Development and Consultation Process

Supplement to the International Declaration on Core Competences in Professional Psychology (2026)

1. Development process

The Supplement to the International Declaration on Core Competences in Professional Psychology is the result of a sustained international effort carried out between 2023 and 2026. It was developed by a dedicated work group whose members were drawn from across the world, so that the document would reflect the realities of psychological practice in widely differing professional, cultural, and regulatory contexts rather than the assumptions of any single tradition.

Over the course of these four years, the work group met repeatedly, combining the focus of regular online sessions with the deeper deliberation that face-to-face working meetings allow. In 2023 it held four online meetings together with a face-to-face meeting in Brighton (UK); in 2024, three online meetings and a face-to-face meeting in Paris (France); and in 2025, four online meetings alongside a face-to-face meeting in Paphos (Cyprus). A further online meeting in 2026 brought the drafting phase to a close. Throughout this process the work group drew on the input of dozens of organizations and individuals, whose contributions progressively shaped the structure, scope, and wording of the emerging document.

Once a mature draft had been prepared, it was opened for public consultation on 13 February 2026.

2. The public consultation

This report summarizes the responses to the feedback comments received during the public consultation on the Supplement to the International Declaration on Core Competences in Professional Psychology which closed April 15, 2026. A copy of the form showing the questions asked in the consultation is attached in Appendix 2.

Forty-nine (49) responses were received. In total there were responses from twelve (12) describing as ‘Psychology national association / regional / international body‘; nineteen (19) as ‘Psychology service’; four (4) as ‘Regulator’; eight (8) as ‘University’; and six (6) as ‘Other’. It has to be cautioned that not all describing as Psychology national association / regional / international body are necessarily responding as official representatives of those bodies.

The consultation generated around 100 comments and suggestions. comments ranged from precise points of wording to more structural proposals, and together they offered the work group a broad reading of how the draft would be received and applied in practice.

While there were some variations between competences, on average overall around three quarters of respondents did not make a comment suggesting any change.

Following the close of the consultation, the work group reconvened for a further five (5)online meetings, working systematically through every comment and suggestion that had been received, debating and making a considered decision about each one. That careful, item-by-item deliberation is what has produced the present text: the final and complete version of the Supplement, refined through four years of collaborative development and tested against the views of the international community it is intended to serve.

An overview of the main changes made is given for each competence below. Firstly, some general comments can be made on how the responses have been considered in relation to amendments to the IPCP Supplement:

- A number of comments were concerned with aspects that on review were considered likely to differ across jurisdictions and across practice settings, or to be more operational in nature; it was considered that these should therefore be matters for national / local service implementation and the ICPC Supplement has not been revised to accommodate them.
- The term "evidence-based" has been retained as it is generally accepted in scientific disciplines that there are differing types and levels of evidence and the evidence base develops and changes.
- There were comments that suggested including multiple aspects in each competence, or suggested bringing into the competences in the IPCP Supplement aspects that are already contained in the ICPC Declaration. The Declaration and Supplement need to be read as a whole and each competence builds to a whole, consequently these aspects have not been repeated.
- Sometimes a suggestion made in relation to one competence was included within another where, taking the Supplement as a whole, it was considered to be a better fit.

Appendix 1 shows the consultation version of the ICPC Supplement with the changes made as a result of the consultation tracked in the document.

3. Operates effectively in digitally and technologically mediated psychological practice (DT) was Technologically Mediated Psychological Service (DT)

This competence has now been framed more broadly, referring specifically to 'digital' in the title, as 'practice' and not 'service', and with risks specifically mentioned. Guidelines to be used in relation to the use of AI in the research environment are considered out of scope for the IPCP Supplement and this point has been spelled out in the framing.

The specific competences DT1-3 have taken on board particular matters commented on such as transparency and informed consent, cross border working and need to consider relevant laws and regulations, the role of algorithms, and greater clarity on evaluation. The competences have been redrafted in a way that is more inclusive of the broader digital / virtual context, and not simply use of tools. A new competence DT4 was drafted in response to the feedback on including attention to properties of tools used, and appropriateness to the circumstances of the use of technologically mediated services.

4. Supports the development of others in the working context (DO) was Developing Others (DO)

The rationale for this competence has been clarified in the preamble. Overall it is considered that the competence to develop others in their own work context is an important core competence. The competence has therefore been retained and specified with reference to the context. While the interventions may draw on and be similar to those used in client work, the context is both specific and sufficiently different in the demands it places. This is not about psychologists working in their professional role developing others who are in the position of client like a psychologist working in Human Resources does; it is agreed that this type of client development falls within the existing SG, PA, PT, CO in the IPCP Declaration. The new DO is intended to ensure that psychologists at the threshold of independent practice understand and have the skills to develop people in their working teams. The preamble now makes it clear that the competence applies to developing others in the work context more broadly, not only psychologists.

