

Standards of proficiency for applied psychologists  
Professional Liaison Group (PLG)  
25 October 2007

British Psychological Society – draft standards of proficiency

Executive summary and recommendations

### **Introduction**

At the last meeting, the PLG was advised that the British Psychological Society had produced draft standards of proficiency for each of the respective disciplines and sent these to the HPC Executive. These drafts were being consulted on with the divisions which represent each branch of psychology within the BPS.

The clinical psychologists standards are those tabled by Malcolm Adams at the PLG's meeting on the 4 September 2007. The remaining drafts have been put together using the relevant qualification/ accreditation criteria.

The Executive has worked with the BPS to ensure that these drafts are taken into account in the draft standards put forward at this meeting.

### **Decision**

The Committee is invited to note the document.

### **Background information**

None

### **Resource implications**

None

### **Financial implications**

None

### **Appendices**

7 x draft standards of proficiency

### **Date of paper**

18 October 2007

## Draft clinical psychology standards of proficiency

### EXPECTATIONS OF A HEALTH PROFESSIONAL

#### 1a Professional autonomy and accountability Registrant Clinical Psychologists must:

##### 1a.1 be able to practise within the legal and ethical boundaries of their profession

- understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process
- understand what is required of them by the Health Professions Council
- have a professional and ethical value base, including that set out by relevant professional bodies
- understand the impact of one's own value base upon clinical practice.
- demonstrate awareness of the legislative and national planning context of clinical psychology service delivery and clinical practice.

##### 1a.2 be able to practise in a non-discriminatory manner

- appreciate the inherent power imbalance between practitioners and clients and how abuse of this can be minimised.
- understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients
- understand the impact of differences, diversity and social inequalities on people's lives, and their implications for working practices.

##### 1a.3 be able to maintain confidentiality and obtain informed consent

- understand ethical issues and be able to apply these in complex clinical contexts, ensuring that informed consent underpins all contact with clients and research participants.

##### 1a.4 be able to exercise a professional duty of care

- exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations in professional practice

##### 1a.5 know the limits of their practice and when to seek advice

- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- be able to work effectively at an appropriate level of autonomy, with awareness of the limits of own competence, and accepting accountability to relevant professional and service managers.
- be able to recognise when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to clients and carers.
- be able to use supervision to reflect on practice and to make appropriate use of feedback received.

**1a.6 Recognise the need for effective self-management of workload and be able to practise accordingly**

- demonstrate self-awareness and sensitivity, and work as a reflective practitioner.

**1a.7 understand the obligation to maintain fitness to practise**

- understand the importance of caring for themselves, including maintaining their health
- develop strategies to handle the emotional and physical impact of own practice and seek appropriate support when necessary, with good awareness of boundary issues.
- monitor and maintains the health, safety and security of self and others

**1a.8 understand the need for career-long self-directed learning**

- manage own personal learning needs and develop strategies for meeting these.
- understand the supervision process for both supervisor and supervisee roles
- demonstrate high level skills in managing a personal learning agenda and self-care, and in critical reflection and self-awareness that enable transfer of knowledge and skills to new settings and problems.

**1b Professional relationships**

**Registrant Clinical Psychologists must:**

**1b.1 know the professional and personal scope of their practice and be able to make referrals**

- adapt practice to a range of organisational contexts, on the basis of an understanding of pertinent organisational and cultural issues
- work effectively with formal service systems and procedures

**1b.2 Be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers**

- understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
- understand the need to engage patients, clients, users and carers in planning and evaluating care
- develop and maintain effective working alliances with clients, including individuals, carers and services
- be able to implement interventions and care plans through and with other professions and / or with individuals who are formal (professional) carers for a client, or who care for a client by virtue of family or partnership arrangements
- be able to work collaboratively and constructively with fellow psychologists and other colleagues and users of services, respecting diverse viewpoints
- be able to work with users and carers to facilitate their involvement in service planning and delivery
- be able to prepare and deliver teaching and training for staff and carers which takes into account the needs and goals of the participants (for

example by appropriate adaptations to method and content)

- support others' learning in the application of psychological skills, knowledge, practices and procedures
- provide supervision at an appropriate level within own sphere of competence

**1b.3 be able to contribute effectively to work undertaken as part of a multi-disciplinary team**

- understand consultancy models and the contribution of consultancy to practice

**1b.4 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers**

- be able to communicate in English to the standard equivalent to level 7 (*and for psychologists at level 8*) of the International English Language Testing System, with no element below 6.5 (*and no element below 7.5 for psychologists*)
- understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability
- be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status
- understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible
- recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to communicate psychologically informed ideas and conclusions clearly and effectively to specialist and non-specialist audiences in order to facilitate problem solving and decision making.
- understand the process of providing expert psychological opinion and advice, including the preparation and presentation of evidence in formal settings

**1b.5 understand the need for effective communication throughout the care of the patient, client or user**

- recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users

**THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE**

**2a Identification and assessment of health and social care needs  
Registrant Clinical Psychologists must:**

**2a.1 be able to gather appropriate information**

- be able to choose, use and interpret a broad range of psychological assessment methods appropriate to the client and service delivery system in which the assessment takes place, and to the type of intervention likely to be required.
- be able to conduct appropriate risk assessment and use this to guide practice

**2a.2 be able to use appropriate assessment techniques**

- be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
- be able to use competently formal assessment procedures (standardised psychometric instruments), systematic interviewing procedures, and other structured methods of assessment (e.g. direct observation or gathering information from others)
- be able to assess social context and organisational characteristics

**2a.3 be able to undertake or arrange clinical investigations as appropriate**

**2a.4 be able to analyse and evaluate the information collected**

- be able to develop psychological formulations of presenting problems or situations which integrate information from assessments within a coherent framework that draws upon psychological theory and evidence and which incorporates interpersonal, societal, cultural and biological factors
- be able to revise formulations in the light of ongoing intervention and when necessary re-formulating the problem

**2b Formulation and delivery of plans and strategies for meeting health and social care needs**

**Registrant Clinical Psychologists must:**

**2b.1 be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and psychologists, conduct fundamental research)**

- recognise the value of research to the systematic evaluation of practice
- be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures
- be aware of methods commonly used in health and social care research
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice
- be able to identify, review and critically appraise a substantial body of research evidence at the forefront of clinical psychology practice.
- understand applicable techniques for clinical research and advanced academic enquiry, including quantitative and qualitative approaches
- be able to conduct service evaluation and small n research
- be able to conduct collaborative research
- be able to conceptualise, design and conduct independent, original research of a quality to satisfy peer review and extend the forefront of the discipline. This includes identifying research questions, demonstrating an understanding of ethical issues, choosing appropriate research

- methods and analysis, reporting outcomes and identifying appropriate pathways for dissemination
- understand the need and value of undertaking clinical research and development in order to contribute to the development of theory and practice in clinical psychology
- be able to work with complexity across a range of perspectives, demonstrating flexibility in application of whichever approach is most appropriate for the client or the system
- be able to be critical of their own approach, and aware of how to practise in the absence of reliable evidence, as well as being able to contribute from their work to the evidence base
- be able to continue to undertake research and development at an advanced level, to contribute to the development of new techniques, ideas or approaches

**2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements**

- be able to change their practice as needed to take account of new developments
- be able to demonstrate a level of skill in the use of information technology appropriate to their profession
- be able to apply knowledge and understanding of psychological theory and evidence, encompassing specialist client group knowledge across the profession of clinical psychology and the knowledge to underpin clinical and professional practice
- be able to use clinical and research skills that demonstrate work with clients based on a scientist-practitioner and reflective-practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation.
- decide, using a broad evidence and knowledge base how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems.
- be able to generalise and synthesise prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations
- draw on psychological knowledge of complex developmental, social and neuropsychological processes across the lifespan to facilitate adaptability and change in individuals, groups, families, organisations and communities
- be able to make informed judgements on complex issues in clinical psychology, often in the absence of complete information, and be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

**2b.3 be able to formulate specific and appropriate management plans including the setting of timescales**

- understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors
- use psychological formulations with clients to facilitate their understanding of their experience
- use psychological formulations to plan appropriate interventions that take the client's perspective into account
- use formulations to assist multi-professional communication and the understanding of clients and their care

**2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**

- understand the need to maintain the safety of both patients, clients and users, and those involved in their care
- on the basis of a psychological formulation, implement psychological therapy or other interventions appropriate to the presenting problem and

to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with individuals; couples, families or groups; service organisations.

