

[Privacy statement](#)

The Psychology Board of Australia is consulting on updating the [Guidelines for the national psychology exam](#).

The purpose of this public consultation is to seek your views about our proposals to inform our decisions about the draft exam guidelines. We are asking for your feedback on the following:

- which option you prefer (to keep the current exam guidelines or update them)
- your views on including the recently updated [Professional competencies for psychologists](#) into the exam guidelines
- your views on introducing an exemption from sitting the exam for some internationally qualified applicants for general registration
- your views on the proposed content of the draft exam guidelines, and
- your views on the proposed transition to the updated draft guidelines (if approved)

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Q0b. Who are you completing this public consultation on behalf of?

- ☐ An organisation
- ☒ Myself

Q0c. Please provide details on who you are.

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Q0d. Are you happy to provide us with some identifying information?

- ☐ Yes
- ☒ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

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Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychologist

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

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Q41. **Publication of your submission**

Would you like your submission to be published?

- ☒ Yes - publish my anonymous submission
- ☐ No - do not publish my submission

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

Less deceptive questions that are worded clearly and accurately. This would significantly help provisional psychologists whose first language is not English.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

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Q4b. What would you like to see changed?

Reduce the content of the assessment and intervention domains as prov psychs are already being assessed and observed by their supervisor on these assessments . Make the ethics and communication agree to common sense practices , if fully registered psychs can't answer the ethics questions then this is problematic and shows that it's not pragmatic . Reduce the overall amount of questions as it's too long and not fair for people Who suffer from adhd .

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- ☐ Somewhat
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- ☐ No opinion

Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

Get rid of the exam it's not a fair assessment of competency .

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- ☐ Other
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Q0g. Profession:

Psychology

Q0h. Please describe:

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- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

There is no clear guideline on communication resources; one cannot find any reliable source to study and prepare for the exam. There is no clear feedback from the board once the exam results are out as in what questions were wrong which I believe doesn't help with one's improvement in any of the four competencies. The lack of clear feedback has caused many stress and anxiety for all the Prov. Psychs. A clear feedback with highlighting what questions were wrong could help one to prepare better, learn from their mistakes and practice in a safe way as the current feedback system does not help anyone to improve and maintain the safety of their client as there is no learning happening with the graph feedback and the triangle and circle.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☒ Yes
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

If the new guidelines are approved and are to publish it would definitely be helpful to provide specific resources on each domain to help the Prov psychs, educators and other organisations better prepare for the exam. Sudden change, and lack of clear resources can lead to increased amount of confusion, stress and mental distress on all Prov. Psychs who are expected to look after other people's mental health.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

I hope the board considers that lack of transparency and accountability in exam results are putting such a huge mental burden upon all provisional psychologists who failed the exam. No learning is happening with the current graph of the results once one fails which does not support safe practice. Exam for overseas qualified professionals who have studied 5 to 6 years should be ceased as they already go through recognition process, IELTS exam. The process of qualification recognition requires an IELTS score of 7, while the NPE's language is equivalent of 9 in IELTS. It would be great if you could make NPE more inclusive of all the professionals and not just Australian!

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Q0f. Are you:

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- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Provisional Psychologist (4+2)

Q0h. Please describe:

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- ☐ Somewhat
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Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

The NPE curriculum, guidelines and reading list need to be made into alignment with each being mandatory and not "recommended" or optional each being represented within the actual exam. It's ridiculous that the exam really has no bearing upon the curriculum or reading list; with exam candidates expected to go on a data exam scavenger hunt to find, research and learn for the exam NOT listed either on the AHPRA exam "recommended" reading, but alluded to in the curriculum and vice versa. The exam itself is \$451 per sitting. The exam often has no bearing on AHPRA's Reading or Curriculum lists; which the AHPRA, Psychology Board confirms is the case as the "field of psychology is too vast to be contained to a Reading List". This is appalling. How are Provisional Psychologists who AHPRA approved to practice with the public, effectively have studied a minimum of 4 years and practiced for 2 years without any complaints are suddenly not able to pass an exam that has a suggested reading and curriculum but not a prescribed one to ensure the public's safety. This needs to be permanently fixed. Additionally there are provisional psychs who have the confidence of their employers, clients and Board Approved Supervisors (many of the latter have never sat this AHPRA exam); are just not great at sitting an exam; particularly one that goes for 3.5 hours without being allowed to have clear bottled water at the examination table! It's inhumane, harsh and heartless. Pls overhaul NPE.

