

EuroPsy – the European Certificate in Psychology

July 2023

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EuroPsy

European Certificate in Psychology

EFPA Regulations on *EuroPsy* and
Appendices

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1. Preamble

Background

There have been considerable changes in the content and manner of delivery of psychological services in Europe over the past few decades. From the early years on psychologists have been educated and have been applying their knowledge in nationally defined frameworks, characterized by distinct educational traditions, forms of employment, types of government involvement, and languages. Having its roots in philosophy and medicine and developing under widely different political and economic conditions, the education of psychologists has taken on different forms in different countries, in some cases with an emphasis on long and uniform training, public funding and regulation by law, in other cases with an emphasis on early differentiation and market-based competition with other professions. Over this period there has been a substantial enhancement of the quality of education and of professional services, and a growth in the extent of legal regulation of psychologists across Europe.

The growing internationalization of the economy in general and the implementation of a common internal market within the European Union (EU) have stimulated the mobility of professionals as well as the delivery of services across national borders. Major steps have also been taken with regard to educational mobility, especially at the academic level. As a consequence of the Bologna Declaration of 1999, a total overhaul of the system of university education across Europe took place with the establishment of the European Higher Education Area by the Budapest-Vienna Declaration of March 2010. The agenda of the European Commission aims at further advances in the same direction. Thus, the Commission has achieved a radical revision of the system of recognition of professional qualifications, which has been accepted by the European Parliament and the European Council, in order to promote the free movement of professionals across Europe. After 20 years the General Directive 89/48/EC that provided the framework for professions which are regulated by law (apart from the seven professions with so-called vertical or ‘special’ Directives), was replaced by a new Directive 2005/36/EC, adopted in September 2005. These developments are of obvious relevance for psychologists and their clients. Psychologists, like other

professionals, should have the opportunity to obtain their education and practise their profession anywhere in the EU. Clients, be they individual citizens or institutions, should be able to obtain services of competent psychologists according to their interests and rights in any place within the EU.

Although uniformity, transparency and flexibility should be aimed for when moving towards educational and professional systems which transcend national boundaries, these aims are not easily achieved, considering the diversity in systems and practices that have developed over time. Common frameworks must be found to compare and establish the equivalence of professional and educational qualifications, and common standards must be set to guarantee levels of expertise and professional quality throughout the EU. This poses a great challenge since it requires existing systems and practices to change, and the interests vested in them to be surmounted. It is particularly exigent for professional communities to avoid defensiveness and undue protection of national interests, and to define a common view of the future of the profession, including the development, education and training of its members.

Developments within the profession of psychology

In psychology, a number of efforts to establish a framework and standards across Europe have been made over the last decades. Thus, in 1990 the European Federation of Professional Psychologists Associations (EFPPA) adopted a set of Optimal Standards for the Profession of Psychology (EFPPA 1990) in which requirements were laid down for the academic education and the professional training of psychologists. The European Network of Organizational and Work Psychologists (ENOP), on the basis of a Copernicus-grant from the European Commission, elaborated a curriculum framework and minimum standards for work and organizational psychology (Roe et al., 1994; ENOP, 1998). A working group of European psychologists followed a similar approach when defining a framework for education and training for European psychologists in the context of the EU Leonardo da Vinci program (Lunt, 2000; Lunt et al. 2001a, Lunt 2002). The resulting document, entitled '*EuroPsyT*, A framework for education and training for Psychologists in Europe' was widely discussed by associations and communities of psychologists throughout Europe and adopted by the European Federation of Psychologists' Associations (EFPA, the successor of EFPPA) in 2001. The *EuroPsyT* framework constitutes the basis for further developments which are likely to

result in a two-level system, which will encompass the *EuroPsy* European Certificate in Psychology as the basic standard for independent practice in psychology, and a number of advanced or specialist certificates in psychology which build on this. The *EuroPsy* framework drew substantially on work carried out by the British Psychological Society (BPS) in developing its own occupational standards for psychologists which has resulted in Standards of Proficiency for Applied Psychology. A major contribution of this work is the development of competences which can be evaluated as outcomes of education and training, rather than reliance only on academic curricula.

The European Commission is also in favour of a ‘competence’ approach, which emphasises transparency and which enables competence evaluation across a range of contexts. This may be seen in the so-called “Tuning” project (Tuning Educational Structures in Europe), part of the implementation of the Bologna Declaration, which aims to develop a set of generic and specific competences leading to learning outcomes in different fields. The “Tuning” project began in 2000 as a project to link the political objectives of the Bologna Process and the initiatives of the Lisbon Recognition Convention. Its first phase covered a range of areas, though not psychology; in the second phase psychology has been developed by a small group who were also involved in the development of the *EuroPsy* (Lunt et al 2011). At the present time, the equivalence of academic qualifications is evaluated by National Academic Recognition Information Centres (NARIC) at the national level working within the European Network of Information Centres (ENIC) at European level. It is hoped that the combination of curriculum specification with a specification of competences of professional psychologists, as presented in *EuroPsy*, will enable more transparent evaluation of equivalence and higher quality of professional services to clients.

