



Australian Psychology Accreditation Council

# Alignment Accreditation Standards Review: Consultation Paper

Round 2: Public Consultation

13 May 2025

## Contents

<b>Contents</b> .....	<b>0</b>
<b>How to respond:</b> .....	<b>1</b>
<b>Publication of submissions:</b> .....	<b>1</b>
<b>This consultation paper's purpose:</b> .....	<b>1</b>
<b>Approach to the accreditation standards review:</b> .....	<b>1</b>
The evidence informing the draft revised Standards .....	1
How the evidence has been used: .....	2
Proposed Changes to the Accreditation Standards:.....	3
The relevant guiding principles are: .....	3
The relevant identified outcomes of new or revised standards: .....	3
<b>Proposed draft revised Accreditation Standards:</b> .....	<b>5</b>
<b>Discussion Questions for Your Feedback:</b> .....	<b>24</b>
<b>Next Steps:</b> .....	<b>25</b>

## How to respond:

Please respond to the discussion feedback questions using the submission template available on the [APAC Alignment Accreditation Standards Review](#) website, **OR** through the [APAC Alignment Accreditation Standards Review – Public Consultation - Round 2](#) survey.

If you are completing your response using the submission template. Please ensure your response contains the contact information and name of the individual or organisation. Please clearly mark your submission with the email subject line 'APAC Round 2 Submission' and send it to [apacstandards@apac.au](mailto:apacstandards@apac.au)

Responses must be submitted before the deadline on **13 June 2025**.

For further information, please refer to our website:

[APAC Alignment Accreditation Standards Review](#)

## Publication of submissions:

APAC will publish submissions on its website except where confidentiality is requested or required. Please state in your submission if you do not want your submission published.

**Published submissions will contain the names of businesses, organisations and/or individuals unless confidentiality is requested.**

## This consultation paper's purpose:

This consultation paper allows key stakeholders and the public to critically review the draft revised Accreditation Standards developed following the Round 1: Public Consultation of the Alignment Accreditation Standards Review in 2025. Changes include revised and new Accreditation Standards. The paper describes the approach to developing the revised Standards, including how key issues from Round 1 feedback were considered and the rationale for the changes. It directs submissions to respond to a series of specific questions to validate and refine the proposed changes, identify omissions, and raise concerns about implementation. These submissions will be analysed, interpreted, and used as part of supporting evidence to finalise the draft revised Accreditation Standards. A report summarising the key findings from this consultation will be released publicly.

## Approach to the accreditation standards review:

### The evidence informing the draft revised Standards

The goal of the review is to align the APAC Accreditation Standards with the PsyBA's Professional competencies for psychologists and Code of conduct for psychologists that will come into effect on 1 December 2025 and amendments to the National Law.<sup>1</sup> A future review will consider more transformative opportunities to support workforce development and contemporary approaches to accreditation as listed in the Ahpra Procedures for the development of accreditation standards.<sup>2</sup>

In accordance with Sections 3 and 3A of the *National Law*, the proposed changes are informed by:

- the paramount principle, objectives and guiding principles in the **National Law**
- **consultation with the psychology education and professional sector**, including but not limited to the Heads of Departments and Schools of Psychology

---

<sup>1</sup> See: Psychology Board of Australia, Professional competencies for psychologists; Code of conduct for psychologists, (advanced release), 2024. <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Professional-competencies-for-psychology.aspx>

<sup>2</sup> See: Australian Health Practitioner Regulation Agency, *Procedures for the development of accreditation standards*, 2023. <https://www.ahpra.gov.au/documents/default.aspx?record=WD20%2F30479&dbid=AP&checksum=70Su42ntfnsZN%2BF0eEWKQa%3D%3D>

Association (HoDSPA), the Australian Psychological Society (APS) and the Australian Association for Psychologists (AAPi)

- **collated findings of a public survey** providing Higher Education Providers (HEPs), organisations and individuals with a mechanism to provide feedback on key issues
- **benchmarking** against the accreditation standards of other Australian accreditation councils
- **recommendations of three working groups** established via public Expression of Interest: the Psychology Accreditation Working Group, Aboriginal and Torres Strait Islander Advisory Group and Diversity in Psychology Advisory Group.
- relevant **international standards**
- **statements and frameworks relating to education and training**, including Australian Indigenous Psychology Education Project (AIPEP) Curriculum Framework
- **professional practice standards**