- understand therapeutic techniques and processes as applied when working with a range of different individuals in distress including those who experience difficulties related to: anxiety, mood, adjustment to adverse circumstances or life events, eating, psychosis and use of substances, and those with somatoform, psychosexual, developmental, personality, cognitive and neurological presentations.
- be able to integrate and implement therapeutic interventions based on knowledge and practice in at least two evidence-based models of formal psychological therapy. This includes cognitive behaviour therapy and at least one other evidence-based approach, such as brief psychodynamic or interpersonal psychotherapy, systemic or integrative interventions.
- understand social approaches to intervention; for example those informed by community, critical, and social constructivist perspectives

**2b.5 be able to maintain records appropriately**

- be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology (which includes abbreviations) in making clinical records

**2c Critical evaluation of the impact of, or response to, the registrant's actions**  
**Registrant Clinical Psychologists must:**

**2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**

- be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care
- be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user
- 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
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
- understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users
- be able to select and implement appropriate methods to evaluate the effectiveness, acceptability and broader impact of interventions (both individual and organisational), and using this information to inform and shape practice. Where appropriate this will also involve devising innovative procedures

**2c.2 be able to audit, reflect on and review practice**

- understand the principles of quality control and quality assurance

- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on clinical practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

### **KNOWLEDGE, UNDERSTANDING AND SKILLS**

#### **3a: Registrant Clinical Psychologists must:**

##### **3a.1 know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice**

- understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction
- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process
- recognise the role of other professions in health and social care
- understand the theoretical basis of, and the variety of approaches to, assessment and intervention
- understand psychological models and knowledge related to work with a range of clients and problems across the lifespan. This includes clients with a wide breadth of presentations – from acute to enduring and mild to severe; problems ranging from those with mainly biological and/or neuropsychological causation to those emanating from mainly psychosocial factors; problems of coping, adaptation and resilience to adverse circumstances and life events, including bereavement and other chronic physical and mental health conditions; clients from a range of backgrounds reflecting the demographic characteristics of the population (this includes understanding the impact of difference and diversity on people's lives including gender, sexuality, disability, ethnicity, culture, faith, cohort differences of age, socio-economic status and their implications for working practices).
- understand psychological models and knowledge related to work with clients with significant levels of challenging behaviour, clients across a range of levels of intellectual functioning over a range of ages, specifically to include clients with developmental learning disabilities and acquired cognitive impairment; clients whose disability makes it difficult for them to communicate
- understand psychological models and knowledge related to work with carers and families
- understand psychological models and knowledge related to work in a variety of settings including in-patient or other residential facilities for individuals with high dependency needs; secondary health care; and community or primary care.
- understand psychological models and knowledge related to work that is directly with clients, or indirect through staff and/or carers

##### **3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice, and how**



**to select or modify approaches to meet the needs of an individual , *group or organisations***

- understand matters of professional competence related to personal and professional development and aware of the clinical, professional and social context within which professional practice takes place.
- be able to think critically, reflectively and in an evaluative manner
- be able to make informed judgements on complex issues in clinical psychology in the absence of complete information
- be able to work effectively whilst holding alternative competing explanations in mind
- understand leadership theories and models, and their application to service delivery and clinical practice
- understand change processes in service delivery systems

**3a.3 understand the need to establish and maintain a safe practice environment**

- 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
- be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
- be able to select appropriate personal protective equipment and use it correctly
- be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control
- understand the impact of psychopharmacological and other clinical interventions on psychological work with clients

## Counselling Psychology draft SoP

	<b>Draft Standards of Proficiency for Counselling Psychologists</b>
	<b>EXPECTATIONS OF A HEALTH PROFESSIONAL</b>
<b>1a</b>	<b>Professional autonomy and accountability</b> <b>Registrant Counselling Psychologists must:</b>
<b>1a.1</b>	<p><b>be able to practise within the legal and ethical boundaries of their profession</b></p> <ul style="list-style-type: none"> <li>• understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process</li> <li>• understand what is required of them by the Health Professions Council</li> <li>• <i>develop, implement and maintain personal and professional standards and ethical practice</i></li> <li>• <i>demonstrate a commitment to best practice in the interests of clients</i></li> <li>• <i>be able to apply ethical principles in reasoning and decision making</i></li> <li>• <i>strive to do no harm by recognising appropriate boundaries and the dynamics of power</i></li> <li>• <i>hold themselves accountable to the public and the profession for their personal integrity</i></li> <li>• <i>understand the purpose and practice of receiving supervision</i></li> <li>• <i>have a commitment to abide by the profession's ethical framework and professional codes of conduct</i></li> <li>• <i>understand the organisational policies and the contextual and legal frameworks within which they practice</i></li> </ul>
<b>1a.2</b>	<b>be able to practise in a non-discriminatory manner</b>
<b>1a.3</b>	<b>be able to maintain confidentiality and obtain informed consent</b>
<b>1a.4</b>	<b>be able to exercise a professional duty of care</b>
<b>1a.5</b>	<p><b>know the limits of their practice and when to seek advice</b></p> <ul style="list-style-type: none"> <li>• be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</li> <li>• be able to initiate resolution of problems and be able to exercise personal initiative</li> </ul>

<b>Draft Standards of Proficiency for Counselling Psychologists</b>	
<b>1a.6</b>	<b>recognise the need for effective self-management of workload and be able to practise accordingly</b>
<b>1a.7</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>understand the importance of caring for themselves, including maintaining their health</li> </ul>
<b>1a.8</b>	<b>understand the need for career-long self-directed learning</b> <ul style="list-style-type: none"> <li><i>maintain fitness to practice and continuing professional development</i></li> <li><i>accept responsibility for ones continuing professional development by developing greater powers of awareness, and the courage to pursue deeper personal knowledge and understanding relevant to working well</i></li> </ul>
<b>1b</b>	<b>Professional relationships</b> <b>Registrant Counselling psychologists must:</b>
<b>1b.1</b>	<b>know the professional and personal scope of their practice and be able to make referrals</b>
<b>1b.2</b>	<b>be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers</b> <ul style="list-style-type: none"> <li>understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>understand the need to engage patients, clients, users and carers in planning and evaluating care</li> <li><i>understand therapy from the perspective of the client</i></li> <li><i>develop a personal philosophy to include responsibility and accountability in relation to their counselling psychology practice</i></li> <li><i>understand the dynamics present in therapeutic and other relationships</i></li> <li></li> </ul>
<b>1b.3</b>	<b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b> <ul style="list-style-type: none"> <li><i>be able to manage professional relationships including appropriate liaison.</i></li> </ul>
<b>1b.4</b>	<b>be able to demonstrate effective and appropriate skills in communicating information, advice,</b>

	<b>Draft Standards of Proficiency for Counselling Psychologists</b>
	<p><b>instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers</b></p> <ul style="list-style-type: none"> <li>• be able to communicate in English to the standard equivalent to level 7 (<i>and for counselling psychologists at level 8</i>) of the International English Language Testing System, with no element below 6.5 (<i>and no element below 7.5 for counselling psychologists</i>)</li> <li>• understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability</li> <li>• be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others</li> <li>• be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status</li> <li>• understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions</li> <li>• understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible</li> <li>• recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</li> <li>• <i>understand creativity and artistry in the use of language and metaphor, in the service of empathic understanding</i></li> <li>• <i>be able to present and communicate professional knowledge and information</i></li> </ul>
<b>1b.5</b>	<p><b>understand the need for effective communication throughout the care of the patient, client or user</b></p> <ul style="list-style-type: none"> <li>• recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users</li> <li>• <i>be able to initiate, develop, maintain and end a purposeful therapeutic alliance</i></li> <li>• <i>understand explicit and implicit communications in a therapeutic relationship</i></li> </ul>
	<b>THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE</b>
<b>2a</b>	<b>Identification and assessment of health and social care needs</b>

	<b>Draft Standards of Proficiency for Counselling Psychologists</b>
	<b>Registrant Counselling psychologists must:</b>
<b>2a.1</b>	<b>be able to gather appropriate information</b> <ul style="list-style-type: none"> <li>•</li> <li>○</li> </ul>
<b>2a.2</b>	<b>be able to use appropriate assessment techniques</b> <ul style="list-style-type: none"> <li>• be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment</li> <li>• <i>be able to conduct psychological assessments and make formulations of a range of presentations</i></li> </ul>
<b>2a.3</b>	<b>be able to undertake or arrange clinical investigations as appropriate</b>
<b>2a.4</b>	<b>be able to analyse and evaluate the information collected</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>2b</b>	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b> <b>Registrant Counselling psychologists must:</b>
<b>2b.1</b>	<b>be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and counselling psychologists, conduct fundamental research)</b> <ul style="list-style-type: none"> <li>• recognise the value of research to the systematic evaluation of practice</li> <li>• be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures</li> <li>• be aware of methods commonly used in health and social care research</li> <li>• be able to demonstrate a logical and systematic approach to problem solving</li> <li>• be able to evaluate research and other evidence to inform their own practice</li> <li>•</li> </ul>
<b>2b.2</b>	<b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b> <ul style="list-style-type: none"> <li>• be able to change their practice as needed to take account of new developments</li> <li>• be able to demonstrate a level of skill in the use of information technology appropriate to their profession</li> </ul>

	<b>Draft Standards of Proficiency for Counselling Psychologists</b>
	<ul style="list-style-type: none"> <li>• <i>understand therapy through ones own life experience</i></li> <li>• <i>be capable of critical self-reflection on the use of self in therapeutic process</i></li> </ul>
<b>2b.3</b>	<b>be able to formulate specific and appropriate management plans including the setting of timescales</b> <ul style="list-style-type: none"> <li>• understand the requirement to adapt practice to meet the needs of different client groups</li> <li>• distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors</li> </ul>
<b>2b.4</b>	<b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</b> <ul style="list-style-type: none"> <li>• understand the need to maintain the safety of both patients, clients and users, and those involved in their care</li> </ul>
<b>2b.5</b>	<b>be able to maintain records appropriately</b> <ul style="list-style-type: none"> <li>• be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines</li> <li>• understand the need to use only accepted terminology (which includes abbreviations) in making clinical records</li> </ul>
<b>2c</b>	<b>Critical evaluation of the impact of, or response to, the registrant's actions</b>  <b>Registrant Counselling psychologists must:</b>
<b>2c.1</b>	<b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b> <ul style="list-style-type: none"> <li>• be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care</li> <li>• be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user</li> <li>• 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</li> <li>• be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of</li> </ul>