Aim of EuroPsy

The *EuroPsy* (or European Certificate in Psychology) represents a major step forward in promoting the mobility of psychologists and the access of clients to psychological services of high quality across Europe. Building on the educational framework and minimum standards of *EuroPsy* accepted in 2001 and the so-called European Diploma framework agreed in 2005, it presents a benchmark or a set of European standards for Psychology that will serve as the basis for evaluating the academic education and professional training of psychologists across the different countries of the EU, and other countries

within EFPA. This document (the EFPA Regulations on *EuroPsy* and Appendices for the *EuroPsy*) presents the EFPA Regulations on *EuroPsy* and appendices for the European Certificate in Psychology (*EuroPsy*).

EuroPsy has been developed under the auspices of EFPA which also oversees the development of Specialist Certificates in more specialised fields of psychological practice. *EuroPsy* (the European Certificate in Psychology) provides the standard required for independent practice at basic level. Specialist Certificates (in more specialist fields such as psychotherapy, work and organisational psychology, educational psychology, etc) are being developed to demonstrate the achievement of a specialised or advanced level of competence and expertise in particular fields of practice.

During the development of the *EuroPsy* framework considerable attention has been devoted to the variety of educational, occupational and regulatory settings that currently exist in Europe. It has been noted that educational curricula have tended to differ in length as well as in the presence or absence of differentiation or specialization. In order to devise a system that can fit meaningfully with these different forms of education and training, there is a differentiation in the EFPA Regulations on *EuroPsy* between dependent and independent practice, a distinction between a number of fields of practice in which psychologists work, and a distinction between entry into the profession and later specialisation. The aim of the basic *EuroPsy* is to set a standard with regard to dependent and/or independent practice, in normally one field of practice¹, at the point of entry into the profession. This standard defines minimum requirements, which individual psychologists are likely to exceed. The basic *EuroPsy* does not represent a licence to practise and is not intended to supersede or replace national licensing EFPA Regulations on *EuroPsy*. To the degree that the standard implied in the basic *EuroPsy* is considered to be meaningful in different national settings, it is hoped that it will be taken into account in future changes of licensing EFPA Regulations on *EuroPsy* which may be developed.

Aim of Specialist Certificates

The aim of any future specialist certificates (certificates of specialist expertise) is to specify requirements for independent practice in a particular setting at a point which

¹ Normally one field of practice: this is the most frequent situation since psychologists normally practise in one field. However, the Regulations permit a maximum of two fields of practice for psychologists appropriately qualified and competent to practise in two fields.

clearly lies beyond entry into the profession, for example to designate consultant or specialist status. At the current time specialist certificates have been developed in the areas of (i) psychotherapy and (ii) work and organisational psychology. It is likely that further specialist certificates will be developed, which will all build on the basic *EuroPsy* standard. In some countries specialist or advanced qualifications are required before psychologists may undertake particular aspects of professional work. This may imply that the development of advanced qualifications could in future lead to restrictions in the settings, levels and tasks in which holders of the basic *EuroPsy* can be considered competent to practice independently. This will be determined in the country of practice according to the EFPA Regulations on *EuroPsy* governing practice in that country.

Guiding principles

A number of guiding principles underpin the development of the *EuroPsy* European Certificate in Psychology in which the European Standard is embedded. These principles aim to:

- 1) promote the availability of adequate psychological services across Europe. Every citizen and any institution should be able to obtain psychological services from a competent and qualified professional, and the system should help to achieve this objective.
- 2) protect consumers and citizens in Europe through the assurance of quality and protect the public against unqualified providers of services.
- 3) contribute to mechanisms to promote the mobility of psychologists by enabling them to practise anywhere in Europe, provided that they have the proper qualifications.
- 4) ensure that the *EuroPsy* is awarded on the basis of: (a) demonstrated completion of an academic curriculum in psychology of sufficient scope; (b) demonstrated competence in the performance of professional roles during supervised practice; (c) endorsement of European (as well as national) ethical standards for psychologists.
- 5) ensure that the *EuroPsy* system is fair and avoids favouring or disfavouring psychologists on the basis of national or other differences in educational or professional background, and that it recognizes high service quality as a prevailing principle. This implies that the *EuroPsy* will not pose specific

requirements concerning the structure or format of the academic education, or the nature and organisation of the internship for professional practice.

- 6) guarantee the qualification for psychological practice at an entry level to the profession as well as beyond.
- 7) endorse a commitment to the active maintenance of competence. For this reason the *EuroPsy* is awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of evidence of continuing professional practice and professional development.
- 8) respect national regulations for psychologists which are already in place.

2. EFPA Regulations concerning *EuroPsy*, the European Certificate in Psychology

The *EuroPsy* European Certificate in Psychology (henceforth *EuroPsy*) is intended to provide a standard of academic education and professional training which informs clients, employers and colleagues that a psychologist can be considered to have gained the necessary competences for the provision of psychological services.

EuroPsy aims to set a common standard of competence in all the countries where it is issued. It envisages the free movement of psychologists across the countries of the European Union, and in other countries which have accepted the standard, and aims to support mechanisms to facilitate this.

EuroPsy can be awarded to individual psychologists who meet the conditions specified in these EFPA Regulations on *EuroPsy*.

