



Ag Rialáil Gairmithe Sláinte
agus Cúraim Shóisialaigh

Regulating Health +
Social Care Professionals

DRAFT

Psychologists Registration Board

**Standards of Proficiency for Educational
Psychologists**

Version – Public Consultation 2024

1. Professional Autonomy and Accountability

Graduates will:

1. Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession
2. Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional
3. Be able to act in the best interest of service users at all times with due regard to their will and preference
4. Be aware of current guidelines and legislation relating to candour and disclosure
5. Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process
6. Be able to exercise a professional duty of care
7. Understand what is required of them by the Registration Board and be familiar with the provisions of the current *Code of Professional Conduct and Ethics* for the profession issued by the Registration Board
8. Recognise the importance of practising in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups
9. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers
10. Understand and respect the confidentiality of service users and use information only for the purpose for which it was given
11. Understand confidentiality in the context of the team setting
12. Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse
13. Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation
14. Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing

15. Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained
16. Be aware of current legislation and guidelines related to informed consent, including with individuals with lack of capacity
17. Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made
18. Be able to take responsibility for managing one's own workload as appropriate
19. Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources
20. Be aware of and be able to take responsibility for managing one's own health and wellbeing

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2. Communication, Collaborative Practice and Teamworking

Graduates will:

1. Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user
2. Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, age, culture, beliefs and health and/or social care needs.
3. Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns
4. Understand the need to empower service users to manage their well-being where possible and recognise the need to provide advice to the service user on self-treatment, where appropriate.
5. Be able to recognise when the services of a professional translator are required.
6. Be able to communicate in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages
7. Demonstrate a critical understanding of how to use media including digital and social media in an ethical, confidential and professional manner
8. Be able to produce clear, concise, accurate and objective documentation
9. Be able to apply digital literacy skills and communication technologies appropriate to the profession
10. Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements
11. Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the limitations of confidentiality
12. Understand and be able to recognise the impact of effective leadership and management on practice
13. Understand and be able to discuss the principles of effective conflict management
14. Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals,

treatments and interventions and be aware of the concepts of power and authority in relationships with service users

15. Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
16. Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting
17. Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust

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3. Safety and Quality

Graduates will:

1. Be able to gather all appropriate background information relevant to the service user's health and social care needs
2. Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment
3. Be able to determine the appropriate assessments required and undertake/arrange these tests
4. Be able to analyse and critically evaluate the information collected in the assessment process
5. Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals
6. Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments
7. Be able to prioritise and maintain the safety of both service users and those involved in their care
8. Be able to evaluate intervention plans using appropriate tools and recognised performance/outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user
9. Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one's own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews
10. Be able to recognise important risk factors and implement risk management strategies; be able to make reasoned decisions and/or provide guidance to others to initiate, continue, modify or cease interventions, techniques or courses of action and record decisions and concerns
11. Understand the principles of quality assurance and quality improvement
12. Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines

13. Be able to comply with relevant and current health and safety legislation and guidelines
14. Be able to establish safe environments for practice which minimises risks to service users, those treating them and others, including the use of infection

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4. Professional Development

Graduates will:

1. Be able to engage in and take responsibility for professional development
2. Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice
3. Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice
4. Understand and recognise the impact of personal values and life experience on professional practice and be able to manage this impact appropriately
5. Understand the importance of and be able to seek professional development, professional supervision, feedback and peer review opportunities in order to continuously improve practice
6. Understand the importance of participation in performance management activities for effective service delivery

5. Professional Knowledge and Skills

Graduates will:

1. Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession
2. Demonstrate a critical understanding of relevant biological sciences, human development, social, and behavioural sciences and other related sciences, together with a knowledge of health and wellbeing.
3. Know, understand and critically appraise the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice
4. Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to clinical/professional practice
5. Be able to identify and understand the impact of governmental, organisational, community and societal structures, systems and culture on health and social care provision
6. Demonstrate safe and effective implementation of practical, technical and clinical/professional skills
7. Demonstrate ability to conduct or lead clinical, academic or practice-based research
8. Know the basic principles of effective teaching and learning, mentoring and supervision
9. Know the theories, models and research approaches specific to educational psychology.
10. Know the history and development of educational psychology.
11. Know the role of the service user as an active contributor to the design and direction of the assessment, therapeutic and treatment process and other psychological interventions.
12. Know the psychological theories of education, human development, learning and teaching and their application in children, young people and adult learners.
13. Know the structures and systems of school, community and social settings in which education and health and social care services are provided for children, young people and adult learners.
14. Know the impact of the structure and system in which education services are provided on the development of children, young people and adult learners at individual, group and organisational levels.

