

## Standards of proficiency for practitioner psychologists

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This document sets out the changes to the standards of proficiency for practitioner psychologists.

The column on the left shows new standards in effect from **1 September 2023** and compares to current standards on the right. The current standards are not presented in their numerical order and instead organised to allow direct comparison with the relevant new standard. Numbering refers to the new standards only.

Deletions are indicated in the text by ~~strike through~~ whilst additions are shown in **bold**. Generic standards are indicated by **shaded cells**. These are standards which apply across all 15 professions. White cells are profession-specific standards. These are unique to each profession, although in many cases these are still consistent across multiple professions.

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.	New standard	Standard
1	<del>be able to practise safely and effectively within their scope of practice</del>	<b>be able to practise safely and effectively within their scope of practice</b>
1.1	<del>know</del> <b>identify</b> the limits of their practice and when to seek advice or refer to another professional or service	know the limits of their practice and when to seek advice or refer to another professional
1.2	recognise the need to manage their own workload and resources safely and effectively, <b>including managing the emotional burden that comes with working in a pressured environment</b>	recognise the need to manage their own workload and resources effectively and be able to practise accordingly
1.3	<del>understand both the need to keep their skills and knowledge up to date and understand the importance of</del> <b>continuing professional development throughout their career</b>	understand both the need to keep skills and knowledge up to date and the importance of career-long learning
2	<del>be able to practise within the legal and ethical boundaries of their profession</del>	<b>be able to practise within the legal and ethical boundaries of their profession</b>
2.1	<b>maintain high standards of personal and professional conduct</b>	
2.2	promote and protect the service user's interests at all times	understand the need to act in the best interests of service users at all times
2.3	understand the importance of safeguarding <b>by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes, and engaging in these</b> <del>and the need to engage in appropriate safeguarding processes where necessary</del>	

2.4	understand what is required of them by the Health and Care Professions Council, <b>including but not limited to the Standards of conduct, performance and ethics</b>	understand what is required of them by the Health and Care Professions Council
2.5	<del>understand the need to</del> respect and uphold the rights, dignity, values, and autonomy of service users, including their role in the <b>assessment, diagnostic, treatment and / or</b> therapeutic process <del>and in maintaining health and wellbeing</del>	understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing
2.6	recognise that relationships with service users, <b>carers and others</b> should be based on mutual respect and trust, <del>and be able to maintaining</del> high standards of care <b>in all circumstances</b> <del>even in situations of personal incompatibility</del>	recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
2.7	understand the importance of and be able to obtain <b>valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented</b>	understand the importance of and be able to obtain informed consent
2.8	<b>understand the importance of capacity in the context of delivering care and treatment</b>	
2.9	<b>understand the scope of</b> <del>be able to exercise a</del> professional duty of care, <b>and exercise that duty</b>	be able to exercise a professional duty of care
2.10	understand <b>and apply</b> <del>about current</del> legislation, <b>policies and guidance relevant</b> <del>applicable to the work</del> of their profession <b>and scope of practice</b>	know about current legislation applicable to the work of their profession

2.11	recognise the power imbalance which comes with being a health care professional, and ensure they do not abuse this for personal gain	
2.12	understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on service users	understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on service users
2.13	<del>understand the power imbalance between practitioners and service users and how this can be managed appropriately</del>	understand the power imbalance between practitioners and service users and how this can be managed appropriately
2.14	<del>be able to</del> recognise appropriate boundaries and understand the dynamics of power relationships	be able to recognise appropriate boundaries and understand the dynamics of power relationships
2.15	understand the organisational context for their practice as a practitioner psychologist	understand the organisational context for their practice as a practitioner psychologist
3	<b>look after their health and wellbeing, seeking appropriate support where necessary</b> <del>be able to maintain fitness to practise</del>	<b>be able to maintain fitness to practise</b>
3.1	<b>identify anxiety and stress in themselves and recognise the potential impact on their practice</b> <del>understand the need to maintain high standards of personal and professional conduct</del>	understand the need to maintain high standards of personal and professional conduct
3.2	understand the importance of their own mental and physical health and <b>wellbeing strategies in maintaining fitness to practise</b> <del>be able to take appropriate action if their health may affect their ability to practise safely and effectively</del>	understand the importance of maintaining their own health

3.3	understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary	
3.4	<b>develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment</b> <del>understand the role that coping strategies can play in maintaining fitness to practise and the importance of seeking help and support when necessary</del>	
3.5	<del>be able to</del> manage the physical, psychological and emotional impact of their practice	be able to manage the physical, psychological and emotional impact of their practice
<b>4</b>	<b><del>be able to</del> practise as an autonomous professional, exercising their own professional judgement</b>	<b>be able to practise as an autonomous professional, exercising their own professional judgement</b>
4.1	recognise that they are personally responsible for and must be able to justify their decisions <b>and actions</b>	recognise that they are personally responsible for and must be able to justify their decisions
4.2	<del>be able to</del> use their skills, knowledge and experience, and the information available to them, to make informed decisions <b>and / or take initiate solutions take action</b> where necessary	
4.3	<del>be able to</del> make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately	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