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Q6b. What are these impacts?

Unsure, but there will be impacts and changes to various courses.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

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Q0f. Are you:

- ☒ A registered health practitioner?
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- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Provisional Psychologist

Q0h. Please describe:

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Q0i. **Publication of your submission**

Would you like your submission to be published?

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Q41. **Publication of your submission**

Would you like your submission to be published?

- ☒ Yes - publish my anonymous submission
- ☐ No - do not publish my submission

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

The exam format, 150 questions is very mind drilling. At the same time, this exam is anxiety-provoking for all people who are sitting an exam after 6 hard years of studies. Still not guaranteed that we will pass, if fail have to redo all domains and maybe in the next trial we will fail all domains. Please have some easy margins on exams and marking. We are developing individual skills and responses are sometimes subjective why still we do not pass the exam. There is too much material about Intervention and assessment considering jobs and life it is too much study we have to do for exams. And still, no hope we will pass the exam. For international people, it's financially hard as well to reappear in exams especially as a provisional our salaries are limited. In short, this exam causes mental health issues in many provisional before they deal with other clients. Have an easy Exam system.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☐ Yes
- ☐ Somewhat
- ☒ No
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

What about the provisional who has been given enough trials to pass the exam before December 2025?

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☒ No
- ☐ No opinion

Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

Please consider the exam format, fee structure, and trails as provisional we have to redo the exam. Please have some material review in assessment , intervention and communcation domain, there is hardly some material available for communication. There is a lot of study for the intervention part and assessment parts.

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Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
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Q4b. What would you like to see changed?

It needs to be explained why people doing the 5+1 pathway have to sit the exam and people who have completed a university 6th year program do not. If the industry based program is not regulated then what is the purpose of the case reports, intensive supervision hours. There is a redundancy in assessment requirements for people undertaking the 5+1 and it is not equitable. Also, if a candidate fails 1 domain or 2 domains, why do they need to re-sit the entire exam again? Yes, they have to pass overall, but surely let them sit the exam in the area they are "not competent in". The assessment requirements are supposed to be competency based yet they are harder than any university 6th year program assessment! Every supervisor agrees on this yet nothing changes! Provisional psychologists undertaking the 5+1 are getting exploited and forced to undertake very expensive "NPE" preparation" courses run by people who are financially benefiting from this exploitation. It is ironic that the board contradicts their own "non exploitation" code of conduct.

Q5. Proposed implementation of the draft exam guidelines

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- ☐ Somewhat
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- ☒ No opinion

Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

The exam needs to be broken up into parts, if a candidate fails one part of the exam and not the other they should only have to redo the part that they failed. The requirements for "competency" are much higher for individuals undertaking 5+1 compared to clinical master program, and they receive much more board approved supervision. Either the board does not trust board approved supervisors to adequately assess competency of provisional psychologists, or they need to demonstrate they trust the supervisors and reduce the weight of the exam, either break it into parts, or make some of it a practical exam, where the provisional psych is observed via online proctor or person nominated by the psychology board. Making vulnerable provisional psychologists, who are mostly from culturally diverse non-English speaking countries and low socio-economic status is unethical and unjust, and contradicts the code of respect for diversity and cultural sensitivity. These provisional psychologists have been observed as competent and safe to practice by their supervisors, yet the boards thinks an arbitrary multiple choice exam that most experienced psychologists would struggle to pass, is an appropriate tool to assess competency. This measure lacks flexibility and cultural sensitivity and should be reviewed urgently.

