

## Draft standards of proficiency for practitioner psychologists

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This document sets out the proposed changes to the standards of proficiency for practitioner psychologists. Proposed deletions are indicated in the text by ~~strike through~~ whilst additions are shown in **bold** in the proposed amendments column. Text in *italics* sets out our reasoning for making certain amends.

Generic standards are indicated by shaded cells. These are standards which apply across all 15 professions. We have moved some standards around to ensure the generic standards are at the top of each section, and so are numbered consistently across all the professions. Feedback relating to these standards should be provided in **Part A: Generic standards** of the survey.

White cells are profession-specific standards. These are unique to each profession, although in many cases these are still consistent across multiple professions. Feedback relating to these standards should be provided in **Part B: Profession-specific standards** of the survey.

Where we have proposed to create a new standard, we have created a new row and assigned this a letter. This is to make it easier to refer back to when providing feedback. Please note the order of some of these standards may be subject to change. Once we have determined what changes we are going to make, we will update the numbering of the standards.

We have endeavoured to make the proposed changes as clear as possible. However, we are aware that this is still a complicated document. We have therefore created a 'clean' version of the standards, available on the consultation page. If you have any questions about the proposed changes, you can email [consultation@hcpc-uk.org](mailto:consultation@hcpc-uk.org) or call the Policy and Standards team on 020 7840 9815, and a member of the team will be able to talk through this document and the changes. **Please note, due to COVID-19, as the team is working from home, the above phone line is not manned. Instead, you will be prompted to leave a message.**

The current standards of proficiency for practitioner psychologists are available to download and view for comparison at: <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>

No.	Standard	Proposed amendments
<b>Registrant practitioner psychologists must:</b>		
<b>1</b>	<b>be able to practise safely and effectively within their scope of practice</b>	
1.1	know the limits of their practice and when to seek advice or refer to another professional	know the limits of their practice and when to seek advice or refer to another professional <b>or service</b>
1.2	recognise the need to manage their own workload and resources effectively and be able to practise accordingly	recognise the need to manage their own workload and resources <del>effectively and be able to practise accordingly</del> <b>safely and effectively</b>
<b>2</b>	<b>be able to practise within the legal and ethical boundaries of their profession</b>	
2.1	understand the need to act in the best interests of service users at all times	understand the need to <del>act in the best interests of service users</del> <b>promote and protect the service user's interests</b> at all times
2.A		<b>understand the importance of safeguarding and the need to engage in appropriate safeguarding processes where necessary</b>
2.2	understand what is required of them by the Health and Care Professions Council	
2.3	understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the assessment, treatment and intervention process and in maintaining health and wellbeing	understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the <del>assessment, treatment and intervention</del> <b>diagnostic and therapeutic</b> process and in maintaining health and wellbeing
2.4	recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of practice even in situations of personal incompatibility	recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of <del>practice</del> <b>care</b> even in situations of personal incompatibility
2.5	understand current legislation applicable to the work of their profession	understand the importance of and be able to obtain informed consent

		<i>Moved from 2.6</i>
2.6	understand the importance of and be able to obtain informed consent	be able to exercise a professional duty of care <i>Moved from 2.7</i>
2.7	be able to exercise a professional duty of care	understand current legislation applicable to the work of their profession <i>Moved from 2.5</i>
2.8	understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on service users	
2.9	understand the power imbalance between practitioners and service users and how this can be managed appropriately	
2.10	be able to recognise appropriate boundaries and understand the dynamics of power relationships	
2.11	understand the organisational context for their practice as a practitioner psychologist	
<b>3</b>	<b>be able to maintain fitness to practise</b>	
3.1	understand the need to maintain high standards of personal and professional conduct	
3.2	understand the importance of maintaining their own health	understand the importance of maintaining their own <b>mental and physical</b> health <b>and be able to take appropriate action if their health may affect their ability to practise safely and effectively</b>
3.A		<b>understand the role that coping strategies can play in maintaining fitness to practise and the importance of seeking help and support when necessary</b>
3.3	understand both the need to keep skills and knowledge up to date and the importance of career-long learning	understand both the need to keep skills and knowledge up to date and the importance of <del>career-long learning</del> <b>continuous professional development</b>