4.4	<del>be able to make and receive appropriate referrals,</del> <b>where necessary</b>	be able to make and receive appropriate referrals
4.5	<del>be able to initiate resolution of problems and be able to exercise personal initiative</del>	be able to initiate resolution of problems and be able to exercise personal initiative
4.6	<del>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
4.7	<del>be able to use research, reasoning and problem solving skills to</del> <b>when</b> determining appropriate actions	be able to use research, reasoning and problem solving skills to determine appropriate actions
4.8	understand the <del>importance</del> <b>need for</b> of active participation in training, supervision and mentoring <b>in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice</b>	understand the importance of participation in training, supervision and mentoring
5	<b>Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner</b>	<b>be aware of the impact of culture, equality and diversity on practice</b>
5.1	<del>understand the need to adapt practice to respond appropriately to the needs of all different groups and individuals in</del> <b>practice, recognising this can be affected by difference of any kind including, but not</b>	understand the requirement to adapt practice to meet the needs of different groups and individuals

	<b>limited to, protected characteristics<sup>1</sup>, intersectional experiences and cultural differences</b>	
5.2	understand equality legislation and apply it to their practice	
5.3	<del>be aware of the</del> <b>recognise the potential</b> impact of their own values and beliefs <b>and personal biases (which may be unconscious)</b> on practice <b>and take personal action to ensure all service users and carers are treated appropriately with respect and dignity</b>	
5.4	<b>understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in theirs and others' practice</b>	
5.5	<b>recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups</b>	
5.6	<b>actively challenge these barriers, supporting the implementation of change wherever possible</b>	
5.7	<b>recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice</b>	
5.8	understand the impact of differences of any kind, including, but not limited to, the protected characteristics <sup>2</sup> , intersectional experiences and cultural	understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing or behaviour

<sup>1</sup> The Equality Act 2010 defines the protected characteristics as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Equivalent equality legislation in Northern Ireland protects age, disability, gender, race, religion or belief and sexual orientation.

<sup>2</sup> The Equality Act 2010 defines the protected characteristics as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Equivalent equality legislation in Northern Ireland protects age, disability, gender, race, religion or belief and sexual orientation.

	differences, on psychological wellbeing or behaviour including how these differences may result in experiences of marginalisation	
5.9	understand the requirement to adapt practice to meet the needs of different groups and individuals	understand the requirement to adapt practice to meet the needs of different groups and individuals
<b>6</b>	<b>understand the importance of and be able to maintain confidentiality</b>	<b>understand the importance of and be able to maintain confidentiality</b>
6.1	<del>be aware of the limits of the concept of</del> <b>adhere to the professional duty of confidentiality and understand when disclosure may be required.</b>	be aware of the limits of the concept of confidentiality
6.2	understand the principles of information <b>and data</b> governance and be aware of the safe and effective use of health, social care and other relevant information	understand the principles of information governance and be aware of the safe and effective use of health and social care information
6.3	<del>be able to recognise and respond appropriately</del> <b>in a timely manner</b> to situations where it is necessary to share information to safeguard service users, <b>carers and /</b> or the wider public	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public
6.4	<b>understand the need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators)</b>	
6.5	<b>recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms</b>	



<b>7.</b>	<b>communicate effectively</b>	<b>be able to communicate effectively</b>
7.1	<del>be able to</del> use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others	be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, their relatives, carers, colleagues and others
7.2	<p><del>be able to</del> communicate in English to the <b>required standard for their profession</b> (equivalent to level 8 of the International English Language Testing System, with no element below 7.5<sup>3</sup>)</p> <p>This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill (see standard <b>13.17</b>).</p>	<p>be able to communicate in English to the standard equivalent to level 8 of the International English Language Testing System, with no element below 7.5<sup>1</sup></p> <p>This requirement is stricter for speech and language therapists than for all other HCPC registered professions, as communication in English is a core professional skill (see standard 14.20)</p> <p><sup>1</sup> <i>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></p>
7.3	<b>understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference</b>	

<sup>3</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.

	<b>of any kind including, but not limited to, protected characteristics<sup>4</sup>, intersectional experiences and cultural differences</b>	
7.4	<del>be able to</del> work with service users <b>and /</b> 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	
7.5	<del>be able to</del> modify their <b>own</b> means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible	
7.6	<b>understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter</b>	
7.7	<del>be able to</del> use information, and communication <b>and digital</b> technologies appropriate to their practice	
7.8	<b>understand the need to provide service users or people acting on their behalf with the information necessary in accessible formats to enable them to make informed decisions</b>	
7.9	<del>be able to</del> select the appropriate means for communicating feedback to service users	be able to select the appropriate means for communicating feedback to service users
7.10	<del>be able to</del> provide psychological opinion and advice in formal settings, as appropriate	be able to provide psychological opinion and advice in formal settings, as appropriate

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<sup>4</sup> The Equality Act 2010 defines the protected characteristics as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. Equivalent equality legislation in Northern Ireland protects age, disability, gender, race, religion or belief and sexual orientation.

