Australian Psychology Accreditation Council

Towards Good Practice Guide

Placement Logbooks

Version 1 (November 2026)

APAC Towards Good Practice Guide: Placement Logbooks

Purpose

The 2025 Accreditation Standards for Psychology Programs (Accreditation Standards) include criteria requiring education providers to demonstrate that students record or log placement activity while undertaking placement components of an accredited program. An ongoing record of student[1] placement[2] activity detailing skills training and practice and supervision is required to meet accreditation for APAC Level 3 and Level 4 psychology programs. Logbooks or placement portfolios are identified as evidence examples in the 2026 APAC Evidence Guide and are described as "*A placement record (e.g. Logbook or portfolio) demonstrating the range of professional placement experiences, types of clients, required direct client activities hours and supervision requirements*." (APAC, 2026, p.25).

Accurate record-keeping of placement activities is an important part of the process for recording students' placement activities within an education provider's accredited program. Maintaining a placement logbook ensures students meet placement requirements set by APAC and supports students in developing APAC graduate competencies and meeting the PsyBA Professional Practice Standards.

Following feedback from both education providers and APAC assessors seeking greater clarity on what is deemed sufficient evidence, APAC, through a partnership with Australian Psychology Placement Alliance (APPA) (in consultation with Australian Association of Psychology Training Clinics (AAPTC) and Heads of Psychology Australia (HPA), have developed this Towards Good Practice Guide document to provide supportive guidance for describing consent procedures and producing documentation for accreditation evidence purposes. Additional information deemed to add supplementary value from pedagogical and record-keeping perspectives is at the discretion of the education provider (see Australian Postgraduate Psychology Logbook Working Group (APPLWG) document for examples).

APAC's Accreditation Standards take an outcome-focused approach, and consequently the Evidence Guide does not prescribe specific logbook requirements, templates or record management procedures. This document is intended to be used in conjunction with the Accreditation Standards and Evidence Guide to assist education providers to design, or revise, placement logbooks, or equivalent digital systems, so they generate sufficient evidence for recording of placement experiences to demonstrate achievement of the Psychology Board of Australia (PsyBA) Professional competencies. The logbook information should be accessible, auditable, secure, and capable of being reviewed by supervisors and for accreditation purposes.

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[1] Student encompasses all persons enrolled in a psychology program and including a psychologist holding provisional or general registration with the PsyBA.
[2] Practice placements provide opportunities in a relevant professional setting for the education and training of psychology students for the purpose of: integrating theory into practice; familiarising the student with the practice environment; building the knowledge, skills and attributes essential for professional practice.

Relevant Accreditation Standards Criteria applying to placement logbooks

The following 2025 APAC Accreditation Standards criteria are relevant to placement logbooks:

APAC Standard 3, Criterion 3.7 The quality, quantity and variety of professional practice education is sufficient to produce graduates competent to practise across a range of settings.

What should placement logbooks evidence?

Logbooks are typically completed by students using a template provided by their education provider, the logbook evidences their engagement in placement activity (both Direct Client Activity and Client Related Activity) and supervision. Given the breadth of programs accredited by APAC, it is not practical to prescribe a single logbook format. Education providers may use spreadsheets, placement management systems, clinic systems, a combination of these or other equivalent mechanisms, provided the information recorded is sufficient to demonstrate it meets the Accreditation Standards.

This logbook guidance aligns with the APAC 2026 Evidence Guide by framing logbooks as evidence of placement activities, including range of activity and placement settings, supervision, simulation, rather than as a ledger of hours alone. Additionally, it provides opportunities for students to practice de-identification, consent-aware information handling, contemporaneous record-keeping, secure storage, and supervisor oversight, which are components of the PsyBA Code of conduct (2025).

A Logbook system should:

- enable contemporaneous or near-contemporaneous completion by the student
- provide end-of-placement confirmation by the student and principal supervisor or equivalent authorised person
- include regular review and verification of satisfactory progress through periodic verification of cumulative professional practice activity hours and supervision. The review cycle should be proportionate to placement intensity, service risk, and the supervision model used. APLLWG (2021) suggests the "*frequency of signature to be a minimum of once per fortnight for a standard 2 days per week placement*" (p.10).

To meet minimum APAC evidentiary requirements, a placement logbook comprises three key sections:

1. Record of professional practice activity
2. Record of supervision
3. A placement summary

1. Record of professional practice activity:

Detailing Direct Client Activity (DCA) and Client Related Activity (CRA) with the following information:

a. Name of student/trainee or student identifier/profile user
b. Name of Placement Service or location in which activity took place
c. Date of activity
d. Duration of activity (if education provider preferred, this can be rounded to the nearest 15 min as advised in APPLWG document)
e. Presenting concern - broad presenting concern, referral issue, or work focus, recorded in a de-identified form
f. Service modality or format, where relevant (for example, individual, group, family, organisational, face-to-face, telehealth, telephone, observation, co-working, simulated)
g. For DCA[3]:
    i. brief information regarding relevant de-identified client[4] details (e.g. lifespan stage, identified gender, type of organisation) and presenting issue (e.g. organisational change, depressive symptoms, chronic disease, learning difficulties, oppositional behaviour)
    ii. brief description of activity conducted - psychological assessment and/or intervention/evaluation conducted (e.g. psychometric assessment, CBT intervention, anxiety group module)
    iii. specify if the DCA is a Simulated Learning Activity (SLA)[5]
h. For CRA:
    i. Brief description of the type of activity conducted, e.g. client preparation (problem formulation, diagnosis, treatment planning/modification), reporting (scoring of psychometric tests, client notes, consultation (reading, research, peer role play).
    i. cumulative totals of DCA, CRA and total professional practice

