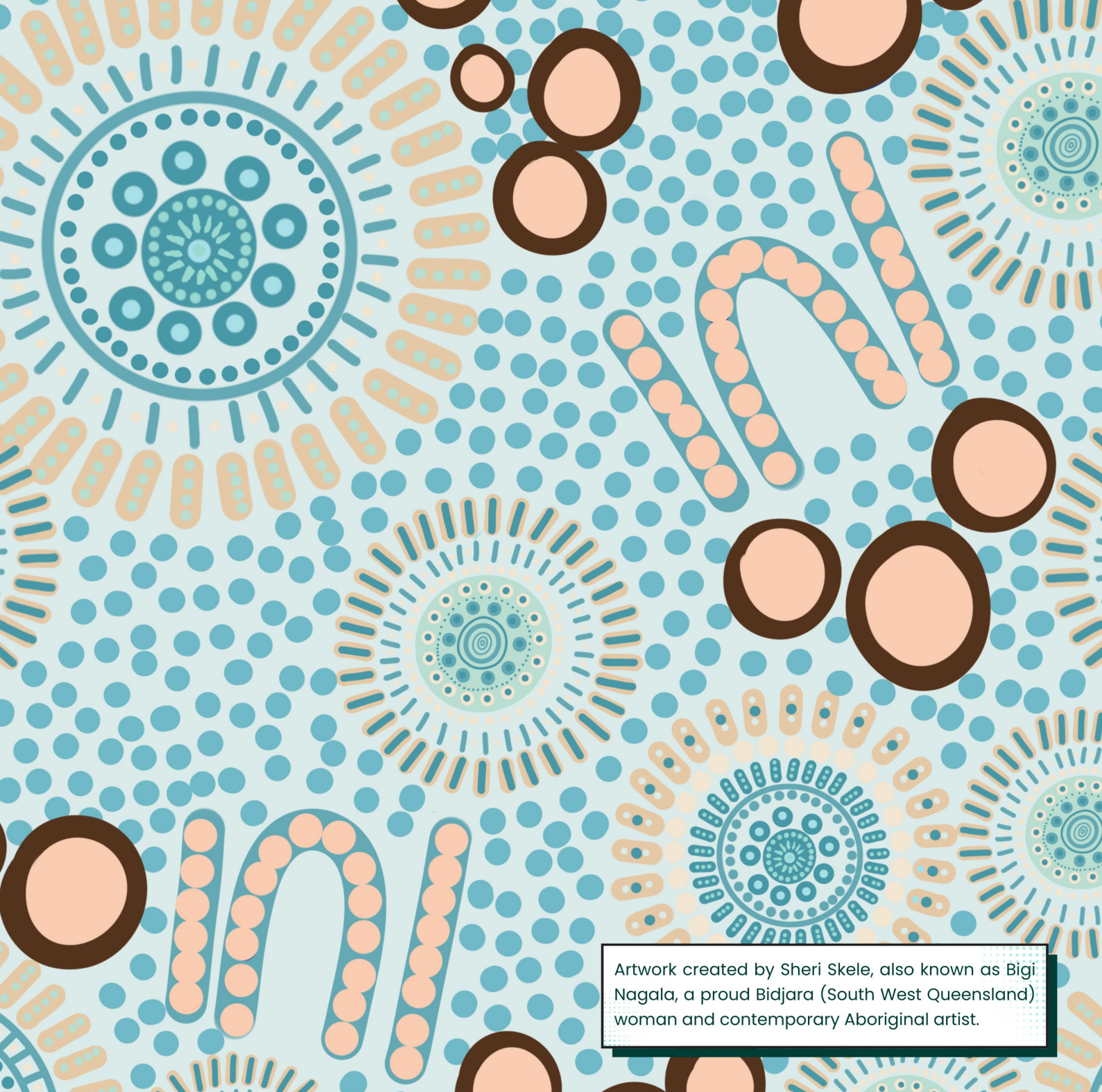Australian Psychology Accreditation Council

Accreditation Standards for Psychology Programs

Artwork created by Sheri Skele, also known as Bigi Nagala, a proud Bidjara (South West Queensland) woman and contemporary Aboriginal artist.