<b>Draft Standards of Proficiency for Counselling Psychologists</b>	
	<p>techniques or procedures, and record the decisions and reasoning appropriately</p> <ul style="list-style-type: none"> <li>• understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users</li> <li>• <i>be able to reflect critically on ones own practice and consider alternative ways of working</i></li> <li>• <i>be able to respond appropriately to the complex demands of clients</i></li> <li>• <i>develop a personal, coherent and ethical way of working with clients.</i></li> </ul>
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>• understand the principles of quality control and quality assurance</li> <li>• be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>• be able to maintain an effective audit trail and work towards continual improvement</li> <li>• participate in quality assurance programmes, where appropriate</li> <li>• understand the value of reflection on clinical practice and the need to record the outcome of such reflection</li> <li>• recognise the value of case conferences and other methods of review</li> <li>•</li> </ul>
<b>2d</b>	<p><b><i>Research and Enquiry</i></b></p> <p><b><i>Registrant Counselling Psychologists must</i></b></p>
<b>2d.1</b>	<p><b><i>Assess and interpret the possibilities and limitations of different research modalities and their relevance to counselling psychology</i></b></p> <ul style="list-style-type: none"> <li>• <i>understand the research evidence on process and outcomes of psychological therapy relevant to counselling psychology</i></li> <li>• <i>understand the quantitative and qualitative approaches to research and inquiry</i></li> <li>• <i>be able to critically analyse and evaluate published research relevant to counselling psychology</i></li> <li>• <i>understand a variety of research designs</i></li> <li>• <i>be able to devise and evaluate research questions and select appropriate methodology</i></li> <li>• <i>be able to design, conduct, critically evaluate and report on research</i></li> <li>• <i>understand research ethics and be able to apply them</i></li> <li>• <i>be able to reflect in their experience of being a researcher</i></li> </ul>

	<b>Draft Standards of Proficiency for Counselling Psychologists</b>
	<b>KNOWLEDGE, UNDERSTANDING AND SKILLS</b>
<b>3a:</b>	<b>Registrant Counselling psychologists must:</b>
<b>3a.1</b>	<p><b>know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice</b></p> <ul style="list-style-type: none"> <li>• understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction</li> <li>• be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>• recognise the role of other professions in health and social care</li> <li>• understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> <li>• <i>understand the framework of knowledge, encompassing basic theory and scientific principles (and the limits of such theory and principles) in the domains of human behaviour, experience and interaction, which is consistent with the 'Graduate Basis for Registration'</i></li> <li>• <i>have a knowledge of theories of human cognitive, emotional, behavioural, social and psychological functioning relevant to counselling psychology</i></li> <li>• <i>be able to consider and critically evaluate theories of mind and personality</i></li> <li>• <i>understand different theories of life-span development</i></li> <li>• <i>understand social and cultural contexts and the nature of relationships throughout the lifespan</i></li> <li>• <i>understand theories of psychopathology and of change and the ability to critically evaluate these theories</i></li> <li>• <i>understand the use and interpretation of tests and other assessment procedures</i></li> <li>• <i>understand psychopharmacology and be able to critically evaluate its effects from research and practice</i></li> <li>• <i>understand the diverse philosophical bases which underpin those psychological theories that are of particular relevance to counselling psychology.</i></li> <li>• <i>Be able to critically evaluate 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</i></li> <li>• <i>Understand the spiritual and cultural traditions relevant to counselling psychology</i></li> <li>• <i>Understand, at a postgraduate level, the philosophy, theory and practice of at least one specific model</i></li> </ul>



<b>Draft Standards of Proficiency for Counselling Psychologists</b>	
	<p><i>of psychological therapy and be able to practice safely and competently in this model</i></p> <ul style="list-style-type: none"> <li>• <i>Have a working knowledge and understanding of at least one further model of psychological therapy</i></li> <li>• <i>Be able to formulate clients' concerns within the specifically chosen therapeutic model(s)</i></li> <li>• <i>Understand the therapeutic relationship and alliance as conceptualised by each model studied</i></li> <li>• <i>Be able to contrast, compare and critically evaluate a range of models of therapy</i></li> <li>• <i>Be able to monitor and evaluate therapeutic ones own therapeutic practice</i></li> </ul>
<b>3a.2</b>	<b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual , <i>groups and organisations</i></b>
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe practice environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation               <ul style="list-style-type: none"> <li>• be able to select appropriate personal protective equipment and use it correctly</li> <li>• be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control</li> </ul> </li> <li>• <i>operate safely and professionally in a range of modalities (that is, work with individuals, couples, groups, families or organisations), contexts and time-frames of therapeutic practice</i></li> </ul>

## Draft Standards of Proficiency for Educational Psychologists

	<b>Draft Standards of Proficiency for Educational psychologists</b>
	<b>EXPECTATIONS OF A HEALTH PROFESSIONAL</b>
<b>1a</b>	<b>Professional autonomy and accountability</b> <b>Registrant Educational psychologists must:</b>
<b>1a.1</b>	<b>be able to practise within the legal and ethical boundaries of their profession</b> <ul style="list-style-type: none"> <li>• understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process</li> <li>• understand what is required of them by the Health Professions Council</li> <li>• <i>demonstrate self awareness and work as a reflective psychological practitioner</i></li> <li>• <i>exercise duty of care with regard to safeguarding children</i></li> <li>• <i>demonstrate professional and ethical practice which adheres to professional codes of ethics and conduct</i></li> <li>• <i>apply knowledge of, and be able to operate effectively within, the legal, national and local frameworks for educational psychology practice</i></li> </ul>
<b>1a.2</b>	<b>be able to practise in a non-discriminatory manner</b> <ul style="list-style-type: none"> <li>• <i>take account of the impact and implications of differences and diversity on life opportunities</i></li> <li>• <i>understand the influence of community and institutional ethos and culture, educational curricula, communications systems and, management and leadership styles on psychological well-being and learning</i></li> </ul>
<b>1a.3</b>	<b>be able to maintain confidentiality and obtain informed consent</b>
<b>1a.4</b>	<b>be able to exercise a professional duty of care</b>
<b>1a.5</b>	<b>know the limits of their practice and when to seek advice</b> <ul style="list-style-type: none"> <li>• be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</li> <li>• be able to initiate resolution of problems and be able to exercise personal initiative</li> <li>• <i>work effectively at an appropriate level of autonomy, with awareness of the limits of own competence, and accepting accountability to relevant professional, academic and service managers</i></li> </ul>

	<b>Draft Standards of Proficiency for Educational psychologists</b>
	<ul style="list-style-type: none"> <li>• <i>develop strategies to deal with the emotional and physical impact of practice and seek appropriate support where necessary, with due consideration for boundaries</i></li> <li>• <i>engage in and learn from supervision</i></li> </ul>
<b>1a.6</b>	<b>recognise the need for effective self-management of workload and be able to practise accordingly</b>
<b>1a.7</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>• understand the importance of caring for themselves, including maintaining their health</li> </ul>
<b>1a.8</b>	<b>understand the need for career-long self-directed learning</b> <ul style="list-style-type: none"> <li>• <i>engage in a dynamic, responsive and evolving process to maintain and develop professional practice through the process of appropriate professional reflection and CPD</i></li> <li>• <i>manage a personal learning agenda and self-care, and engage in monitoring of professional effectiveness and impact</i></li> <li>• <i>be critically reflective, self aware, and able to transfer knowledge and skills to new settings and situations</i></li> </ul>
<b>1b</b>	<b>Professional relationships</b> <b>Registrant Educational psychologists must:</b>
<b>1b.1</b>	<b>know the professional and personal scope of their practice and be able to make referrals</b>
<b>1b.2</b>	<b>be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers</b> <ul style="list-style-type: none"> <li>• understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>• understand the need to engage patients, clients, users and carers in planning and evaluating care</li> <li>• <i>develop and maintain effective working relationships with key role partners including children, young people, their carers, teachers and other professionals and work collaboratively, when appropriate, with the above role partners to promote effective outcomes for clients.</i></li> <li>• <i>Engage children, young people and their carers as active participants in assessment and decision making processes, and in the evaluation of interventions and service delivery.</i></li> </ul>

	<b>Draft Standards of Proficiency for Educational psychologists</b>
<b>1b.3</b>	<p><b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b></p> <ul style="list-style-type: none"> <li>• <i>Contribute a distinct psychological perspective within multi-disciplinary teams</i></li> <li>• <i>Develop partnerships and effective collaboration with the interacting systems of families, schools, communities and other agencies to bring about positive change</i></li> </ul>
<b>1b.4</b>	<p><b>be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers</b></p> <ul style="list-style-type: none"> <li>• be able to communicate in English to the standard equivalent to level 7 (<i>and for educational psychologists at level 8</i>) of the International English Language Testing System, with no element below 6.5 (<i>and no element below 7.5 for educational psychologists</i>)</li> <li>• understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability</li> <li>• be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others</li> <li>• be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status</li> <li>• understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions</li> <li>• understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible</li> <li>• recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</li> <li>• <i>effectively communicate psychological knowledge and insights</i></li> <li>• <i>demonstrate effective interpersonal communication skills across a range of settings and activities</i></li> </ul>
<b>1b.5</b>	<p><b>understand the need for effective communication throughout the care of the patient, client or user</b></p> <ul style="list-style-type: none"> <li>• recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users</li> </ul>
	<b>THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE</b>