7.11	<del>be able to</del> communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences	be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences
7.12	<del>be able to</del> explain the nature and purpose of specific psychological techniques to service users	be able to explain the nature and purpose of specific psychological techniques to service users
7.13	<del>be able to</del> summarise and present complex ideas in an appropriate form	be able to summarise and present complex ideas in an appropriate form
7.14	<del>be able to</del> use formulations to assist multi-professional communication and understanding	be able to use formulations to assist multi-professional communication and understanding
7.15	understand explicit and implicit communications in a practitioner – service user relationship	understand explicit and implicit communications in a practitioner – service user relationship
7.16	<del>be able to</del> appropriately define and contract work with commissioning service users or their representatives	be able to appropriately define and contract work with commissioning service users or their representatives
<b>Counselling psychologists only</b>		
7.17	understand how empathic understanding can be helped by creativity and artistry in the use of language and metaphor	understand how empathic understanding can be helped by creativity and artistry in the use of language and metaphor
<b>8</b>	<del>be able to</del> <b>work appropriately with others</b>	<b>be able to work appropriately with others</b>
8.1	<del>be able to</del> work, where appropriate, in partnership with service users, their relatives and carers, <b>colleagues</b> other professionals, support staff and others	be able to work, where appropriate, in partnership with service users, other professionals, support staff and others
8.2	<b>recognise the principles and practices of other health and care professionals and systems and how they interact with their profession</b>	

8.3	understand the need to build and sustain professional relationships as both an <del>independent</del> <b>autonomous</b> practitioner and collaboratively as a member of a team	understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
8.4	<del>be able to</del> contribute effectively to work undertaken as part of a multi-disciplinary team	be able to contribute effectively to work undertaken as part of a multi-disciplinary team
8.5	<b>identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate</b>	
8.6	understand the qualities, behaviours and benefits of leadership <del>and be able to apply them in the context of your practice</del>	
8.7	<b>recognise that leadership is a skill all professionals can demonstrate</b>	
8.8	<b>identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion</b>	
8.9	<b>demonstrate leadership behaviours appropriate to their practice</b>	
8.10	<b>act as a role model for others</b>	
8.11	<b>promote and engage in the learning of others</b>	
8.12	understand the need to engage service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals	understand the need to engage service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals
8.13	understand the need to implement interventions, care plans or management plans in partnership with service users, other professionals and carers	understand the need to implement interventions, care plans or management plans in partnership with service users, other professionals and carers

8.14	<del>be able to</del> initiate, develop and end a practitioner – service user relationship	be able to initiate, develop and end a practitioner – service user relationship
8.15	understand the dynamics present in relationships between service users and practitioners	understand the dynamics present in relationships between service users and practitioners
8.16	<del>be able to</del> plan, design and deliver teaching and training which takes into account the needs and goals of participants	be able to plan, design and deliver teaching and training which takes into account the needs and goals of participants
8.17	<del>be able to</del> support the learning of others in the application of psychological skills, knowledge, practices and procedures	be able to support the learning of others in the application of psychological skills, knowledge, practices and procedures
8.18	<del>be able to</del> <b>determine and</b> use appropriate psychological formulations in partnership with service users to facilitate their understanding of their experience or situation	be able to use psychological formulations with service users to facilitate their understanding of their experience or situation
<b>9</b>	<del>be able to</del> <b>maintain records appropriately</b>	<b>be able to maintain records appropriately</b>
9.1	<del>be able to</del> keep <b>full, clear and</b> accurate, <del>comprehensive and comprehensible records in accordance with applicable</del> legislation, protocols and guidelines	be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines
9.2	<del>recognise the need to</del> manage records and all other information in accordance with applicable legislation, protocols and guidelines	recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines
9.3	<b>use digital record keeping tools, where required</b>	

<b>10</b>	<del>be able to</del> <b>reflect on and review practice</b>	<b>be able to reflect on and review practice</b>
10.1	understand the value of <del>reflection</del> reflective practice and the need to record the outcome of such reflection <b>to support continuous improvement</b>	understand the value of reflection on practice and the need to record the outcome of such reflection
10.2	recognise the value of <b>multi-disciplinary reviews</b> , case conferences and other methods of review	recognise the value of case conferences and other methods of review
10.3	<del>be able to</del> reflect critically on their practice and consider alternative ways of working	be able to reflect critically on their practice and consider alternative ways of working
10.4	understand models of supervision and their contribution to practice	understand models of supervision and their contribution to practice
<b>Clinical psychologists and counselling psychologists only</b>		
10.5	<del>be able to</del> critically reflect on the use of self in the therapeutic process	be able to critically reflect on the use of self in the therapeutic process
<b>11</b>	<del>be able to</del> <b>assure the quality of their practice</b>	<b>be able to assure the quality of their practice</b>
11.1	<del>be able to</del> engage in evidence-based practice	be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
11.2	<del>be able to</del> gather and use feedback and information, including qualitative and quantitative data, to evaluate the responses of service users to their care	be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
11.3	<del>be able to</del> monitor and systematically evaluate the quality of practice, and maintain an effective <del>audit trail</del>	be aware of the role of audit and review in quality management, including quality control, quality