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Q0g. Profession:

Psychology

Q0h. Please describe:

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Would you like your submission to be published?

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Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
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Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
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Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☐ Yes
- ☐ Somewhat
- ☐ No
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Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

Your career is being held by a multiple choice It is unpredicable and traumatic. I have still not slept properly for the month before and the (so far) two weeks after. Every night I dream of exam questions. It has no relationship to being a good psychologist. It violates it's own ethical principles. It is a punitive process not taking into account it is dealing with humans.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☐ Yes
- ☒ Somewhat
- ☐ No
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q7b. Please describe these potential impacts

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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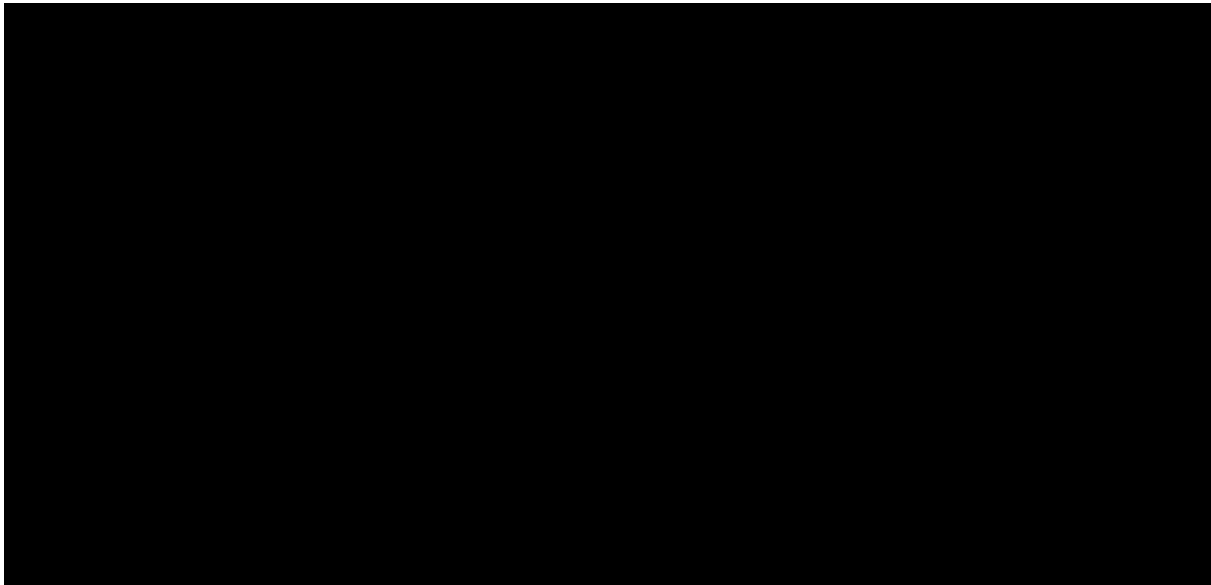
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Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes

- ☐ Somewhat
- ☒ No
- ☐ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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- ☐ An organisation
- ☒ Myself

Q0c. Please provide details on who you are.

This question was not displayed to the respondent.

Q0d. Are you happy to provide us with some identifying information?

- ☐ Yes
- ☒ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

This question was not displayed to the respondent.

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Provisional Psychologist

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q41. **Publication of your submission**

Would you like your submission to be published?

- ☒ Yes - publish my anonymous submission
- ☐ No - do not publish my submission

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q4b. What would you like to see changed?

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Q5. Proposed implementation of the draft exam guidelines

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- ☐ Somewhat
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

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Q6b. What are these impacts?

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Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes

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- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychology

Q0h. Please describe:

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Would you like your submission to be published?

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Q4b. What would you like to see changed?

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Q6b. What are these impacts?