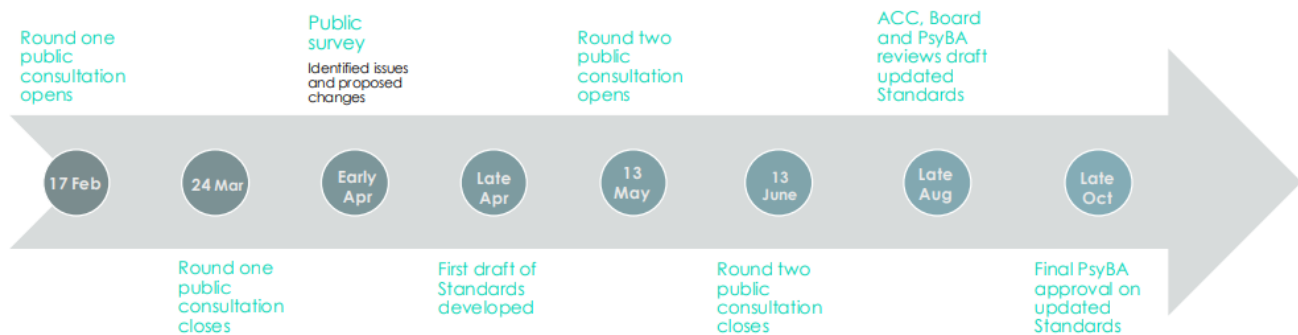
## How the evidence has been used:

The Round 1 Consultation Paper identified key areas and themes from PsyBA's Professional competencies for psychologists and Code of Conduct for psychologists for discussion and review. These themes are Client Safety, Cultural Safety, Aboriginal and Torres Strait Islander Social and Emotional Wellbeing, Diversity and Inclusion, Reflexivity, Digital Competence, and Self-Care.

Benchmarking of the existing APAC Accreditation Standards against those of other Accreditation Authorities in the National Registration and Accreditation Scheme revealed potential Standards and criteria for addressing gaps in the current Standards and creating greater consistency within the National Scheme (Footnote: Procedures for the development of accreditation standards).

Using an iterative process and focusing on alignment and clarity, draft revised Standards were developed from the outcomes of document review, the consultation processes, and the recommendations of the working groups.

## Proposed Changes to the Accreditation Standards:



New objectives and guiding principles for the national registration and accreditation scheme in the *National Law* were published in October 2022.<sup>3</sup> Following this, revised *Procedures for the development of accreditation standards* were published in November 2023. These procedures include key areas for proposing new or revised accreditation standards and are the framework for structuring the identified gaps in alignment.

### The relevant guiding principles are:

- Protection of the public
- Ensure the development of a culturally safe and respectful health workforce that (i) is responsive to Aboriginal and Torres Strait Islander peoples and their health; and (ii) contributes to the elimination of racism in the provision of health services

### The relevant identified outcomes of new or revised standards:

- 2.1 improving patient safety, effective care and health outcomes across the breadth of communities and for Aboriginal and Torres Strait Islander People
- 2.2 preparing practitioners who have the knowledge, skills and professional attributes to deliver culturally safe care, as defined in the Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy 2020–2025
- 2.3 preparing practitioners who understand the health system in Australia and their roles, responsibilities and ethical conduct when working within the system
- 2.4 embedding interprofessional education and preparing practitioners

<sup>3</sup> See: Australian Health Practitioner Agency, *National Law Amendments*, Australia, 2022.  
<https://www.ahpra.gov.au/About-Ahpra/Ministerial-Directives-and-Communiques/National-Law-amendments.aspx#summary>

who have the knowledge, skills and professional attributes to engage in interprofessional collaborative practice

The Alignment Accreditation Standards Review Round 1 Consultation focused on the key areas listed below. We received stakeholder feedback on each area through submissions, survey data and focus group sessions. This feedback was used to shape the development of the proposed draft revised Standards. A consultation Summary Report on the findings will be released publicly to ensure transparency throughout the review process.

1. Client safety/protection of the public
2. Cultural safety
3. Aboriginal and Torres Strait Islander Social and Emotional Wellbeing
4. Diversity and inclusion
5. Digital competence
6. Reflexivity and self-care

The evidence collected supports the creation of a new standard for cultural safety, the embedding of diversity principles across all existing standards, and the addition of aligned graduate competencies undergirded by organisational environment practices.