	<b>Draft Standards of Proficiency for Educational psychologists</b>
<b>2a</b>	<b>Identification and assessment of health, <i>educational</i> and social care needs</b>  <b>Registrant Educational psychologists must:</b>
<b>2a.1</b>	<b>be able to gather appropriate information</b> <ul style="list-style-type: none"> <li>• <i>Decide, using broad range of evidence and knowledge base, how to assess, formulate, and intervene psychologically, from a range of possible models and modes of intervention.</i></li> <li>• <i>Generalise and synthesis prior knowledge and experience in order to apply them in different settings and novel situations</i></li> <li>• <i>Think critically and evaluatively</i></li> </ul>
<b>2a.2</b>	<b>be able to use appropriate assessment techniques</b> <ul style="list-style-type: none"> <li>• be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment</li> <li>• <i>select, use and interpret a broad range of assessment instruments with due consideration to their relevance to the client, their needs and likely interventions</i></li> </ul>
<b>2a.3</b>	<b>be able to undertake or arrange clinical investigations as appropriate</b>
<b>2a.4</b>	<b>be able to analyse and evaluate the information collected</b>
<b>2b</b>	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b> <b>Registrant Educational psychologists must:</b>
<b>2b.1</b>	<b>be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and educational psychologists, conduct fundamental research)</b> <ul style="list-style-type: none"> <li>• recognise the value of research to the systematic evaluation of practice</li> <li>• be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures</li> <li>• be aware of methods commonly used in health and social care research</li> <li>• be able to demonstrate a logical and systematic approach to problem solving</li> <li>• be able to evaluate research and other evidence to inform their own practice</li> <li>• <i>Be able to identify, critically appraise and apply research evidence relevant to practice</i></li> </ul>

	<b>Draft Standards of Proficiency for Educational psychologists</b>
	<ul style="list-style-type: none"> <li>• <i>Demonstrate that practice evolves from robust psychological models, theories and frameworks with due ethical consideration</i></li> </ul>
<b>2b.2</b>	<p><b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b></p> <ul style="list-style-type: none"> <li>• be able to change their practice as needed to take account of new developments</li> <li>• be able to demonstrate a level of skill in the use of information technology appropriate to their profession</li> <li>• <i>be able to formulate interventions that focus on applying knowledge, skills and expertise to support identified local and national initiatives</i></li> <li>• <i>be able to apply educational psychology across a variety of different context's that draws creatively and flexibly from a range of theoretical models, frameworks and psychological paradigms</i></li> <li>• <i>be able to develop and apply effective interventions to promote psychological well-being, to raise educational standards and social, emotional and behavioural development generally, and specifically for gender, minority and low socio-economic status groups, tackling the underachievement of vulnerable groups, promoting inclusion and reducing social exclusion, supporting policy development and managing organisational change</i></li> <li>• <i>be able to develop and apply appropriate psychological assessments and interventions based on appraisal of the influence of the ecology of the learning environment on the experiences of thinking, learning and behaving in a range of educational and other settings for both individuals and groups.</i></li> </ul>
<b>2b.3</b>	<p><b>be able to formulate specific and appropriate management plans including the setting of timescales</b></p> <ul style="list-style-type: none"> <li>• understand the requirement to adapt practice to meet the needs of different client groups</li> <li>• distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors</li> <li>• <i>demonstrate effective professional management and organisational skills</i></li> <li>• <i>bring about change for individuals, children, young people and their families by working at different levels (e.g. individuals, families, groups, communities, organisations, local authorities ad national priorities)</i></li> </ul>
<b>2b.4</b>	<p><b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</b></p> <ul style="list-style-type: none"> <li>• understand the need to maintain the safety of both patients, clients and users, and those involved in their care</li> <li>• <i>apply, review and evaluate a range of professionally appropriate counselling and therapeutic skills in work with children, their families and other professionals</i></li> <li>• <i>develop and apply practice based on evidence-based approaches, incorporating evaluation, monitoring and review of outcomes.</i></li> <li>• <i>Adopt a pro-active and preventative approach in order to promote the psychological well being of clients</i></li> </ul>

	<b>Draft Standards of Proficiency for Educational psychologists</b>
	<ul style="list-style-type: none"> <li>• <i>Apply and adapt personal professional practice skills within differing service contexts and to service standards</i></li> <li>• <i>Understand and apply consultancy models of service delivery</i></li> </ul>
<b>2b.5</b>	<p><b>be able to maintain records appropriately</b></p> <ul style="list-style-type: none"> <li>• be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines</li> <li>• understand the need to use only accepted terminology (which includes abbreviations) in making clinical records</li> <li>• <i>demonstrate effective reporting and recording skills across a range of settings and activities</i></li> </ul>
<b>2c</b>	<p><b>Critical evaluation of the impact of, or response to, the registrant's actions</b></p> <p><b>Registrant Educational psychologists must:</b></p>
<b>2c.1</b>	<p><b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b></p> <ul style="list-style-type: none"> <li>• be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care</li> <li>• be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user</li> <li>• 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</li> <li>• be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately</li> <li>• understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users</li> <li>•</li> </ul>
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>• understand the principles of quality control and quality assurance</li> <li>• be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>• be able to maintain an effective audit trail and work towards continual improvement</li> <li>• participate in quality assurance programmes, where appropriate</li> <li>• understand the value of reflection on clinical practice and the need to record the outcome of such reflection</li> </ul>

	<b>Draft Standards of Proficiency for Educational psychologists</b>
	<ul style="list-style-type: none"> <li>• recognise the value of case conferences and other methods of review</li> <li>•</li> </ul>
<b>2d</b>	<i>Conduct research and evaluation to identify practice that maximises impact and enables the profession to develop its knowledge base</i>
	<i>Registrant Educational psychologists must:</i>
<b>2d.1</b>	<i>Be able to plan and conduct rigorous research</i>
<b>2d.2</b>	<i>Have a critical understanding of the philosophy of research, including alternative epistemological positions to provide context for theory construction</i>
<b>2d.3</b>	<i>Have a critical understanding of research design, including the choice of alternative techniques, the formulation of researchable questions and appropriate alternative approaches to research</i>
<b>2d.4</b>	<i>Have a critical understanding of methods of data collection and analysis, including quantitative and qualitative methods and appropriate skills</i>
<b>2d.5</b>	<i>Have a critical understanding of specialist/ advanced methods relevant to the individual's own research</i>
<b>2d.6</b>	<i>Select, design and implement approaches to evaluate the effectiveness and impact of interventions, to inform evidence based practice</i>
<b>2d.7</b>	<i>Work with key role partners to support the design, implementation, conduct, evaluation and dissemination of research activities and to support local authorities in conducting robust evidence based research</i>
	<b>KNOWLEDGE, UNDERSTANDING AND SKILLS</b>
<b>3a:</b>	<b>Registrant Educational psychologists must:</b>
<b>3a.1</b>	<p><b>know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice</b></p> <ul style="list-style-type: none"> <li>• understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction</li> <li>• be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>• recognise the role of other professions in health and social care</li> </ul>



	<p><b>Draft Standards of Proficiency for Educational psychologists</b></p> <ul style="list-style-type: none"> <li>• understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> <li>• <i>understand the framework of knowledge, encompassing basic theory and scientific principles (and the limits of such theory and principles) in the domains of human behaviour, experience and interaction, which is consistent with the 'Graduate Basis for Registration'</i></li> <li>• <i>understand psychological assessment, intervention and evaluation and how to identify needs and promote change with individuals and groups through the application of psychological knowledge of child and adolescent development and specialist knowledge including those related to special educational needs and disability</i></li> <li>• <i>have an knowledge and understanding encompassing the historical and current legislative context of the profession; ethical practice, knowledge and understanding of structures and systems within a wide range of settings including educational settings and services, early years provision, social care, health and other public service settings</i></li> <li>• <i>have the knowledge, awareness, skills and values that enable effective work with diverse client populations through a clear understanding of the demographic characteristics of communities including the influence of culture, gender, ethnicity, poverty and other factors influencing social exclusion</i></li> </ul>
<b>3a.2</b>	<p><b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual , <i>groups and organisations</i></b></p>
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe practice environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation             <ul style="list-style-type: none"> <li>• be able to select appropriate personal protective equipment and use it correctly</li> </ul> </li> </ul> <p>be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control</p>

## Draft Standards of Proficiency for Forensic Psychologists

	<b>Draft Standards of Proficiency for Forensic psychologists</b>
	<b>EXPECTATIONS OF A HEALTH PROFESSIONAL</b>
<b>1a</b>	<b>Professional autonomy and accountability</b> <b>Registrant Forensic psychologists must:</b>
<b>1a.1</b>	<b>be able to practise within the legal and ethical boundaries of their profession</b> <ul style="list-style-type: none"> <li>• understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process</li> <li>• understand what is required of them by the Health Professions Council</li> <li>• <i>demonstrate professional and ethical practice which adheres to professional codes of ethics and conduct</i></li> <li>• <i>apply knowledge of, and be able to operate effectively within, the legal, national and local frameworks for forensic psychology practice</i></li> </ul>
<b>1a.2</b>	<b>be able to practise in a non-discriminatory manner</b>
<b>1a.3</b>	<b>be able to maintain confidentiality and obtain informed consent</b>
<b>1a.4</b>	<b>be able to exercise a professional duty of care</b>
<b>1a.5</b>	<b>know the limits of their practice and when to seek advice</b> <ul style="list-style-type: none"> <li>• be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</li> <li>• be able to initiate resolution of problems and be able to exercise personal initiative</li> </ul>
<b>1a.6</b>	<b>recognise the need for effective self-management of workload and be able to practise accordingly</b>
<b>1a.7</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>• understand the importance of caring for themselves, including maintaining their health</li> </ul>