Acknowledgement of Country

APAC acknowledges Aboriginal and Torres Strait Islander Peoples as the First Peoples of this nation. We pay our respects to Elders, past and present, as the Traditional Owners of the lands on which we work and live. Our office is on the land of the Wurundjeri People of the Kulin nation in Naarm/Melbourne and we thank them for their enduring and continuing contribution to the life of this place. We recognise that First Peoples' sovereignty was never ceded.

Contents

Accreditation Standards for Psychology Programs in Australia

Australian Psychology Accreditation Council

The Australian Psychology Accreditation Council Limited (APAC) is the appointed independent accreditation authority for the psychology profession in Australia under Section 43 of the *Health Practitioner Regulation National Law Act 2009* (*National Law*), as enacted in each state and territory of Australia.

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

APAC's main functions include:

- developing *Accreditation Standards for Psychology Programs* (Accreditation Standards) for the education and training of psychologists for approval by the PsyBA

- assessing education providers and the programs of study they offer to determine whether they meet the Accreditation Standards

- monitoring accredited education providers and their programs of study to ensure they continue to meet the Accreditation Standards

- advising and consulting to the PsyBA and other bodies on matters of education and training relevant to the psychology profession and discipline.

Visit www.apac.au for more information about APAC, its services and the process of APAC accreditation.

Psychology education in Australia

In Australia, psychology education and training are offered in the tertiary sector by registered higher education providers (education providers) and, following these preparatory programs, through supervised practice overseen by the PsyBA via internships and registrar programs. Over the years, psychology education and training in Australia have adapted to meet the evolving needs of the Australian public, students, the profession, and developments in the provision of health services and health practitioner education.

The scientist-practitioner model remains a central pillar of how future psychologists are educated and trained. This model encourages students to develop the ability to critically evaluate scientific research, apply evidence-based knowledge in real-world settings and contribute to discipline knowledge through empirical research (Jones & Mehr, 2007; Drugas, 2023). Furthermore, inclusive educational pedagogies and diverse knowledges are fundamental for improving cultural safety through decolonising the psychology curriculum and maintaining respectful relationships with people from diverse backgrounds, cultures and lived experiences (Dudgeon et al, 2016).

The development of these skills commences early in education and training and progressively advances throughout a person's career. This ensures graduates are work-ready and able to work in a variety of fields (Schweinsberg et al, 2021). These capabilities are not only essential for safe and effective practice but also for ensuring that psychology continues to thrive as a rigorous and respected scientific discipline.

Review of the Accreditation Standards

The Accreditation Standards are reviewed from time-to-time to ensure they remain relevant, contemporary, effective and uphold public safety under Section 25 of the *National Law*. APAC conducts Accreditation Standards Reviews in line with Section 46(2) of the *National Law* and procedures set by Ahpra in the *Procedures for the development of accreditation standards* (2023). These procedures ensure Accreditation Standards are developed through good regulatory practice involving wide-ranging consultation, a regulatory impact assessment, and informed decision-making processes.

The review was titled the 'Alignment Accreditation Standards Review 2025' (Standards Review), recognising that the primary aim of the review was to align the Accreditation Standards to the revised PsyBA *Professional competencies for psychologists* (2025) and *Code of conduct for psychologists* (2025).

A secondary objective of the Standards Review was to consider key areas of the Accreditation Standards to ensure they remain consistent with the paramount principle, guiding principles and objectives of the *National Law*, including recent amendments. This included considering improvements identified through regular accreditation assessment activities since the previous review, while remaining responsive to contemporary developments in health practitioner education and psychology practice.

Visit www.apac.au for more information regarding the Standards Review and consultation.