## Proposed draft revised Accreditation Standards:

The tables below outline the proposed draft revised criteria and graduate competencies in the Accreditation Standards and emphasise new additions to these Standards.

**Please note:** The tables below do not include the entirety of the Accreditation Standards. For simplicity and clarity, the tables have been used to illustrate proposed revisions or new criteria and graduate competencies. To see the remaining unchanged criteria and graduate competencies, please view the current 2019 [Accreditation Standards](#).

### Domain 1: Public safety:

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
1.2 The education provider holds students and staff to high levels of ethical and professional conduct including in relation to applicable code(s) of conduct for the psychology profession.	1.2 The education provider holds students and staff to high levels of ethical and professional conduct including in relation to <b>the PsyBA Code of conduct for psychologists and other</b> applicable code(s) of conduct for the psychology profession.	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.	Added to directly reference the PsyBA Code of conduct for psychologists, whilst ensuring other relevant codes of conduct are still included.
1.6 Before providing psychological services as part of a program, students:  i. Are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement.	1.6 Before providing psychological services as part of a program, students:  i. <del>Are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement.</del> <b>Have demonstrated appropriate</b>	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.	Added to clarify that HEPs need to demonstrate that students are assessed on all relevant Graduate Competencies and not just provided with education and training.



Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
ii. Where required under the National Law, hold the appropriate registration with the relevant regulatory authority.	<p><del>knowledge and skills for safe practice under supervision.</del></p> <p>ii. Where required under the National Law, hold the appropriate registration with the relevant regulatory authority.</p>		
1.8 Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely.	<p><del>1.8 Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely.</del></p> <p><del>The quantity and quality of skills training and/or supervised practice is sufficient to ensure that a graduate will be able to practise safely.</del></p>	1.8 The quantity and quality of skills training and/or supervised practice is sufficient to ensure that a graduate will be able to practise safely.	Criterion re-worded to include the concept of skills training and practice sufficient to reach the minimum accepted level of competence to practice safely and effectively as a psychologist.
1.9 Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level.	<p><del>1.9 Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level.</del></p> <p><del>Supervision of skills training and/or supervised practice is sufficient and involves multiple methods, including direct observation, to ensure that students are practising safely.</del></p>	1.9 Supervision of skills training and/or supervised practice is sufficient and involves multiple methods, including direct observation, to ensure that students are practising safely.	Public safety is enhanced by having different forms of student evaluation, including forms of direct observation of practice. This is particularly relevant in programs where students do not undertake an internal placement, and all placements are in the field.

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
1.10 Placement supervision is sufficient to enable students to practice safely.	<del>1.10 Placement supervision is sufficient to enable students to practice safely.</del>	Removed criterion 1.10. These concepts are now incorporated into criterion 1.9.	To reduce duplication across criteria and minimise regulatory burden.
<b>NEW CRITERION</b> 1.10 Diversity principles are applied to ensure the safety of students, staff and clients from diverse groups.		1.10 Diversity principles are applied to ensure the safety of students, staff and clients from diverse groups.	Added to create alignment with Principle 3 and Principle 5 of the forthcoming Code of conduct for psychologists and Competency 7 of the forthcoming Professional competencies for psychologists.

## Domain 2: Academic governance and quality assurance

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
2.1 Robust academic governance arrangements that include in the systematic monitoring, review and improvement are in place for the programs.	<del>2.1 Robust academic governance arrangements that include in the systematic monitoring, review and improvement are in place for the programs.</del> Robust academic governance arrangements that include diverse voices in the systematic monitoring, review and improvement are in place for the programs.	2.1 Robust academic governance arrangements that include diverse voices in the systematic monitoring, review and improvement are in place for the programs.	Recognition that outcomes are likely to be improved by including the views of as many relevant stakeholders as possible when evaluating the program. The inclusion of diverse voices can lower barriers and support safe and equitable practices.
2.2 Quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review,	<del>2.2 Quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review,</del> including external benchmarking	2.2 Quality improvement processes for the psychology program(s) must include student evaluations, internal and external academic and professional peer reviews and external benchmarking.	The simplified wording better describes the minimum requirements of this criterion

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
including external benchmarking where programs and assessments may be compared to those offered by other providers.	<del>where programs and assessments may be compared to those offered by other providers.</del> Quality improvement processes for the psychology program(s) must include student evaluations, internal and external academic and professional peer reviews, and external benchmarking.		
2.3 There is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students.	<del>2.3 There is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students.</del>	2.3 There is relevant external and internal input into the design and management of the programs.	The change allows HEPs to report on the broad range of stakeholders who provide input into the design and management of their programs without the constraint of suggested groups.