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- ☐ Yes

- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. Other feedback

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

Thank you for your email. I must say that I have very little confidence in Psychology Board of Australia and in the APS. I do not believe our profession should be subjected to Government control the way it is. It is not that I believe ethical behaviour of practicing psychologists should not be not monitored and managed by government bodies like AHPRA. What I really mean is control of theoretical approach to practice. It is absolutely discussing how APS and Psychology Board have entered into arrangements with government so that psychologists can deliver techniques, rather than in-depth therapeutic process. No wonder we have mental health crisis in Australia. Not because we have lack of psychologists, but because we are churning out “scientific technique practitioners” according the scientific evidence that supposed to define their practice as “evidence-based.” You and many other psychologists know that psychological research studies often lack replicability factor, yet the evidence based idea is pushed like advertising of shampoo that states “this shampoo has been clinically tested to do wonderful things to your hair”. Evidence based practice whilst it sounds impressive for government officials is far from evidence-based. The CBT dogma has led to operationalisation of therapeutic factors not for the benefit of clients but for the benefit of financial analysts in Canberra and for the image of psychology as a “science profession”.



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Q0d. Are you happy to provide us with some identifying information?

- ☐ Yes
- ☒ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

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Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Clinical psychologist

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q41. **Publication of your submission**

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- ☒ Yes - publish my anonymous submission
- ☐ No - do not publish my submission

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
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Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes
- ☐ Somewhat
- ☐ No
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Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☒ No
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Q4b. What would you like to see changed?

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Q5. Proposed implementation of the draft exam guidelines

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- ☐ Yes
- ☐ Somewhat
- ☒ No
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Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes

- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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Q0g. Profession:

psychologist

Q0h. Please describe:

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- ☐ Yes
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Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
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Q4b. What would you like to see changed?

The pressure of sitting the NPE is phenomenal for many provisional psychologists. There is already such a stringent process to become a psychologist with study years, internships and supervision. On the job training and practicing evidence is so important, the exam really feels like one last box to tick 'just because'. With each area of psychology being so specific in itself, asking people to complete an exam which covers all areas, many of which they may never look at, seems a bit silly if they have proven through passing uni exams and supervision that they are knowledgeable and good at their job. To become a psychologist and move through each phase of the qualification requires high levels of knowledge just to maintain the uni marks needed to get into and complete the courses. One more exam, is a burden and really only demonstrates a persons ability to route learn knowledge required for this particular exam. Which, as we should know - is not an indication of real world application, or understanding.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

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- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

There is so much pressure placed on this exam, if the board listened they would hear the potential mental health impact it has on the people sitting it.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q7b. Please describe these potential impacts

Potentially. The exam is written for people who speak english as their first language and who can adequately read and interpret the questions. This is evident through the number of people who have to re-sit the exam where english is not their primary language.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

No.



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- ☐ An organisation
- ☒ Myself

Q0c. Please provide details on who you are.

This question was not displayed to the respondent.

Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

Your job title

Email address

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

psychology

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
- ☐ No - **do not** publish my submission

Q41. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes

- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

Questions created by professionals in the field that fulfil the policies we have to uphold. Everything we are required to do as a profession is not upheld in the exam. We are given scant info in questions to answer and asked to provide the best answer, however in practice we are told to review, explore, gather info. No content testing is completed to ensure questions actually provide info needed to answer a question and if in fact questions are testing what out they set out to inquire about. An outsourced company should not be writing these questions without knowledge in the field, or actually working in the field and without testing the impact the questions have on actually ensuring a psychologist is competent.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

