

Standards of proficiency

Comparison table: Practitioner psychologists

This table compares the standards of proficiency that came into effect on 1 September 2023 (left) and the standards that were in place before that date (right).

	<u>Current standards (2023)</u>	<u>Previous standards (pre-2023)</u>
	At the point of registration, practitioner psychologists must be able to:	Registrant practitioner psychologists must:
1	practise safely and effectively within their scope of practice	be able to practise safely and effectively within their scope of practice
1.1	identify the limits of their practice and when to seek advice or refer to another professional or service	know the limits of their practice and when to seek advice or refer to another professional
1.2	recognise the need to manage their own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment	recognise the need to manage their own workload and resources effectively and be able to practise accordingly
1.3	keep their skills and knowledge up to date and understand the importance of continuing professional development throughout their career	
2	practise within the legal and ethical boundaries of their profession	be able to practise within the legal and ethical boundaries of their profession
2.1	maintain high standards of personal and professional conduct	understand the need to act in the best interests of service users at all times
2.2	promote and protect the service user's interests at all times	understand what is required of them by the Health and Care Professions Council

2.3	understand the importance of safeguarding by actively looking for signs of abuse, demonstrating understanding of relevant safeguarding processes and engaging in these processes where necessary	understand the need to respect and uphold the rights, dignity, values and autonomy of service users including their role in the assessment, treatment and intervention process and in maintaining health and wellbeing
2.4	understand what is required of them by the Health and Care Professions Council, including, but not limited to, the standards of conduct, performance and ethics	recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of practice even in situations of personal incompatibility
2.5	respect and uphold the rights, dignity, values and autonomy of service users, including their role in the assessment, diagnostic, treatment and/or therapeutic process	understand current legislation applicable to the work of their profession
2.6	recognise that relationships with service users, carers and others should be based on mutual respect and trust, maintaining high standards of care in all circumstances	understand the importance of and be able to obtain informed consent
2.7	understand the importance of and be able to obtain valid consent, which is voluntary and informed, has due regard to capacity, is proportionate to the circumstances and is appropriately documented	be able to exercise a professional duty of care
2.8	understand the importance of capacity in the context of delivering care and treatment	understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on service users
2.9	understand the scope of a professional duty of care, and exercise that duty	understand the power imbalance between practitioners and service users and how this can be managed appropriately
2.10	understand and apply legislation, policies and guidance relevant to their profession and scope of practice	be able to recognise appropriate boundaries and understand the dynamics of power relationships

2.11	recognise the power imbalance that comes with being a healthcare professional, and ensure they do not abuse this for personal gain	understand the organisational context for their practice as a practitioner psychologist
2.12	understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on service users	
2.13	recognise appropriate boundaries and understand the dynamics of power relationships	
2.14	understand the organisational context for their practice as a practitioner psychologist	
3	look after their health and wellbeing, seeking appropriate support where necessary	be able to maintain fitness to practise
3.1	identify anxiety and stress in themselves and recognise the potential impact on their practice	understand the need to maintain high standards of personal and professional conduct
3.2	understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise	understand the importance of maintaining their own health
3.3	understand how to take appropriate action if their health may affect their ability to practise safely and effectively, including seeking help and support when necessary	understand both the need to keep skills and knowledge up to date and the importance of career-long learning
3.4	develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment	be able to manage the physical, psychological and emotional impact of their practice
3.5	manage the physical, psychological and emotional impact of their practice	

4	practise as an autonomous professional, exercising their own professional judgement	be able to practise as an autonomous professional, exercising their own professional judgement
4.1	recognise that they are personally responsible for, and must be able to justify, their decisions and actions	be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
4.2	use their skills, knowledge and experience, and the information available to them, to make informed decisions and/or take action where necessary	be able to make reasoned decisions to initiate, continue, modify or cease treatment, intervention or the use of techniques or procedures, and record the decisions and reasoning appropriately
4.3	make reasoned decisions to initiate, continue, modify or cease treatment, or the use of techniques or procedures, and record the decisions and reasoning appropriately	be able to initiate resolution of problems and be able to exercise personal initiative
4.4	make and receive appropriate referrals, where necessary	recognise that they are personally responsible for and must be able to justify their decisions
4.5	exercise personal initiative	be able to make and receive appropriate referrals
4.6	demonstrate a logical and systematic approach to problem-solving	understand the importance of participation in training, supervision and mentoring
4.7	use research, reasoning and problem-solving skills when determining appropriate actions	
4.8	understand the need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice	

5	recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner	be aware of the impact of culture, equality and diversity on practice
5.1	respond appropriately to the needs of all groups and individuals in practice, recognising that this can be affected by difference of any kind including, but not limited to, protected characteristics, intersectional experiences and cultural differences	understand the impact of differences such as gender, sexuality, ethnicity, culture, religion and age on psychological wellbeing or behaviour
5.2	understand equality legislation and apply it to their practice	understand the requirement to adapt practice to meet the needs of different groups and individuals
5.3	recognise the potential impact of their own values, beliefs and personal biases (which may be unconscious) on practice and take personal action to ensure all service users and carers are treated appropriately with respect and dignity	
5.4	understand the duty to make reasonable adjustments in practice and be able to make and support reasonable adjustments in their and others' practice	
5.5	recognise the characteristics and consequences of barriers to inclusion, including for socially isolated groups	
5.6	actively challenge these barriers, supporting the implementation of change wherever possible	
5.7	recognise that regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards, across all areas of practice	