A person in possession of *EuroPsy* will be referred to as a “Registered *EuroPsy* Psychologist”.

Section A. *EuroPsy*, the European Certificate in Psychology

Article 1 *EuroPsy*² embodies a set of standards of education and training for professional psychologists as described in Appendix II and III.

Article 2 Individual psychologists are eligible to be listed in the European Register of *EuroPsy* Psychologists (henceforth the Register) and to hold the *EuroPsy* if they:

- a. have successfully completed a nationally accredited academic curriculum in psychology at a university or an equivalent institution that by law or custom leads to a national title or qualification of “psychologist”, provided the curriculum has a duration equivalent to at least five years of full-time study (300 ECTS) and fits the framework as described in Appendix II;

² European Certificate in Psychology from here on refers to the basic European Certificate in Psychology (*EuroPsy*), as described in the Preamble.

- b. are able to show evidence of supervised practice as a psychologist-practitioner in training for the duration of not less than one year of full-time work (or its equivalent), and of satisfactory performance of this work as evaluated by their Supervisors (see Appendix I and Appendix V); and
- c. have submitted a pledge in writing to their National Awarding Committee that they subscribe to the principles of professional conduct set out in the MetaCode of Professional Ethics of EFPA and will conduct professional activities in accordance with the code of ethics of the national association of psychology in the country of practice. The *EuroPsy* certificate can only be issued to an individual whose professional conduct can be adjudicated on by the national association or another regulatory body for psychologists in that country.

Article 3 Following positive evaluation of the evidence mentioned in Article 2, an individual may be entered in the Register and awarded the *EuroPsy* Certificate.

Article 4 The *EuroPsy* loses its validity after a period of 7 *years*, unless it is revalidated.

Article 5 For purposes of revalidation, the *EuroPsy* can be re-issued to all psychologists who

- a) are able to show evidence of maintenance of professional competence in the form of a specified number of hours of practice as a psychologist and continued education and professional development as indicated in Appendix VI;
- b) have submitted a pledge in writing to their National Awarding Committee that they subscribe to the principles of professional conduct set out in the MetaCode of Professional Ethics of EFPA and will conduct professional activities in accordance with the Code of Ethics of the national association of psychology in the country of practice.

- Article 6 The *EuroPsy* Certificate will be similar in meaning and appearance to the model presented in this document (Appendix IV).
- Article 7 The *EuroPsy* details required in the application form are: information on the university education, the supervised practice, including the professional competences, roles and contexts within which the Registered *EuroPsy* Psychologists worked to qualify, and their work experience.
- Article 8 The information to be included in the European Register will be: the name and work or home address of the registrant, the university education, the country of practice, the field of practice and the place and date of authorisation by the National Awarding Committee.
- Article 9 The Registered *EuroPsy* Psychologist is considered qualified for independent practice as a psychologist, within the field of practice mentioned in the Registration Details, in as far as there are no restrictions from national regulations in the country concerned. This applies in all countries where the national Full Member³ of EFPA has accepted the *EuroPsy* and these Regulations.
- Article 10 The Registered *EuroPsy* Psychologist is considered qualified for independent practice (see Appendix I) as a psychologist within any field of practice, in all countries in which the national Full Member of EFPA has accepted the *EuroPsy* and these EFPA Regulations on *EuroPsy*.
- Article 11 The record of a psychologist will be:
- a) removed from the Register in the following cases: (i) upon expiry of the *EuroPsy* (cf Art. 4); (ii) upon the request of the holder; (iii) when a court of law or a national committee has imposed a sentence or measure against the holder that prohibits him/her from exercising the profession of psychologist, such as removal from a national register or withdrawal of a national license; (iv) if, on receipt of a complaint, the *EuroPsy* holder does not agree to submit to an adjudication process of

³ Former Member Association

that complaint by the national association or other regulatory body for psychologists in that country; (v) when the delegated authority of the National Awarding Committee that awarded the *EuroPsy* has been removed

- b) marked as “suspended” when a court of law or a national committee has imposed a sentence or measure that suspends the holder’s right to exercise the profession of psychologist. The mark “suspended” will be removed when the suspension in the respective country ends.

Section B. Awarding Agencies

Article 12 The responsibility for awarding the *EuroPsy* and entering an individual into the Register according to these Regulations rests with the European Awarding Committee. This Committee delegates the authority to award the *EuroPsy* in accordance with these Regulations to National Awarding Committees in countries in which the Full Member of EFPA has accepted the *EuroPsy* and these Regulations.

Article 13

- a) The European Awarding Committee consists of a Chairperson and up to twelve other Members. They shall each be from a different country within EFPA and represent the main field of practice of psychology and provide a balance between those working as practitioners and those working at universities and involved in the education of psychologists.
- b) Candidates are nominated by the Full Members. Members are appointed for a term of up to four years, once renewable, by the Board of Directors⁴ of EFPA. Where a member wishes to renew their term of office for a second term, a nomination must be submitted by the Full Member.
- c) The terms of appointment are set in such a way that three new members can be appointed every two years.

⁴ Former Executive Council

Article 14 The European Awarding Committee is responsible for oversight of the *EuroPsy* and its Regulations and for ensuring that the Registration and award of the *EuroPsy* occurs in accordance with these Regulations.