3.4	be able to manage the physical, psychological and emotional impact of their practice	
4	<b>be able to practise as an autonomous professional, exercising their own professional judgement</b>	
4.1	be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem	recognise that they are personally responsible for and must be able to justify their decisions <i>Moved from 4.4 to emphasise importance of this standard</i>
4.2	be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately	<del>be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</del> <b>be able to use their skills, knowledge and experience, and the information available to them, to make informed decisions or initiate solutions where necessary</b> <i>Moved from 4.1</i>
4.3	be able to initiate resolution of problems and be able to exercise personal initiative	be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately <i>Moved from 4.2</i>
4.4	recognise that they are personally responsible for and must be able to justify their decisions	be able to make and receive appropriate referrals <i>Moved from 4.5</i>
4.5	be able to make and receive appropriate referrals	be able to initiate resolution of problems and be able to exercise personal initiative <i>Moved from 4.3</i>
4.A		be able to demonstrate a logical and systematic approach to problem solving <i>Moved from standard 14</i>
4.B		be able to use research, reasoning and problem solving skills to determine appropriate actions <i>Moved from standard 14</i>

4.6	understand the importance of participation in training, supervision and mentoring	understand the importance of <b>active</b> participation in training, supervision and mentoring
<b>5</b>	<b>be aware of the impact of culture, equality and diversity on practice</b>	understand the <del>need requirement</del> to adapt practice to <b>respond appropriately to</b> meet the needs of <b>all</b> different groups and individuals
5.A		<b>be aware of the impact of their own values and beliefs on practice</b>
5.B		be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, <b>disability</b> , ethnicity, gender, <b>marriage or civil partnership, pregnancy or maternity, race, sex, sexual orientation</b> , socio-economic status and spiritual or religious beliefs <i>Moved from standard 8.6 as more relevant under this standard. Missing protected characteristics included, with the exception of marriage and civil partnership which considered could not impact on verbal and non-verbal communication</i>
5.1	understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing or behaviour	understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing or behaviour <b>including how these differences may result in experiences of marginalisation</b>
5.2	understand the requirement to adapt practice to meet the needs of different groups and individuals	
<b>6</b>	<b>be able to practise in a non-discriminatory manner</b>	be able to practise in a non-discriminatory <b>and inclusive</b> manner
6.A		<b>be aware of the characteristics and consequences of barriers to inclusion</b>
<b>7</b>	<b>understand the importance of and be able to maintain confidentiality</b>	
7.1	be aware of the limits of the concept of confidentiality	

7.2	understand the principles of information governance and be aware of the safe and effective use of health, social care and other relevant information	
7.3	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public	
<b>8</b>	<b>be able to communicate effectively</b>	
8.1	be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others	be able to <del>use demonstrate</del> effective and appropriate verbal and non-verbal skills <b>to communicate with</b> <del>in communicating information, advice, instruction and professional opinion to</del> service users, <b>carers</b> , colleagues and others
8.2	be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5 <sup>1</sup>  <i><sup>1</sup> The International English Language Testing System (IELTS) tests competence in the English language. Applicants who have qualified outside of the UK, whose first language is not English and who are not nationals of a country within the European Economic Area (EEA) or Switzerland, must provide evidence that they have reached the necessary standard. Please visit our website for more information.</i>	
8.3	understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability	<del>understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability</del> <i>Captured by the new standards below</i>

8.4	be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others	<del>be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others</del> <i>Captured by the new standards below</i>
8.5	be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs	<del>be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs</del> <i>Moved to standard 5</i>
8.6	understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions	<del>understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions</del> <i>Captured by the new standards below</i>
8.A		<b>be able to work with service users or their carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate</b>
8.B		<b>be able to modify their means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible</b>
8.C		be able to use information and communication technologies appropriate to their practice <i>Moved from standard 14</i>
8.7	be able to select the appropriate means for communicating feedback to service users	
8.8	be able to provide psychological opinion and advice in formal settings, as appropriate	
8.9	be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences	
8.10	be able to explain the nature and purpose of specific psychological techniques to service users	

8.11	be able to summarise and present complex ideas in an appropriate form	
8.12	understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible	<del>understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible</del> <i>Captured by the new standards above</i>
8.13	recognise the need to use interpersonal skills to encourage the active participation of service users	<del>recognise the need to use interpersonal skills to encourage the active participation of service users</del> <i>Captured by the new standards above</i>
8.14	be able to use formulations to assist multi-professional communication and understanding	
8.15	understand explicit and implicit communications in a practitioner – service user relationship	
8.16	be able to appropriately define and contract work with commissioning service users or their representatives	
<b>Counselling psychologists only</b>		
8.17	understand how empathic understanding can be helped by creativity and artistry in the use of language and metaphor	
<b>9</b>	<b>be able to work appropriately with others</b>	
9.1	be able to work, where appropriate, in partnership with service users, other professionals, support staff and others	be able to work, where appropriate, in partnership with service users, <b>their relatives and carers</b> , other professionals, support staff and others
9.2	understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	
9.A		be able to contribute effectively to work undertaken as part of a multi-disciplinary team <i>Moved from 9.7</i>