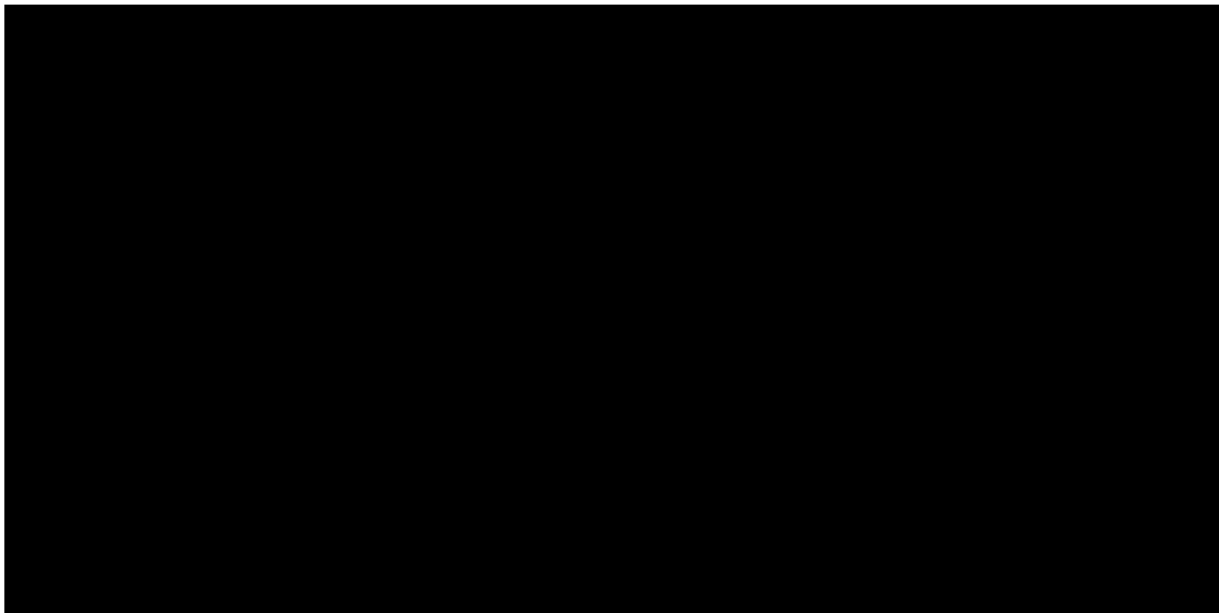
Q7b. Please describe these potential impacts

Well I'm not sure until I see the draft changes?

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

Thorough testing of guidelines to ensure they are easy to implement and assist testing and building our experience and knowledge well.



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Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

[REDACTED]

Your job title

Provisional Psychologist

Email address

[REDACTED]

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychology (provisional)

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

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- ☐ No
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- ☐ No
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Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

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- ☐ No
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Q4b. What would you like to see changed?

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- ☐ Somewhat
- ☐ No
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- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

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Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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- ☐ An organisation
- ☒ Myself

Q0c. Please provide details on who you are.

This question was not displayed to the respondent.

Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

Your job title

Email address

Q0f. Are you:

- ☐ A registered health practitioner?
- ☐ A consumer / client?
- ☒ Other
- ☐ Prefer not to say

Q0g. Profession:

This question was not displayed to the respondent.

Q0h. Please describe:

Psychology Researcher

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
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Q41. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes

- ☐ Somewhat
- ☐ No
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Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q4b. What would you like to see changed?

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Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☒ No
- ☐ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

[REDACTED]

Your job title

Provisional Psychologist

Email address

[REDACTED]

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychology

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
- ☐ No - **do not** publish my submission

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Would you like your submission to be published?

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Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes

- ☐ Somewhat
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Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
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- ☒ Yes
- ☐ Somewhat
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Q6b. What are these impacts?