Its tasks include the following:

- a) to receive and evaluate applications from Full Members to establish National Awarding Committees
- b) to delegate the authority to award the *EuroPsy* to the National Awarding Committees;
- c) to provide guidance for the National Awarding Committees;
- d) to ensure that national bodies are interpreting the European standards in a similar way and to co-ordinate the work of the National Awarding Committees;
- e) to supervise the proper implementation of these EFPA Regulations on *EuroPsy* by each National Awarding Committee;
- f) to take steps towards the suspension of a National Awarding Committee if there is evidence of mismanagement or misuse of these EFPA Regulations on *EuroPsy*;
- g) to deal with appeals against decisions of National Awarding Committees;
- h) to prepare a report every two years for the Board of Directors and the General Assembly of EFPA;
- i) to maintain contact and arrange an annual meeting with Presidents of the National Awarding Committees;
- j) to work with national associations to remedy the causes of a suspension of the National Awarding Committee;
- k) to oversee the maintenance of the European Register;
- l) to act as consultation body to the European Commission on issues regarding the recognition of psychologists' qualifications in Europe.

Article 15

- a) The awarding of the *EuroPsy* within a country will be carried out by a National Awarding Committee that is appointed by the national Full

Member of EFPA. The National Awarding Committee will receive the delegated authority to award the *EuroPsy* from the European Awarding Committee. In countries with another (other) representative psychologists association(s) the Full Member is required to seek the collaboration with this (these) association(s) when establishing the National Awarding Committee.

- b) The awarding of a Specialist *EuroPsy* Certificate will be carried out by a Specialist National Awarding Committee that is appointed by the national Full Member of EFPA. The Specialist National Awarding Committee will receive the delegated authority to award the *EuroPsy* from the Specialist European Awarding Committee.

Article 16

- a) The National Awarding Committee consists of a Chairperson and between four and eight other Members. The members of the National Awarding Committee will represent the main field of practice of psychology in that country and will provide a balance between those working as practitioners and those working at universities and involved in the education of psychologists.
- b) The National Awarding Committee should be representative of the widest community of psychologists in the country concerned.
- c) The members of the National Awarding Committee are appointed by the national Full Member of psychologists (Appendix I) for a term of up to four years, twice renewable.
- d) The terms of appointment are set in such a way that 2 new members can be appointed every four years.
- e) Changes in the composition of the National Awarding Committee require the written approval of the European Awarding Committee in order to retain the delegated authority (see Art. 15) to issue *EuroPsy* Certificates

Article 17 The responsibilities of a National Awarding Committee include the following:

- a) to submit all its procedures for approval to the European Awarding Committee;
- b) to stipulate the manner in which an applicant has to submit evidence of professional competencies;
- c) to prepare and publish a list of currently approved curricula for academic education in psychology, including the level of degree;
- d) to advise institutions of higher learning of conditions for approval;
- e) to issue guidelines for the assessment of competences by Supervisors;
- f) to prepare a form on professional ethics to be signed by applicants;
- g) to determine the fee for administrative costs to be paid by applicants;
- h) to nominate a contact person who will be authorised to access the Register
- i) to take a decision on each individual application for the *EuroPsy*, either informing the applicant of the reasons why the application failed or awarding the *EuroPsy*;
- j) to issue the *EuroPsy* Certificate to individual psychologists;
- k) to keep a record of psychologists awarded the *EuroPsy*;
- l) to keep an archive of all application materials for a period of 15 years;
- m) to prepare an annual report of activities for the European Awarding Committee;
- n) to provide relevant information and participate in the annual meeting of Presidents of the National Awarding Committees;
- o) to act as consultation body to the competent authorities for the recognition of psychologists' professional qualifications in the country.

Article 18 A National Awarding Committee shall have its delegated authority removed by the European Awarding Committee where:

- a) the Full Member that nominated the National Awarding Committee has been expelled from EFPA, or

b) the National Awarding Committee, in the opinion of the European Awarding Committee, does not work in accordance with these EFPA regulations on *EuroPsy*.

In the case of b), the National Awarding Committee may be reinstated when the failure to observe the EFPA Regulations on *EuroPsy* has been remedied. No *EuroPsy* Certificate can be issued by a National Awarding Committee when its delegated authority has been removed. Where the Full Member has been expelled, all *EuroPsy* certificates issued by that National Awarding committee will be rescinded.

Specialist Awarding Committees

Article 19

- a) The Specialist European Awarding Committee consists of a Chairperson and up to eight other Members. They shall each be from a different country within EFPA.
- b) The Specialist European Awarding Committee shall be representative of the main range of practice in the domain, and including at least one member who is based in a university.
- c) One member of the Specialist Awarding Committee shall serve as liaison with the European Awarding Committee and shall serve on this committee.
- d) Candidates are nominated by the Full Members. Members are appointed for a term of up to four years, once renewable, by the Board of Directors of EFPA. Where a member wishes to renew their term of office for a second term, a nomination must be submitted by the Full Member.
- e) The terms of appointment are set in such a way that 2 new members can be appointed every two years

Article 20 The Specialist European Awarding Committee is responsible for oversight of the Specialist *EuroPsy* in that domain and for ensuring that the Registration and award of the Specialist *EuroPsy* occurs in accordance with the Regulations.