	<b>Draft Standards of Proficiency for Forensic psychologists</b>
<b>1a.8</b>	<p><b>understand the need for career-long self-directed learning</b></p> <ul style="list-style-type: none"> <li>• <i>contribute to the continuing development of self as a professional registrant forensic psychologist,</i></li> </ul>
<b>1b</b>	<p><b>Professional relationships</b>  <b>Registrant Forensic psychologists must:</b></p>
<b>1b.1</b>	<b>know the professional and personal scope of their practice and be able to make referrals</b>
<b>1b.2</b>	<p><b>be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers</b></p> <ul style="list-style-type: none"> <li>• understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>• understand the need to engage patients, clients, users and carers in planning and evaluating care</li> <li>• <i>establish, develop, maintain and monitor working relationships, agreements and practices with clients/ users/ groups/ organisations</i></li> </ul>
<b>1b.3</b>	<b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b>
<b>1b.4</b>	<p><b>be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers</b></p> <ul style="list-style-type: none"> <li>• be able to communicate in English to the standard equivalent to level 7 (<i>and for forensic psychologists at level 8</i>) of the International English Language Testing System, with no element below 6.5 (<i>and no element below 7.5 for forensic psychologists</i>)</li> <li>• understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability</li> <li>• be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others</li> <li>• be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status</li> </ul>

	<b>Draft Standards of Proficiency for Forensic psychologists</b>
	<ul style="list-style-type: none"> <li>• understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions</li> <li>• understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible</li> <li>• recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</li> <li>• <i>be able to promote awareness of the actual and potential contribution of psychological services</i></li> <li>• <i>be able to provide psychological advice to assist and inform problem solving and decision making</i></li> <li>• <i>be able to provide psychological advice to aid the formulation of policy and its implementation</i></li> <li>• <i>be able to prepare and present evidence in formal settings</i></li> <li>• <i>be able to respond to informal requests for psychological information</i></li> <li>• <i>be able to provide feedback to clients</i></li> </ul>
<b>1b.5</b>	<p><b>understand the need for effective communication throughout the care of the patient, client or user</b></p> <ul style="list-style-type: none"> <li>• recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users</li> </ul>
	<b>THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE</b>
<b>2a</b>	<p><b>Identification and assessment of health and social care needs</b>  <b>Registrant Forensic psychologists must:</b></p>
<b>2a.1</b>	<p><b>be able to gather appropriate information</b></p> <ul style="list-style-type: none"> <li>• <i>be able to establish requirements for and benefits of applications/ interventions</i></li> <li>• <i>be able to establish, develop and maintain working relationships</i></li> </ul>
<b>2a.2</b>	<p><b>be able to use appropriate assessment techniques</b></p> <ul style="list-style-type: none"> <li>• be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment</li> <li>• <i>be able to assess individuals, groups and organisations in detail choosing and making use of appropriate assessment methods</i></li> </ul>

	<b>Draft Standards of Proficiency for Forensic psychologists</b>
<b>2a.3</b>	<b>be able to undertake or arrange clinical investigations as appropriate</b>
<b>2a.4</b>	<b>be able to analyse and evaluate the information collected</b> <ul style="list-style-type: none"> <li>• <i>be able to interpret assessment methods</i></li> <li>• <i>be able to conduct risk assessment</i></li> </ul>
<b>2b</b>	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b> <b>Registrant Forensic psychologists must:</b>
<b>2b.1</b>	<b>be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and forensic psychologists, conduct fundamental research)</b> <ul style="list-style-type: none"> <li>• recognise the value of research to the systematic evaluation of practice</li> <li>• be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures</li> <li>• be aware of methods commonly used in health and social care research</li> <li>• be able to demonstrate a logical and systematic approach to problem solving</li> <li>• be able to evaluate research and other evidence to inform their own practice</li> <li>• <i>be able to plan applications/ interventions</i></li> </ul>
<b>2b.2</b>	<b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b> <ul style="list-style-type: none"> <li>• be able to change their practice as needed to take account of new developments</li> <li>• be able to demonstrate a level of skill in the use of information technology appropriate to their profession</li> <li>• <i>be able to respond to unpredictable contexts and events professionally and ethically</i></li> <li>• <i>be able to work autonomously as a forensic psychologist across a varied set of contexts</i></li> <li>• <i>be able to evaluate and respond to change in forensic psychology and in consultancy and service delivery contexts</i></li> <li>• <i>be able to apply creative and innovative techniques, principles and solutions to psychological practice</i></li> </ul>
<b>2b.3</b>	<b>be able to formulate specific and appropriate management plans including the setting of timescales</b> <ul style="list-style-type: none"> <li>• understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors</li> </ul>
<b>2b.4</b>	<b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions</b>

	<b>Draft Standards of Proficiency for Forensic psychologists</b>
	<p><b>safely and skilfully</b></p> <ul style="list-style-type: none"> <li>• understand the need to maintain the safety of both patients, clients and users, and those involved in their care</li> <li>• <i>be able to implement applications/ interventions</i></li> <li>• <i>be able to direct the implementation of applications/ interventions carried out by others</i></li> </ul>
<b>2b.5</b>	<p><b>be able to maintain records appropriately</b></p> <ul style="list-style-type: none"> <li>• be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines</li> <li>• understand the need to use only accepted terminology (which includes abbreviations) in making clinical records</li> </ul>
<b>2c</b>	<p><b>Critical evaluation of the impact of, or response to, the registrant's actions</b></p> <p><b>Registrant Forensic psychologists must:</b></p>
<b>2c.1</b>	<p><b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b></p> <ul style="list-style-type: none"> <li>• be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care</li> <li>• be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user</li> <li>• 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</li> <li>• be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately</li> <li>• understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users</li> </ul>
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>• understand the principles of quality control and quality assurance</li> <li>• be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>• be able to maintain an effective audit trail and work towards continual improvement</li> </ul>

<b>Draft Standards of Proficiency for Forensic psychologists</b>	
	<ul style="list-style-type: none"> <li>participate in quality assurance programmes, where appropriate</li> <li>understand the value of reflection on clinical practice and the need to record the outcome of such reflection</li> <li>recognise the value of case conferences and other methods of review</li> <li><i>be able to evaluate the results of applications/ interventions</i></li> </ul>
<b>2d</b>	<i>Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology</i>
	<i>Registrant Forensic psychologists must:</i>
<b>2d.1</b>	<i>be able to design psychological research activities</i>
<b>2d.2</b>	<i>be able to conduct psychological research activities</i>
<b>2d.3</b>	<i>be able to analyse and evaluate psychological research data</i>
<b>2e</b>	<i>Training other professionals in psychological skills and knowledge</i>
	<i>Registrant forensic psychologists must:</i>
<b>2e.1</b>	<i>Be able to identify and analyse needs to improve or prepare for job performance in specific areas</i>
<b>2e.2</b>	<i>Be able to plan and design training and development programmes</i>
<b>2e.3</b>	<i>Be able to implement training and development programmes</i>
<b>2e.4</b>	<i>Be able to plan and implement assessment procedures for training and development programmes</i>
<b>2e.5</b>	<i>Be able to evaluate training and development programmes</i>
	<b>KNOWLEDGE, UNDERSTANDING AND SKILLS</b>
<b>3a:</b>	<b>Registrant Forensic psychologists must:</b>
<b>3a.1</b>	<b>know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice</b> <ul style="list-style-type: none"> <li>understand the structure and function of the human body, relevant to their practice, together with a knowledge</li> </ul>

<b>Draft Standards of Proficiency for Forensic psychologists</b>	
	<p>of health, disease, disorder and dysfunction</p> <ul style="list-style-type: none"> <li>• be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>• recognise the role of other professions in health and social care</li> <li>• understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> <li>• <i>understand the framework of knowledge, encompassing basic theory and scientific principles (and the limits of such theory and principles) in the domains of human behaviour, experience and interaction, which is consistent with the 'Graduate Basis for Registration'</i></li> <li>• <i>understand the framework of knowledge encompassing the context of practice in forensic psychology, applications of psychology processes to within the justice systems, working with specific client groups encountered in forensic psychology, and using and communicating information in forensic psychological practice</i></li> </ul>
<b>3a.2</b>	<p><b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual , <i>groups and organisations</i></b></p> <ul style="list-style-type: none"> <li>• <i>understand the underlying principles and theories, and the application of these principles and theories in practice, of the interventions/ applications/ services and consultancies relevant to the practitioner's area of expertise</i></li> </ul>
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe practice environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation             <ul style="list-style-type: none"> <li>• be able to select appropriate personal protective equipment and use it correctly</li> </ul> </li> </ul> <p>be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control</p>



## Draft proposed SoP for health psychology

	<b>Draft Standards of Proficiency for Health psychologists</b>
	<b>EXPECTATIONS OF A HEALTH PROFESSIONAL</b>
<b>1a</b>	<b>Professional autonomy and accountability</b> <b>Registrant Health psychologists must:</b>
<b>1a.1</b>	<b>be able to practise within the legal and ethical boundaries of their profession</b> <ul style="list-style-type: none"> <li>• understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process</li> <li>• understand what is required of them by the Health Professions Council</li> <li>• <i>establish, maintain and develop systems for legal, ethical and professional standards in health psychology</i></li> </ul>
<b>1a.2</b>	<b>be able to practise in a non-discriminatory manner</b>
<b>1a.3</b>	<b>be able to maintain confidentiality and obtain informed consent</b>
<b>1a.4</b>	<b>be able to exercise a professional duty of care</b>
<b>1a.5</b>	<b>know the limits of their practice and when to seek advice</b> <ul style="list-style-type: none"> <li>• be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</li> <li>• be able to initiate resolution of problems and be able to exercise personal initiative</li> </ul>
<b>1a.6</b>	<b>recognise the need for effective self-management of workload and be able to practise accordingly</b>
<b>1a.7</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>• understand the importance of caring for themselves, including maintaining their health</li> </ul>
<b>1a.8</b>	<b>understand the need for career-long self-directed learning</b> <ul style="list-style-type: none"> <li>• <i>contribute to the continuing development of self as a professional registrant health psychologist,</i></li> </ul>