Preamble

Accreditation Standards

The Accreditation Standards comprise:

i. Domains and Criteria
ii. Graduate Competencies

Associated documentation:

1. Evidence Guide
2. Accreditation Rules
3. Glossary

The purpose of the Accreditation Standards is for the accreditation and monitoring of programs of study leading to eligibility to apply for general registration as a psychologist and/or area of practice endorsement in Australia. The Accreditation Standards are used by APAC for the purpose of accreditation and by education providers in preparing for an accreditation assessment.

After APAC has granted accreditation for a program of study, the PsyBA is responsible for approving the program, providing eligibility to apply for registration or endorsement under Section 35 of the *National Law*.

The graduate competencies included in this Accreditation Standards document outline the competencies graduates must be able to demonstrate upon completion of each level of study. The graduate competencies do not replicate the *PsyBA Professional competencies for psychologists,* which, together with the PsyBA *Code of conduct for psychologists,* form the practice standards used to regulate the profession of psychology in Australia.

The *Evidence Guide* assists education providers with preparing evidence to demonstrate that their programs of study meet the Accreditation Standards and that graduates of the program have attained the required graduate competencies.

The relationship between APAC and education regulators

APAC recognises the role of the Department of Education, the Higher Education Standards Panel (HESP), and the Tertiary Education Quality Standards Agency (TEQSA) in the regulation and quality assurance of higher education in Australia. APAC does not seek to duplicate the role of these bodies and does not assess against the standards from the *Higher Education Standards Framework (Threshold Standards)* (2021) and the *Australian Qualifications Framework* (AQF) (2013). The Accreditation Standards in this document are limited to aspects of the education provider and programs of study that are directly related to ensuring graduates have the knowledge, skills, behaviours, and attributes needed to practise as a psychologist safely and competently in Australia.

Application of the Standards

The Accreditation Standards are applied as follows.

1. The Accreditation Standards set out the minimum requirements to be met for a program to be granted accreditation for psychology education in Australia.

2. Each domain includes a standards statement that indicates the intent or purpose of that domain standard. There are several criteria for each domain, and these set out what is expected of an APAC-accredited program in order to meet the Accreditation Standards.

3. Graduate competencies have been presented using levels. The program must ensure that graduates achieve the graduate competencies at the level for which the program has been designed.

4. Programs may comprise study at one or more levels, with graduate competencies of lower level/s being achieved prior to entry or concurrently.

Accreditation Standards for Psychology Programs

1. Domain: Public safety
1. Standard statement: Public safety is assured

Criteria

1.1. Protection of the public is prominent amongst the guiding principles of each program of study in psychology.

1.2. The education provider holds students and staff to high levels of ethical and professional conduct including in relation to the PsyBA Code of conduct for psychologists and other applicable code(s) of conduct for the psychology profession.

1.3. Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely.

1.4. The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and processes and meet relevant regulations and standards.

1.5. Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.

1.6. Before providing psychological services as part of a program, students:

    i. Have demonstrated appropriate knowledge and skills for safe practice under supervision.

    ii. Where required under the *National Law*, hold the appropriate registration with the relevant regulatory authority.

1.7. Supervision of skills training and practice is sufficient and involves multiple methods, including direct observation, to ensure that students are practising safely.

1.8. Principles of equity, inclusion, and cultural responsiveness are applied to ensure the safety of clients from diverse backgrounds.

2. Domain: Academic governance and quality assurance
2. Standard statement: Academic governance, program coordination and quality assurance processes are effective

Criteria

2.1. The program has effective governance arrangements and continuous improvement processes to ensure program quality.

2.2. The Head of the Academic Organisational Unit (AOU) is a senior, experienced academic and has sufficient academic, financial, and administrative influence to ensure the relevance and quality of the programs of study offered.

2.3. Program management and coordination is effective and ensures quality teaching and learning experiences for students to meet graduate competence.

2.4. Mechanisms exist for responding to national, state, and local priorities and contemporary developments in psychology education and related disciplines within each program.

2.5. The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and have access to professional development.

3. Domain: Program of study

3. Standard statement: Program of study design, delivery and resourcing enable students to achieve the required graduate competencies

Criteria

3.1. Program design and delivery are informed by psychology as a science-based discipline using an evidence-informed approach and are underpinned by coherent, contemporary, inclusive educational pedagogies that recognise and respect diverse ways of knowing.