Its tasks include the following:

- a) to receive and evaluate applications from Full Members to establish Specialist National Awarding Committees
- b) to delegate the authority to award the Specialist *EuroPsy* to the Specialist National Awarding Committees;
- c) to provide guidance for the Specialist National Awarding Committees and others;
- d) to develop regulations for training routes and standards in the domain as appropriate
- e) to deal with appeals against decisions of Specialist National Awarding Committees;
- f) to provide an annual report on the operation of the Specialist European Awarding Committee for the Board of Directors and the General Assembly of EFPA;
- g) to meet once a year with the Chairs of the Specialist National Awarding Committees, and with the European Awarding Committee to moderate procedures and to share good practice;

Article 21

- a) The Specialist National Awarding Committee consists of a Chairperson and between four and six other Members.
- b) There shall be a structural link between the Specialist National Awarding Committee and the National Awarding Committee in a country such that there is some overlap in membership.
- c) The Specialist National Awarding Committee shall be representative of the widest community of psychologists in the country concerned in that domain of practice, and may include psychologists who are not member of the national Full Member.
- d) They are appointed by the national Full Member of psychologists for a term of up to four years, once renewable.
- e) Changes in the composition of the Specialist National Awarding Committee require the written approval of the Specialist European

Awarding Committee in order retain the delegated authority (see Art. 15) to issue *EuroPsy* Certificates.

Article 22 The responsibilities of a Specialist National Awarding Committee include the following:

- a) to submit all its procedures for approval to the Specialist European Awarding Committee;
- b) to stipulate the manner in which an applicant has to submit evidence of qualification and professional competencies;
- c) to determine the Application Fee for administrative costs to be paid by applicants;
- d) to take a decision on each individual application for the Specialist *EuroPsy*, either informing the applicant of the reasons why the application failed or awarding the Specialist *EuroPsy*;
- e) to enter information on the specialist expertise of individual psychologists into the Register and issue the Specialist *EuroPsy* Certificate to individual psychologists;
- f) to keep a record of psychologists awarded the Specialist *EuroPsy*;
- g) to keep an archive of all application materials for a period of 15 years;
- h) to prepare an annual report of activities for the Specialist European Awarding Committee;
- i) to provide relevant information and participate in the annual meeting of Presidents of the Specialist National Awarding Committees;
- j) to nominate a contact person who will be authorised to access the Register;
- k) to provide information on the Specialist *EuroPsy* to psychologists and others.

Section C. The procedure for obtaining the *EuroPsy* Certificate

- Article 23 The validity of a *EuroPsy* registration cannot be extended by applying for the same *EuroPsy* Certificate again, but only by revalidation as described in Article 5.
- Article 24 The application must be made on a form that is similar in meaning and form to the model included in this document (Appendix IV). The application must provide information on: the university education, the supervised practice, specifying the professional competences and fields of practice within which s/he has worked under supervision to qualify for independent practice. The applicant must submit authorized reports by his/her Supervisors. The applicant must sign a pledge that s/he will conduct professional activities in accordance with the code of ethics of the national association of psychology in the country of practice.
- Article 25 The National Awarding Committee will establish whether the candidate meets the criteria required by Article 2. It will examine the professional competences and fields of practice in which the applicant has worked under supervision and/or independently and decide in which field of practice the candidate is qualified for independent practice.
- Article 26 The application will only be processed after the candidate has paid the appropriate fee.
- Article 27 The National Awarding Committee shall examine the evidence submitted and decide whether or not more information is needed from the applicant. The applicant will be informed whether or not the National Awarding Committee requires further information within 13 weeks of the original application and the fee having been received.
- Article 28 Where additional information is required, the applicant shall be informed of the National Awarding Committee's decision within 13 weeks of such additional information having been received.

Article 29 Where no additional information is required, the applicant shall be informed of the National Awarding Committee's decision on whether to award or not to award the *EuroPsy* within 13 weeks of the original application and fee having been received. When the *EuroPsy* is not awarded the applicant shall receive a detailed account of the grounds that lead to this decision.

Article 30 Per the date on which the applicant has been entered onto the European Register, the *EuroPsy* will be awarded to that individual.

Article 31 In order to revalidate the *EuroPsy* Certificate following the end of the period of validity (Article 4) or the period of transitional arrangements (Article 38), the applicant must submit an application, which provides evidence of current competence, to the National Awarding Committee in the actual or intended country of practice

Article 32 The application for revalidation must provide evidence of maintenance of professional competence in the form of a specified number of hours of practice as a psychologist and continued education and professional development, as specified by the National Awarding Committee in the actual or intended country of practice (see Appendix VI).

Section D. Appeal procedures

Article 33 An applicant whose application for the *EuroPsy* has been rejected by the National Awarding Committee can lodge an appeal against this decision with the national Full Member within the country concerned, providing the grounds for the appeal.

Article 34 This national Full Member will establish an independent advisory committee, consisting of at least three experts, to examine the appeal. This committee will rule on the appeal and provide a written judgement within 60 days. This judgement will be communicated to the applicant and the National Awarding Committee. The independent advisory committee can seek the advice of the European Awarding Committee.