<b>Draft Standards of Proficiency for Health psychologists</b>	
<b>1b</b>	<b>Professional relationships</b> <b>Registrant Health psychologists must:</b>
<b>1b.1</b>	<b>know the professional and personal scope of their practice and be able to make referrals</b>
<b>1b.2</b>	<b>be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers</b> <ul style="list-style-type: none"> <li>• understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>• understand the need to engage patients, clients, users and carers in planning and evaluating care</li> </ul>
<b>1b.3</b>	<b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b>
<b>1b.4</b>	<b>be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers</b> <ul style="list-style-type: none"> <li>• be able to communicate in English to the standard equivalent to level 7 (<i>and for health psychologists at level 8</i>) of the International English Language Testing System, with no element below 6.5 (<i>and no element below 7.5 for health psychologists</i>)</li> <li>• understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability</li> <li>• be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others</li> <li>• be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status</li> <li>• understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions</li> <li>• understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible</li> <li>• recognise that relationships with patients, clients and users should be based on mutual respect and trust,</li> </ul>

	<b>Draft Standards of Proficiency for Health psychologists</b>
	and be able to maintain high standards of care even in situations of personal incompatibility <ul style="list-style-type: none"> <li>• <i>be able to provide psychological advice and guidance to others</i></li> <li>• <i>be able to provide feedback to clients</i></li> </ul>
<b>1b.5</b>	<b>understand the need for effective communication throughout the care of the patient, client or user</b> <ul style="list-style-type: none"> <li>• recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users</li> </ul>
	<b>THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE</b>
<b>2a</b>	<b>Identification and assessment of health and social care needs</b> Registrant Health psychologists must:
<b>2a.1</b>	<b>be able to gather appropriate information</b> <ul style="list-style-type: none"> <li>• <i>be able to assess requests for consultancy</i></li> </ul>
<b>2a.2</b>	<b>be able to use appropriate assessment techniques</b> <ul style="list-style-type: none"> <li>• be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment</li> </ul>
<b>2a.3</b>	<b>be able to undertake or arrange clinical investigations as appropriate</b>
<b>2a.4</b>	<b>be able to analyse and evaluate the information collected</b>
<b>2b</b>	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b> Registrant Health psychologists must:
<b>2b.1</b>	<b>be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and health psychologists, conduct fundamental research)</b> <ul style="list-style-type: none"> <li>• recognise the value of research to the systematic evaluation of practice</li> <li>• be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit</li> </ul>

<b>Draft Standards of Proficiency for Health psychologists</b>	
	<p>procedures</p> <ul style="list-style-type: none"> <li>• be aware of methods commonly used in health and social care research</li> <li>• be able to demonstrate a logical and systematic approach to problem solving</li> <li>• be able to evaluate research and other evidence to inform their own practice</li> </ul>
<b>2b.2</b>	<p><b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b></p> <ul style="list-style-type: none"> <li>• be able to change their practice as needed to take account of new developments</li> <li>• be able to demonstrate a level of skill in the use of information technology appropriate to their profession</li> <li>• <i>be able to plan consultancy</i></li> </ul>
<b>2b.3</b>	<p><b>be able to formulate specific and appropriate management plans including the setting of timescales</b></p> <ul style="list-style-type: none"> <li>• understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors</li> <li>• <i>be able to establish, develop and maintain working relationships with clients</i></li> </ul>
<b>2b.4</b>	<p><b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</b></p> <ul style="list-style-type: none"> <li>• understand the need to maintain the safety of both patients, clients and users, and those involved in their care</li> <li>• <i>be able to conduct consultancy</i></li> <li>• <i>be able to monitor the implementation of consultancy</i></li> </ul>
<b>2b.5</b>	<p><b>be able to maintain records appropriately</b></p> <ul style="list-style-type: none"> <li>• be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines</li> <li>• understand the need to use only accepted terminology (which includes abbreviations) in making clinical records</li> </ul>
<b>2c</b>	<p><b>Critical evaluation of the impact of, or response to, the registrant's actions</b></p> <p><b>Registrant Health psychologists must:</b></p>

<b>Draft Standards of Proficiency for Health psychologists</b>	
<b>2c.1</b>	<p><b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b></p> <ul style="list-style-type: none"> <li>• be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care</li> <li>• be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user</li> <li>• 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</li> <li>• be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately</li> <li>• understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users</li> <li>• <i>be able to evaluate the impact of consultancy</i></li> </ul>
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>• understand the principles of quality control and quality assurance</li> <li>• be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>• be able to maintain an effective audit trail and work towards continual improvement</li> <li>• participate in quality assurance programmes, where appropriate</li> <li>• understand the value of reflection on clinical practice and the need to record the outcome of such reflection</li> <li>• recognise the value of case conferences and other methods of review</li> <li>•</li> </ul>
<b>2d</b>	<p><i>Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology</i></p> <p><i>Registrant Health Psychologists must</i></p>
<b>2d.1</b>	<i>Be able to conduct systematic review</i>
<b>2d.2</b>	<i>Be able to design psychological research</i>

	<b>Draft Standards of Proficiency for Health psychologists</b>
	.
<b>2d.3</b>	<i>Be able to conduct psychological research</i>
<b>2d.4</b>	<i>Be able to analyse and evaluate psychological research data</i>
<b>2d.5</b>	<i>Be able to initiate and develop psychological research</i>
<b>2e</b>	<i>Teaching and Training</i>  <i>Registrant Health Psychologists must:</i>
<b>2e.1</b>	<i>Be able to plan and design training programmes that enable students to learn about psychological knowledge, skills and practices</i>
<b>2e.2</b>	<i>Be able to deliver such training programmes</i>
<b>2e.3</b>	<i>Be able plan and implement assessment procedures for such training programmes</i>
<b>2e.4</b>	<i>Be able to evaluate such training programmes</i>
	<b>KNOWLEDGE, UNDERSTANDING AND SKILLS</b>
<b>3a:</b>	<b>Registrant Health psychologists must:</b>
<b>3a.1</b>	<p><b>know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice</b></p> <ul style="list-style-type: none"> <li>• understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction</li> <li>• be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>• recognise the role of other professions in health and social care</li> <li>• understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> <li>• <i>understand the framework of knowledge, encompassing basic theory and scientific principles (and the limits of such theory and principles) in the domains of human behaviour, experience and interaction, which is consistent with the 'Graduate Basis for Registration'</i></li> <li>• <i>understand context and perspectives in health psychology</i></li> </ul>

<b>Draft Standards of Proficiency for Health psychologists</b>	
	<ul style="list-style-type: none"> <li>• <i>understand the epidemiology of health and ill ness</i></li> <li>• <i>understand biological mechanisms of health and disease</i></li> <li>• <i>understand health related behaviour, health related cognitions, individual differences stress, health and illness and chronic illness/ disability</i></li> <li>• <i>understand lifespan, gender and cross cultural perspectives in health psychology</i></li> <li>• <i>understand applications of health psychology, research methods and professional issues.</i></li> </ul>
<b>3a.2</b>	<p><b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual , <i>groups and organisations</i></b></p> <ul style="list-style-type: none"> <li>• <i>understand the underlying principles and theories, and the application of these principles and theories in practice, of consultancies relevant to the practitioner's area of expertise</i></li> </ul>
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe practice environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation             <ul style="list-style-type: none"> <li>• be able to select appropriate personal protective equipment and use it correctly</li> </ul> </li> </ul> <p>be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control</p>

## DRAFT Proposed SoP for Occupational psychology

	<b>Draft Standards of Proficiency for Occupational psychologists</b>
	<b>EXPECTATIONS OF A HEALTH PROFESSIONAL</b>
<b>1a</b>	<b>Professional autonomy and accountability</b> <b>Registrant Occupational psychologists must:</b>
<b>1a.1</b>	<b>be able to practise within the legal and ethical boundaries of their profession</b> <ul style="list-style-type: none"> <li>• understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process</li> <li>• understand what is required of them by the Health Professions Council</li> <li>• <i>establish, maintain and develop systems for legal, ethical and professional standards in occupational psychology</i></li> <li>• <i>ensure compliance with legal, ethical and professional practices for self and others</i></li> <li>• <i>respond to unpredictable contexts and events professionally and ethically</i></li> </ul>
<b>1a.2</b>	<b>be able to practise in a non-discriminatory manner</b>
<b>1a.3</b>	<b>be able to maintain confidentiality and obtain informed consent</b>
<b>1a.4</b>	<b>be able to exercise a professional duty of care</b>
<b>1a.5</b>	<b>know the limits of their practice and when to seek advice</b> <ul style="list-style-type: none"> <li>• be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</li> <li>• be able to initiate resolution of problems and be able to exercise personal initiative</li> </ul>
<b>1a.6</b>	<b>recognise the need for effective self-management of workload and be able to practise accordingly</b>
<b>1a.7</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>• understand the importance of caring for themselves, including maintaining their health</li> </ul>