[3] For more information on DCA please refer to the APAC Toward Good Practice Guide – Direct Clients Activities (DCA) document
[4] Client includes individuals, groups (including families and kinship communities) and/or organisations that are provided with services by a psychologist or a provisional psychologist.
[5] For more information on SLA please refer to the APAC Toward Good Practice Guide – Simulated Learning Activity (SLA)

2. Record of Supervision

Supervision is an interactive process between a supervisee and a supervisor. It provides the supervisee with a professionally stimulating and supportive opportunity for growth. Supervision involves a special type of professional relationship in which supportive direction, facilitative activities, and instructive critique is given by the supervisors to help the supervisee achieve their professional goals (Psychology Board of Australia – Guidelines for supervision, p.7) and competencies.

Detailing the following information:

a. Name of student/trainee or student identifier

b. Date of supervision

c. Duration of supervision

d. Name of supervisor

e. Format of supervision – e.g. individual or group

f. Supervision mode (for example, face-to-face, videoconference, live observation, co-working, review of recording, review of file or report)

g. Brief summary of supervision – de-identified matters discussed, outcomes for follow-up activities and discussion

h. Follow-up actions for the student and, where relevant, the supervisor

i. Cumulative totals of supervision

Where multiple supervisors are involved, the supervisor who provided the supervision should verify the relevant entry (e.g. initial), and the principal or Board-approved supervisor should verify cumulative summaries in accordance with the education provider's procedures.

APAC recognises students (and supervisors) may keep separate supervision records including a summary of supervision sessions, key learnings, follow-up actions and reflections on practice. If reviewed and signed by the student and supervisor as an accurate record of the supervision session, these notes can be added to the record. In these cases, students are not required to provide the same detail in the record, rather, a brief summary including date and duration, name of supervisor, format and mode of supervision will suffice.

3. The Placement Summary

At the end of the placement, or at other provider-defined review points, the logbook should include a placement summary that records:

- placement site and dates
- total DCA hours
- total CRA hours
- total simulated learning activity hours

- total professional practice hours (DCA + CRA)
- total supervision hours, including individual and group supervision
- signed declaration by the student that the record is true and correct (dated)
- signed verification by the principal supervisor or other authorised person (dated).

Each activity must be counted only once and must not be double-counted across categories. Supervision, teaching, or purely administrative tasks must not be counted as DCA or CRA unless the education provider has clearly defined a specific, auditable approach consistent with accreditation requirements.

Education providers may also choose to include additional fields that support pedagogy, supervision, or internal governance, such as competency domains, risk issues addressed, cultural or contextual considerations, student reflection, mode of service delivery, or links to assessment tasks or learning outcomes.

Confidentiality, consent, and recordkeeping[6]

- Logbook entries should use the minimum (de-identified) client information necessary to establish the practice situation. Education providers should ensure students are instructed to avoid unnecessary personal identifiers, and that logbook templates and systems align with provider policies, placement-site requirements, legislation, and the PsyBA Code of conduct.
- Where client information is discussed, shared, transmitted, reproduced, or otherwise used for supervision, teaching, assessment, or accreditation-related purposes, Education providers should ensure the consent and confidentiality processes are consistent with current PsyBA requirements. A logbook should therefore be consistent with the education provider's broader governance framework for informed consent, confidentiality, supervision, and records management.
- Logbooks should be stored securely and retained in accordance with the education provider's and placement provider's recordkeeping requirements.

Illustrative examples of sufficiently detailed logbook entries

The examples below are illustrative only. They are intended to demonstrate the level of detail expected, not to prescribe exact wording. Entries should be sufficiently specific to identify the nature of the activity and permit supervision and audit, while remaining appropriately de-identified.

Example of logbook DCA record entries

- Adult male, social anxiety, relationship issues. Individual CBT - Development of social exposure hierarchy. Face to face. 60 minutes.

[6] Please refer to the *APAC Towards Good Practice Guidance Note: Informed Consent* document for more information.