Developing Others has been retained as the broader concept, professional development and supervision are one aspect, and supervision specifically is not universally agreed as core for independent practice. The professional stage at which various aspects of developing others are expected will be a matter for national / service

implementation, but the competence to do so is considered core for independent practice. For example, for supervision there may be time served post independent practice prior to this role being assumed; mentorship can be understood in different ways and may be from a more experienced or long service peer in the same role; intervision is considered to be an activity that comes under SR and AP within the IPCP Declaration and that the competences in DO will build towards functioning effectively within an intervision framework. People development, while it is a generic term often used in the human resources context, has been changed to the perhaps clearer term for the context 'personnel'.

The specified competences have also been further grounded in the work / professional development context to make the different focus from client work clearer. Aspects related to approach such as collaboration and following due process have been incorporated.

5. Demonstrates multicultural Competence (MC) was Multicultural and Multilingual Competence (MM)

Overall, it is considered that the competence as now expressed gets the balance right between a broad competence to work multiculturally which is 'core' to all, and a competence to work with indigenous peoples where they are present which is only 'core' to psychologists in that setting. It is agreed that language proficiency is not a core competence. This has been amended to be about 'language sensitivity' which it is considered is core given the increasingly international context of working both within and across borders. Some wording adaptations have been included in the individual competences MC1 and MC2 for aspects not included elsewhere in the IPCP Declaration for example in WD.

The competence (now MC3) related to indigenous populations has been clarified as applying in areas where there are indigenous populations to address concerns in the consultation feedback about universal applicability. The two earlier drafted competences (were MM3 and MM4) have been combined in the final version to bring the connected aspects of the competence together.

In response to a feedback about the omission of explicit mention of human rights, a new competence MC4 has been drafted in this section, this area of the IPCP competence framework being considered best fit for the topic. The competence has been drafted at a high level so as to be applicable to all psychologists and areas of work, and does not include either technical knowledge of the legal underpinning to human rights, nor competences related to specific activities related to work in the field of human rights itself.

6. Terms and Definitions

New terms and definitions have been included for Artificial Intelligence (AI), and Human Rights; some wording revisions were made to other terms and definitions in response to feedback.

7. Availability and implementation

There was general support for the planned mode of presentation with the Supplement being integrated into a 2026 version of the IPCP Declaration, for completeness and ease of reference the reader can access all the material in one place. Version control and dating will be made clear. A commitment is to be made to a regular review timescale. Shortened summary versions are not considered appropriate due to risks to consistency of interpretation, the document is already concise. The IPCP Website publication will be the core mode of access so the material will be freely available; open access is therefore a given. International / regional / national dissemination will be encouraged. There is an existing IPCP process for translations.

Appendix 1:

Supplement to International Declaration on Core Competences in Professional Psychology

DRAFT 2026-02-13 (consultation version) marked up with revisions in response to consultation closed April 15, 2026

Introduction/Preamble

The International Declaration on Core Competences in Professional Psychology (the IPCP Declaration) has established a robust foundation for defining essential competences in the field. However, the rapid evolution of psychological practice necessitates a periodic reassessment to ensure its continued relevance. Emerging trends - such as the increasing digitalization of services, the growing emphasis on the quality of professional practice through developing others by means such as supervision, and the ever-expanding recognition of the importance of underpinning professional practice with continuing cultural competence - highlight critical areas requiring further attention.

~~The work in this Supplement to the Declaration will be incorporated into a 2026 version of the Declaration so that for completeness and ease of reference the reader can access all the material in one place. The sections of the Declaration will therefore be supplemented as follows:~~

- ~~The Introduction and Preamble will be updated with the essential points in the content of the Introduction / Preamble to this Supplement.~~
- ~~The Supplemental Competences will be added into the section CORE COMPETENCES IN PROFESSIONAL PSYCHOLOGY.~~
- ~~The Supplemental Terms and Definitions will be added to the section TERMS AND DEFINITIONS.~~

This Supplement introduces three additional competences that are essential for equipping psychologists to navigate the complexities of contemporary professional practice. These are: Operates effectively in digitally and t~~T~~echnologically mediated psychological ~~service~~practice; Supports the d~~D~~evelopment of~~ing~~ others in the working context; and Demonstrates m~~M~~ulticultural ~~and multilingual~~ competence~~s,~~ which ~~are~~ is additional to the existing competences in "Works with diversity and demonstrates cultural competence" (WD).