	<b>Draft Standards of Proficiency for Occupational psychologists</b>
<b>1a.8</b>	<b>understand the need for career-long self-directed learning</b> <ul style="list-style-type: none"> <li>• <i>contribute to the continuing development of self as a professional registrant occupational psychologist,</i></li> </ul>
<b>1b</b>	<b>Professional relationships</b> <b>Registrant Occupational psychologists must:</b>
<b>1b.1</b>	<b>know the professional and personal scope of their practice and be able to make referrals</b>
<b>1b.2</b>	<b>be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers</b> <ul style="list-style-type: none"> <li>• understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>• understand the need to engage patients, clients, users and carers in planning and evaluating care</li> <li>• <i>establish, develop, maintain and monitor working relationships, agreements and practices with clients</i></li> </ul>
<b>1b.3</b>	<b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b>
<b>1b.4</b>	<b>be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers</b> <ul style="list-style-type: none"> <li>• be able to communicate in English to the standard equivalent to level 7 (<i>and for occupational psychologists at level 8</i>) of the International English Language Testing System, with no element below 6.5 (<i>and no element below 7.5 for occupational psychologists</i>)</li> <li>• understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability</li> <li>• be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others</li> <li>• be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status</li> <li>• understand the need to provide patients, clients and users (or people acting on their behalf) with the</li> </ul>

	<b>Draft Standards of Proficiency for Occupational psychologists</b>
	<p>information necessary to enable them to make informed decisions</p> <ul style="list-style-type: none"> <li>• understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible</li> <li>• recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</li> <li>• <i>be able to promote psychological principles, practices, services and benefits,</i></li> <li>• <i>be able to provide psychological advice and guidance to others and facilitate the use of psychological services</i></li> <li>• <i>be able to provide psychological advice to aid policy decision making</i></li> <li>• <i>be able to communicate the processes and outcomes of psychological and other applications and developments</i></li> <li>• <i>be able to provide expert psychological opinion to informal information requests,</i></li> <li>• <i>be able to provide feedback to clients</i></li> </ul>
<b>1b.5</b>	<p><b>understand the need for effective communication throughout the care of the patient, client or user</b></p> <ul style="list-style-type: none"> <li>• recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users</li> </ul>
	<b>THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE</b>
<b>2a</b>	<b>Identification and assessment of health and social care needs</b> <b>Registrant Occupational psychologists must:</b>
<b>2a.1</b>	<p><b>be able to gather appropriate information</b></p> <ul style="list-style-type: none"> <li>• <i>be able to establish requirements for and benefits of occupational psychology</i></li> </ul>
<b>2a.2</b>	<p><b>be able to use appropriate assessment techniques</b></p> <ul style="list-style-type: none"> <li>• be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment</li> <li>• <i>be able to assess individuals, groups and organisations in detail choosing and making use of appropriate assessment methods</i></li> </ul>
<b>2a.3</b>	<b>be able to undertake or arrange clinical investigations as appropriate</b>

	<b>Draft Standards of Proficiency for Occupational psychologists</b>
<b>2a.4</b>	<b>be able to analyse and evaluate the information collected</b>
<b>2b</b>	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b> <b>Registrant Occupational psychologists must:</b>
<b>2b.1</b>	<b>be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and occupational psychologists, conduct fundamental research)</b> <ul style="list-style-type: none"> <li>• recognise the value of research to the systematic evaluation of practice</li> <li>• be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures</li> <li>• be aware of methods commonly used in health and social care research</li> <li>• be able to demonstrate a logical and systematic approach to problem solving</li> <li>• be able to evaluate research and other evidence to inform their own practice</li> <li>• <i>be able to plan applications of occupational psychology</i></li> </ul>
<b>2b.2</b>	<b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b> <ul style="list-style-type: none"> <li>• be able to change their practice as needed to take account of new developments</li> <li>• be able to demonstrate a level of skill in the use of information technology appropriate to their profession</li> </ul>
<b>2b.3</b>	<b>be able to formulate specific and appropriate management plans including the setting of timescales</b> <ul style="list-style-type: none"> <li>• understand the requirement to adapt practice to meet the needs of different client groups</li> <li>• distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors</li> </ul>
<b>2b.4</b>	<b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</b> <ul style="list-style-type: none"> <li>• understand the need to maintain the safety of both patients, clients and users, and those involved in their care</li> <li>• <i>be able to conduct applications of occupational psychology</i></li> <li>• <i>be able to direct the implementation of applications in occupational psychology</i></li> </ul>
<b>2b.5</b>	<b>be able to maintain records appropriately</b> <ul style="list-style-type: none"> <li>• be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines</li> </ul>

	<b>Draft Standards of Proficiency for Occupational psychologists</b>
	<ul style="list-style-type: none"> <li>understand the need to use only accepted terminology (which includes abbreviations) in making clinical records</li> </ul>
<b>2c</b>	<p><b>Critical evaluation of the impact of, or response to, the registrant's actions</b></p> <p><b>Registrant Occupational psychologists must:</b></p>
<b>2c.1</b>	<p><b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b></p> <ul style="list-style-type: none"> <li>be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care</li> <li>be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user</li> <li>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</li> <li>be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately</li> <li>understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users</li> <li><i>be able to monitor the implementation of the applications of occupational psychology</i></li> </ul>
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>understand the principles of quality control and quality assurance</li> <li>be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>be able to maintain an effective audit trail and work towards continual improvement</li> <li>participate in quality assurance programmes, where appropriate</li> <li>understand the value of reflection on clinical practice and the need to record the outcome of such reflection</li> <li>recognise the value of case conferences and other methods of review</li> <li><i>evaluate the impact of the applications of occupational psychology</i></li> </ul>
<b>2d</b>	<i>Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology</i>

	<b>Draft Standards of Proficiency for Occupational psychologists</b>
	<i>Registrant Occupational psychologists must:</i>
<b>2d.1</b>	<i>be able to design psychological research activities</i> •
<b>2d.2</b>	<i>be able to conduct psychological research activities</i> •
<b>2d.3</b>	<i>be able to analyse and evaluate psychological research data</i> •
<b>2d.4</b>	<i>be able to initiate and develop psychological research and knowledge</i> •
<b>2d.5</b>	<i>be able to produce and evaluate original psychological research and knowledge</i> •
<b>2d.6</b>	<i>be able to conduct systematic review</i> •
	<b>KNOWLEDGE, UNDERSTANDING AND SKILLS</b>
<b>3a:</b>	<b>Registrant Occupational psychologists must:</b>
<b>3a.1</b>	<p><b>know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice</b></p> <ul style="list-style-type: none"> <li>• understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction</li> <li>• be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>• recognise the role of other professions in health and social care</li> <li>• understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> <li>• <i>understand the framework of knowledge, encompassing basic theory and scientific principles (and the limits of such theory and principles) in the domains of human behaviour, experience and interaction, which is consistent with the 'Graduate Basis for Registration'</i></li> <li>• <i>have a knowledge and understanding of the range of occupational psychology knowledge base, including human-machine interaction, design of environments and work (health and safety), personnel selection and assessment, performance appraisal and career development, counselling and personal development, training</i></li> </ul>

	<b>Draft Standards of Proficiency for Occupational psychologists</b>
	<i>employee relations and motivation and organisational development and change</i>
<b>3a.2</b>	<p><b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual , <i>groups and organisations</i></b></p> <ul style="list-style-type: none"> <li>• understand the underlying principles and theories, and the application of these principles and theories in practice, of the interventions/ applications/ services and consultancies relevant to the practitioner's area of expertise</li> </ul>
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe practice environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation             <ul style="list-style-type: none"> <li>• be able to select appropriate personal protective equipment and use it correctly</li> <li>• be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control</li> </ul> </li> </ul>

**DRAFT Proposed SoP for Sport and Exercise Psychology**

	<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>
	<b>EXPECTATIONS OF A HEALTH PROFESSIONAL</b>
<b>1a</b>	<b>Professional autonomy and accountability</b> <b>Registrant Sport and exercise psychologists must:</b>
<b>1a.1</b>	<b>Be able to practise within the legal and ethical boundaries of their profession</b> <ul style="list-style-type: none"> <li>• understand the need to respect, and so far as possible uphold, the rights, dignity and autonomy of every patient, client and user including their role in the diagnostic and therapeutic process</li> <li>• understand what is required of them by the Health Professions Council</li> <li>• <i>establish, maintain and develop systems for legal, ethical and professional standards in sport and exercise psychology</i></li> <li>• <i>ensure compliance with legal, ethical and professional practices for self and others</i></li> <li>• <i>respond to unpredictable contexts and events professionally and ethically</i></li> </ul>
<b>1a.2</b>	<b>be able to practise in a non-discriminatory manner</b>
<b>1a.3</b>	<b>be able to maintain confidentiality and obtain informed consent</b>
<b>1a.4</b>	<b>be able to exercise a professional duty of care</b>
<b>1a.5</b>	<b>know the limits of their practice and when to seek advice</b> <ul style="list-style-type: none"> <li>• be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</li> <li>• be able to initiate resolution of problems and be able to exercise personal initiative</li> </ul>
<b>1a.6</b>	<b>recognise the need for effective self-management of workload and be able to practise accordingly</b>
<b>1a.7</b>	<b>understand the obligation to maintain fitness to practise</b> <ul style="list-style-type: none"> <li>• understand the importance of caring for themselves, including maintaining their health</li> </ul>