	<b>quality management and quality assurance process</b> working to work towards continual improvement	assurance and the use of appropriate outcome measures
11.4	<del>be able to participate in audit procedures and</del> quality management, including quality control, quality assurance, <b>clinical governance</b> and the use of appropriate outcome measures	be able to maintain an effective audit trail and work towards continual improvement
11.5	<del>be able to evaluate</del> <b>care plans or</b> intervention plans using recognised <b>and appropriate</b> outcome measures, <b>in conjunction with the service user where possible</b> , and revise the plans as necessary <del>in conjunction with the service user</del>	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
11.6	recognise the value of <b>gathering and using</b> <del>contributing to the generation of</del> data for quality assurance and improvement programmes	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
11.7	<del>be able to</del> revise formulations in the light of ongoing intervention and, when necessary, reformulate the <b>situation</b> <del>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
11.8	<del>be able to</del> monitor agreements and practices with service users, groups and organisations	be able to monitor agreements and practices with service users, groups and organisations
<b>12</b>	understand <b>and apply</b> the key concepts of the knowledge base relevant to their profession	<b>understand the key concepts of the knowledge base relevant to their profession</b>
12.1	understand the structure and function of the human body, together with knowledge of <b>physical and mental health</b> , disease, disorder and dysfunction relevant to their profession	understand the structure and function of the human body, together with knowledge of health, well-being, disease, disorder and dysfunction relevant to their domain

12.2	demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process	be aware of the principles and applications of scientific enquiry, including the evaluation of the effectiveness of interventions and the research process
12.3	recognise the role(s) of other professions and stakeholders relevant to the work of their domain, and understand how they may relate to the role of practitioner psychologist	recognise the role of other professions and stakeholders relevant to the work of their domain
12.4	understand the structures and functions of health and social care systems and services in the UK, <b>plus other services relevant to the work of their domain</b>	understand the structures and functions of UK service providers applicable to the work of their domain
12.5	understand the theoretical basis of, and the variety of approaches to, assessment and intervention	understand the theoretical basis of, and the variety of approaches to, assessment and intervention
12.6	understand the role of the practitioner psychologist across a range of settings and services	understand the role of the practitioner psychologist across a range of settings and services
12.7	understand the application of consultation models to service delivery and practice, including the role of leadership and group processes	understand the application of consultation models to service delivery and practice, including the role of leadership and group processes
<b>Clinical psychologists only</b>		
12.8	understand theories and evidence concerning psychological development and psychological difficulties across the lifespan and their assessment and remediation	understand theories and evidence concerning psychological development and psychological difficulties across the lifespan and their assessment and remediation
12.9	understand more than one evidence-based model of formal psychological therapy	understand more than one evidence-based model of formal psychological therapy
12.10	understand psychological models related to how biological, sociological and circumstantial or life-event-related factors impinge on psychological processes to affect psychological wellbeing	understand psychological models related to how biological, sociological and circumstantial or life-event-related factors impinge on psychological processes to affect psychological wellbeing



12.11	<p>understand psychological models related to a range of presentations including:</p> <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>	<p>understand psychological models related to a range of presentations including:</p> <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>
12.12	<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>	<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>
12.13	<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>	<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>

12.14	understand change and transition processes at the individual, group and organisational level	understand change and transition processes at the individual, group and organisational level
12.15	understand social approaches such as those informed by community, critical and social constructivist perspectives	understand social approaches such as those informed by community, critical and social constructivist perspectives
12.16	understand the impact of psychopharmacological and other clinical interventions on psychological work with service users	understand the impact of psychopharmacological and other clinical interventions on psychological work with service users
<b>Counselling psychologists only</b>		
12.17	understand the philosophical bases which underpin those psychological theories <del>which are relevant to counselling psychology</del>	understand the philosophical bases which underpin those psychological theories which are relevant to counselling psychology
12.18	understand the philosophy, theory and practice of more than one evidence-based model of formal psychological therapy	understand the philosophy, theory and practice of more than one evidence-based model of formal psychological therapy
12.19	understand psychological models related to a range of presentations including: – service users with presentations from acute to enduring and mild to severe; – problems with biological or neuropsychological aspects; and – 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	understand psychological models related to a range of presentations including: – service users with presentations from acute to enduring and mild to severe; – problems with biological or neuropsychological aspects; and – 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
12.20	understand the therapeutic relationship and alliance as conceptualised by each model	understand the therapeutic relationship and alliance as conceptualised by each model
12.21	understand the spiritual and cultural traditions <b>and practices</b> relevant to counselling psychology <b>and their</b>	understand the spiritual and cultural traditions relevant to counselling psychology