5.8	understand the impact of differences of any kind, including, but not limited to, the protected characteristics, intersectional experiences and cultural differences, on psychological wellbeing or behaviour including how these differences may result in experiences of marginalisation	
5.9	understand the requirement to adapt practice to meet the needs of different groups and individuals	
6	understand the importance of and maintain confidentiality	be able to practise in a non-discriminatory manner
6.1	adhere to the professional duty of confidentiality and understand when disclosure may be required	
6.2	understand the principles of information and data governance and be aware of the safe and effective use of health, social care and other relevant information	
6.3	recognise and respond in a timely manner to situations where it is necessary to share information to safeguard service users, carers and/or the wider public	
6.4	understand the need to ensure that confidentiality is maintained in all situations in which service users rely on additional communication support (such as interpreters or translators)	
6.5	recognise that the concepts of confidentiality and informed consent extend to all mediums, including illustrative clinical records such as photography, video and audio recordings and digital platforms	

7	communicate effectively	understand the importance of and be able to maintain confidentiality
7.1	use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others	be aware of the limits of the concept of confidentiality
7.2	communicate in English to the required standard for their profession (equivalent to level 7 of the International English Language Testing System, with no element below 6.5)	understand the principles of information governance and be aware of the safe and effective use of health, social care and other relevant information
7.3	understand the characteristics and consequences of verbal and non-verbal communication and recognise how these can be affected by difference of any kind, including, but not limited to, protected characteristics, intersectional experiences and cultural differences	be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public
7.4	work with service users and/or their carers to facilitate the service user's preferred role in decision-making, and provide service users and carers with the information they may need where appropriate	
7.5	modify their own means of communication to address the individual communication needs and preferences of service users and carers, and remove any barriers to communication where possible	
7.6	understand the need to support the communication needs of service users and carers, such as through the use of an appropriate interpreter	

7.7	use information, communication and digital technologies appropriate to their practice	
7.8	understand the need to provide service users or people acting on their behalf with the information necessary, in accessible formats, to enable them to make informed decisions	
7.9	select the appropriate means for communicating feedback to service users	
7.10	provide psychological opinion and advice in formal settings, as appropriate	
7.11	communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences	
7.12	explain the nature and purpose of specific psychological techniques to service users	
7.13	summarise and present complex ideas in an appropriate form	
7.14	use formulations to assist multi-professional communication and understanding	
7.15	understand explicit and implicit communications in a practitioner–service user relationship	
7.16	appropriately define and contract work with commissioning service users or their representatives	

Counselling psychologists only		
7.17	understand how empathic understanding can be helped by creativity and artistry in the use of language and metaphor	
8	work appropriately with others	be able to communicate effectively
8.1	work in partnership with service users, carers, colleagues and others	be able to demonstrate effective and appropriate verbal and nonverbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others
8.2	recognise the principles and practices of other health and care professionals and systems and how they interact with their profession	be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
8.3	understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team	understand how communication skills affect assessment of, and engagement with, service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability
8.4	contribute effectively to work undertaken as part of a multi-disciplinary team	be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
8.5	identify anxiety and stress in service users, carers and colleagues, adapting their practice and providing support where appropriate	be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs
8.6	understand the qualities, behaviours and benefits of leadership	understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions

8.7	recognise that leadership is a skill all professionals can demonstrate	be able to select the appropriate means for communicating feedback to service users
8.8	identify their own leadership qualities, behaviours and approaches, taking into account the importance of equality, diversity and inclusion	be able to provide psychological opinion and advice in formal settings, as appropriate
8.9	demonstrate leadership behaviours appropriate to their practice	be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences
8.10	act as a role model for others	be able to explain the nature and purpose of specific psychological techniques to service users
8.11	promote and engage in the learning of others	be able to summarise and present complex ideas in an appropriate form
8.12	understand the need to engage service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals	understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible
8.13	understand the need to implement interventions, care plans or management plans in partnership with service users, other professionals and carers	recognise the need to use interpersonal skills to encourage the active participation of service users
8.14	initiate, develop and end a practitioner–service user relationship	be able to use formulations to assist multi-professional communication and understanding
8.15	understand the dynamics present in relationships between service users and practitioners	understand explicit and implicit communications in a practitioner–service user relationship
8.16	plan, design and deliver teaching and training which takes into account the needs and goals of participants	be able to appropriately define and contract work with commissioning service users or their representatives

8.17	support the learning of others in the application of psychological skills, knowledge, practices and procedures	Counselling psychologists only 8.17 understand how empathic understanding can be helped by creativity and artistry in the use of language and metaphor
8.18	determine and use appropriate psychological formulations in partnership with service users to facilitate their understanding of their experience or situation	
9	maintain records appropriately	be able to work appropriately with others
9.1	keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines	be able to work, where appropriate, in partnership with service users, other professionals, support staff and others
9.2	manage records and all other information in accordance with applicable legislation, protocols and guidelines	understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
9.3	use digital record keeping tools, where required	understand the need to engage service users and carers in planning and evaluating assessments, treatments and interventions to meet their needs and goals
		9.4 understand the need to implement interventions, care plans or management plans in partnership with service users, other professionals and carers
		9.5 be able to initiate, develop and end a practitioner – service user relationship
		9.6 understand the dynamics present in relationships between service users and practitioners
		9.7 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