By incorporating these three additional competences, together with relevant additional terms and definitions reflecting the evolving nature of terminology in the field, the IPCP Declaration reaffirms its role as a living document, one that evolves in response to the shifting landscape of professional psychology. These updates ensure that the profession remains globally relevant, ethically sound, and well-prepared to meet the challenges of an increasingly interconnected, diverse, and technologically mediated world.

The work in this Supplement to the Declaration will be incorporated into a 2026 version of the Declaration so that for completeness and ease of reference the reader can access all the material in one place. The sections of the IPCP Declaration will therefore be supplemented as follows:

- The Introduction and Preamble will be updated with the essential points in the content of the Introduction / Preamble to this Supplement.
- The Supplemental Competences will be added into the section CORE COMPETENCES IN PROFESSIONAL PSYCHOLOGY.

- The Supplemental Terms and Definitions will be added to the section TERMS AND DEFINITIONS.

Competences

1. Operates effectively in digitally and t~~T~~echnologically mediated psychological ~~service~~practice

The increasing digitalization of psychological practice has made understanding digital communication, digital service delivery, and emerging technologies essential. Technologically mediated psychological services encompass a broad spectrum of applications, including internet- and mobile-based assessment and intervention, digital communication platforms, electronic record systems, algorithmic decision-support tools, and the use of artificial intelligence (AI) and other data-driven technologies in assessment, diagnosis, report writing, and intervention planning and delivery. This competence ensures that psychologists are proficient in utilizing established and emerging digital technologies to deliver effective, secure, and ethically sound services across various settings, while maintaining appropriate professional judgment and critical awareness of the opportunities, risks and implications ~~and limitations~~ associated with these technologies. The competence does not provide detailed guidelines e.g. on the implications of the use of AI in the research environment.

- DT1: Demonstrates ~~initial and continuing proficiency~~ competence in ~~digital tools to set relevant goals, conduct~~ the provision of psychological services (including assessment, ~~and~~ intervention, and communication) ~~e~~in digital and virtual contexts.
- DT2: Adheres to relevant legal, regulatory and ethical standards (especially if working across national borders) in ~~the~~ digital and virtual service environments, by ensuring e.g., transparent use, informed consent, confidentiality, data security including appropriate access to and use of client information, and awareness of ~~limitations~~ the construction, risks and implications ~~and misuse of information~~of digital tools including the role of algorithmic effects.
- DT3: Evaluates both outcomes and experience of use, and improves the effectiveness of the psychologist's ~~use~~ provision of digital services, by adapting to technological advances, critically evaluating and adopting up-to-date ~~through~~ evidence-based approaches, and reflective practice.
- DT4: Critically evaluates the validity, reliability and suitability of digital tools and adapts the mode of delivery or extent of technologically mediated psychological services to ensure that they are accessible, acceptable and technologically stage-appropriate.

2. Supports the development of ~~Developing~~ others in the working context

Supporting the d~~D~~evelopment~~ing~~ of others in the working context (which may include psychologists, other professionals/co-workers, students) to provide competent services is fundamental to the cultivation and continuous professional development of competent ~~is fundamental to the cultivation of future psychologists, as well as the continuous professional development of~~ personnel ~~all psychologists~~ and has a critical role in implementing and maintaining high professional standards. Activities that fall under this heading may be formal or informal and can be found in different contexts and jurisdictions with labels such as supervision, mentorship, apprenticeship, training, personnel ~~people~~ development, service/professional leadership and many other terms.

- DO1: Designs, implements, ~~and~~ documents, reviews and adapts professional developmental processes, collaboratively tailored to needs and the requirements of the work context.

- DO2: Applies evidence-based professional development practices and theoretical frameworks from multiple perspectives, to enhance professional ~~development~~competence.
- DO3: Evaluates work performance against agreed clear and stage-appropriate criteria, to foster growth and ensure competence.
- DO4: Provides timely guidance and constructive formative and summative feedback on professional development.

3. Demonstrates m~~M~~ulticultural ~~and multilingual~~ competence

This competence supplements the competence "Works with diversity and demonstrates cultural competence" (WD) that is already in the Declaration. It is intended to set out the competences in terms of language, ~~and~~ adaptation of interventions to the cultural context of the client, and protection of human dignity ~~that~~ to comprise a common standard for all psychological practice.