	<b>application to service users and carers, as well as its variation at organisational and community levels</b>	
12.22	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	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
12.23	understand theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology <b>including people of all ages and culture;</b>  <ul style="list-style-type: none"> <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>	understand theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology
12.24	understand different theories of lifespan development <b>and their assessment and remediation</b>	understand different theories of lifespan development
12.25	understand social and cultural contexts <del>and the nature of relationships throughout the lifespan</del> <b>in a manner informed by community, critical and social constructivist perspectives</b>	understand social and cultural contexts and the nature of relationships throughout the lifespan
12.26	understand theories of psychopathology and of change <b>including transition processes at the individual, group and organisational level</b>	understand theories of psychopathology and of change
12.27	understand the impact of psychopharmacology and other interventions on psychological work with service users	understand the impact of psychopharmacology and other interventions on psychological work with service users

<b>Educational psychologists only</b>		
12.28	understand the role of the educational psychologist across a range of school and community settings and services	understand the role of the educational psychologist across a range of school and community settings and services
12.29	understand the educational and emotional factors that facilitate or impede the provision of effective teaching and learning	understand the educational and emotional factors that facilitate or impede the provision of effective teaching and learning
12.30	understand psychological theories of, and research evidence in, child, adolescent and young adult development relevant to educational psychology	understand psychological theories of, and research evidence in, child, adolescent and young adult development relevant to educational psychology
12.31	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	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
12.32	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	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
12.33	understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups	understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups
12.34	understand theories and evidence underlying psychological intervention with children, adolescents, young adults, their parents or carers, and education and other professionals	understand theories and evidence underlying psychological intervention with children, adolescents, young adults, their parents or carers, and education and other professionals
12.35	understand psychological models related to the influence on development of children, adolescents and young adults from:	understand psychological models related to the influence on development of children, adolescents and young adults from:

	<ul style="list-style-type: none"> <li>– family structures and processes;</li> <li>– cultural and community contexts; and</li> <li>– organisations and systems</li> </ul>	<ul style="list-style-type: none"> <li>– family structures and processes;</li> <li>– cultural and community contexts; and</li> <li>– organisations and systems</li> </ul>
12.36	understand change and transition processes at the individual, group and organisational level	understand change and transition processes at the individual, group and organisational level
12.37	understand the theoretical basis of, and the variety of approaches to, consultation and assessment in educational psychology	understand the theoretical basis of, and the variety of approaches to, consultation and assessment in educational psychology
12.38	<b>understands the impact of school systems and the educational curriculum, including the legal framework relating to support and funding in schools, on children and young people</b>	
12.39	<p><b>understand psychological models related to a range of presentations including:</b></p> <ul style="list-style-type: none"> <li>– <b>service users with presentations from acute to enduring and mild to severe;</b></li> <li>– <b>problems with biological or neuropsychological aspects; and</b></li> <li>– <b>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</b></li> </ul>	
12.40	<p><b>understand psychological models related to service users:</b></p> <ul style="list-style-type: none"> <li>– <b>from a range of social and cultural backgrounds;</b></li> <li>– <b>of all ages;</b></li> <li>– <b>across a range of intellectual functioning;</b></li> <li>– <b>with significant levels of challenging behaviour;</b></li> </ul>	

	<ul style="list-style-type: none"> <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>	
<b>Forensic psychologists only</b>		
12.41	understand the application of psychology in the legal system	understand the application of psychology in the legal system
12.42	understand the application and integration of a range of theoretical perspectives on socially and individually damaging behaviours, including psychological, social and biological perspectives	understand the application and integration of a range of theoretical perspectives on socially and individually damaging behaviours, including psychological, social and biological perspectives
12.43	<p>understand psychological models related to a range of presentations including:</p> <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>	<p>understand psychological models related to a range of presentations including:</p> <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>
12.44	understand psychological theories and their application to the provision of psychological therapies that focus on offenders and victims of offences	understand psychological theories and their application to the provision of psychological therapies that focus on offenders and victims of offences
12.45	understand effective assessment approaches with service users presenting with individually or socially damaging behaviour	understand effective assessment approaches with service users presenting with individually or socially damaging behaviour

12.46	understand the development of criminal and antisocial behaviour	understand the development of criminal and antisocial behaviour
12.47	understand the psychological interventions related to different service user groups including victims of offences, offenders, litigants, appellants and individuals seeking arbitration and mediation	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>		
12.48	understand context and perspectives in health psychology	understand context and perspectives in health psychology
12.49	understand the epidemiology of health and illness	understand the epidemiology of health and illness
12.50	understand: – biological mechanisms of health and disease; – health-related cognitions and behaviour; – stress, health and illness; – individual differences in health and illness; – lifespan, gender and cross-cultural perspectives; and – long-term conditions and disability	understand: – biological mechanisms of health and disease; – health-related cognitions and behaviour; – stress, health and illness; – individual differences in health and illness; – lifespan, gender and cross-cultural perspectives; and – long-term conditions and disability
12.51	understand applications of health psychology and professional issues	understand applications of health psychology and professional issues
12.52	understand healthcare in professional settings	understand healthcare in professional settings
12.53	<b>understand psychological models related to how biological, sociological, and circumstantial or life-event-related factors impinge on psychological processes</b>	
<b>Occupational psychologists only</b>		

