Public Consultation Round 2: Submission Template:

The Australian Psychology Accreditation Council is seeking feedback on its 2025 Accreditation Standards. Please refer to the **'APAC Consultation Paper – Round 2'** for further details. This paper features the proposed draft revised Accreditation Standards and 14 questions in total. Please respond to any or all of the questions.

Please note: The proposed revised draft Standards featured in the 'APAC Consultation Paper – Round 2' only include revised criteria and graduate competencies; the remaining criteria are essentially unchanged and can be viewed in the current 2019 Accreditation Standards.

Submissions will be collected, analysed and interpreted, with the findings being collated into a report that will be released publicly. This second round of consultation will inform the proposed draft revised Standards.

How to respond:

Please respond to the discussion feedback questions using the submission template, **OR** through the APAC Alignment Accreditation Standards Review – Public Consultation - Round 2 survey.

If you are completing your response using this submission template. Please ensure your response contains the contact information and name of the individual or organisation. Please clearly mark your submission with the subject 'APAC Round 2 Submission' and send it to 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.

Submission details:
Name of organisation/Individual:
Position (if on behalf of an organisation):
Email (required):

Discussion Questions for Your Feedback:

Questions

1. Do you consider the proposed draft revised Standards are at the threshold level required for

   i. public safety

   Yes ☐, No ☐, Partly ☐, Do not know ☐

   ii. cultural safety

   Yes ☐, No ☐, Partly ☐, Do not know ☐

   iii. Aboriginal and Torres Strait Islander social and emotional wellbeing

   Yes ☐, No ☐, Partly ☐, Do not know ☐

   iv. diversity and inclusion and

   Yes ☐, No ☐, Partly ☐, Do not know ☐

   v. professional skills in reflexivity, digital competence and self-care?

   Yes ☐, No ☐, Partly ☐, Do not know ☐

Further comment:

2. Do you disagree with any specific proposed revised or new criteria or graduate competency? Please clearly state the number and explain why you disagree.

   Please refer to **Appendix 1** for a list of proposed draft revised criteria and graduate competencies.

Further comment:

3. 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 ☐

Further comment:

4. 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 ☐

Further comment:

5. For providers: Is there any specific proposed new or revised criteria or graduate competency you foresee difficulty providing evidence for? If yes, please clearly state the number and explain your reasoning.

    Yes ☐, No ☐

Further comment:

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 ☐

Further comment:

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 ☐

Further comment:

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 ☐

Further comment:

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 ☐

Further comment:

10. Is there any unnecessary duplication in the Standards? If yes, please state which criteria or graduate competencies this applies to.

    Yes ☐, No ☐

Further comment:

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 ☐

Further comment:

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 ☐

Further comment:

13. Are there any other changes to the Standards that should be considered?

Yes ☐, No ☐, Partly ☐, Do not know ☐

Further comment:

14. Do you have any other comments on the Standards?

Further comment:

Appendix 1: List of proposed revised or new criteria and graduate competencies:

Domain 1: Public Safety

Domain 1: Criterion 1.2 (revised)

Domain 1: Criterion 1.6 (revised)

Domain 1: Criterion 1.8 (revised)

Domain 1: Criterion 1.10 (revised)

Domain 1: Criterion 1.10 (new)

Domain 2: Academic governance and quality assurance

Domain 2: Criterion 2.1 (revised)

Domain 2: Criterion 2.2 (revised)

Domain 2: Criterion 2.3 (revised)

Domain: 3: Program of study

Domain 3: Criterion 3.1 (revised)

Domain 3: Criterion 3.3 (revised)

Domain 3: Criterion 3.7 (revised)

Domain 3: Criterion 3.8 (revised)

Domain 3: Criterion 3.9 (revised)

Domain 3: Criterion 3.10 (new)

Domain 3: Criterion 3.11 (new)

Domain 4: The student experience

Domain 4: Criterion 4.4 (revised)

Domain 4: Criterion 4.5 (revised)

Domain 4: Criterion 4.8 (new)

Domain 5: Assessment

Domain 5: Criterion 5.2 (revised)

Domain 5: Criterion 5.3 (revised)

Domain 6: Cultural Safety (new)

Domain 6: Criterion 6.1 (new)

Domain 6: Criterion 6.2 (new)

Domain 6: Criterion 6.3 (new)

Domain 6: Criterion 6.4 (new)

Domain 6: Criterion 6.5 (new)

Domain 6: Criterion 6.6 (new)

Level 1: Graduate Competencies

Graduate Competency: 1.1 (revised)

Graduate Competency: 1.4 (revised)

Graduate Competency: 1.5 (revised)

Graduate Competency: 1.7 (new)

Graduate Competency: 1.8 (new)

Graduate Competency: 1.9 (new)

Graduate Competency: 1.10 (new)

Level 2: Graduate Competencies

Graduate Competency: 2.6 (new)

Graduate Competency: 2.7 (new)

Graduate Competency: 2.8 (new)

Graduate Competency: 2.9 (new)

Graduate Competency: 2.10 (new)

Level 3: Graduate Competencies

Graduate Competency: 3.3 (revised)

Graduate Competency: 3.4 (revised)

Graduate Competency: 3.7 (revised)

Graduate Competency: 3.9 (revised)

Graduate Competency: 3.11 (revised)

Graduate Competency: 3.12 (revised)

Graduate Competency: 3.18 (new)

Graduate Competency: 3.19 (new)

Graduate Competency: 3.20 (new)

Graduate Competency: 3.21 (new)

Graduate Competency: 3.22 (new)

Graduate Competency: 3.23 (new)

Graduate Competency: 3.24 (new)

Graduate Competency: 3.25 (new)

Graduate Competency: 3.26 (new)

Graduate Competency: 3.27 (new)