It means that more internationally qualified psychologists will be able to practice rather than getting caught up in an exam that even native English speakers can find difficult to understand. It is quite common that internationally qualified psychologists fail the exam 2 or 3 times simply because the wording of the exam is not clear. Updating the guidelines will also mean updating the exam, and hopefully, this feedback will encourage AHPRA to review the questions they are asking more thoroughly as, at this stage, there are a number that are unclear or have grammatical errors making the assessment unfair.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☒ No
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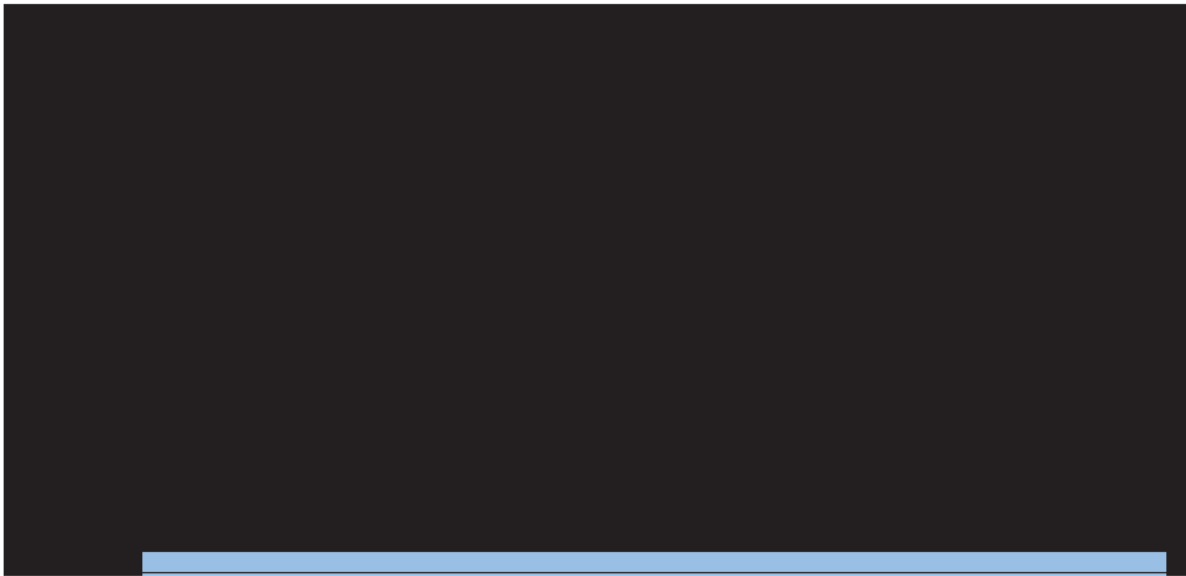
Q7b. Please describe these potential impacts

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Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

I hope that by reviewing these guidelines, more focus is put on reviewing the exam process as a whole and making the experience more ethical for those wanting to become a psychologist.



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- ☐ Yes

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- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q4b. What would you like to see changed?

This question was not displayed to the respondent.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q7b. Please describe these potential impacts

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

Your job title

Email address

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

clinical psychologist

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
- ☐ No - **do not** publish my submission

Q41. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☐ Yes

- ☐ Somewhat
- ☒ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
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Q4b. What would you like to see changed?

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- ☐ Yes
- ☐ Somewhat
- ☐ No
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

My greatest concern is that Psychologists with General registration have recently been gaining clinical endorsement through a pathway of "equivalency" without assessment of their knowledge or skills. Of course, everyone should have opportunity for clinical endorsement, but this must be assessed explicitly to protect the standards. Using the psychology exam is one pathway. It is vitally important to protect what it means to gain access to a clinically endorsed psychologist, for consumers, and the profession.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

I believe that AHPRA does an excellent job of upholding high standards for medical and clinical professionals. And it seems that the transition from General registration to clinical registration for psychologists, via the equivalency pathway, represents a loophole which bypasses these high standards. This error must be corrected immediately or the cost of treatment will continue to rise, the efficacy of more psychologists will be questionable at best, and the value of "clinical endorsement" to the community risks being diluted. Please help.



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- ☐ No - I wish for my submission to be anonymous

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Your job title

Email address

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychology

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
- ☐ No - **do not** publish my submission

Q41. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes

- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q4b. What would you like to see changed?

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- ☒ Yes
- ☐ Somewhat
- ☐ No
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

Education changes to be Neurodiversity-affirming and knowledge on impacts across allied health spaces with reference to the Autism Strategy. This should also be rolled out to all allied health professionals with updated competency to ensure consistency in access and support services.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

Please review technical difficulties and the response to these. The interruption of sitting such an important exam can have ramifications across the individuals life. These are currently not considered. Better checking of spelling and question completion as well as acknowledging the inconsistencies with subjective responses. Multiple choice may not be the best option especially when contextual information is not provided for different neurotypes.