		9.8 be able to plan, design and deliver teaching and training which takes into account the needs and goals of participants
		9.9 be able to support the learning of others in the application of psychological skills, knowledge, practices and procedures
		9.10 be able to use psychological formulations with service users to facilitate their understanding of their experience or situation
10	reflect on and review practice	be able to maintain records appropriately
10.1	understand the value of reflective practice and the need to record the outcome of such reflection to support continuous improvement	be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines
10.2	recognise the value of multi-disciplinary reviews, case conferences and other methods of review	recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines
10.3	reflect critically on their practice and consider alternative ways of working	
10.4	understand models of supervision and their contribution to practice	
Clinical psychologists and counselling psychologists only		
10.5	critically reflect on the use of self in the therapeutic process	
11	assure the quality of their practice	be able to reflect on and review practice
11.1	engage in evidence-based practice	understand the value of reflection on practice and the need to record the outcome of such reflection

11.2	gather and use feedback and information, including qualitative and quantitative data, to evaluate the response of service users to their care	recognise the value of case conferences or other methods of review
11.3	monitor and systematically evaluate the quality of practice, and maintain an effective quality management and quality assurance process working towards continual improvement	be able to reflect critically on their practice and consider alternative ways of working
11.4	participate in quality management, including quality control, quality assurance, clinical governance and the use of appropriate outcome measures	understand models of supervision and their contribution to practice
11.5	evaluate care plans or intervention plans using recognised and appropriate outcome measures, in conjunction with the service user where possible, and revise the plans as necessary	Counselling psychologists only 11.5 be able to critically reflect on the use of self in the therapeutic process
11.6	recognise the value of gathering and using data for quality assurance and improvement programmes	
11.7	revise formulations in the light of ongoing intervention and, when necessary, reformulate the situation	
11.8	monitor agreements and practices with service users, groups and organisations	
12	understand and apply the key concepts of the knowledge base relevant to their profession	be able to assure the quality of their practice

12.1	understand the structure and function of the human body, together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to their profession	be able to engage in evidence-based and evidence-informed practice, evaluate practice systematically and participate in audit procedures
12.2	demonstrate awareness of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process	be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care or experience
12.3	recognise the role(s) of other professions and stakeholders relevant to the work of their domain, and understand how they may relate to the role of practitioner psychologist	be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
12.4	understand the structures and functions of health and social care systems and services in the UK, plus other services relevant to the work of their domain	be able to maintain an effective audit trail and work towards continual improvement
12.5	understand the theoretical basis of, and the variety of approaches to, assessment and intervention	be aware of, and able to participate in, quality assurance programmes, where appropriate
12.6	understand the role of the practitioner psychologist across a range of settings and services	be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
12.7	understand the application of consultation models to service delivery and practice, including the role of leadership and group processes	be able to revise formulations in the light of ongoing intervention and when necessary reformulate the problem
Clinical psychologists only		

12.8	understand theories and evidence concerning psychological development and psychological difficulties across the lifespan and their assessment and remediation	recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
12.9	understand more than one evidence-based model of formal psychological therapy	recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
12.10	understand psychological models related to how biological, sociological and circumstantial or life-event-related factors impinge on psychological processes to affect psychological wellbeing	
12.11	<p>understand psychological models related to a range of presentations including:</p> <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions 	

12.12	<p>understand psychological models related to service users:</p> <ul style="list-style-type: none"> - from a range of social and cultural backgrounds; - of all ages; - across a range of intellectual functioning; - with significant levels of challenging behaviour; - with developmental learning disabilities and cognitive impairment; - with communication difficulties; - with substance misuse problems; and - with physical health problems 	
12.13	<p>understand psychological models related to working:</p> <ul style="list-style-type: none"> - with service users, couples, families, carers, groups and at the organisational and community level; and - in a variety of settings including in-patient or other residential facilities with high-dependency needs, secondary health care and community or primary care 	
12.14	<p>understand change and transition processes at the individual, group and organisational level</p>	
12.15	<p>understand social approaches such as those informed by community, critical and social constructivist perspectives</p>	
12.16	<p>understand the impact of psychopharmacological and other clinical interventions on psychological work with service users</p>	
Counselling psychologists only		

12.17	understand the philosophical bases which underpin those psychological theories	
12.18	understand the philosophy, theory and practice of more than one evidence-based model of formal psychological therapy	
12.19	<p>understand psychological models related to a range of presentations including:</p> <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions 	
12.20	understand the therapeutic relationship and alliance as conceptualised by each model	
12.21	understand the spiritual and cultural traditions and practices relevant to counselling psychology and their application to service users and carers, as well as its variation at organisational and community levels	
12.22	understand the primary philosophical paradigms that inform psychological theory with particular regard to their relevance to, and impact upon, the understanding of the subjectivity and inter subjectivity of experience throughout human development	