Article 35 Where an applicant's appeal is rejected, the applicant may appeal to the European Awarding Committee (Article 14f). Such an appeal has to be submitted in the English language and must specify the grounds on which it is being made.

Article 36 The national Full Member in a country where delegated powers of the National Awarding Committee have been withdrawn can appeal against this measure to the Board of Directors of EFPA. The EFPA Board of Directors will seek the advice of a European advisory committee which is established for the occasion and convened by the EFPA President or a deputy.

Section E. Miscellaneous

Article 37 The EFPA Regulations and the appendices on the *EuroPsy* are established and can be changed by the General Assembly of EFPA, by a vote in support of 2/3 of those present. They will be operative with effect from a date set by the General Assembly of EFPA at the moment when they are established.

Article 38

- a) Transitional arrangements for the basic *EuroPsy* Certificate will apply for a period of three years after the date of approval of a National Awarding Committee in a particular country.
- b) Transitional arrangements for any specialist *EuroPsy* Certificate will apply for a period of three years after the date of approval of a Specialist National Awarding Committee in a particular country.
- c) Transitional arrangements for the Basic Certificate will apply for an additional period of two years after the date of approval of a Specialist National Awarding Committee in a particular country. These arrangements exclusively apply to applicants for the specialist *EuroPsy* Certificate issued by that Specialist National Awarding Committee.
- d) Applicants, who before the date mentioned in Article 38 a) have been licensed to practise independently as a psychologist by a national licensing body recognised by the European Awarding Committee,

and/or meet the requirements and conditions of practice as a psychologist in their country of practice can substitute listing of their supervised practice as a psychologist, with a record of their work history after they were qualified for independent practice as a psychologist. In these cases evidence of at least three years or the equivalent, within the past ten years, of independent practice as a psychologist, and evidence of current competence and continuing professional development (see Appendix V and VI) is required for the *EuroPsy* to be awarded. In this case the psychologist applying for the *EuroPsy* under these transitional arrangements may have a further two years beyond the end date of the transitional arrangements (mentioned under a, b and c) to demonstrate the fulfilment of the requirements.

Article 39 These Regulations can be extended with rules on Specialist Certificates in designated fields of psychology, which can only be obtained by holders of the basic *EuroPsy* Certificate. Such rules will be laid down in Annexes to these Regulations, which must describe:

- a) The minimum volume of further study, expressed in study hours or, preferably, units of the European Credit Transfer System (ECTS), and the content to be covered.
- b) The minimum volume of supervised practice expressed in years, and the minimum volume of supervision expressed in hours, where supervised practice and supervision are defined as in Appendix I.
- c) The requirements with regard to continuing professional development, as defined in Appendix IV.
- d) The competences to be demonstrated by the end of period of supervised practice, preferably described in the same manner as in Appendix III.
- e) The system of competence development being used, preferably proactive and comprehensive in order to ensure that psychology

graduates acquire all competences demanded at the specialised level and comprising all relevant facets of professional practice, including ethics.

- f) The way in which evidence of further study, practice, supervision and competences is presented.
- g) The way in which the evidence of further study, practice, supervision and competences is evaluated.
- h) The transitional arrangements, applicable during the period mentioned in article 38b, of which the content should be analogous to that described in article 38e for the basic *EuroPsy*

Article 40 The *EuroPsy* Regulations and Appendices will be reviewed at least every five years by the *EuroPsy* Coordination Group (ECG), consisting of the President of EFPA, a member of the Board of Directors and the President of the European Awarding Committee.

Upon the advice of the ECG the Board of Directors will make necessary changes in the Regulations. After the changes have been brought to the attention of the NACs they will apply provisionally until the next General Assembly. To apply further they need to be confirmed by the General Assembly.

3. Register of *EuroPsy* psychologists

Article 41 The European Register of *EuroPsy* Psychologists is held and maintained by EFPA and comprises the national listings of suitably certificated psychologists as provided by each National Awarding Committee.

Article 42 The European Register holds the names and details of all *EuroPsy* psychologists and also indicates on the Register the holders of Specialist Certificates.

Article 43 The information mentioned in the Registration Details of the *EuroPsy* will be recorded in the European Register, which is a searchable online facility available through the internet (www.EuroPsy.eu/).

Article 44 The entries of the Register for a country shall be updated upon the initiative of the National Awarding Committee when a *EuroPsy* Certificate is issued, re-issued, withdrawn, or expires. The Register shall be updated when a Specialist Expertise Certificate is issued, on the instruction of the National Awarding Committee. Information in the Register may only be changed by EFPA and if authorised by the National Awarding Committee.

Annex I. Requirements for the Specialist Certificate in Psychotherapy

As spelled out in article 39 of the *EuroPsy* Regulations the *EuroPsy* Specialist Certificate will only be awarded to appropriately experienced psychologists who hold the *EuroPsy* Basic (or who are awarded the *EuroPsy* Basic at the same time). By implication, it is only possible to be awarded a Specialist Certificate in countries where both the NAC and the S-NAC have been approved.