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- ☐ An organisation
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Q0c. Please provide details on who you are.

This question was not displayed to the respondent.

Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

Your job title

Email address

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychology and applied research

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
- ☐ No - **do not** publish my submission

Q41. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes

- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☐ Somewhat
- ☐ No
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Q4b. What would you like to see changed?

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Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☐ Yes
- ☒ Somewhat
- ☐ No
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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

Changed emphasis to curriculum in post grad programs, especially to include digital competence and the currently poorly defined/ understood construct “reflexivity”. Time for supervisors and those training supervisors to become comfortable in the application of new concepts and / or emphases.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q7b. Please describe these potential impacts

Poorly understood and rigidly applied notions of cultural needs and minimum emphasis on the “indigenous peoples” without direct involvement in design, delivery, and implementation can actually perpetuate any disadvantages currently within the system (many in my experience) and silence truly representative voices.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

The nature of the exam including the pedantic nature of questions that serve no distinct purpose in being able to determine a candidate’s capacity to use ethical and evidence /best practice informed approaches but rather overly focus on capacity to discern unnecessarily complex and confusing written English is unhelpful, poor modelling of practice, and causing emotional and financial distress to emerging psychologists. The exam should be something the majority (Bell curve 60%) of currently registered Psychologist’s pass which is extremely unlikely.



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Q0g. Profession:

psychology

Q0h. Please describe:

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Would you like your submission to be published?

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Would you like your submission to be published?

This question was not displayed to the respondent.

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- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes

- ☐ Somewhat
- ☐ No
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Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

1. Being both an overseas trained psychologist and a 5+1 graduate, I found the amount of information of such a great number of different treatment modalities and fields of practice rather overwhelming. The expectation that knowledge should be across all fields of the discipline and across all elements seems unbalanced with the rather streamlined way in which endorsements get their registration (by assumptions that their quals are sufficient and no exam is required). I'd advocate for all training psychs to take the test or limit the gen registration test to overseas applicants and exclude the 5+1. We either state uni quals are good enough or we say they aren't. I acknowledge the NPE itself was actually easy but it's not what it was written in the guidelines. 2. NPE detailed results should be open and released to the applicants. Pass/fail is not good enough given the extend of effort and resources poured into qualifying. Results can and should be release without compromising the tests questions.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

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Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q6b. What are these impacts?

This question was not displayed to the respondent.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

No

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Q0a. **Identification**

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Q0b. Who are you completing this public consultation on behalf of?

- ☐ An organisation
- ☒ Myself

Q0c. Please provide details on who you are.

This question was not displayed to the respondent.

Q0d. Are you happy to provide us with some identifying information?

- ☐ Yes
- ☒ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

This question was not displayed to the respondent.

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

psychologist

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q41. **Publication of your submission**

Would you like your submission to be published?

- ☒ Yes - publish my anonymous submission
- ☐ No - do not publish my submission

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

Provide more details in questions to provide context and have graded answers as we need to give the most correct answer, however often it feels like there could be 2 very correct answers.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

Not very much time to adapt to the changes.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☒ No
- ☐ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

Make the questions clearer and test them to see they are asking what they set out to ask. Previously the questions have not been fair.



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Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

Your job title

Email address

Q0f. Are you:

- ☐ A registered health practitioner?
- ☒ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

This question was not displayed to the respondent.

Q0h. Please describe:

This question was not displayed to the respondent.

Q0i. **Publication of your submission**

Would you like your submission to be published?

- ☐ Yes - publish my submission **with** my name/organisation name
- ☒ Yes - publish my submission **without** my name/organisation name
- ☐ No - **do not** publish my submission

Q41. **Publication of your submission**

Would you like your submission to be published?

This question was not displayed to the respondent.

Q1. **Preferred option**

Q1. Do you support updating the Guidelines for the national psychology exam?