12.23	<p>understand theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology including people of all ages and culture;</p> <ul style="list-style-type: none"> - across a range of intellectual functioning; - with significant levels of challenging behaviour; - with developmental learning disabilities and cognitive impairment; - with communication difficulties; - with substance misuse problems; and - with physical health problems 	
12.24	understand different theories of lifespan development and their assessment and remediation	
12.25	understand social and cultural contexts in a manner informed by community, critical and social constructivist perspectives	
12.26	understand theories of psychopathology and of change including transition processes at the individual, group and organisational level	
12.27	understand the impact of psychopharmacology and other interventions on psychological work with service users	
Educational psychologists only		
12.28	understand the role of the educational psychologist across a range of school and community settings and services	

12.29	understand the educational and emotional factors that facilitate or impede the provision of effective teaching and learning	
12.30	understand psychological theories of, and research evidence in, child, adolescent and young adult development relevant to educational psychology	
12.31	understand the structures and systems of a wide range of settings in which education, health and care are delivered for children, adolescents and young adults, including child protection procedures	
12.32	understand psychological models related to the influence of school ethos and culture, educational curricula, communication systems, management and leadership styles on the cognitive, behavioural, emotional and social development of children, adolescents and young adults	
12.33	understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups	
12.34	understand theories and evidence underlying psychological intervention with children, adolescents, young adults, their parents or carers, and education and other professionals	

12.35	<p>understand psychological models related to the influence on development of children, adolescents and young adults from:</p> <ul style="list-style-type: none"> - family structures and processes; - cultural and community contexts; and - organisations and systems 	
12.36	<p>understand change and transition processes at the individual, group and organisational level</p>	
12.37	<p>understand the theoretical basis of, and the variety of approaches to, consultation and assessment in educational psychology</p>	
12.38	<p>understands the impact of school systems and the educational curriculum, including the legal framework relating to support and funding in schools, on children and young people</p>	
12.39	<p>understand psychological models related to a range of presentations including:</p> <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions 	

12.40	<p>understand psychological models related to service users:</p> <ul style="list-style-type: none"> - from a range of social and cultural backgrounds; - of all ages; - across a range of intellectual functioning; - with significant levels of challenging behaviour; - with developmental learning disabilities and cognitive impairment; - with communication difficulties; - with substance misuse problems; and - with physical health problems 	
Forensic psychologists only		
12.41	understand the application of psychology in the legal system	
12.42	understand the application and integration of a range of theoretical perspectives on socially and individually damaging behaviours, including psychological, social and biological perspectives	

12.43	<p>understand psychological models related to a range of presentations including:</p> <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions 	
12.44	<p>understand psychological theories and their application to the provision of psychological therapies that focus on offenders and victims of offences</p>	
12.45	<p>understand effective assessment approaches with service users presenting with individually or socially damaging behaviour</p>	
12.46	<p>understand the development of criminal and antisocial behaviour</p>	
12.47	<p>understand the psychological interventions related to different service user groups including victims of offences, offenders, litigants, appellants and individuals seeking arbitration and mediation</p>	
Health psychologists only		
12.48	<p>understand context and perspectives in health psychology</p>	
12.49	<p>understand the epidemiology of health and illness</p>	

12.50	<p>understand:</p> <ul style="list-style-type: none"> - biological mechanisms of health and disease; - health-related cognitions and behaviour; - stress, health and illness; - individual differences in health and illness; - lifespan, gender and cross-cultural perspectives; and - long-term conditions and disability 	
12.51	understand applications of health psychology and professional issues	
12.52	understand healthcare in professional settings	
12.53	understand psychological models related to how biological, sociological, and circumstantial or life-event-related factors impinge on psychological processes	
Occupational psychologists only		
12.54	<p>understand the following in occupational psychology:</p> <ul style="list-style-type: none"> - psychological assessment at work; - learning, training and development; - leadership, engagement and motivation; - wellbeing and work; and - work design, organisational change and development 	
Sports and exercise psychologists only		
12.55	understand cognitive processes, including motor skills, practice skills, learning and perception; and self-regulation	

<p>12.56</p>	<p>understand psychological skills such as:</p> <ul style="list-style-type: none"> - goal setting; - self-talk; - imagery; - pre-performance routines; - arousal control, such as relaxation and activation; and - strategies for stress and emotion management 	
<p>12.57</p>	<p>understand exercise and physical activity including:</p> <ul style="list-style-type: none"> - determinants, such as motives, barriers and adherence; - outcomes in relation to affect, such as mood and emotion; - cognition and mental health issues, such as self-esteem, eating disorders, depression and exercise dependence; - lifestyle and quality of life; and - injury 	
<p>12.58</p>	<p>understand individual differences including:</p> <ul style="list-style-type: none"> - mental toughness, hardiness and resilience; - personality; - confidence; - motivation; - self-concept and self-esteem; and - stress and coping 	
<p>12.59</p>	<p>understand social processes within sport and exercise psychology including:</p> <ul style="list-style-type: none"> - interpersonal skills and relationships; - group dynamics and functioning; - organisational issues; and - leadership 	