12.54	<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> <p><b>- Psychological assessment at work</b>  <b>- Learning, training and development</b>  <b>- Leadership, engagement and motivation</b>  <b>- Wellbeing and work</b>  <b>- Work design, organisational change and development</b></p>	<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>Sports and exercise psychologists only</b>		
12.55	<p>understand cognitive processes, including motor skills, practice skills, learning and perception; and self-regulation</p>	<p>understand cognitive processes, including motor skills, practice skills, learning and perception; and self-regulation</p>
12.56	<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>	<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>
12.57	<p>understand exercise and physical activity including:</p> <ul style="list-style-type: none"> <li>– determinants, such as motives, barriers and</li> </ul>	<p>understand exercise and physical activity including:</p> <ul style="list-style-type: none"> <li>– determinants, such as motives, barriers and</li> </ul>



	<p>adherence;</p> <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>	<p>adherence;</p> <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>
12.58	<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>	<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>
12.59	<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>	<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>
12.60	<p>understand the impact of developmental processes, including lifespan issues and processes related to career transitions and termination</p>	<p>understand the impact of developmental processes, including lifespan issues and processes related to career transitions and termination</p>
13	<p><b><del>be able to</del> draw on appropriate knowledge and skills to inform practice</b></p>	<p><b>be able to draw on appropriate knowledge and skills to inform practice</b></p>

13.1	<del>be able to</del> change their practice as needed to take account of new developments, technologies and changing contexts	be able to change their practice as needed to take account of new developments or changing contexts
13.2	<del>be able to</del> gather appropriate information	be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively
13.3	<del>be able to</del> analyse and critically evaluate the information collected	be able to analyse and critically evaluate the information collected
13.4	<del>be able to</del> select and use appropriate assessment techniques <b>and equipment</b>	be able to select and use appropriate assessment techniques
13.5	<del>be able to</del> undertake and record a thorough, sensitive and detailed assessment, <del>using appropriate techniques and equipment</del>	be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
13.6	<del>be able to</del> undertake or arrange investigations as appropriate	be able to undertake or arrange investigations as appropriate
13.7	<del>be able to</del> conduct appropriate <b>diagnostic assessment</b> or monitoring procedures, treatment, therapy or other actions safely and effectively	be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively
13.8	<del>be aware of</del> <b>recognise</b> a range of research methodologies <b>relevant to their role</b>	be aware of a range of research methodologies
13.9	recognise the value of research to the critical evaluation of practice	recognise the value of research to the critical evaluation of practice
13.10	<del>be able to</del> <b>critically</b> evaluate research and other evidence to inform their own practice	be able to evaluate research and other evidence to inform their own practice

13.11	<b>engage service users in research as appropriate</b>	
13.12	<del>be able to</del> apply psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks and psychological paradigms	be able to apply psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks and psychological paradigms
13.13	<del>be able to</del> conduct consultancy	be able to conduct consultancy
13.14	<del>be able to</del> formulate specific and appropriate management plans including the setting of timescales	be able to formulate specific and appropriate management plans including the setting of timescales
13.15	<del>be able to</del> manage resources to meet timescales and agreed project objectives	be able to manage resources to meet timescales and agreed project objectives
13.16	<del>be able to</del> use psychological formulations to plan appropriate interventions that take the service user's perspective into account	be able to use psychological formulations to plan appropriate interventions that take the service user's perspective into account  be able to analyse and critically evaluate the information collected
13.17	<del>be able to</del> direct the implementation of applications and interventions carried out by others	be able to direct the implementation of applications and interventions carried out by others  be able to undertake or arrange investigations as appropriate
13.18	<del>be able to</del> make informed judgements on complex issues in the absence of complete information	be able to make informed judgements on complex issues in the absence of complete information
13.19	<del>be able to</del> work effectively whilst holding alternative competing explanations in mind	be able to work effectively whilst holding alternative competing explanations in mind

13.20	<del>be able to</del> generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations	be able to generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations
13.21	<del>be able to</del> 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 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
13.22	<del>be able to</del> 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 decide how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with service users or service systems
13.23	<del>be able to</del> use formal assessment procedures, systematic interviewing procedures and other structured methods of assessment relevant to their domain	be able to use formal assessment procedures, systematic interviewing procedures and other structured methods of assessment relevant to their domain
13.24	<del>be able to</del> critically evaluate risks and their implications	be able to critically evaluate risks and their implications
13.25	<del>be able to</del> recognise when further intervention is inappropriate, or unlikely to be helpful	be able to recognise when further intervention is inappropriate, or unlikely to be helpful
13.26	<del>be able to</del> initiate, design, develop, conduct and critically evaluate psychological research	be able to initiate, design, develop, conduct and critically evaluate psychological research
13.27	<del>be able to</del> understand and use applicable techniques for research and academic enquiry, including qualitative and quantitative approaches	be able to understand and use applicable techniques for research and academic enquiry, including qualitative and quantitative approaches
13.28	<del>be able to</del> 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	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
13.29	understand <b>and apply</b> research ethics <del>and be able to apply them</del>	understand research ethics and be able to apply them