	<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>
<b>1a.8</b>	<b>understand the need for career-long self-directed learning</b> <ul style="list-style-type: none"> <li>• <i>contribute to the continuing development of self as a professional registrant sport and exercise psychologist,</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
<b>1b</b>	<b>Professional relationships</b> <b>Registrant Sport and exercise psychologists must:</b>
<b>1b.1</b>	<b>know the professional and personal scope of their practice and be able to make referrals</b>
<b>1b.2</b>	<b>be able to work, where appropriate, in partnership with other professionals, support staff, patients, clients and users, and their relatives and carers</b> <ul style="list-style-type: none"> <li>• understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</li> <li>• understand the need to engage patients, clients, users and carers in planning and evaluating care</li> <li>• <i>be able to establish, develop, maintain and monitor working relationships, agreements and practices with clients</i></li> </ul>
<b>1b.3</b>	<b>be able to contribute effectively to work undertaken as part of a multi-disciplinary team</b>
<b>1b.4</b>	<b>be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, users, their relatives and carers</b> <ul style="list-style-type: none"> <li>• be able to communicate in English to the standard equivalent to level 7 (<i>and for sport and exercise psychologists at level 8</i>) of the International English Language Testing System, with no element below 6.5 (<i>and no element below 7.5 for sport and exercise psychologists</i>)</li> <li>• understand how communication skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical and learning disability</li> <li>• be able to select, move between and use appropriate forms of verbal and non-verbal communication with patients, clients, users and others</li> <li>• be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socioeconomic status</li> </ul>



	<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>
	<ul style="list-style-type: none"> <li>• understand the need to provide patients, clients and users (or people acting on their behalf) with the information necessary to enable them to make informed decisions</li> <li>• understand the need to use an appropriate interpreter to assist patients whose first language is not English, wherever possible</li> <li>• recognise that relationships with patients, clients and users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</li> <li>• <i>be able to promote psychological principles, practices, services and benefits,</i></li> <li>• <i>be able to provide psychological advice and guidance to others and facilitate the use of psychological services</i></li> <li>• <i>be able to communicate the processes and outcomes of psychological and other applications and developments</i></li> <li>• <i>be able to prepare and present evidence in formal settings</i></li> <li>• <i>be able to provide feedback to clients</i></li> </ul>
<b>1b.5</b>	<p><b>understand the need for effective communication throughout the care of the patient, client or user</b></p> <ul style="list-style-type: none"> <li>• recognise the need to use interpersonal skills to encourage the active participation of patients, clients and users</li> </ul>
	<b>THE SKILLS REQUIRED FOR THE APPLICATION OF PRACTICE</b>
<b>2a</b>	<b>Identification and assessment of health and social care needs</b> <b>Registrant Sport and exercise psychologists must:</b>
<b>2a.1</b>	<p><b>be able to gather appropriate information</b></p> <ul style="list-style-type: none"> <li>• <i>be able to establish requirements for and benefits of sport and exercise psychology</i></li> </ul>
<b>2a.2</b>	<p><b>be able to use appropriate assessment techniques</b></p> <ul style="list-style-type: none"> <li>• be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment</li> <li>• <i>be able to assess individuals, groups and organisations in detail choosing and making use of appropriate assessment methods</i></li> </ul>

	<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>
<b>2a.3</b>	<b>be able to undertake or arrange clinical investigations as appropriate</b>
<b>2a.4</b>	<b>be able to analyse and evaluate the information collected</b> <ul style="list-style-type: none"> <li>• <i>be able to assess request for consultancy</i></li> </ul>
<b>2b</b>	<b>Formulation and delivery of plans and strategies for meeting health and social care needs</b> <b>Registrant Sport and exercise psychologists must:</b>
<b>2b.1</b>	<b>be able to use research, reasoning and problem solving skills (and, in the case of clinical scientists and sport and exercise psychologists, conduct fundamental research)</b> <ul style="list-style-type: none"> <li>• recognise the value of research to the systematic evaluation of practice</li> <li>• be able to conduct evidence-based practice, evaluate practice systematically, and participate in audit procedures</li> <li>• be aware of methods commonly used in health and social care research</li> <li>• be able to demonstrate a logical and systematic approach to problem solving</li> <li>• be able to evaluate research and other evidence to inform their own practice</li> <li>• <i>be able to plan sport and exercise psychology consultancy</i></li> </ul>
<b>2b.2</b>	<b>be able to draw on appropriate knowledge and skills in order to make professional judgements</b> <ul style="list-style-type: none"> <li>• be able to change their practice as needed to take account of new developments</li> <li>• be able to demonstrate a level of skill in the use of information technology appropriate to their profession</li> </ul>
<b>2b.3</b>	<b>be able to formulate specific and appropriate management plans including the setting of timescales</b> <ul style="list-style-type: none"> <li>• understand the requirement to adapt practice to meet the needs of different client groups</li> <li>• distinguished by, for example, physical, psychological, environmental, cultural or socioeconomic factors</li> </ul>
<b>2b.4</b>	<b>be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully</b> <ul style="list-style-type: none"> <li>• understand the need to maintain the safety of both patients, clients and users, and those involved in their care</li> <li>• <i>be able to conduct sport and exercise psychology consultancy</i></li> <li>• <i>be able to direct the implementation of applications in sport and exercise psychology</i></li> </ul>

<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>	
<b>2b.5</b>	<p><b>be able to maintain records appropriately</b></p> <ul style="list-style-type: none"> <li>• be able to keep accurate, legible records and recognise the need to handle these records and all other clinical information in accordance with applicable legislation, protocols and guidelines</li> <li>• understand the need to use only accepted terminology (which includes abbreviations) in making clinical records</li> </ul>
<b>2c</b>	<p><b>Critical evaluation of the impact of, or response to, the registrant's actions</b></p> <p><b>Registrant Sport and exercise psychologists must:</b></p>
<b>2c.1</b>	<p><b>be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly</b></p> <ul style="list-style-type: none"> <li>• be able to gather information, including qualitative and quantitative data, that help to evaluate the responses of patients, clients and users to their care</li> <li>• be able to evaluate management plans against treatment milestones using recognized health outcome measures and revise the plans as necessary in conjunction with the patient, client or user</li> <li>• 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</li> <li>• be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately</li> <li>• understand that outcomes may not always conform to expectations but may still meet the needs of patients, clients or users</li> <li>• <i>be able to monitor the implementation of the sport and exercise psychology consultancy</i></li> </ul>
<b>2c.2</b>	<p><b>be able to audit, reflect on and review practice</b></p> <ul style="list-style-type: none"> <li>• understand the principles of quality control and quality assurance</li> <li>• be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</li> <li>• be able to maintain an effective audit trail and work towards continual improvement</li> <li>• participate in quality assurance programmes, where appropriate</li> <li>• understand the value of reflection on clinical practice and the need to record the outcome of such</li> </ul>

<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>	
	<p>reflection</p> <ul style="list-style-type: none"> <li>• recognise the value of case conferences and other methods of review</li> <li>• <i>evaluate the impact of the of the sport and exercise psychology consultancy</i></li> </ul>
<b>2d</b>	<p><i>Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology</i></p> <p><i>Registrant Sport and exercise psychologists must:</i></p>
<b>2d.1</b>	<p><i>be able to design psychological research activities and/ or conduct systematic review</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>2d.2</b>	<p><i>be able to conduct psychological research activities</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>2d.3</b>	<p><i>be able to analyse and evaluate psychological research data</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>2d.4</b>	<p><i>be able to initiate and develop psychological research</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>KNOWLEDGE, UNDERSTANDING AND SKILLS</b>	
<b>3a:</b>	<b>Registrant Sport and exercise psychologists must:</b>
<b>3a.1</b>	<p><b>know the key concepts of the biological, physical, social, psychological and clinical sciences which are relevant to their profession-specific practice</b></p> <ul style="list-style-type: none"> <li>• understand the structure and function of the human body, relevant to their practice, together with a knowledge of health, disease, disorder and dysfunction</li> <li>• be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</li> <li>• recognise the role of other professions in health and social care</li> <li>• understand the theoretical basis of, and the variety of approaches to, assessment and intervention</li> <li>• <i>understand the framework of knowledge, encompassing basic theory and scientific principles (and the limits of such theory and principles) in the domains of human behaviour, experience and interaction, which is consistent with the 'Graduate Basis for Registration'</i></li> <li>• <i>have a knowledge and understanding of the core components of sport and exercise psychology including research methods, professional skills, counselling and project planning.</i></li> </ul>

<b>Draft Standards of Proficiency for Sport and exercise psychologists</b>	
	<ul style="list-style-type: none"> <li>• <i>have a knowledge and understanding of the range of sport and exercise psychology knowledge base, including performance (motor skills, practice techniques. Cognition, learning and perception), psychological skills (arousal and anxiety, confidence, coping and techniques such as relaxation, goal setting, biofeedback, imagery, stress, inoculation), lifespan issues, social processes (interpersonal and communication skills, team cohesion, group identity, trust, co-operation and competition, leadership), exercise and physical activity(determinants, outcomes in relation to mood, self esteem and cognition, problems of addiction and injury) and individual differences (personality, motivation, gender, special groups such as the elite and the disabled, talent identification).</i></li> </ul>
<b>3a.2</b>	<p><b>know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual , <i>groups and organisations</i></b></p> <ul style="list-style-type: none"> <li>• <i>understand the underlying principles and theories, and the application of these principles and theories in practice, of the interventions/ applications/ services and consultancies relevant to the practitioner's area of expertise</i></li> </ul>
<b>3a.3</b>	<p><b>understand the need to establish and maintain a safe practice environment</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation             <ul style="list-style-type: none"> <li>• be able to select appropriate personal protective equipment and use it correctly</li> <li>• be able to establish safe environments for clinical practice, which minimises risks to patients, clients and users, those treating them, and others, including the use of hazard control and particularly infection control</li> </ul> </li> </ul>