3.2. Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning.

3.3. Staff are appropriately qualified and experienced for teaching, supervision and administrative duties and supported by the education provider to deliver these components at each level.

3.4. All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies.

3.5. All programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities.

3.6. Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed.

3.7. The quality, quantity and variety of professional practice education is sufficient to produce graduates competent to practise across a range of settings.

3.8. Cultural responsiveness, reflection and reflexivity are appropriately integrated within the program and clearly articulated as a learning outcome.

3.9. The principles of interprofessional education and collaborative practice are included as a learning outcome in the program.

4. Domain: The student experience

4. Standard Statement: Students are provided with equitable and timely access to information and support

Criteria

4.1. Information about learning and assessment processes and requirements are accurate, clear and accessible.

4.2. Admission and progression requirements and processes are fair, transparent and equitable.

4.3. Each program's APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited.

4.4. The academic learning needs of students are identified and academic support is provided and accessible.

4.5. Students are informed of the availability of personal and professional support services.

4.6. Equity and diversity principles are observed and promoted in the student experience.

4.7. Students have access to effective grievance and appeals processes.

5. Domain: Assessment

5. Standard Statement: Assessment is fair, reliable and valid

Criteria

5.1. The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s).

5.2. There is a constructive alignment between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.

5.3. Multiple assessment tools, modes and techniques are used to assess program learning outcomes.

5.4. Assessment procedures ensure consistent, fair and appropriate assessment decisions and the provision of feedback to students.

5.5. Assessors of students are suitably qualified and experienced.

6. Domain: Cultural Safety

6. Standard statement: Aboriginal and Torres Strait Islander Peoples have a right to work, learn, engage and receive services in culturally safe environments free from racism

Criteria

6.1. Aboriginal and Torres Strait Islander ways of knowing, being and doing that facilitate cultural safety are clearly articulated in the program's learning outcomes.

6.2. The education provider has an effective plan for the recruitment, admission, participation, retention and completion of the program by Aboriginal and Torres Strait Islander Peoples.

6.3. The education provider ensures students have access to appropriate resources and staff with specialist knowledge, expertise and cultural capabilities to facilitate learning about Aboriginal and Torres Strait Islander health and wellbeing.

6.4. Aboriginal and Torres Strait Islander governance and leadership is included in program design, assessment and ongoing management.

6.5. Prior to placement, students demonstrate knowledge and application of culturally safe service for Aboriginal and Torres Strait Islander Peoples.

Graduate competencies

Graduate competencies outline the knowledge, skills, behaviours, and attributes expected of graduates from accredited psychology programs. To attain APAC-accreditation, a program of study must demonstrate how students will develop and how graduates have demonstrated attainment of the competencies for the relevant program level.

The competencies for graduate levels 1 to 3 have been written to a common structure to support scaffolding from foundational through to professional competencies. Though similar wording is used, the knowledge and skills described and the application at each level will differ to reflect increasing complexity.

The graduate competencies for level 4 relate only to area of practice endorsement and are specific to each type of area currently available for endorsement. Entry to a program of study generally requires successful achievement of the graduate competencies from the preceding levels, but education providers may offer packaged programs that offer more than one level in a program.

1. Foundational Competencies

Purpose

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

1.1. Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:

   i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology

   ii. critical thinking and identification of bias to promote inclusivity

   iii. psychological health and well-being

   iv. psychological disorders and evidence-based interventions

   v. learning and memory

   vi. cognition, language and perception

   vii. motivation and emotion

   viii. neuroscience and the biological bases of behaviour

   ix. lifespan developmental psychology

   x. social psychology

   xi. culturally appropriate psychological assessment and measurement

   xii. research methods and statistics.

1.2. Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.

1.3. Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.

1.4. Demonstrate an understanding of appropriate values and ethics in psychology, including those relevant to professional conduct (for example, the PsyBA Code of conduct for psychologists).