13.30	<del>be able to</del> conduct service and large scale evaluations	be able to conduct service and large scale evaluations
<b>Clinical psychologists only</b>		
13.31	<del>be able to</del> assess social context and organisational characteristics	be able to assess social context and organisational characteristics
13.32	<del>be able to</del> develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
13.33	<del>be able to</del> draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	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
13.34	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	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
13.35	<b>deliver appropriate psychological therapies acquired through study and supervised practice and maintained with regular, ongoing supervision</b>	
13.36	<del>be able, on the basis of psychological formulation, to</del> implement, <b>on the basis of psychological formulation</b> , psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user	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

13.37	<del>be able to</del> implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy to <b>defined levels of competence</b> , including the use of cognitive behavioural therapy	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
13.38	<del>be able to</del> promote awareness of the actual and potential contribution of psychological services	be able to promote awareness of the actual and potential contribution of psychological services
13.39	<del>be able to</del> evaluate and respond to organisational and service delivery changes, including the provision of consultation	be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation
13.40	<b>understand and be able to act on and provide advice on policy concerning health and care</b>	
<b>Counselling psychologists only</b>		
13.41	<del>be able to</del> contrast, compare and critically evaluate a range of models of therapy	be able to contrast, compare and critically evaluate a range of models of therapy
13.42	<del>be able to</del> draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	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
13.43	<del>be able to</del> critically evaluate theories of mind and personality	be able to critically evaluate theories of mind and personality
13.44	understand therapy through their own life-experience	understand therapy through their own life-experience
13.45	<del>be able to</del> adapt practice to take account of the nature of relationships throughout the lifespan	be able to adapt practice to take account of the nature of relationships throughout the lifespan
13.46	<del>be able to</del> formulate service users' concerns within the chosen therapeutic models	be able to formulate service users' concerns within the chosen therapeutic models
13.47	<del>be able to</del> critically evaluate psychopharmacology and its effects from research and practice	be able to critically evaluate psychopharmacology and its effects from research and practice

13.48	<del>be able to</del> critically evaluate theories of psychopathology and change	be able to critically evaluate theories of psychopathology and change
13.49	<del>be able on the basis of psychological formulation, to</del> implement, <b>on the basis of psychological formulation</b> , psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user	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
13.50	<del>be able to</del> implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy	be able to implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy
13.51	<del>be able to</del> promote awareness of the actual and potential contribution of psychological services	be able to promote awareness of the actual and potential contribution of psychological services
13.52	<del>be able to</del> evaluate and respond to organisational and service delivery changes, including the provision of consultation	be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation
<b>Educational psychologists only</b>		
13.53	<del>be able to</del> develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
13.54	<del>be able to</del> carry out and analyse large-scale data gathering, including questionnaire surveys	be able to carry out and analyse large-scale data gathering, including questionnaire surveys
13.55	<del>be able to</del> work with key partners to support the design, implementation, conduct, evaluation and dissemination of research activities and to support evidence-based research	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
13.56	<del>be able to</del> formulate evidence-based interventions that focus on applying knowledge, skills and expertise to support local and national initiatives	be able to formulate interventions that focus on applying knowledge, skills and expertise to support local and national initiatives

13.57	<del>be able to</del> develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards	be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards
13.58	<del>be able to</del> implement <b>evidenced-based</b> interventions and plans through and with other professions and <b>with children and young people</b> , parents <b>and / or</b> carers	be able to implement interventions and plans through and with other professions and with parents or carers
13.59	<del>be able to</del> adopt a proactive and preventative approach in order to promote the psychological wellbeing of service users	be able to adopt a proactive and preventative approach in order to promote the psychological wellbeing of service users
13.60	<del>be able to</del> choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting	be able to choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting
13.61	<del>be able to</del> integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions	be able to integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions
13.62	<del>be able to</del> promote awareness of the actual and potential contribution of psychological services	be able to promote awareness of the actual and potential contribution of psychological services
<b>Forensic psychologists only</b>		
13.63	<del>be able to</del> plan and design training and development programmes	be able to plan and design training and development programmes
13.64	<del>be able to</del> plan and implement assessment procedures for training programmes	be able to plan and implement assessment procedures for training programmes
13.65	<del>be able to</del> promote awareness of the actual and potential contribution of psychological services	be able to promote awareness of the actual and potential contribution of psychological services
13.66	<del>be able to</del> assess social context and organisational characteristics	be able to assess social context and organisational characteristics
13.67	<del>be able to</del> research and develop psychological methods, concepts, models, theories and instruments in forensic psychology	be able to research and develop psychological methods, concepts, models, theories and instruments in forensic psychology