12.60	understand the impact of developmental processes, including lifespan issues and processes related to career transitions and termination	
13	draw on appropriate knowledge and skills to inform practice	understand the key concepts of the knowledge base relevant to their profession
13.1	change their practice as needed to take account of new developments, technologies and changing contexts	understand the structure and function of the human body, together with knowledge of health, well-being, disease, disorder and dysfunction relevant to their domain
13.2	gather appropriate information	be aware of the principles and applications of scientific enquiry, including the evaluation of the effectiveness of interventions and the research process
13.3	analyse and critically evaluate the information collected	recognise the role of other professions and stakeholders relevant to the work of their domain
13.4	select and use appropriate assessment techniques and equipment	understand the structures and functions of UK service providers applicable to the work of their domain
13.5	undertake and record a thorough, sensitive and detailed assessment	understand the theoretical basis of, and the variety of approaches to, assessment and intervention
13.6	undertake or arrange investigations as appropriate	understand the role of the practitioner psychologist across a range of settings and services
13.7	conduct appropriate assessment or monitoring procedures, treatment, therapy or other actions safely and effectively	understand the concept of leadership and its application to practice
13.8	recognise a range of research methodologies relevant to their role	understand the application of consultation models to service-delivery and practice, including the role of leadership and group processes

13.9	recognise the value of research to the critical evaluation of practice	Clinical psychologists only understand theories and evidence concerning psychological development and psychological difficulties across the lifespan and their assessment and remediation
13.10	critically evaluate research and other evidence to inform their own practice	understand more than one evidence-based model of formal psychological therapy
13.11	engage service users in research as appropriate	understand psychological models related to how biological, sociological and circumstantial or life-event-related factors impinge on psychological processes to affect psychological wellbeing
13.12	apply psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks and psychological paradigms	understand psychological models related to a range of presentations including: <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions
13.13	conduct consultancy	understand psychological models related to service users: <ul style="list-style-type: none"> - from a range of social and cultural backgrounds; - of all ages; - across a range of intellectual functioning; - with significant levels of challenging behaviour; - with developmental learning disabilities and cognitive impairment; - with communication difficulties; - with substance misuse problems; and - with physical health problems

13.14	formulate specific and appropriate management plans including the setting of timescales	understand psychological models related to working: <ul style="list-style-type: none"> - with service users, couples, families, carers, groups and at the - organisational and community level; and - in a variety of settings including in-patient or other residential facilities with high-dependency needs, secondary health care and community or primary care
13.15	manage resources to meet timescales and agreed project objectives	understand change and transition processes at the individual, group and organisational level
13.16	use psychological formulations to plan appropriate interventions that take the service user's perspective into account	understand social approaches such as those informed by community, critical and social constructivist perspectives
13.17	direct the implementation of applications and interventions carried out by others	understand the impact of psychopharmacological and other clinical interventions on psychological work with service users
13.18	make informed judgements on complex issues in the absence of complete information	Counselling psychologists only understand the philosophical bases which underpin those psychological theories which are relevant to counselling psychology
13.19	work effectively whilst holding alternative competing explanations in mind	understand the philosophy, theory and practice of more than one evidence-based model of formal psychological therapy

13.20	generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations	understand psychological models related to a range of presentations including: <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions
13.21	choose and use a broad range of psychological assessment methods, appropriate to the service user, environment and the type of intervention likely to be required	understand the therapeutic relationship and alliance as conceptualised by each model
13.22	decide how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with service users or service systems	understand the spiritual and cultural traditions relevant to counselling psychology
13.23	use formal assessment procedures, systematic interviewing procedures and other structured methods of assessment relevant to their domain	understand the primary philosophical paradigms that inform psychological theory with particular regard to their relevance to, and impact upon, the understanding of the subjectivity and intersubjectivity of experience throughout human development
13.24	critically evaluate risks and their implications	understand theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology
13.25	recognise when further intervention is inappropriate, or unlikely to be helpful	understand different theories of lifespan development
13.26	initiate, design, develop, conduct and critically evaluate psychological research	understand social and cultural contexts and the nature of relationships throughout the lifespan

13.27	understand and use applicable techniques for research and academic enquiry, including qualitative and quantitative approaches	understand theories of psychopathology and of change
13.28	use professional and research skills in work with service users based on a scientist-practitioner and reflective practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation	understand the impact of psychopharmacology and other interventions on psychological work with service users
13.29	understand and apply research ethics	Educational psychologists only understand the role of the educational psychologist across a range of school and community settings and services
13.30	conduct service and large scale evaluations	understand the educational and emotional factors that facilitate or impede the provision of effective teaching and learning
Clinical psychologists only		understand psychological theories of, and research evidence in, child, adolescent and young adult development relevant to educational psychology
13.31	assess social context and organisational characteristics	
13.32	develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	understand the structures and systems of a wide range of settings in which education, health and care are delivered for children, adolescents and young adults, including child protection procedures
13.33	draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	understand psychological models related to the influence of school ethos and culture, educational curricula, communication systems, management and leadership styles on the cognitive, behavioural, emotional and social development of children, adolescents and young adults