1.5. Demonstrate interpersonal skills and teamwork, including establishing and maintaining respectful and culturally safe working relationships with others.

1.6. Demonstrate self-directed pursuit of scholarly inquiry in psychology.

1.7. Understand principles of self-care.

1.8. Demonstrate ethical use of digital technologies in psychology.

2. Pre-Professional Competencies

Purpose

Graduates of programs at this level have basic knowledge and skills in the professional practice of psychology and skills in evaluating and conducting research.

Taking into account broad diversity and cultural safety, and consistent with relevant practice standards and jurisdictional legislation and regulations, graduates apply psychological knowledge to competently and ethically:

2.1. Demonstrate appropriate interpersonal communication, interview skills and cultural responsiveness in situations appropriate to psychological practice and research.

2.2. Demonstrate basic understanding of culturally safe assessment strategies in situations appropriate to psychological practice.

2.3. Explain how basic psychological intervention strategies can be applied across a range of contexts.

2.4. Understand the principles of interprofessional collaborative practice and respectful and culturally responsive working relationships with others.

2.5. Plan and execute project work and/or a piece of research or scholarship with some independence.

2.6. Explain the principles of self-care and their importance in psychology for safe and sustainable practice.

2.7. Critically evaluate the use of digital technologies in psychology.

3. Professional Competencies

Purpose

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

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

3.1. Critically evaluate contemporary scientific literature to inform practice.

3.2. Apply evidence-informed and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.

3.3. Apply professional interpersonal communication and interview skills in a culturally responsive manner.

3.4. Administer a range of psychological assessments with respect and cultural safety.

3.5. Identify psychological disorders using a recognised taxonomy.

3.6. Synthesise information from multiple sources into a coherent case conceptualisation of the client's presenting issues to select and implement appropriate interventions.

3.7. Implement culturally safe interventions based on evolving case conceptualisation.

3.8. Regularly evaluate client progress to revise case conceptualisation and interventions as necessary.

3.9. Demonstrate interprofessional collaborative practice and respectful and culturally responsive working relationships with others.

3.10. Operate within the boundaries of their professional competence, consult with peers, supervisors or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.

3.11. Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.

3.12. Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.

3.13. Manage ethical dilemmas using sound decision-making processes and take responsibility for professional conduct.

3.14. Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.

3.15. Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.

3.16. Complete a substantial research-based project, capstone experience, or piece of scholarship.

3.17. Demonstrate an understanding of psychosocial risks associated with practice and the ability to apply principles of self-care for safe and sustainable practice.

3.18. Demonstrate the ethical and competent use of digital technologies in psychology practice.

4. Professional Competencies for endorsed areas of practice

Purpose

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

APAC assesses and accredits programs of study offered by education providers from the nine areas of practice endorsement recognised by the PsyBA for registration with an area of practice endorsement. These areas are outlined below.

1. Clinical neuropsychology
2. Clinical psychology
3. Community psychology
4. Counselling psychology
5. Education and developmental psychology
6. Forensic psychology
7. Health psychology
8. Organisational psychology
9. Sport and exercise psychology

4.1. Clinical neuropsychology

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

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

   i. neurobiological structure and function of the central nervous system, including cerebral architecture and localisation of function

   ii. knowledge of neuroscience principles, specifically cognitive neuroscience as it relates to theoretical models of cognition and neurobiology

   iii. brain–behaviour relationships

   iv. neuropathology (including its diagnosis and symptomatology), both systemic and acquired, including familiarity with current neuroclinical investigations

   v. neuropsychological and neurodevelopmental underpinnings of cognition, behaviour, emotions, and social and interpersonal functioning, including overlap with neuropsychiatric syndromes

   vi. known factors and theories of aetiology, progression and/or recovery from neuropathological and neuropsychological disorders and syndromes, including those arising from systemic/medical illnesses and their sequelae, including incidence, prevalence, risk, protective and maintenance factors, such as the biological impact of abuse and trauma on brain development and function and their overlap with neuropsychiatric features

   vii. psychopharmacology, particularly as it relates to neuropsychological and neuropsychiatric disorders.