9.B		<b>understand the qualities, behaviours and benefits of leadership and be able to apply them in the context of your practice</b>
9.3	understand the need to engage service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals	
9.4	understand the need to implement interventions, care plans or management plans in partnership with service users, other professionals and carers	
9.5	be able to initiate, develop and end a practitioner – service user relationship	
9.6	understand the dynamics present in relationships between service users and practitioners	
9.7	be able to contribute effectively to work undertaken as part of a multi-disciplinary team	<del>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</del> <i>Moved to 9.A</i>
9.8	be able to plan, design and deliver teaching and training which takes into account the needs and goals of participants	
9.9	be able to support the learning of others in the application of psychological skills, knowledge, practices and procedures	
9.10	be able to use psychological formulations with service users to facilitate their understanding of their experience or situation	
<b>10</b>	<b>be able to maintain records appropriately</b>	
10.1	be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines	

10.2	recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines	
<b>11</b>	<b>be able to reflect on and review practice</b>	
11.1	understand the value of reflection on practice and the need to record the outcome of such reflection	
11.2	recognise the value of case conferences and other methods of review	
11.3	be able to reflect critically on their practice and consider alternative ways of working	
11.4	understand models of supervision and their contribution to practice	
<b>Counselling psychologists only</b>		
11.5	be able to critically reflect on the use of self in the therapeutic process	
<b>12</b>	<b>be able to assure the quality of their practice</b>	
12.1	be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures	<del>be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures</del>
12.2	be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care or experience	be able to gather <b>and use feedback and</b> information, including qualitative and quantitative data, <del>that helps to</del> evaluate the responses of service users to their care <del>or experience</del>
12.3	be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures	<del>be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</del> <i>Captured by the new standard below</i>

12.4	be able to maintain an effective audit trail and work towards continual improvement	be able to <b>monitor and systematically evaluate the quality of practice, and</b> maintain an effective audit trail <del>to and</del> work towards continual improvement
12.5	be aware of, and be able to participate in, quality assurance programmes, where appropriate	<del>be aware of, and be able to participate in, quality assurance programmes, where appropriate</del>
12.A		<b>be able to participate in audit procedures and quality management, including quality control, quality assurance and the use of appropriate outcome measures</b>
12.6	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user	
12.7	be able to revise formulations in the light of ongoing intervention and when necessary reformulate the problem	<del>recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes</del> <i>Moved from 12.8, deleted text captured in the amendments above</i>
12.8	recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes	be able to revise formulations in the light of ongoing intervention and when necessary reformulate the problem <i>Moved from 12.7</i>
12.9	be able to monitor agreements and practices with service users, groups and organisations	
<b>13</b>	<b>understand the key concepts of the knowledge base relevant to their profession</b>	
13.1	understand the structure and function of the human body, together with knowledge of health, well-being, disease, disorder and dysfunction relevant to their domain	
13.2	be aware of the principles and applications of scientific enquiry, including the evaluation of the effectiveness of interventions and the research process	
13.3	recognise the role of other professions and stakeholders relevant to the work of their domain	recognise the role(s) of other professions <del>and stakeholders relevant to the work of their domain</del> <b>in health and social care</b>

		<b>and understand how they may relate to the role of practitioner psychologist</b> <i>For consistency across the professions</i>
13.4	understand the structures and functions of UK service providers applicable to the work of their domain	understand the structures and functions of <b>health and social care services in the UK</b> <del>service providers applicable to the work of their domain</del> <i>For consistency across the professions</i>
13.5	understand the theoretical basis of, and the variety of approaches to, assessment and intervention	
13.6	understand the role of the practitioner psychologist across a range of settings and services	
13.7	understand the concept of leadership and its application to practice	<del>understand the concept of leadership and its application to practice</del> <i>Addressed by a new standard on leadership under standard 9 (9.A)</i>
13.8	understand the application of consultation models to service delivery and practice, including the role of leadership and group processes	
<b>Clinical psychologists only</b>		
13.9	understand theories and evidence concerning psychological development and psychological difficulties across the lifespan and their assessment and remediation	
13.10	understand more than one evidence-based model of formal psychological therapy	
13.11	understand psychological models related to how biological, sociological and circumstantial or life-event-related factors impinge on psychological processes to affect psychological wellbeing	
13.12	understand psychological models related to a range of presentations including:	