13.34	<p>understand therapeutic techniques and processes as applied when working with a range of individuals in distress including:</p> <ul style="list-style-type: none"> - those who experience difficulties related to anxiety, mood, adjustment to adverse circumstances or life-events, eating, psychosis, use of substances; and - those with somatoform, psychosexual, developmental, personality, cognitive and neurological presentations 	<p>understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups</p>
13.35	<p>deliver appropriate psychological therapies acquired through study and supervised practice and maintained with regular, ongoing supervision</p>	<p>understand theories and evidence underlying psychological intervention with children, adolescents, young adults, their parents or carers, and education and other professionals</p>
13.36	<p>implement, on the basis of psychological formulation, psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user</p>	<p>understand psychological models related to the influence on development of children, adolescents and young adults from:</p> <ul style="list-style-type: none"> - family structures and processes; - cultural and community contexts; and - organisations and systems
13.37	<p>implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy to defined levels of competence, including the use of cognitive behavioural therapy</p>	<p>understand change and transition processes at the individual, group and organisational level</p>
13.38	<p>promote awareness of the actual and potential contribution of psychological services</p>	<p>understand the theoretical basis of, and the variety of approaches to, consultation and assessment in educational psychology</p>
13.39	<p>evaluate and respond to organisational and service delivery changes, including the provision of consultation</p>	<p>Forensic psychologists only understand the application of psychology in the legal system</p>

13.40	understand and be able to act on and provide advice on policy concerning health and care	understand the application and integration of a range of theoretical perspectives on socially and individually damaging behaviours, including psychological, social and biological perspectives
Counselling psychologists only		understand psychological models related to a range of presentations including: <ul style="list-style-type: none"> - service users with presentations from acute to enduring and mild to severe; - problems with biological or neuropsychological aspects; and - problems with mainly psychosocial factors including problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions
13.41	contrast, compare and critically evaluate a range of models of therapy	
13.42	draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	understand psychological theories and their application to the provision of psychological therapies that focus on offenders and victims of offences
13.43	critically evaluate theories of mind and personality	understand effective assessment approaches with service users presenting with individually or socially damaging behaviour
13.44	understand therapy through their own life-experience	understand the development of criminal and antisocial behaviour
13.45	adapt practice to take account of the nature of relationships throughout the lifespan	understand the psychological interventions related to different service user groups including victims of offences, offenders, litigants, appellants and individuals seeking arbitration and mediation
13.46	formulate service users' concerns within the chosen therapeutic models	Health psychologists only understand context and perspectives in health psychology

13.47	critically evaluate psychopharmacology and its effects from research and practice	understand the epidemiology of health and illness
13.48	critically evaluate theories of psychopathology and change	<p>understand:</p> <ul style="list-style-type: none"> - biological mechanisms of health and disease; - health-related cognitions and behaviour; - stress, health and illness; - individual differences in health and illness; - lifespan, gender and cross-cultural perspectives; and - long-term conditions and disability
13.49	implement, on the basis of psychological formulation, psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user	understand applications of health psychology and professional issues
13.50	implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy	understand healthcare in professional settings
13.51	promote awareness of the actual and potential contribution of psychological services	<p>Occupational psychologists only</p> <p>understand the following in occupational psychology:</p> <ul style="list-style-type: none"> - human-machine interaction; - design of environments and work; - personnel selection and assessment; - performance appraisal and career development; - counselling and personal development; - training; - employee relations and motivation; and - organisational development and change

13.52	evaluate and respond to organisational and service delivery changes, including the provision of consultation	Sport and exercise psychology only understand cognitive processes, including motor skills, practice skills, learning and perception; and self-regulation
Educational psychologists only		understand psychological skills such as: <ul style="list-style-type: none"> - goal setting; - self-talk; - imagery; - pre-performance routines; - arousal control, such as relaxation and activation; and - strategies for stress and emotion management
13.53	develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	
13.54	carry out and analyse large-scale data gathering, including questionnaire surveys	understand exercise and physical activity including: <ul style="list-style-type: none"> - determinants, such as motives, barriers and adherence; - outcomes in relation to affect, such as mood and emotion; - cognition and mental health issues, such as self-esteem, eating disorders, depression and exercise dependence; - lifestyle and quality of life; and - injury
13.55	work with key partners to support the design, implementation, conduct, evaluation and dissemination of research activities and to support evidence-based research	understand individual differences including: <ul style="list-style-type: none"> - mental toughness, hardiness and resilience; - personality; - confidence; - motivation; - self-concept and self-esteem; and - stress and coping
13.56	formulate evidence-based interventions that focus on applying knowledge, skills and expertise to support local and national initiatives	13.56 understand social processes within sport and exercise psychology including: <ul style="list-style-type: none"> - interpersonal skills and relationships; - group dynamics and functioning; - organisational issues; and - leadership

13.57	develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards	understand the impact of developmental processes, including lifespan issues and processes related to career transitions and termination
13.58	implement evidenced-based interventions and plans through and with other professions and with children and young people, parents and/or carers	
13.59	adopt a proactive and preventative approach in order to promote the psychological wellbeing of service users	
13.60	choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting	
13.61	integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions	
13.62	promote awareness of the actual and potential contribution of psychological services	
Forensic psychologists only		
13.63	plan and design training and development programmes	
13.64	plan and implement assessment procedures for training programmes	
13.65	promote awareness of the actual and potential contribution of psychological services	
13.66	assess social context and organisational characteristics	