- MC1~~M1~~: ~~Language sensitivity~~proficiency: Responsive to the importance of languages ~~Proficiency in multiple languages~~ to effectively communicate with and assess individuals from diverse cultural ~~linguistic~~ backgrounds.
- MC2~~M2~~: ~~Cultural adaptation of interventions: Ability to a~~Adapts psychological interventions sensitively and appropriately to fit cultural norms, values, and practices specific to different ethnic or cultural groups and individuals' multiple and intersectional identities.
- ~~MM3~~MC3: In settings with indigenous populations, c~~C~~ompetence in indigenous psychologies and community engagement: Understand~~sing~~ and integrate~~sing~~ indigenous worldviews, culturally accepted healing practices, and cultural values alongside psychological practice; respects local customs, and involves community members in the design and implementation of psychological services ~~into psychological practice~~. ~~MM4: Indigenous community engagement: Skills in community-based participatory interventions, respecting local customs, and involving community members in the design and implementation of psychological services~~
- MC4: Protects dignity and human rights of clients and relevant others, consistent with human rights principles and with awareness of the impact of historical and current imbalances of power, such as on health, wellbeing, and social relationships.

Terms and definitions

- **Artificial Intelligence (AI)**: -A subdiscipline of computer science that aims to produce programs that simulate human intelligence, with diverse applications in psychology, including but not limited to psychological assessment, intervention, communication, research, decision support, and the modelling of cognitive, emotional and behavioral processes.
- **Confidentiality in digital contexts**: The safeguarding of client data, communications and records in digital environments, in accordance with ethical principles and applicable legal standards, including attention to data security, privacy, access control, and the specific risks associated with digital technologies including from use of third-party platform providers.
- **Culture-specific**: Describes practices, concepts, or interventions shaped by and primarily applicable within a particular cultural context, recognizing that psychological meanings, behaviors, and desired outcomes may vary and are equally valued across cultures.
- **Digital communication**: The use of online platforms and tools to facilitate professional interactions, including video conferencing, secure messaging and digital documentation, for communication between psychologists, clients, and relevant others in professional contexts.
- **Digital service delivery / Technologically mediated practice**: Psychological services including assessment, intervention, development of others, consultation, and communication, where technology mediates part or all of the professional interaction between the psychologist and the client or relevant others.
- **Human rights**: Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. They are articulated in the Universal Declaration of Human Rights (United Nations, 1948).
- **Indigenous**: Refers to peoples or communities with historical continuity to pre-colonial or pre-settler societies, who identify themselves, or are recognized by others, as having distinct cultural, social, linguistic, and knowledge systems. Indigenous status is primarily based on self-identification and collective continuity within specific historical, social, and political contexts.
- **Indigenous psychologies**: Systems of psychological knowledge and practice originating within Indigenous cultures, grounded in Indigenous worldviews, values, languages, and relational understandings of well-being. These systems may differ from dominant Western models in their assumptions, methods, and forms of intervention or healing.
- **Internet and mobile based psychological interventions**: Psychological interventions delivered through internet-based or mobile technologies, used either to augment traditional in-person interventions or as stand-alone alternatives, and typically structured around established psychological models and therapeutic principles.

- **Psychological services**: Professional activities provided by psychologists, based on psychological knowledge and judgement, to individuals, groups, communities, organizations, or systems. Such services may include assessment, intervention, consultation, supervision, and guidance, and may be delivered in person, digitally, or through hybrid formats.
- **Technology**: Tools, systems, and processes that enable, mediate, or transform professional psychological activities. This includes established digital tools as well as emergent technologies that may change how psychological services are designed, delivered, evaluated, or governed, requiring ongoing ethical and professional scrutiny.

Appendix 2:



Public Consultation regarding the Supplement to the IPCP Declaration - whole survey - Copy.pdf

Public Consultation regarding the Supplement to the IPCP Declaration

The International Declaration on Core Competences in Professional Psychology has established a robust foundation for defining essential competences in the field. The background to the Declaration can be read here. However, the rapid evolution of psychological practice necessitates a periodic reassessment to ensure its continued relevance. Emerging trends - such as the increasing digitalization of services, the growing emphasis on the quality of professional practice through developing others by means such as supervision, and the importance of underpinning professional practice with continuing cultural competence - highlight critical areas requiring further attention. The current IPCP Working Group (2023-2026) has therefore prepared a Supplement to the Declaration and is now consulting on the content.