### Domain 3: Program of study

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
3.1 Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery.	<del>3.1 Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery.</del> Program design and delivery are informed by diverse ways of knowing and are underpinned by coherent, contemporary, inclusive, evidence-based pedagogies.	3.1 Program design and delivery are informed by diverse ways of knowing and are underpinned by coherent, contemporary, inclusive, evidence-based pedagogies.	The principles of program design are broadened to include the concept of diversity to further emphasise the requirements of the forthcoming Code of conduct for psychologists and the Professional competencies for psychologists.
3.3 Teaching staff are appropriately qualified, experienced and supported by the HEP to deliver the components of the programs they teach.	<del>3.3 Teaching staff are appropriately qualified, experienced and supported by the HEP to deliver the components of the programs they teach.</del> with ongoing professional development opportunities.	3.3 Teaching staff are supported by the HEP to deliver program components, with ongoing professional development opportunities.	Reduces duplication across criteria (i.e. 1.7) and emphasises that currency of qualifications requires continuing professional development.
3.7 The quality and quantity of professional practice education is sufficient to produce graduates competent to practise across a range of settings.	<del>3.7 The quality and quantity of professional practice education is sufficient to produce graduates competent to practise across a range of settings.</del> must be sufficient to produce graduates competent to practise across a range of settings.	3.7 The quality and quantity of professional practice education must be sufficient to produce graduates competent to practise across a range of settings.	Wording changed to emphasise that professional education must lead to competency to practise across diverse settings, which includes across the lifespan.
3.8 Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly	<del>3.8 Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is</del> reflexivity and reflectivity appropriately integrated within	3.8 Cultural responsiveness, reflexivity and reflectivity are appropriately integrated within the program and clearly articulated as a required learning outcome.	Wording amended to provide alignment with Principle 3 in the forthcoming Code of conduct for psychologists and the threshold requirements of the revised

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
articulated as a required learning outcome.	the program and clearly articulated as a required learning outcome.		Professional competencies for psychologists. Standards relating to Aboriginal and Torres Strait Islander people are now in Domain 6.
3.9 The application of the principles of inter-professional learning and practice is included as a required learning outcome at the appropriate level in the program.	3.9 The application of the principles of inter-professional learning and practice is included as a required learning outcome at <del>all levels appropriate level</del> in the program.	3.9 The application of the principles of interprofessional learning and practice is included as a required learning outcome at all levels in the program.	Added to create alignment with Competency 6 in the forthcoming Professional competencies for psychologists and to scaffold the development of knowledge, skills and professional attributes across the program.
<b>NEW CRITERION:</b> 3.10 All programs support students to understand self-care, manage psychosocial risks and develop resilience.		3.10 All programs support students to understand self-care, manage psychosocial risks and develop resilience.	Added to create alignment with Competency 3 in the forthcoming Professional competencies for psychologists.
<b>NEW CRITERION</b> 3.11 Digital competencies, including critical evaluation and ethical use of technology, are appropriately integrated within all levels and clearly articulated as a required learning outcome.		3.11 Digital competencies, including critical evaluation and ethical use of technology, are appropriately integrated within all levels and clearly articulated as a required learning outcome.	Criterion added to include the threshold requirement of digital and digital health practice competencies in the forthcoming Professional competencies for psychologists