	<ul style="list-style-type: none"> <li>– service users with presentations from acute to enduring and mild to severe;</li> <li>– problems with biological or neuropsychological aspects; and</li> <li>– problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions</li> </ul>	
13.13	<p>understand psychological models related to service users:</p> <ul style="list-style-type: none"> <li>– from a range of social and cultural backgrounds;</li> <li>– of all ages;</li> <li>– across a range of intellectual functioning;</li> <li>– with significant levels of challenging behaviour;</li> <li>– with developmental learning disabilities and cognitive impairment;</li> <li>– with communication difficulties;</li> <li>– with substance misuse problems; and</li> <li>– with physical health problems</li> </ul>	
13.14	<p>understand psychological models related to working:</p> <ul style="list-style-type: none"> <li>– with service users, couples, families, carers, groups and at the organisational and community level; and</li> <li>– in a variety of settings including in-patient or other residential facilities with high-dependency needs, secondary health care and community or primary care</li> </ul>	
13.15	<p>understand change and transition processes at the individual, group and organisational level</p>	
13.16	<p>understand social approaches such as those informed by community, critical and social constructivist perspectives</p>	

13.17	understand the impact of psychopharmacological and other clinical interventions on psychological work with service users	
<b>Counselling psychologists only</b>		
13.18	understand the philosophical bases which underpin those psychological theories which are relevant to counselling psychology	
13.19	understand the philosophy, theory and practice of more than one evidence-based model of formal psychological therapy	
13.20	understand psychological models related to a range of presentations including: <ul style="list-style-type: none"> <li>– service users with presentations from acute to enduring and mild to severe;</li> <li>– problems with biological or neuropsychological aspects; and</li> <li>– problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions</li> </ul>	
13.21	understand the therapeutic relationship and alliance as conceptualised by each model	
13.22	understand the spiritual and cultural traditions relevant to counselling psychology	
13.23	understand the primary philosophical paradigms that inform psychological theory with particular regard to their relevance to, and impact upon, the understanding of the subjectivity and inter subjectivity of experience throughout human development	

13.24	understand theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology	
13.25	understand different theories of lifespan development	
13.26	understand social and cultural contexts and the nature of relationships throughout the lifespan	
13.27	understand theories of psychopathology and of change	
13.28	understand the impact of psychopharmacology and other interventions on psychological work with service users	
<b>Educational psychologists only</b>		
13.29	understand the role of the educational psychologist across a range of school and community settings and services	
13.30	understand the educational and emotional factors that facilitate or impede the provision of effective teaching and learning	
13.31	understand psychological theories of, and research evidence in, child, adolescent and young adult development relevant to educational psychology	
13.32	understand the structures and systems of a wide range of settings in which education, health and care are delivered for children, adolescents and young adults, including child protection procedures	
13.33	understand psychological models related to the influence of school ethos and culture, educational curricula, communication systems, management and leadership styles on the cognitive, behavioural, emotional and social development of children, adolescents and young adults	

13.34	understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups	
13.35	understand theories and evidence underlying psychological intervention with children, adolescents, young adults, their parents or carers, and education and other professionals	
13.36	understand psychological models related to the influence on development of children, adolescents and young adults from: – family structures and processes; – cultural and community contexts; and – organisations and systems	
13.37	understand change and transition processes at the individual, group and organisational level	
13.38	understand the theoretical basis of, and the variety of approaches to, consultation and assessment in educational psychology	
<b>Forensic psychologists only</b>		
13.39	understand the application of psychology in the legal system	
13.40	understand the application and integration of a range of theoretical perspectives on socially and individually damaging behaviours, including psychological, social and biological perspectives	
13.41	understand psychological models related to a range of presentations including: – service users with presentations from acute to enduring and mild to severe;	