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

   i. evaluation of neuropathological and neuropsychological disorders, with reference to relevant international taxonomies of classification

   ii. application of psychological and neuropsychological tests of cognition, with understanding of their psychometric underpinnings and the underlying or associated cognitive and behavioural process

   iii. assessment and diagnosis of neuropsychological disorders using appropriate methodologies, including neuropsychological testing instruments, symptom and performance validity measures, neurobehavioural observations, measures of functionality and collateral information from multiple sources.

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

   i. selection, tailoring and implementation of psychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation

   ii. consultation with and referral to other professionals regarding the neuropsychological implications of neurological and neuropsychiatric symptoms and disorders in a wider treatment context

   iii. psychological interventions appropriate to the behavioural and cognitive dysfunctions associated with neuropathology.

4.2. Clinical psychology

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

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

　　i.   psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of psychological disorders, including incidence, prevalence and predisposing, risk, protective and maintenance factors

　　ii.   both developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan

　　iii.   psychopathology and relevant international taxonomies of classification of psychological disorders, including severe, complex and chronic mental illness

　　iv.   psychopharmacology, particularly as it relates to complex psychological disorders.

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

　　i.   evaluation of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate to severe level and complexity

　　ii.   use of assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client

　　iii.   integration, interpretation, and synthesis of clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention

　　iv.   evaluation of symptom reduction, therapeutic outcomes, the therapeutic alliance and client progress throughout therapy.

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

　　i.   selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation, whether individuals, dyads or carers/dependents

　　ii.   monitoring of outcomes and modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context

　　iii.   consultation and collaboration with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations

　　iv.   evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities such as e-health approaches.

4.3. Community psychology

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

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

   i.   fundamental concepts of ecology, including notions of prevention in both social and political contexts

   ii.   community need and empowerment, acknowledging aspects such as diversity, community involvement and power relationships

   iii.   critical theories, including constructionalism, feminism, decolonisation, conflict resolution and critical reflective practice

   iv.   principles of and research findings in all areas of community psychology.

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

   i.   assessment of community needs that include evaluation and research drawing on critical theory

   ii.   assessment of community indicators of well-being and dysfunction, including stress, coping, social support, quality of life and the psychological sense of community.

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

   i.   selection, design and implementation of community-based interventions appropriate for the community at micro-, meso- and macro-system levels

   ii.   consultation and collaboration with communities, as well as other professionals and professional bodies, regarding assessment and interventions for policy development and change

   iii.   design and development of participatory action research

   iv.   evaluation of multi-level systems and programs.

4.4. Counselling psychology

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

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

    i. diverse theoretical and philosophical bases which underpin practice, including the scientist-practitioner model and the central position of the working alliance

    ii. advanced knowledge of the assessment, formulation, diagnosis and treatment of a wide range of psychological problems and mental health disorders

    iii. the importance of evidence-based research as applied to psychotherapy process and outcome

    iv. knowledge of psychopathology and psychopharmacology

    v. knowledge of evidence-based therapies for individuals, couples, families and groups.

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

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

    ii. assessment of a wide range of psychological problems and mental health disorders using empirically valid and reliable tools and processes including psychometric tests, behavioural observations and structured and unstructured interviews

    iii. integration of assessment data to guide formulation, diagnosis, and treatment planning and to evaluate client progress.

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

    i. design, implementation, monitoring and ongoing assessment of evidence-based interventions for individuals, couples, families and groups

    ii. formulation and intervention planning specific to case and context, inclusive of high prevalence, chronic, complex and severe mental health disorders

    iii. development of tailored psychotherapies integrating multiple dimensions of case formulation beyond diagnostic variables, such as socio-cultural factors, personal context, client treatment preferences and a recognition of strengths and resources at all levels of functioning

    iv. establishment and monitoring evidence-based therapy relationships including maintaining the therapeutic alliance.