#### Domain 4: The student experience

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
4.4 The academic learning needs of students are identified and academic support provided.	4.4 The academic learning needs of students are identified and academic support <del>is</del> provided <b>and accessible</b> .	4.4 The academic learning needs of students are identified and academic support is provided and accessible.	Wording amended to emphasise that support is to be provided equitably and with adjustments as required.
4.5 Students are informed of the availability of personal and professional support services, and are equipped with skills to adequately maintain their own well-being.	4.5 Students are informed of the availability of personal and professional support services, <del>and are equipped with skills to adequately maintain their own well-being.</del>	4.5 Students are informed of the availability of personal and professional support services.	The criterion has been amended to create alignment with the forthcoming Professional competencies for psychologists. Self-care is now included as a Graduate Competency at Levels 1, 2 and 3.
<b>NEW CRITERION</b> 4.8 Programs must ensure that conflicts of interest, arising from staff with multiple relationships or multiple roles within the program of study, are appropriately identified and mitigated.		4.8 Programs must ensure that conflicts of interest, arising from staff with multiple relationships or multiple roles within the program of study, are appropriately identified and mitigated.	Criterion added to reflect the requirements of Principle 4 and Principle 5 in the forthcoming Code of conduct for psychologists.

## Domain 5: Assessment

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
5.2 There is a clear relationship between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.	5.2 There is <b>constructive alignment</b> <del>a clear relationship</del> between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.	5.2 There is constructive alignment between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes.	Wording has been added to provide alignment with contemporary teaching, learning and assessment frameworks in Higher Education.
5.3 Multiple assessment tools, modes and techniques are used to assess program learning outcomes, and include where relevant, direct observation in professional practice settings.	5.3 Multiple assessment tools, modes and techniques are used to assess program learning outcomes, <del>and include where relevant, direct observation in professional practice settings.</del>	5.3 Multiple assessment tools, modes and techniques are used to assess program learning outcomes.	The criterion has been modified to reduce duplication of content in criterion 1.9.

## NEW DOMAIN: Domain 6: Cultural Safety

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
<b>NEW CRITERION</b>  6.1 Aboriginal and Torres Strait Islander ways of knowing, being and doing that facilitate experiences of cultural safety are embedded across all domains and graduate competencies and are clearly articulated in required learning outcomes.		6.1 Aboriginal and Torres Strait Islander ways of knowing, being and doing that facilitate experiences of cultural safety are embedded across all domains and graduate competencies and are clearly articulated in required learning outcomes.	New criterion to create alignment with Competency 6 in the forthcoming Professional Competencies for psychologists and ensure an integrated and scaffolded approach to the development of knowledge, skills and professional attributes to deliver culturally safe care.
<b>NEW CRITERION</b>  6.2 Students and staff work and learn in a culturally safe environment.		6.2 Students and staff work and learn in a culturally safe environment.	New criterion to meet the Guiding Principles of the National Law to develop a culturally safe and respectful workforce
<b>NEW CRITERION</b>  6.3 The program provider promotes and supports the recruitment, admission, participation, retention and completion of the program by Aboriginal and Torres Strait Islander People.		6.3 The program provider promotes and supports the recruitment, admission, participation, retention and completion of the program by Aboriginal and Torres Strait Islander Peoples.	New criterion to focus on the demonstration of systems for building skills through equity to strengthen and grow the representation of Aboriginal and Torres Strait Islander people in the discipline and the profession.
<b>NEW CRITERION</b>  6.4 The program provider ensures students are provided with access to appropriate resources and to staff with specialist		6.4 The program provider ensures students are provided with access to appropriate resources and to staff with specialist knowledge, expertise and cultural capabilities, to facilitate	New criterion focusing the requirements of Criterion 3.5 and Criterion 1.7 to support learning about Aboriginal and Torres Strait Islander health and wellbeing.



Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
knowledge, expertise and cultural capabilities, to facilitate learning about Aboriginal and Torres Strait Islander health and wellbeing.		learning about Aboriginal and Torres Strait Islander health and wellbeing.	
<b>NEW CRITERION</b>  6.5 Indigenous governance and leadership is included in program design, assessment and ongoing management.		6.5 Indigenous governance and leadership is included in program design, assessment and ongoing management.	New criterion to ensure that Aboriginal and Torres Strait Islander People are empowered to provide directions and advice on Indigenous governance models to bring about sustained change in curriculum and pedagogy
<b>NEW CRITERION</b>  6.6 Students' placement experiences include knowledge and application of culturally safe services for Aboriginal and Torres Strait Islander Peoples.		6.6 Students' placement experiences include knowledge and application of culturally safe services for Aboriginal and Torres Strait Islander Peoples.	New criterion recognising that practical experience in working with Aboriginal and Torres Strait Islander People or services is fundamental to building professional capabilities.