15. Know and apply psychological models related to the impact of family structures, culture, community and organisations and systems on the cognitive, behavioural, emotional, social and learning development of children, young people and adult learners.
16. Know and apply psychological models related to the cognitive, behavioural, emotional, social and learning development of children, young people and adult learners in the context of the education system.
17. Know the factors that lead to underachievement and disaffection among children, young people and adult and apply psychological models appropriate to address identified issues.
18. Know counselling models and models of psychological therapy and critically evaluate the strengths and limitations of these models as they are applied to educational psychology.
19. Know the impact of psychopharmacological and other clinical interventions on psychological practice with service users as applied to educational psychology.
20. Know and communicate the role of educational psychologists in providing evidence-based psychological services across school, community and clinical settings that focus on supporting the psychological and educational development of children, young people and adult learners through the provision of assessment, diagnosis, formulation, intervention, prevention, advocacy, consultation, training and research services.
21. Establish, build, maintain and conclude a professional relationship with a service user safely and ethically.
22. Establish and maintain professional and ethical boundaries with service users during the course of the professional relationship.
23. Know and critically analyse the factors that influence therapeutic and professional relationships, including power dynamics between the practitioner and service user.
24. Know the benefits and challenges of working in partnership with service users in the delivery of assessments and interventions and apply using professional judgement.
25. Identify, apply knowledge of and respect the intersecting forms of diversity of service users, working in an inclusive, sensitive and non-discriminatory manner.
26. Select, evaluate and revise communication approaches to ensure effective communication appropriate to the context of practice and the intended audience.
27. Know and be able to use – safely and ethically – technologies and communication methods required for practice in a virtual environment.

28. Communicate and justify professional opinions made in written form through the production of clear, concise and accurate reports suitable for the intended audience and for the context of their use.
29. Know the theoretical basis of and critically appraise a range of assessment methods used in educational psychology and their application in practice.
30. Know and apply educational psychology theory and systematic, ecological and problem-solving frameworks related to assessment methods.
31. Know the application, and critically evaluate the strengths and limitations, of a range of methods used to assess psychological and educational development at individual and group levels.
32. Plan assessments, selecting appropriate assessment methods, critically evaluating and integrating the service user's need and perspective and social and cultural considerations as part of the planning process.
33. Conduct a range of assessment methods used to test psychological and educational functioning safely and ethically, adapting and re-evaluating their application as appropriate, and identifying and managing associated risks.
34. Interpret, synthesise and critically evaluate assessment data, within relevant conceptual frameworks, to inform case formulation and psychological intervention planning.
35. Know and critically evaluate the theory and application of evidence-based intervention methods for facilitating development – at individual and group levels – in education and health and social care contexts.
36. Design intervention(s) on the basis of available data, evidence-informed professional judgement, formulation and, where appropriate, service user perspective.
37. Understand school organisation and contribute to school development to enhance the inclusivity of school for all learners.
38. Apply safe and ethical intervention(s) appropriate to the goals and purpose identified in intervention plan(s), identifying and managing any associated risks.
39. Monitor and evaluate the efficacy and effectiveness of educational intervention(s) and revise as necessary.
40. Know and apply in practice a range of approaches to consultation at individual, group and organisational levels.
41. Work with other professionals – including teachers, other relevant school staff and members of multi-disciplinary teams – to build capacity in delivering interventions to meet the goals identified in intervention plan(s), at individual, group and organisational levels as appropriate.

42. Critically analyse, appraise and evaluate psychological and other relevant contemporary research to inform evidence-based practice.
43. Be able to identify research questions, formulate appropriate research plans, conduct the research process and produce research outputs relevant to the practice of educational psychology.
44. Apply research ethics when planning, undertaking and reporting on research with service users and relevant others in the context of professional practice.
45. Critically reflect on the 'self' and the ongoing impact of one's own culture, values, experiences, beliefs and bias on their professional practice – utilising supervision to assist in the reflective process – and take action as appropriate.
46. Be able to recognise personal emotional responses and the impact of trauma, as identified through their professional practice, and use appropriate tools to develop effective self-care and burnout prevention strategies to maintain professional functioning.

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Glossary of Frequently Used Terms

| Term | Explanation |
|---|---|
| Act | The Health and Social Care Professionals Act 2005 (as amended). |
| Assessment (Standards of Proficiency) of | The process of working out what the needs of the service user are. It is a review of the evidence at hand |
| Code of professional conduct and ethics | The standard of conduct, performance and ethics to which a member of that profession must adhere throughout the course of their work |
| Council | The Health and Social Care Professionals Council, established under the Health and Social Care Professionals Act 2005 (as amended). |
| Criterion/criteria | The requirements for the design, organization and management of an education and training programme to ensure that it can consistently and effectively produce graduates who meet the standards of proficiency |
| Designated profession | A health or social care profession that is designated under Section 4(1) or Section 4(2) of the Health and Social Care Professionals Act 2005. |
| Education provider | The institution that offers an education and training programme and which control key aspects of the programme including admissions, curriculum deliver, quality management, placement management and assessment. |
| Fitness-to-practise | Fitness to practise is concerned with establishing whether or not a registered health and social care professional has the skills, knowledge, character and health to practice their profession safely and effectively. |
| Grand-parenting period (also referred to as the transitional period) | The transitional period known also as “grand-parenting” is the name of the process by which existing practitioners can apply for registration. The grandparent period runs for two years from the date of opening the register. |
| Register | A register established and maintained under Section 36 of the Health and Social Care Professionals Act 2005 (as amended). |
| Registrant | In relation to a designated profession, this means an individual whose name is currently on the register of members for that profession. |

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| Registration Board | A board established under Section 26 of the Health and Social Care Professionals Act 2005 (as amended). |
| Service user | Service user is the term used to describe a person who uses, requests or is affected by the services of registrant. |
| Standards of proficiency | The threshold skills and abilities required for entry to the register |
| Threshold standards | Threshold standards for entry to the profession are the knowledge, skills, competencies and professional qualities that should be demonstrated by graduates of an approved programme for the safe and appropriate practice of the profession |
| Treatment | The choice of intervention available. A deliberate and structured process usually based on a theoretical or practice-based model and having an expected outcome. |

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