This Annex describes the requirements for the *EuroPsy* Specialist Certificate in Psychotherapy as required by article 39 of the *EuroPsy* Regulations.

Detailed information is available in: ‘*Application Form for Psychologists to Apply for the Specialist Certificate in Psychotherapy*’ and ‘*Training Standards for Psychologists Specialising in Psychotherapy*’, S-EAC Psychotherapy 2013.

1. Minimum volume and content of further study

- a. At least 90 ECTS of further study, of which 400 hours should be devoted to theory.
- b. The content varies with the institution’s curriculum and/or the psychologists’ learning trajectory.

2. Minimum volume of supervised practice and supervision

- a. At least three years of postgraduate (post eligibility for *EuroPsy* Certificate) practice, of which 500 hours is supervised practice.
- b. At least 150 hours of supervision (on average 50 per year).

3. Requirements on continuing professional development

These requirements are being developed.

4. Competences to be demonstrated

A list of competences is being developed. Reflection is required on six principles, i.e., Psychologists as Psychotherapists; Inquiry and Communication; Psychotherapeutic Practice and Understanding; Personal and Professional Development; and Ethical and Competent Practice; and Further Professional Development.

5. Competence development

No specific system of competence development is applied. Competence development is implied in training in one or more psychotherapeutic models.

6. Evidence to be presented

Applicants need to:

- a. submit an Application Form, which includes a personal statement on the six principles mentioned above; training, learning and experience in psychotherapy; supervision arrangements; and research and publications (optional)
- b. submit a logbook to evidence the specialism
- c. submit referee forms, completed by two referees, if deemed necessary
- d. submit a statement by the supervisor.
- e. Submit a structured CV

7. Evaluation of evidence

- a. The evaluation of the further study is carried out by the S-NAC on the basis of the credentials of the training curriculum, the trainers/supervisors, and the training institution (which should preferably collaborate with academic or research institutions).
- b. The evaluation of other aspects is carried out by the S-NAC on the basis of the applicant's statement, the referee forms, and the supervisor's statement.

8. Transitional arrangements

Applicants who wish to obtain the Specialist Certificate in Psychotherapy under article 38 must either show a Letter of Recognition obtained in a pilot project recognised by EFPA or meet the following criteria:

- be enrolled in a national register that allows them to work as psychologist and psychotherapist
- hold a Basic *EuroPsy* Certificate (with Health context) or possess the requisites that allow them to apply jointly to the Basic and the Specialist Certificate; they are first assessed for the Basic Certificate and once acknowledged, for the Specialist Certificate,

- document their work experience and Continuous Professional Development activities by providing evidence of competences gained during a period of at least six years within the last 15 years of independent practice as a psychologist and psychotherapist.

9. Additional requirements

At least 100 hours of personal development (personal therapy).

Annex II: Requirements for the Specialist Certificate in Work & Organisational Psychology

As spelled out in article 39 of the *EuroPsy* Regulations the *EuroPsy* Specialist Certificate will only be awarded to appropriately experienced psychologists who hold the *EuroPsy* Basic (or who are awarded the *EuroPsy* Basic at the same time). By implication, it is only possible to be awarded a Specialist Certificate in countries where both the NAC and the S-NAC have been approved.

This Annex describes the requirements for the *EuroPsy* Specialist Certificate in Work & Organizational Psychology as required by article 39 of the *EuroPsy* Regulations.

Detailed information is available in: *‘Towards The Specialist Certificate: Revised Proposal And Operational Guidelines’*, Provisional S-EAC W&O Psychology, 2013.

1. Minimum volume and content of further study

- a. At least 90 ECTS of further study (2400 hours), of which 60 (1600 hours) should be devoted to courses and 30 (800 hours) to applied research or assessment or intervention.
- b. The content that must be covered is provided in a specialist curriculum framework, i.e. the ENOP-EAWOP model.
- c. In the case of countries or individuals with early specialisation, specialist expertise acquired during the final two years of their initial 5-6 year qualification may be recognized up to a maximum of 30 ECTS. This means that minimally 60 ECTS remain to be acquired after the study requirements for the basic *EuroPsy* have been met.

2. Minimum volume of supervised practice and supervision

- a. At least three years of postgraduate practice, of which 400 hours per year (in total 1200 hours) being supervised practice, labelled as ‘coached professional practice’.
- b. At least 150 hours of supervision (on average 50 per year).

3. Requirements on continuing professional development

At least 100 hours (4 ECTS) of personal/professional development at the moment of application, included in the 90 ECTS for further study (see 1a).

4. Competences to be demonstrated

Competences to be demonstrated are those defined in *EuroPsy* (*EuroPsy* regulations, Appendix III). They are applied to professional work at the specialised level.

5. Competence development

Coached professional practice is based on an explicit system of competence development. This system takes a pro-active approach to competence development. It ensures that psychology graduates acquire all competences demanded at the specialized level and comprises all relevant facets of the profession, including ethics.