## Level 1: Foundational Competencies

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
<p>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:</p> <p>i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology</p> <p>ii. individual differences in capacity, behaviour and personality</p> <p>iii. psychological health and well-being</p> <p>iv. psychological disorders and evidence-based interventions</p> <p>v. learning and memory</p> <p>vi. cognition, language and perception</p> <p>vii. motivation and emotion</p>	<p>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:</p> <p>i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology</p> <p>ii. <b>bias through a reflexive and reflective lens, promoting inclusion, holistic understanding and public safety</b></p> <p>iii. individual differences in capacity, behaviour and personality</p> <p>iv. psychological health and well-being</p> <p>v. psychological disorders and evidence-based interventions</p> <p>vi. learning and memory</p>	<p>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:</p> <p>i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology</p> <p>ii. bias through a reflexive and reflective lens, promoting inclusion, holistic understanding and public safety</p> <p>iii. individual differences in capacity, behaviour and personality</p> <p>iv. psychological health and well-being</p> <p>v. psychological disorders and evidence-based interventions</p> <p>vi. learning and memory</p> <p>vii. cognition, language and perception</p> <p>viii. motivation and emotion</p> <p>ix. neuroscience and the biological bases of behaviour</p>	<p>Concept of bias, and critically evaluating individual biases, added to competencies to reflect increased emphasis in the revised PsyBA Professional competencies for psychologists and Code of conduct for psychologists.</p>

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
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.	vii. cognition, language and perception viii. motivation and emotion ix. neuroscience and the biological bases of behaviour x. lifespan developmental psychology xi. social psychology xii. culturally appropriate psychological assessment and measurement xiii. research methods and statistics.	x. lifespan developmental psychology xi. social psychology xii. culturally appropriate psychological assessment and measurement xiii. research methods and statistics.	
1.4 Demonstrate an understanding of appropriate values and ethics in psychology.	1.4 Demonstrate an understanding of appropriate <b>professional competencies</b> , values and ethics <b>of conduct</b> in psychology.	1.4 Demonstrate an understanding of appropriate professional competencies, values and ethics of conduct in psychology.	Wording amended to provide alignment with the forthcoming Professional competencies for psychologists.
1.5 Demonstrate interpersonal skills and teamwork	1.5 Demonstrate interpersonal skills and teamwork, <b>including establishing and maintaining safe and respectful working relationships with others.</b>	1.5 Demonstrate interpersonal skills and teamwork, including establishing and maintaining safe and respectful working relationships with others.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b>		1.7 Demonstrate the understanding of principles associated with self-care,	Added to reflect increased emphasis in forthcoming Professional competencies

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
1.7 Demonstrate the understanding of principles associated with self-care, resilience and management of psychosocial risks.		resilience and management of psychosocial risks.	for Psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 1.8 Demonstrate understanding of principles associated with effective interprofessional practice.		1.8 Demonstrate understanding of principles associated with effective interprofessional practice.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists, and in recognition of the need to scaffold this at lower levels to make its implementation at levels 3 and 4 more straightforward.
<b>NEW GRADUATE COMPETENCY</b> 1.9 Demonstrate understanding of ethical and evidence-based research.		1.9 Demonstrate understanding of ethical and evidence-based research.	Added to reflect increased emphasis of use of a structured decision-making approach in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 1.10 Demonstrate understanding of the principles of critical evaluation and ethical use of technology.		1.10 Demonstrate understanding of the principles of critical evaluation and ethical use of technology	Added to reflect increased emphasis of use of a structured decision-making approach in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.

## Level 2: Pre-Professional Competencies

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
<b>NEW GRADUATE COMPETENCY</b> 2.6 Apply principles of self-care and resilience to manage psychosocial risks in practice settings.		2.6 Apply principles of self-care and resilience to manage psychosocial risks in practice settings.	Added to reflect increased emphasis of use of a structured decision-making approach in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 2.7 Demonstrate an understanding of the knowledge, skills, attitudes and values associated with effective collaboration and interprofessional practice.		2.7 Demonstrate an understanding of the knowledge, skills, attitudes and values associated with effective collaboration and interprofessional practice.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 2.8 Apply ethical and evidence-based principles in research.		2.8 Apply ethical and evidence-based principles in research.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 2.9 Critically evaluate and ethically use technology in psychology-related practice.		2.9 Critically evaluate and ethically use technology in psychology-related practice.	Added to reflect increased emphasis of use of a structured decision-making approach in forthcoming Professional competencies for psychologists and Code of conduct for psychologists. Emphasis on critical evaluation and usage added to reflect increase in requirements from level 1.
<b>NEW GRADUATE COMPETENCY</b>		2.10 Demonstrate knowledge and skills that incorporate and respect diverse ways of knowing, being and doing.	Added to reflect increased emphasis in forthcoming Professional competencies