	<ul style="list-style-type: none"> <li>– problems with biological or neuropsychological aspects; and</li> <li>– problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions</li> </ul>	
13.42	understand psychological theories and their application to the provision of psychological therapies that focus on offenders and victims of offences	
13.43	understand effective assessment approaches with service users presenting with individually or socially damaging behaviour	
13.44	understand the development of criminal and antisocial behaviour	
13.45	understand the psychological interventions related to different service user groups including victims of offences, offenders, litigants, appellants and individuals seeking arbitration and mediation	
<b>Health psychologists only</b>		
13.46	understand context and perspectives in health psychology	
13.47	understand the epidemiology of health and illness	
13.48	<p>understand:</p> <ul style="list-style-type: none"> <li>– biological mechanisms of health and disease;</li> <li>– health-related cognitions and behaviour;</li> <li>– stress, health and illness;</li> <li>– individual differences in health and illness;</li> <li>– lifespan, gender and cross-cultural perspectives; and</li> <li>– long-term conditions and disability</li> </ul>	

13.49	understand applications of health psychology and professional issues	
13.50	understand healthcare in professional settings	
<b>Occupational psychologists only</b>		
13.51	<p>understand the following in occupational psychology:</p> <ul style="list-style-type: none"> <li>– human-machine interaction;</li> <li>– design of environments and work;</li> <li>– personnel selection and assessment;</li> <li>– performance appraisal and career development;</li> <li>– counselling and personal development;</li> <li>– training;</li> <li>– employee relations and motivation; and</li> <li>– organisational development and change</li> </ul>	
<b>Sport and exercise psychologists only</b>		
13.52	understand cognitive processes, including motor skills, practice skills, learning and perception; and self-regulation	
13.53	<p>understand psychological skills such as:</p> <ul style="list-style-type: none"> <li>– goal setting;</li> <li>– self-talk;</li> <li>– imagery;</li> <li>– pre-performance routines;</li> <li>– arousal control, such as relaxation and activation; and</li> <li>– strategies for stress and emotion management</li> </ul>	
13.54	<p>understand exercise and physical activity including:</p> <ul style="list-style-type: none"> <li>– determinants, such as motives, barriers and adherence;</li> </ul>	

	<ul style="list-style-type: none"> <li>– outcomes in relation to affect, such as mood and emotion;</li> <li>– cognition and mental health issues, such as self-esteem, eating disorders, depression and exercise dependence;</li> <li>– lifestyle and quality of life; and</li> <li>– injury</li> </ul>	
13.55	<p>understand individual differences including:</p> <ul style="list-style-type: none"> <li>– mental toughness, hardiness and resilience;</li> <li>– personality;</li> <li>– confidence;</li> <li>– motivation;</li> <li>– self-concept and self-esteem; and</li> <li>– stress and coping</li> </ul>	
13.56	<p>understand social processes within sport and exercise psychology including:</p> <ul style="list-style-type: none"> <li>– interpersonal skills and relationships;</li> <li>– group dynamics and functioning;</li> <li>– organisational issues; and</li> <li>– leadership</li> </ul>	
13.57	<p>understand the impact of developmental processes, including lifespan issues and processes related to career transitions and termination</p>	
<b>14</b>	<b>be able to draw on appropriate knowledge and skills to inform practice</b>	
14.1	<p>be able to apply psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks and psychological paradigms</p>	<p>be able to change their practice as needed to take account of new developments, <b>technologies and</b> <del>or</del> changing contexts <i>Moved from 14.2</i></p>
14.2	<p>be able to change their practice as needed to take account of new developments or changing contexts</p>	<p>be able to gather appropriate information <i>Moved from 14.9</i></p>

14.3	be able to conduct appropriate assessment or monitoring procedures, treatment, interventions, therapy or other actions safely and effectively	be able to analyse and critically evaluate the information collected <i>Moved from 14.19</i>
14.4	be able to conduct consultancy	be able to select and use appropriate assessment techniques <i>Moved from 14.13</i>
14.5	be able to formulate specific and appropriate management plans including the setting of timescales	be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment <i>Moved from 14.14</i>
14.6	be able to manage resources to meet timescales and agreed project objectives	be able to undertake or arrange investigations as appropriate <i>Moved from 14.18</i>
14.7	be able to use psychological formulations to plan appropriate interventions that take the service user's perspective into account	be able to conduct appropriate <b>diagnostic assessment</b> or monitoring procedures, treatment, <del>interventions</del> , therapy or other actions safely and effectively <i>Moved from 14.3</i>
14.8	be able to direct the implementation of applications and interventions carried out by others	be aware of a range of research methodologies <i>Moved from 14.25</i>
14.9	be able to gather appropriate information	recognise the value of research to the critical evaluation of practice <i>Moved from 14.24</i>
14.10	be able to make informed judgements on complex issues in the absence of complete information	be able to <b>critically</b> evaluate research and other evidence to inform their own practice <i>Moved from 14.26</i>
14.11	be able to work effectively whilst holding alternative competing explanations in mind	be able to apply psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks and psychological paradigms <i>Moved from 14.1</i>
14.12	be able to generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations	be able to conduct consultancy <i>Moved from 14.4</i>
14.13	be able to select and use appropriate assessment techniques	be able to formulate specific and appropriate management plans including the setting of timescales