- ☐ Yes
- ☒ Somewhat
- ☐ No
- ☐ No opinion

Q2. Q2. Do you support including the updated general registration competencies as outlined in the [Professional competencies for psychologists](#) into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q3. Q3. Do you support an exemption from sitting the exam for international applicants for general registration who hold a qualification that is substantially equivalent, or based on similar competencies, to a Board-approved fifth and sixth year qualification?

- ☐ Yes

- ☐ Somewhat
- ☒ No
- ☐ No opinion

Q4. Content of the draft exam guidelines

Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

The National Psychology Exam should NOT be exempted for overseas-trained psychologists.

Q5. Proposed implementation of the draft exam guidelines

Q5. The Board proposes to publish the *draft exam guidelines* when they are approved, but to have a future date for when it comes into effect (1 December 2025) to allow enough time for exam candidates to prepare. The first exam including the updated professional competencies will not be until the February 2026 sitting of the exam. Are you in support of this transition and implementation plan?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

Exempting the National Exam for some internationally-trained psychologists could have the following negative impacts: 1. Impact on clients: Exempting some internationally trained psychologists from the exam might not guarantee that they meet the minimum required competencies, posing a threat to public safety. 2. Impact on psychologists: The public trust in not only overseas-qualified psychologists but also the broader psychologist community could significantly diminish if the public encounters incompetent psychologists trained overseas.

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q7b. Please describe these potential impacts

Exempting the National Psychology Exam for some internationally-trained psychologists could have disproportionately negative effects on Aboriginal and Torres Strait Islander communities. Not only might these communities be serviced by psychologists whose competencies have not been sufficiently vetted—increasing the risk of encountering practitioners lacking essential skills—but there's also the critical issue of cultural competence. Psychologists trained overseas, exempted from the National Exam, may lack the necessary knowledge and sensitivity required for effectively working with Aboriginal and Torres Strait Islander people. This deficiency can lead to inadequate care that fails to respect and incorporate important cultural considerations, further exacerbating disparities in mental health services for these populations.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?



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Q0d. Are you happy to provide us with some identifying information?

- ☒ Yes
- ☐ No - I wish for my submission to be anonymous

Q0e. Please provide details on who you are.

Your name

Helen Carouzos

Your job title

Counselling Psychologist

Email address

[REDACTED]

Q0f. Are you:

- ☒ A registered health practitioner?
- ☐ A consumer / client?
- ☐ Other
- ☐ Prefer not to say

Q0g. Profession:

Psychology

Q0h. Please describe:

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- ☒ Yes
- ☐ Somewhat
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- ☐ No
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Q4. Is there any content that needs to be changed, deleted, or added into the *draft exam guidelines*?

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q4b. What would you like to see changed?

More information or guidance for registered non-practising psychologists currently working as a specialist psychologist in another country, who originally qualified/trained (at Masters level) and practiced in Australia.

Q5. Proposed implementation of the draft exam guidelines

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- ☒ Yes
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- ☐ No
- ☐ No opinion

Q6. Q6. Are there specific impacts for higher education providers, accreditation agencies, international regulators, governments, employers, psychologists, supervisors, exam candidates, clients/consumers or other stakeholders that the Board should be aware of, if the *draft exam guidelines* were to be approved? Please consider positive impacts and any potential negative or unintended effects in your answer.

- ☒ Yes
- ☐ Somewhat
- ☐ No
- ☐ No opinion

Q6b. What are these impacts?

The professional and personal impact for psychologists and/or employers attempting to sit the exam and unexpected outcomes. Will there be adequate professional support and opportunities for feedback to resit the exam and if so over what time frame? What are the proposed next steps for psychologists who don't pass the exam? What are their professional options?

Q7. Q7. Would the proposed changes to the *draft exam guidelines* result in any potential negative or unintended effects for Aboriginal and Torres Strait Islander Peoples or other priority groups in the community?

- ☐ Yes
- ☐ Somewhat
- ☐ No
- ☒ No opinion

Q7b. Please describe these potential impacts

This question was not displayed to the respondent.

Q8. **Other feedback**

Q8. Do you have any other feedback or comments about the *draft exam guidelines*?