4.5. Educational and developmental psychology

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

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

    i. child, adolescent and adult development and transitions, including normal and abnormal processes

    ii. principles and models for the learning process, how to identify barriers to learning and means of addressing impediments

    iii. processes and content of curricula in educational and learning settings that are required to enable the provision of appropriate and effective interventions and programs

    iv. approaches to prevention of learning, behavioural and social-emotional difficulties

    v. family, social and community systems across the lifespan.

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

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

    ii. assessment of educational achievement to establish levels of functioning, and, as part of broader assessment and diagnosis, to provide recommendations for remediation

    iii. assessment of the individual's adaptive functioning and personality development, including measures of social skills, language, interpersonal communication and functional performance, as well as vulnerabilities and strengths for resilience

    iv. evaluation and diagnosis of behavioural problems by multiple means, including questionnaires, validated assessment tools, reports, observations and screening for mental health disorders

    v. use of instruments for career choices and work choices.

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

    i. design and management of programs for individuals with learning difficulties and other developmental problems, including setting goals, monitoring progress and making evidence-based recommendations

    ii. provision of programs and support for individuals, their parents, guardians, teachers and others, in building well-being, positive characteristics and resilience for overcoming vulnerabilities of personality and adjustment

    iii. development and implementation of behavioural interventions appropriate for those with behavioural and emotional problems, including setting goals and monitoring progress

    iv. provision of counselling, coaching and guidance services to address developmental difficulties with relationships, personal adjustment and social problems

    v. consultation and collaboration with third parties, such as teachers, to build capacity to achieve social, economic, health and educational outcomes

    vi. systemic changes to policy and institutional processes in educational organisations, including professional development for fellow professionals and parents/carers.

4.6. Forensic psychology

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

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

   i.   contemporary legal and justice systems (including family, criminal, civil and administrative law proceedings) and the role of the forensic psychologist within the legal and justice systems in Australia

   ii.   psychological and legal theory relevant to justice, such as alternative dispute resolution, restorative justice and therapeutic jurisprudence

   iii.   psychological theories and research findings pertaining to involvement of individuals with legal processes, procedures and proceedings

   iv.   the role of the psychologist within a range of forensic settings.

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

   i.   assessment of individuals involved in the legal and justice system using appropriate and various methodologies, including psychological testing, investigative interviewing, behavioural observations, risk assessment, measures of functionality and collateral information from multiple sources

   ii.   evaluation of malingering and impression management within a forensic context.

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

   i.   selection, tailoring and implementation of psychological interventions appropriate for individuals or communities engaged with, affected by, or vulnerable to involvement in legal proceedings

   ii.   dispute resolution using evidence-based mediation and other dispute resolution strategies

   iii.   consultation and collaboration with and referral to other professionals regarding the psychological implications of forensic psychological issues for individuals.

4.7. Health psychology

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

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

   i.   biopsychosocial paradigms of health and illness, with emphasis on bi-directional interactions between biological, psychosocial and social determinants of health

   ii.   theories of aetiology, progression and recovery from psychological disorders associated with health issues

   iii.   theories of adjustment and psychological understandings of adherence to treatment programs for chronic health problems

   iv.   models of health behaviours and behavioural change, health and illness perceptions, beliefs and attitudes at micro- and macro-system levels

   v.   social and cognitive psychology of health behaviours for individual and population contexts.

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

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

   ii.   assessment using population health, public health and health services research approaches and methodologies, particularly in the context of the co-occurrence of physical and mental health conditions.

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

   i.   design and implementation of psychological interventions appropriate for individuals' physical health and well-being, including relevant interventions for management of illness

   ii.   selection, design and implementation of population-based psychological interventions, including campaigns, marketing and promotion, in response to national and local government/institutional policy and recognised international standards

   iii.   working in interdisciplinary teams or with other professions to promote health on individual, group or population levels

   iv.   evaluation of individual, group and community programs designed to promote health and well-being, and to prevent illness.

