant to these Standards	Link to PsyBA rule or guideline (all accessed August 2017)
General Registration Standard: academic requirements	<p>APAC Level 1&amp; 2</p> <p>APAC Level 3</p> <p>APAC Levels 3 &amp; 4</p> <p>APAC Levels 3 &amp; 4</p>	<p>The minimum qualification to be qualified to apply for general registration is a 4-year accredited sequence of study that has been approved by the PsyBA and that has been completed within the last ten years (or an equivalent overseas qualification). This would then be followed by either:</p> <ul style="list-style-type: none"> <li>• a 2-year PsyBA-approved internship program, or</li> <li>• a 1-year accredited 5th-year program approved by the PsyBA followed by a 1-year PsyBA-approved internship program, or</li> <li>• a 2-year accredited 5th- and 6th-year postgraduate program approved by the PsyBA, or</li> <li>• the completion of all course work and practica of a 3-year accredited 5th-, 6th- and 7th-year postgraduate program approved by the PsyBA,</li> </ul>	<p><i>General Registration Standard</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</a></p> <p><b>See also:</b></p> <p><i>Guidelines for the 4+2 internship program</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p> <p><i>Guidelines for the 5+1 internship program</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p> <p><i>Policy for higher degree students applying for general registration</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p>
General Registration Standard: supervised practice requirements	APAC Levels 3 & 4	The Standard requires candidates for general registration to have undertaken, as part of an accredited program approved by the PsyBA, placements supervised by a PsyBA approved Supervisor. (See below.)	<i>Guidelines for Supervisors and Supervisor Training Programs</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a>



Rule or guideline	APAC competency level	PsyBA requirements relevant to these Standards	Link to PsyBA rule or guideline (all accessed August 2017)
Area of Practice Endorsements Registration Standard	APAC Level 4	<p>To be eligible for endorsement in one of the approved areas of practice, a registered psychologist must have completed:</p> <ul style="list-style-type: none"> <li>• an accredited Masters in one of the approved areas of practice, and a minimum of two years of approved, supervised, full-time equivalent practice with a Board-approved supervisor, or</li> <li>• an accredited Doctorate in an approved area of practice and a minimum of one year of approved practice with a Board approved supervisors.</li> </ul>	<p><i>Area of Practice Endorsements Registration Standard</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</a></p> <p><b>See also:</b></p> <p><i>Guidelines on Area of Practice Endorsements</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p>
Guidelines for Supervisors	APAC Levels 3 & 4	<p>The PsyBA requires all supervisors, including higher degree practicum supervisors, to have held general registration as a psychologist for at least three years before beginning supervision, to have successfully completed full training in competency-based supervision, to maintain training and competence and apply to renew their Approved Supervisor status every five years.</p> <p>Competency Requirements are detailed in the Guidelines.</p> <p>Approved Supervisors are registered and listed on the PsyBA website.</p>	<p><i>Guidelines for Supervisors and Supervisor Training Providers</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p> <p><b>See also:</b></p> <p><i>Policy on refusing or revoking Board-approved supervisor status</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p>
Guidelines for Supervisors: Area of Practice	APAC Level 4	<p>Approved Supervisors must have held endorsement in the relevant area of practice for at least two years before beginning supervision, and to maintain endorsement throughout the period of supervision.</p>	<p><i>Guidelines for Supervisors and Supervisor Training Providers</i> <a href="http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx">http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</a></p>

**2. PATHWAYS TO REGISTRATION AS A PSYCHOLOGIST**