		<i>Moved from 14.5</i>
14.14	be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment	be able to manage resources to meet timescales and agreed project objectives <i>Moved from 14.6</i>
14.15	be able to choose and use a broad range of psychological assessment methods, appropriate to the service user, environment and the type of intervention likely to be required	be able to use psychological formulations to plan appropriate interventions that take the service user's perspective into account <i>Moved from 14.7</i>
14.16	be able to decide how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with service users or service systems	be able to direct the implementation of applications and interventions carried out by others <i>Moved from 14.8</i>
14.17	be able to use formal assessment procedures, systematic interviewing procedures and other structured methods of assessment relevant to their domain	be able to make informed judgements on complex issues in the absence of complete information <i>Moved from 14.10</i>
14.18	be able to undertake or arrange investigations as appropriate	be able to work effectively whilst holding alternative competing explanations in mind <i>Moved from 14.11</i>
14.19	be able to analyse and critically evaluate the information collected	be able to generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations <i>Moved from 14.12</i>
14.20	be able to critically evaluate risks and their implications	be able to choose and use a broad range of psychological assessment methods, appropriate to the service user, environment and the type of intervention likely to be required <i>Moved from 14.15</i>
14.21	be able to demonstrate a logical and systematic approach to problem solving	<del>be able to demonstrate a logical and systematic approach to problem solving</del> <i>Moved to standard 4</i>
14.22	be able to use research, reasoning and problem solving skills to determine appropriate actions	<del>be able to use research, reasoning and problem solving skills to determine appropriate actions</del>

		<i>Moved to standard 4</i>
14.23	be able to recognise when further intervention is inappropriate, or unlikely to be helpful	be able to decide how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with service users or service systems <i>Moved from 14.16</i>
14.24	recognise the value of research to the critical evaluation of practice	be able to use formal assessment procedures, systematic interviewing procedures and other structured methods of assessment relevant to their domain <i>Moved from 14.17</i>
14.25	be aware of a range of research methodologies	be able to critically evaluate risks and their implications <i>Moved from 14.20</i>
14.26	be able to evaluate research and other evidence to inform their own practice	be able to recognise when further intervention is inappropriate, or unlikely to be helpful <i>Moved from 14.23</i>
14.27	be able to initiate, design, develop, conduct and critically evaluate psychological research	
14.28	understand a variety of research designs	<del>understand a variety of research designs</del> <i>Covered by 14.25</i>
14.29	be able to understand and use applicable techniques for research and academic enquiry, including qualitative and quantitative approaches	
14.30	be able to use professional and research skills in work with service users based on a scientist-practitioner and reflective practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation	
14.31	understand research ethics and be able to apply them	
14.32	be able to conduct service and large scale evaluations	

14.33	be able to use information and communication technologies appropriate to their practice	<del>be able to use information and communication technologies appropriate to their practice</del> <i>Moved to standard 8</i>
<b>Clinical psychologists only</b>		
14.34	be able to assess social context and organisational characteristics	
14.35	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	
14.36	be able to draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	
14.37	understand therapeutic techniques and processes as applied when working with a range of individuals in distress including:  – those who experience difficulties related to anxiety, mood, adjustment to adverse circumstances or life-events, eating, psychosis, use of substances; and – those with somatoform, psychosexual, developmental, personality, cognitive and neurological presentations	
14.38	be able, on the basis of psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user	
14.39	be able to implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy, including the use of cognitive behavioural therapy	