4.8. Organisational psychology

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

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

    i. psychological theories and research relevant to the successful functioning of organisations and individuals within organisations

    ii. organisational paradigms of workplace and workforce performance, including:

- psychological assessments at the level of the individual, group and organisation
- individual and organisational performance
- training for individuals and groups
- career and performance counselling and coaching
- organisational culture change and development
- occupational health, safety and well-being
- human resource management
- recruitment and selection
- organisational systems and design
- human factors and workplace safety

    iii. social, political and economic contextual factors that influence workplace design, workforce performance and workforce well-being.

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

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

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

    i. selection, design and implementation of psychological or structural interventions appropriate for the organisation or individual

    ii. consultation and collaboration with and referral to other professionals regarding the psychological implications of workplace functioning for workers within the context of the organisation.

4.9. Sport and exercise psychology

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

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

    i. psychological factors that underpin sport and exercise performance, including motivation, self-determination, personal development and well-being, and resilience

    ii. sports medicine and science, including exercise physiology, biomechanics, motor learning and control, nutrition and eating behaviour, and sports injuries and recovery

    iii. cultural features of various sports and special areas, such as disability in sport, group dynamics and team culture.

4.9.2. Apply advanced psychological knowledge to culturally responsive assessment in the area of sport and exercise psychology, including:

    i. assessment of psychological aspects of sport and exercise performance using appropriate methodologies, including: tests of sport and exercise performance; behavioural observations; measures of skills of individuals and teams in sport; measures of sport and exercise perceptions; beliefs and attitudes; psychophysiological assessments; and collateral information from multiple sources and situations

    ii. evaluation of psychological factors and skills related to sport and exercise performance, including imagery, self-confidence, goal setting, performance reviews and critical self-reflection.

4.9.3. Apply advanced psychological knowledge to culturally responsive interventions in the area of sport and exercise psychology, including:

    i. design and implementation of sport and exercise interventions appropriate for the individual or group within their wider context

    ii. consultation and collaboration with other professionals regarding sport and exercise participation and performance.

References

Australian Health Practitioner Regulation Agency. (2023). *Procedures for the development of accreditation standards*. Ahpra. https://www.ahpra.gov.au/Resources/Procedures.aspx

Australian Qualifications Framework Council. (2013). *Australian Qualifications Framework Second Edition*. https://www.aqf.edu.au/framework/australian-qualifications-framework

Drugas, M. (2023). The Scientist-Practitioner and the Scholar-Practitioner Models in Psychology. *Psychological Thought*, *16*. 203-212. https://doi.org/10.37708/psyct.v16i2.904

Dudgeon, P., Darlaston-Jones, D., Phillips, G., Newnham, K., Brideson, T., Cranney, J., Hammond, S., Harris, J., Herbert, J., Homewood, J., & Page, S. (2016). *Australian Indigenous Psychology Education Project Curriculum Framework*. Perth, WA: University of Western Australia. https://indigenouspsyched.org.au/resource/australian-indigenous-psychology-education-project-curriculum-framework/

Health Practitioner Regulation National Law Act. (2009). Queensland. https://www.ahpra.gov.au/About-Ahpra/What-We-Do/National-Law.aspx

Jones, J. L,, & Mehr, S. L. (2007). Foundations and Assumptions of the Scientist-Practitioner Model. *American Behavioral Scientist*, *50*(6), 766-771. https://doi.org/10.1177/0002764206296454

Psychology Board of Australia. (2025). *Code of conduct for psychologists*. PsyBA. https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Code-of-conduct.aspx#

Psychology Board of Australia. (2025). *Professional competencies for psychologists*. PsyBA. https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Professional-competencies-for-psychologists.aspx#

Schweinsberg, A., Mundy, M. E., Dyer, K. R., & Garivaldis. F. (2021). Psychology Education and Work Readiness Integration: A Call for Research in Australia. *Frontiers in Psychology*. 12(623353). https://doi.org/10.3389/fpsyg.2021.623353

Tertiary Education Quality and Standards Agency. (2021). *Higher Education Standards Framework (Threshold Standards)*. TEQSA. https://www.teqsa.gov.au/how-we-regulate/higher-education-standards-framework-2021