13.68	<del>be able to</del> evaluate and respond to organisational and service delivery changes, including the provision of consultation	be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation
13.69	<del>be able to</del> draw on knowledge of developmental and social changes and constraints across an individual's lifespan to facilitate adaptability and change	be able to draw on knowledge of developmental and social changes and constraints across an individual's lifespan to facilitate adaptability and change
13.70	<del>be able to</del> implement interventions and care-plans through and with other professionals who form part of the service user care team	be able to implement interventions and care-plans through and with other professionals who form part of the service user careteam
13.71	<del>be able to</del> implement, on the basis of empirically derived psychological formulation, psychological therapy or other interventions appropriate to the presenting maladaptive or socially damaging behaviour of the service user	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
13.72	<del>be able to</del> integrate and implement evidence-based psychological therapy at either an individual or group level	be able to integrate and implement evidence-based psychological therapy at either an individual or group level
<b>Health psychologists only</b>		
13.73	<del>be able to</del> plan and implement assessment procedures for training programmes	be able to plan and implement assessment procedures for training programmes
13.74	<del>be able to</del> develop appropriate psychological assessments based on appraisal of the influence of the biological, social and environmental context	be able to develop appropriate psychological assessments based on appraisal of the influence of the biological, social and environmental context
13.75	<del>be able to</del> develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
13.76	<del>be able to</del> carry out and analyse large-scale data gathering, including questionnaire surveys	be able to carry out and analyse large-scale data gathering, including questionnaire surveys
13.77	<del>be able to</del> draw on knowledge of developmental, social and biological processes across the lifespan to facilitate	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	adaptability and change in individuals, groups, families, organisations and communities
13.78	<del>be able to</del> contrast, compare and critically evaluate a range of models of behaviour change	be able to contrast, compare and critically evaluate a range of models of behaviour change
13.79	understand techniques and processes as applied when working with different individuals who experience difficulties	understand techniques and processes as applied when working with different individuals who experience difficulties
13.80	<del>be able to</del> develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards	be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards
13.81	<del>be able to</del> evaluate and respond to change in health psychology and in consultancy and service-delivery contexts	be able to evaluate and respond to change in health psychology and in consultancy and service-delivery contexts
13.82	<del>be able to</del> to implement, on the basis of psychological formulation, psychological therapy or other interventions appropriate to the presenting problem, and to the psychological and social circumstances of the service user	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
13.83	<del>be able to</del> integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions	be able to integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions
13.84	<del>be able to</del> choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting	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>		
13.85	<del>be able to</del> assess individuals, groups and organisations in detail	be able to assess individuals, groups and organisations in detail
13.86	<del>be able to</del> use the consultancy cycle	be able to use the consultancy cycle

13.87	<del>be able to</del> research and develop psychological methods, concepts, models, theories and instruments in occupational psychology	be able to research and develop psychological methods, concepts, models, theories and instruments in occupational psychology
13.88	<del>be able to</del> use psychological theory to guide research solutions for the benefit of organisations and individuals	be able to use psychological theory to guide research solutions for the benefit of organisations and individuals
13.89	understand and <del>be able to</del> act and provide advice on policy development concerning employees' and job seekers' rights	understand and be able to act and provide advice on policy development concerning employees' and job seekers' rights
13.90	<del>be able to</del> run, direct, train and monitor others in the effective implementation of an application	be able to run, direct, train and monitor others in the effective implementation of an application
<b>Sport and exercise psychologists only</b>		
13.91	<del>be able to</del> assess social context and organisational characteristics	be able to assess social context and organisational characteristics
13.92	<del>be able to</del> develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
13.93	<del>be able to</del> formulate service users' concerns within the chosen intervention models	be able to formulate service users' concerns within the chosen intervention models
<b>14</b>	<del>understand the need to establish and maintain a safe practice environment</del>	<b>understand the need to establish and maintain a safe practice environment</b>
14.1	understand the need to maintain the safety of <del>both</del> <b>themselves and others, including</b> service users, <b>carers</b> and <del>those involved in their care</del> <b>colleagues</b>	understand the need to maintain the safety of both service users and those involved in their care
14.2	<del>be aware</del> <b>demonstrate awareness</b> of applicable <b>relevant</b> health and safety legislation and <del>any relevant safety policies and</del> <b>comply with all local operational</b>	be aware of applicable health and safety legislation, and any relevant safety policies and procedures in

	<del>procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these</del>	force at the workplace, such as incident reporting, and be able to act in accordance with these
14.3	<del>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</del>	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
14.4	<del>be able to select appropriate personal protective equipment and use it correctly</del>	be able to select appropriate personal protective equipment and use it correctly
14.5	<del>be able to establish safe environments for practice, which appropriately manages risk to service users, those treating them and others, including the use of hazard control and particularly infection control</del>	be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control
	<b>Sports and exercise psychologists only</b>	
14.6	<del>be aware</del> <b>demonstrate awareness</b> of the possible physical risks associated with certain sport and exercise contexts	be aware of the possible physical risks associated with certain sport and exercise contexts
15	<b>promote health and prevent ill health</b>	
15.1	<b>understand the role of their profession in health promotion, health education and preventing ill health</b>	
15.2	<b>understand how social, economic and environmental factors (wider determinants of</b>	

	<b>health) can influence a person's health and well-being</b>	
15.3	<b>empower and enable individuals (including service users and colleagues) to play a part in managing their own health</b>	
15.4	<b>engage in occupational health, including being aware of immunisation requirements</b>	