14.40	be able to promote awareness of the actual and potential contribution of psychological services	
14.41	be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation	
<b>Counselling psychologists only</b>		
14.42	be able to contrast, compare and critically evaluate a range of models of therapy	
14.43	be able to draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	
14.44	be able to critically evaluate theories of mind and personality	
14.45	understand therapy through their own life-experience	
14.46	be able to adapt practice to take account of the nature of relationships throughout the lifespan	
14.47	be able to formulate service users' concerns within the chosen therapeutic models	
14.48	be able to critically evaluate psychopharmacology and its effects from research and practice	
14.49	be able to critically evaluate theories of psychopathology and change	
14.50	be able, on the basis of psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user	

14.51	be able to implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy	
14.52	be able to promote awareness of the actual and potential contribution of psychological services	
14.53	be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation	
<b>Educational psychologists only</b>		
14.54	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	
14.55	be able to carry out and analyse large-scale data gathering, including questionnaire surveys	
14.56	be able to work with key partners to support the design, implementation, conduct, evaluation and dissemination of research activities and to support evidence-based research	
14.57	be able to formulate interventions that focus on applying knowledge, skills and expertise to support local and national initiatives	
14.58	be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards	
14.59	be able to implement interventions and plans through and with other professions and with parents or carers	
14.60	be able to adopt a proactive and preventative approach in order to promote the psychological wellbeing of service users	

14.61	be able to choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting	
14.62	be able to integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions	
14.63	be able to promote awareness of the actual and potential contribution of psychological services	
<b>Forensic psychologists only</b>		
14.64	be able to plan and design training and development programmes	
14.65	be able to plan and implement assessment procedures for training programmes	
14.66	be able to promote awareness of the actual and potential contribution of psychological services	
14.67	be able to assess social context and organisational characteristics	
14.68	be able to research and develop psychological methods, concepts, models, theories and instruments in forensic psychology	
14.69	be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation	
14.70	be able to draw on knowledge of developmental and social changes and constraints across an individual's lifespan to facilitate adaptability and change	
14.71	be able to implement interventions and care-plans through and with other professionals who form part of the service user careteam	

14.72	be able, on the basis of empirically derived psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting maladaptive or socially damaging behaviour of the service user	
14.73	be able to integrate and implement evidence-based psychological therapy at either an individual or group level	
<b>Health psychologists only</b>		
14.74	be able to plan and implement assessment procedures for training programmes	
14.75	be able to develop appropriate psychological assessments based on appraisal of the influence of the biological, social and environmental context	
14.76	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	
14.77	be able to carry out and analyse large-scale data gathering, including questionnaire surveys	
14.78	be able to draw on knowledge of developmental, social and biological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	
14.79	be able to contrast, compare and critically evaluate a range of models of behaviour change	
14.80	understand techniques and processes as applied when working with different individuals who experience difficulties	
14.81	be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards	

14.82	be able to evaluate and respond to change in health psychology and in consultancy and service-delivery contexts	
14.83	be able, on the basis of psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting problem, and to the psychological and social circumstances of the service user	
14.84	be able to integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions	
14.85	be able to choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting	
<b>Occupational psychologists only</b>		
14.86	be able to assess individuals, groups and organisations in detail	
14.87	be able to use the consultancy cycle	
14.88	be able to research and develop psychological methods, concepts, models, theories and instruments in occupational psychology	
14.89	be able to use psychological theory to guide research solutions for the benefit of organisations and individuals	
14.90	understand and be able to act and provide advice on policy development concerning employees' and job seekers' rights	
14.91	be able to run, direct, train and monitor others in the effective implementation of an application	

<b>Sport and exercise psychologists only</b>		
14.92	be able to assess social context and organisational characteristics	
14.93	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	
14.94	be able to formulate service users' concerns within the chosen intervention models	
<b>15</b>	<b>understand the need to establish and maintain a safe practice environment</b>	
15.1	understand the need to maintain the safety of both service users and those involved in their care or experience	understand the need to maintain the safety of both service users and those involved in their care <del>or experience</del>
15.2	be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these	
15.A		<b>be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation</b> <i>For consistency across the professions</i>
15.B		<b>be able to select appropriate personal protective equipment and use it correctly</b> <i>For consistency across the professions</i>
15.3	be able to establish safe environments for practice, which minimise risks to service users, those treating them and others	be able to establish safe environments for practice, which <del>minimise risks</del> <b>appropriately manages risk</b> to service users, those treating them and others, <b>including the use of hazard control and particularly infection control</b>

<b>Sport and exercise psychologists only</b>		
15.4	be aware of the possible physical risks associated with certain sport and exercise contexts	