13.67	research and develop psychological methods, concepts, models, theories and instruments in forensic psychology	
13.68	evaluate and respond to organisational and service delivery changes, including the provision of consultation	
13.69	draw on knowledge of developmental and social changes and constraints across an individual's lifespan to facilitate adaptability and change	
13.70	implement interventions and care-plans through and with other professionals who form part of the service user careteam	
13.71	implement, on the basis of empirically derived psychological formulation, psychological therapy or other interventions appropriate to the presenting maladaptive or socially damaging behaviour of the service user	
13.72	integrate and implement evidence-based psychological therapy at either an individual or group level	
Health psychologists only		
13.73	plan and implement assessment procedures for training programmes	
13.74	develop appropriate psychological assessments based on appraisal of the influence of the biological, social and environmental context	
13.75	develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	

13.76	carry out and analyse large-scale data gathering, including questionnaire surveys	
13.77	draw on knowledge of developmental, social and biological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities	
13.78	contrast, compare and critically evaluate a range of models of behaviour change	
13.79	understand techniques and processes as applied when working with different individuals who experience difficulties	
13.80	develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards	
13.81	evaluate and respond to change in health psychology and in consultancy and service-delivery contexts	
13.82	to implement, on the basis of psychological formulation, psychological therapy or other interventions appropriate to the presenting problem, and to the psychological and social circumstances of the service user	
13.83	integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions	

13.84	choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting	
Occupational psychologists only		
13.85	assess individuals, groups and organisations in detail	
13.86	use the consultancy cycle	
13.87	research and develop psychological methods, concepts, models, theories and instruments in occupational psychology	
13.88	use psychological theory to guide research solutions for the benefit of organisations and individuals	
13.89	understand and act and provide advice on policy development concerning employees' and job seekers' rights	
13.90	run, direct, train and monitor others in the effective implementation of an application	
Sport and exercise psychologists only		
13.91	assess social context and organisational characteristics	
13.92	develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models	
13.93	formulate service users' concerns within the chosen intervention models	
14	establish and maintain a safe practice environment	be able to draw on appropriate knowledge and skills to inform practice

14.1	understand the need to maintain the safety of themselves and others, including service users, carers and colleagues	be able to apply psychology across a variety of different contexts using a range of evidence-based and theoretical models, frameworks and psychological paradigms
14.2	demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies	be able to change their practice as needed to take account of new developments or changing contexts
14.3	work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques, in a safe manner and in accordance with health and safety legislation	be able to conduct appropriate assessment or monitoring procedures, treatment, interventions, therapy or other actions safely and effectively
14.4	select appropriate personal protective equipment and use it correctly	be able to conduct consultancy
14.5	establish safe environments for practice, which appropriately manage risk	be able to formulate specific and appropriate management plans including the setting of timescales
Sports and exercise psychologists only		be able to manage resources to meet timescales and agreed project objectives
14.6	demonstrate awareness of the possible physical risks associated with certain sport and exercise contexts	
		14.7 be able to use psychological formulations to plan appropriate interventions that take the service user's perspective into account
		14.8 be able to direct the implementation of applications and interventions carried out by others
		14.9 be able to gather appropriate information
		14.10 be able to make informed judgements on complex issues in the absence of complete information

		14.11 be able to work effectively whilst holding alternative competing explanations in mind
		14.12 be able to generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations
		14.13 be able to select and use appropriate assessment techniques
		14.14 be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
		14.15 be able to choose and use a broad range of psychological assessment methods, appropriate to the service user, environment and the type of intervention likely to be required
		14.16 be able to decide how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with service users or service systems
		14.17 be able to use formal assessment procedures, systematic interviewing procedures and other structured methods of assessment relevant to their domain
		14.18 be able to undertake or arrange investigations as appropriate
		14.19 be able to analyse and critically evaluate the information collected
		14.20 be able to critically evaluate risks and their implications
		14.21 be able to demonstrate a logical and systematic approach to

		14.22 be able to use research, reasoning and problem solving skills to determine appropriate actions
		14.23 be able to recognise when further intervention is inappropriate, or unlikely to be helpful
		14.24 recognise the value of research to the critical evaluation of practice
		14.25 be aware of a range of research methodologies
		14.26 be able to evaluate research and other evidence to inform their own practice
		14.27 be able to initiate, design, develop, conduct and critically evaluate psychological research
		14.28 understand a variety of research designs
		14.29 be able to understand and use applicable techniques for research and academic enquiry, including qualitative and quantitative approaches
		14.30 be able to use professional and research skills in work with service users based on a scientist-practitioner and reflective practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation
		14.31 understand research ethics and be able to apply them
		14.32 be able to conduct service and large scale evaluations
		14.33 be able to use information and communication technologies appropriate to their practice

		<p>Clinical psychologists only</p> <p>14.34 be able to assess social context and organisational characteristics</p>
		<p>14.35 be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models</p>
		<p>14.36 be able to draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities</p>
		<p>14.37 understand therapeutic techniques and processes as applied when working with a range of individuals in distress including:</p> <ul style="list-style-type: none"> - those who experience difficulties related to anxiety, mood, adjustment to adverse circumstances or life-events, eating, psychosis, use of substances; and - those with somatoform, psychosexual, developmental, personality, cognitive and neurological presentations
		<p>14.38 be able, on the basis of psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user</p>
		<p>14.39 be able to implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy, including the use of cognitive behavioural therapy</p>
		<p>14.40 be able to promote awareness of the actual and potential contribution of psychological services</p>