- Adult ADHD group. 8 members 4 female, 2 male and 2 non-binary. Co-facilitation of Module 4 – Organisation and Planning Strategies. Hybrid delivery – face to face and Teams attendees. 120 minutes.
- Female child simulated client, learning difficulties. Hurdle task administration of the WISC-5. Simulated face to face role play with assessing academic. 120 minutes.
- Child female, learning difficulties. Face to face psychometric assessment - administration of the WISC-5. 120 minutes.
- Corporate firm. Co-facilitation (with supervisor HR) and delivery of Emerging Leaders workshop to 15 junior managers. Face to face. 180 minutes.
- Adult female, Bipolar I manic episode. Development of inpatient behaviour management plan with inpatient psychiatric nursing staff to manage oppositional behaviour. Face to face. 45 minutes.
- Older adult male, cognitive decline (confusion and memory issues). Feedback session of neuropsychological assessment to client, his wife and two children following provision of assessment report. Telehealth consultation via Teams. 120 minutes.
- Adult female, parole review. Review of client file and preparation of standardised corrective services report (Report JYB) for current psychological needs. Asynchronous activity. 180 minutes.
- Adult simulated male client, panic disorder. Observation of slow breathing intervention video in virtual clinic. 30 minutes.
- Sport club. Meeting with coaching team to address loss of key player due to injury for the remainder of the season. Teleconference via telephone. 60 minutes.
- Adult heterosexual couple. Relationship difficulties. Session on navigating neurodiversity in relationships. Face to face. 60 minutes.

Example of logbook CRA record entries

- Preparation of exposure therapy resources (info sheet and hierarchy template). 30 minutes.
- Completion of clinic note. Email copy of hierarchy to client. 45 minutes.
- ADHD group. Meeting with co-facilitator to review group content and planning. 60 minutes.
- ADHD group. Completion of group note and group follow-up email. 30 minutes.
- Scoring of WISC-5. 60 minutes.
- Completion of WISC-5 results section of report. 90 minutes.
- Preparation for *Emerging Leaders* workshop – familiarisation with workshop content and materials. 180 minutes.
- Completion of clinic note regarding meeting with psychiatric nursing staff and upload of behaviour management plan on client file. 30 minutes.

- Review of neuropsychological assessment report. Preparation of PowerPoint slides to explain findings in lay terms. 240 minutes.
- Research of, and familiarisation with standardised Report JYB. 180 minutes.
- Completion of clinic note of slow breathing intervention. 30 minutes.
- Research in preparation for meeting with coaches and preparation of key summary points document. 90 minutes.
- Review of resources on neuro-affirming practice. 60 minutes.

Example of logbook Supervision record entries

- Dr Supervisor. Individual face-to-face supervision. CBT exposure hierarchy development. Student to prepare hierarchy resources. 60 minutes.
- Mr Neurosupe. Discussion of WISC-5 results. Supervisor to review draft results section of report. Update on family assessment feedback telehealth session with older adult male presenting with cognitive decline, memory issues and confusion. 60 minutes.
- Prof Clinical. Face to face group supervision for ADHD group facilitation. Review of delivery of Module 4 and discussion of Module 5 content to prepare for next week. Feedback on nuances of group notes and managing group member interrupting. Students to meet to discuss co-facilitation planning. 60 minutes.
- Dr Wise. Video observation of student conducting initial intake session with adult male client. Individual face to face feedback session. Student to review clinic documentation on consent procedures, to be reviewed in next supervision session. 45 minutes.
- Ms Sport. Individual teleconference supervision. Discussion of my nerves giving guidance to senior coaching team. Reviewed document for supervisor approval and challenging role-played teleconference (eg providing empathy). I feel much more confident following the role play. Student to practice with peer incorporating supervisor feedback. 60 minutes
- Mr Counsellor. Face to face individual supervision. Discussion of 52yo female and 49yo male presenting with relationship difficulties. Discussed use of communication strategies with one partner identifying as neurodivergent. Supervisor to provide resources on neuro-affirming couple counselling practice. Student to review resource and email supervisor couple counselling session plan. 60 minutes.

References and Resources

To produce this Guidance Note, the following resources were considered and referenced[7]:

- Australian Postgraduate Psychology Logbook Working Group (APPLWG). (2021). Recommendations for Australian Postgraduate Psychology Logbooks. Retrieved from: https://placementreview.net/appa
- Australian Psychology Accreditation Council (APAC). (2025). Accreditation Standards for Psychology Programs. Retrieved from: https://apac.au/education-providers/standards/
- Australian Psychology Accreditation Council (APAC). (2026). Evidence Guide. Retrieved from: https://apac.au/education-providers/standards/
- Psychology Board of Australia (PsyBA). (2018). Guidelines for supervisors. Retrieved from: https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx
- Psychology Board of Australia (PsyBA). (2025). Guidelines for the 5+1 internship program. Retrieved from: https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx
- Psychology Board of Australia (PsyBA). (2025). Code of Conduct for Psychologists. Retrieved from: https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Code-of-conduct.aspx

and the following organisations/networks were consulted[8]:

- Australian Psychology Placement Alliance (APPA)
- Australian Association of Psychology Training Clinics (AAPTC)
- Heads of Psychology Australia (HPA)

[7] Education providers are encouraged to refer to these documents for further clarification on logbook requirements.

[8] Thanks to those who provided feedback, advice, exemplars etc to assist with this project.

Appendix 1: Table of Amendments

Version Number	Date	Short description of amendment
Version 1	11/11/2026	Toward Good Practice Guide – Placement logbooks