The work in this Supplement to the Declaration will be incorporated into a 2026 version of the Declaration so that, for completeness and ease of reference, the reader can access all the material in one place. The sections of the Declaration will therefore be supplemented as follows:

- The Introduction and Preamble will be updated with the essential points in the content of the Introduction / Preamble to this Supplement.
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This online consultation form is intended to capture feedback from stakeholders on the Supplement to the International Declaration on Core Competences in Professional Psychology draft dated 13 February 2026.

Please read the draft Supplement to the International Declaration on Core Competences in Professional Psychology which is available here, then answer the following questions. The form is designed to capture some minimal descriptive data related to respondents so that an analysis can be made of any constituency / grouping(s) of stakeholder that may perceive they will be impacted in a particular way by any of the proposals.

For each proposed supplemental competence, you are asked whether you agree with the proposed supplementary material as drafted, or whether you have a comment. Please answer each and every question in the form. It is estimated that it will take no longer than five minutes to complete once the Supplement to the Declaration has been read and considered.

Thank you for your assistance with this work. Any questions on the content of the

Supplement to the International Declaration on Core Competences in Professional Psychology should be directed to Professor Dragos Iliescu at dragos.iliescu@fpse.unibuc.ro. Any request for help with the survey document / system should be addressed to Mrs. Anca Grecu at anca.grecu@psyence.ro.

The deadline for responses is by April 15th 2026 at 10:00 am CET.

The data in this form is being collected in accordance with the privacy policy of the University of Bucharest which can be found here.

nicolagpsychology@outlook.com Switch account

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* Indicates required question

Name of person completing the form *

Your answer

Professional role of person completing the form *

- ○ Psychologist – Researcher
- ○ Psychologist – Professional practice
- ○ Psychologist – Educator
- ○ Psychology student (Bachelors, Masters or PhD/DPsych)
- ○ Professional Regulator
- ○ Academic institution / professional service leader
- ○ Other

Organisation name *

Your answer

Organisation type *

- ○ University
- ○ Psychology service
- ○ Psychology national assocation / regional / international body
- ○ Regulator
- ○ Other

If you have any comments about the general competence "**Technologically Mediated Psychological Service**" (**DT**), *please write your comments here. If you have none, please enter '-'.* *

Your answer

DT1: Demonstrates initial and continuing proficiency in digital tools to set relevant goals, conduct psychological assessment and intervention, and communicate. *
Please write your comments here. If you have none, please enter '-'.

Your answer

DT2: Adheres to ethical standards in the digital service environment, by ensuring e.g., confidentiality, data security and awareness of limitations and misuse of information. *
Please write your comments here. If you have none, please enter '-'.

Your answer

DT3: Evaluates and improves the effectiveness of the psychologist's use of digital services through evidence-based approaches and reflective practice. *

Please write your comments here. If you have none, please enter '-'.

Your answer

If you have any comments about the general competence "**Developing Others**" (**DO**), *please write your comments here. If you have none, please enter '-'.* *

Your answer

DO1: Designs, implements and documents professional developmental processes tailored to needs. *
Please write your comments here. If you have none, please enter '-'.

Your answer

DO2: Applies evidence-based practices and theoretical frameworks to enhance professional development. *

Please write your comments here. If you have none, please enter '-'.

Your answer

DO3: Evaluates performance against clear criteria, to foster growth and ensure competence. *

Please write your comments here. If you have none, please enter '-'.

Your answer

DO4: Provides guidance and constructive feedback. *

Please write your comments here. If you have none, please enter '-'.

Your answer

If you have any comments about the general competence " **Multicultural and Multilingual Competence**" (**MM**), *please write your comments here. If you have none, please enter '-'.* *

Your answer

MM1: Language proficiency: Proficiency in multiple languages to effectively communicate with and assess individuals from diverse linguistic backgrounds.

Please write your comments here. If you have none, please enter '-'.

Your answer

MM2: Cultural adaptation of interventions: Ability to adapt psychological interventions to fit cultural norms, values, and practices specific to different ethnic or cultural groups.

Please write your comments here. If you have none, please enter '-'.

Your answer

MM3: Competence in indigenous psychologies: Understanding and integrating indigenous worldviews, culturally accepted healing practices, and cultural values into psychological practice.

Please write your comments here. If you have none, please enter '-'.

MM4: Indigenous community engagement: Skills in community-based participatory interventions, respecting local customs, and involving community members in the design and implementation of psychological services.

Please write your comments here. If you have none, please enter '-'.

Your answer

*Please write your comments about the "**Terms and definitions**" section here. If you have none, please enter '-'.* *

Your answer

*Please write your comments about **how the Supplement to the Declaration will be made available** here. If you have none, please enter '-'.* *

Your answer

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