		14.41 be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation
		Counselling psychologists only 14.42 be able to contrast, compare and critically evaluate a range of models of therapy
		14.43 be able to draw on knowledge of developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities
		14.44 be able to critically evaluate theories of mind and personality
		14.45 understand therapy through their own life-experience
		14.46 be able to adapt practice to take account of the nature of relationships throughout the lifespan
		14.47 be able to formulate service users' concerns within the chosen therapeutic models
		14.48 be able to critically evaluate psychopharmacology and its effects from research and practice
		14.49 be able to critically evaluate theories of psychopathology and change
		14.50 be able, on the basis of psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the service user

		14.51 be able to implement therapeutic interventions based on a range of evidence-based models of formal psychological therapy
		14.52 be able to promote awareness of the actual and potential contribution of psychological services
		14.53 be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation
		Educational psychologists only 14.54 be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
		14.55 be able to carry out and analyse large-scale data gathering, including questionnaire surveys
		14.56 be able to work with key partners to support the design, implementation, conduct, evaluation and dissemination of research activities and to support evidence based research
		14.57 be able to formulate interventions that focus on applying knowledge, skills and expertise to support local and national initiatives
		14.58 be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards
		14.59 be able to implement interventions and plans through and with other professions and with parents or carers

		14.60 be able to adopt a proactive and preventative approach in order to promote the psychological wellbeing of service users
		14.61 be able to choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting
		14.62 be able to integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions
		14.63 be able to promote awareness of the actual and potential contribution of psychological services
		Forensic psychologists only 14.64 be able to plan and design training and development programmes
		14.65 be able to plan and implement assessment procedures for training programmes
		14.66 be able to promote awareness of the actual and potential contribution of psychological services
		14.67 be able to assess social context and organisational characteristics
		14.68 be able to research and develop psychological methods, concepts, models, theories and instruments in forensic psychology
		14.69 be able to evaluate and respond to organisational and service delivery changes, including the provision of consultation
		14.70 be able to draw on knowledge of developmental and social changes and constraints across an individual's lifespan to facilitate adaptability and change

		14.71 be able to implement interventions and care-plans through and with other professionals who form part of the service user careteam
		14.72 be able, on the basis of empirically derived psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting maladaptive or socially damaging behaviour of the service user
		14.73 be able to integrate and implement evidence-based psychological therapy at either an individual or group level
		Health psychologists only 14.74 be able to plan and implement assessment procedures for training programmes
		14.75 be able to develop appropriate psychological assessments based on appraisal of the influence of the biological, social and environmental context
		14.76 be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
		14.77 be able to carry out and analyse large-scale data gathering, including questionnaire surveys
		14.78 be able to draw on knowledge of developmental, social and biological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities
		14.79 be able to contrast, compare and critically evaluate a range of models of behaviour change

		14.80 understand techniques and processes as applied when working with different individuals who experience difficulties
		14.81 be able to develop and apply effective interventions to promote psychological wellbeing, social, emotional and behavioural development and to raise educational standards
		14.82 be able to evaluate and respond to change in health psychology and in consultancy and service-delivery contexts
		14.83 be able, on the basis of psychological formulation, to implement psychological therapy or other interventions appropriate to the presenting problem, and to the psychological and social circumstances of the service user
		14.84 be able to integrate and implement therapeutic approaches based on a range of evidence-based psychological interventions
		14.85 be able to choose and use a broad range of psychological interventions, appropriate to the service user's needs and setting
		Occupational psychologists only 14.86 be able to assess individuals, groups and organisations in detail
		14.87 be able to use the consultancy cycle
		14.88 be able to research and develop psychological methods, concepts, models, theories and instruments in occupational psychology
		14.89 be able to use psychological theory to guide research solutions for the benefit of organisations and individuals

		14.90 understand and be able to act and provide advice on policy development concerning employees' and job seekers' rights
		14.91 be able to run, direct, train and monitor others in the effective implementation of an application
		Sport and exercise psychologists only 14.92 be able to assess social context and organisational characteristics
		14.93 be able to develop psychological formulations using the outcomes of assessment, drawing on theory, research and explanatory models
		14.94 be able to formulate service users' concerns within the chosen intervention models
15	promote health and prevent ill health	understand the need to establish and maintain a safe practice environment
15.1	understand the role of their profession in health promotion, health education and preventing ill health	understand the need to maintain the safety of both service users and those involved in their care or experience
15.2	understand how social, economic and environmental factors (wider determinants of health) can influence a person's health and wellbeing	be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
15.3	empower and enable individuals (including service users and colleagues) to play a part in managing their own health	be able to establish safe environments for practice, which minimise risks to service users, those treating them and others
15.4	engage in occupational health, including being aware of immunisation requirements	Sport and exercise psychologists only be aware of the possible physical risks associated with certain sport and exercise contexts