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
2.10 Demonstrate knowledge and skills that incorporate and respect diverse ways of knowing, being and doing.			for psychologists and Code of conduct for psychologists.

### Level 3: Professional Competencies

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.	3.3 Employ professional communication skills, in a culturally responsive manner, with <del>a range of socially and culturally diverse clients</del> , <b>carers, colleagues and other professionals.</b>	3.3 Employ professional communication skills, in a culturally responsive manner, with clients, carers, colleagues and other professionals.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
3.4 Perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.	3.4 <del>Perform</del> <b>Conduct</b> appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.	3.4 Conduct appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.	Re-worded to clarify the action taking place, and be in alignment with the in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of	3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within	3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within their wider context as	Added to reflect the requirements of the forthcoming Professional competencies for psychologists and Code of conduct for psychologists.

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
interventions for the client within their wider context.	their wider context <b>as well as client preferences, goals and aspirations.</b>	well as client preferences, goals and aspirations.	
3.9 Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.	<del>3.9 Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.</del> <b>Demonstrate proficiency in culturally safe interventions that support adaptive psychological functioning in individuals, groups, and systems; strengthen healthy relationships within the family system or other relevant systems; treat psychological disorders; identify and manage clients who are vulnerable or at risk of harm to self or others.</b>	3.9 Demonstrate proficiency in culturally safe interventions that support adaptive psychological functioning in individuals, groups, and systems; strengthen healthy relationships within the family system or other relevant systems; treat psychological disorders; identify and manage clients who are vulnerable or at risk of harm to self or others.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
3.11 Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.	<del>3.11 Work and collaborate in interprofessional contexts, effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.</del>	3.11 Work and collaborate in interprofessional contexts.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
3.12 Operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to	3.12 Operate within the boundaries of their professional competence, consult with peers, <b>supervisors</b> or other relevant sources where appropriate, and	3.12 Operate within the boundaries of their professional competence, consult with peers, supervisors or other relevant sources where appropriate, and refer	Adjusted to include specific mention of supervisors.

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
relevant other practitioners where appropriate.	refer on to relevant other practitioners where appropriate.	on to relevant other practitioners where appropriate.	
<b>NEW GRADUATE COMPETENCY</b> 3.18 Adhere to the PsyBA Code of conduct for psychologists, the National Law and relevant legal and regulatory requirements.		3.18 Adhere to the PsyBA Code of conduct for psychologists, the National Law and relevant legal and regulatory requirements.	Added to reflect the requirements of the forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.19 Reasonably foresee outcomes of decisions and conduct.		3.19 Reasonably foresee outcomes of decisions and conduct.	Added to reflect the forthcoming Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.20 Take personal responsibility for professional conduct.		3.20 Take personal responsibility for professional conduct.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.21 Manage ethical dilemmas, conflicts of interest and multiple relationships proactively using sound ethical decision-making processes.		3.21 Manage ethical dilemmas, conflicts of interest and multiple relationships proactively using sound ethical decision-making processes.	Added to reflect increased emphasis of use of a structured decision-making approach in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.22 Manage psychosocial risks associated with practice of psychology through engaging in self-care and promoting systemic solutions where appropriate.		3.22 Manage psychosocial risks associated with practice of psychology through engaging in self-care and promoting systemic solutions where appropriate.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.



Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
<b>NEW GRADUATE COMPETENCY</b> 3.23 Develop working partnerships with clients based on respect, trust and collaboration.		3.23 Develop working partnerships with clients based on respect, trust and collaboration.	Added to reflect the requirements of the forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.24 Demonstrate proficiency in culturally safe assessment methods including evaluation of cognitive functioning and vocational attainment; psychological and psychosocial functioning; risk to self and others; workplace assessments and performance; and parental and family functioning.		3.24 Demonstrate proficiency in culturally safe assessment methods including evaluation of cognitive functioning and vocational attainment; psychological and psychosocial functioning; risk to self and others; workplace assessments and performance; and parental and family functioning.	Added to align with the Guiding Principles of the National Law and to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.25 Communicate the psychologist's role and purpose.		3.25 Communicate the psychologist's role and purpose.	Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.
<b>NEW GRADUATE COMPETENCY</b> 3.26 Demonstrate professionalism, including reliable and independent timely completion of work, clear and respectful communication across diverse contexts.		3.26 Demonstrate professionalism, including reliable and independent timely completion of work, clear and respectful communication across diverse contexts.	

Original criteria	Proposed criteria (tracked)	Proposed criteria (clean)	Rationale for changes
<p><b>NEW GRADUATE COMPETENCY</b></p> <p>3.27 Demonstrate the ethical and competent use of technology in psychology practice.</p>		<p>3.27 Demonstrate the ethical and competent use of technology in psychology practice.</p>	<p>Added to reflect increased emphasis in forthcoming Professional competencies for psychologists and Code of conduct for psychologists.</p>

## Discussion Questions for Your Feedback:

1. Do you consider that the draft revised Standards are at the threshold level required for
  - i. public safety
  - ii. cultural safety
  - iii. Aboriginal and Torres Strait Islander social and emotional wellbeing
  - iv. diversity and inclusion and
  - v. professional skills in reflexivity, digital competence and self-care?
 (Yes, No, Partly, Do not know)
2. Do you disagree with any specific proposed revised or new criteria or graduate competency? Please state the number and explain why you disagree.
3. Do you consider that the draft revised Standards are applicable across all types of education providers delivering accredited programs? (Yes, No, Partly, Do not know)
4. The proposed Standards include some additions to the existing criteria, additional competencies and a new Standard (Standard 6). Is this increase in regulatory requirements appropriate? (Yes, No, Partly, Do not know)
5. For providers: Is there any specific proposed new or revised criteria or graduate competency you foresee difficulty providing evidence for? (Yes, No) If yes, please clearly state the number and explain your reasoning.
6. An additional criterion (criterion 1.10) has been added to Domain 1, public safety, to reflect the need for students training in psychology to work safely, effectively, collaboratively and respectfully with people from diverse backgrounds. Is the proposed criterion sufficient in scope? (Yes, No, Partly, Do not know)
7. An additional Standard Domain 6 (Cultural Safety) has been added to align the accreditation framework with the enhanced requirements relating to working safely, effectively, collaboratively and respectfully with Aboriginal and Torres Strait Islander clients. Is the proposed Domain sufficient? (Yes, No, Partly, Do not know)
8. Interprofessional learning has been extended to cover Levels 1 and 2, both to reflect the increased emphasis in the revised PsyBA documents and to scaffold learning in this area at Levels 3 and 4 (where it currently resides). Is this considered appropriate? (Yes, No, Partly, Do not know)
9. We have removed references to 'specialised' or 'specialisms' in the Standards to align with guidance from Ahpra regarding the usage of these terms. Do you

anticipate any unforeseen consequences from this change? (Yes, No, Partly, Do not know)

10. Is there any unnecessary duplication in the Standards? (Yes, No) If yes, please state which criteria or graduate competencies this applies to.
11. Small changes have been made throughout the Standards to align the language used with the new PsyBA Code of conduct for psychologists and the revised Professional competencies for psychologists. Are there any other minor wording changes that would improve clarity? (Yes, No, Partly, Do not know)
12. The Standards will be accompanied by an Evidence Guide. Based on your current understanding of the Evidence Guide, are there any changes that should be made to this document as well? (Yes, No, Partly, Do not know)
13. Are there any other changes to the Standards that should be considered? (Yes, No, Partly, Do not know)
14. Do you have any other comments on the Standards?

## Next Steps:

Once Public Consultation Round 2 ends, submissions will be catalogued, analysed, and interpreted before a report on the findings is made. The findings will be disseminated amongst the Accreditation Standards Alignment Review 2025 Working and Advisory Groups and the Drafting Team to review feedback.

A report based on the findings from this consultation will be released publicly to ensure a transparent and fair process throughout the Alignment Accreditation Standards Review 2025.

Further information about the Standards will be released in due course.