6. Evidence to be presented

Applicants need to:

- a. submit an Application Form, which includes further study, supervised practice and continuous personal/professional development activities.
- b. submit a structured Curriculum Vitae
- c. submit a logbook (or Portfolio) that provides evidence of competence in the specialism
- d. take part in a Competence Assessment Interview, in order to deepen or clarify some details of the CV, if deemed necessary

7. Evaluation of evidence

- a. The evaluation of study components is carried out by the S-NAC in the same manner as in *EuroPsy*, i.e. based on their content and the accreditation of the institution offering these components (preferably academic institutions).
- b. The evaluation of competences is carried out by the S-NAC on the basis of the Portfolio and the Competence Assessment Interview.

8. Transitional arrangement

Applicants who wish to obtain the Specialist Certificate in W&O Psychology under article 38 must meet the following criteria:

- be enrolled in a national list that allows them to work as psychologist,
- hold a Basic *EuroPsy* Certificate (with W&O context) or possess the requisites that allow them to apply jointly to the Basic and the Specialist Certificate; they are first assessed for the Basic Certificate and once acknowledged, for the Specialist Certificate,
- document their work experience and Continuous Professional Development activities by providing evidence of competences gained during a period of at least five full time years within the last 10 years of independent practice as a W&O psychologist; the evidence is to be assessed by means of a structured CV and, if required by the SNAC, by a Competence Assessment Interview.

Annex III: Requirements for the Specialist Certificate in Sport Psychology

As spelled out in article 39 of the *EuroPsy* Regulations the *EuroPsy* Specialist Certificate will only be awarded to appropriately experienced psychologists who hold the *EuroPsy* Basic (or who are awarded the *EuroPsy* Basic at the same time). By implication, it is only possible to be awarded a Specialist Certificate in countries where both the NAC and the S-NAC have been recognised.

This Annex describes the requirements for the *EuroPsy* Specialist Certificate in Sport Psychology as required by article 39 of the *EuroPsy* Regulations.

1. Minimum volume and content of further study

- a. At least 90 ECTS of which 400 hours should be devoted to theory.
- b. The content must be provided within the context of a post-graduate programme (e.g. master`s degree or doctorate in sport psychology from a university or an accredited or recognised training programme in sport psychology organised by a professional body or private recognised organisation). The applicants have to be trained in sport (or exercise) psychology. The topics may differ by country, degree and specific modules. The content varies with the institution`s curriculum and/or the psychologist`s learning trajectory. A list of indicative content for each of the areas of complementary knowledge and specialisation is available on *EuroPsy* website.
- c. In the case that the applicant has a masters degree in Sport Psychology and is using this to provide evidence of eligibility for the basic *EuroPsy* certificate, it is possible to use a maximum of 30 ECTS from this programme as evidence of eligibility for the Provisional *EuroPsy* Specialist Certificate in Sport Psychology. This means that an additional 60 ECTS are needed for the Provisional *EuroPsy* Specialist Certificate in Sport Psychology after the basic study requirements for the basic *EuroPsy* have been met.

2. Minimum volume of supervised practice and supervision

- a. Practice of which a minimum of 500 hours is supervised face to face practice with clients (e.g. athletes, coaches, referees, parents, sport managers,

exercisers) or groups (e.g. sport teams, multi-disciplinary teams, companies and organisations).

- b. 150 hours devoted to supervision, peer consulting and mentorship.

3. Requirements on continuing professional development

At least 100 hours (4 ECTS) of professional development at the moment of application, included in the 90 ECTS for further study (see 1a).

4. Competences to be demonstrated

Competences to be demonstrated are those defined in *EuroPsy* (*EuroPsy* regulations, Appendix III). They are applied to professional work at the specialised level.

5. Competence development

Coached professional practice is based on an explicit system of competence development. This system takes a pro-active approach to competence development. It ensures that psychology graduates acquire all competences demanded at the specialized level and comprises all relevant facets of the profession, including ethics.

6. Evidence to be presented

Applicants need to:

- a. submit an Application Form, which includes further study, supervised practice and continuous personal development activities.
- b. submit a structured Curriculum Vitae
- c. submit a logbook (or Portfolio) that provides evidence of competence in the specialism
- d. take part in a Competence Assessment Interview, in order to deepen or clarify some details of the CV.

7. Evaluation of evidence

- a. The evaluation of study components is carried out by the S-NAC in the same manner as in *EuroPsy*, i.e. based on their content and the accreditation of the institution offering these components (preferably academic institutions).

- b. The evaluation of competences is carried out by the S-NAC on the basis of the Portfolio and the Competence Assessment Interview.

8. Transitional arrangement

Applicants who wish to obtain the Specialist Certificate in Sport Psychology under article 38 must meet the following criteria:

- be enrolled in a national list that allows them to work as psychologist,
- hold a Basic *EuroPsy* Certificate (with sport psychology context) or possess the requisites that allow them to apply jointly to the Basic and the Specialist Certificate; they are first assessed for the Basic Certificate and once acknowledged, for the Specialist Certificate,
- document their work experience and Continuous Professional Development activities by providing evidence of competences gained during a period of at least five full time years within the last 10 years of independent practice as a sport psychologist; the evidence is to be assessed by means of a structured CV and, if required by the SNAC, by a Competence Assessment Interview.

Appendix I. Definitions

Within these EFPA Regulations on *EuroPsy* the following definitions of terms are used:

The *EuroPsy Certificate in Psychology*, hereafter called the *EuroPsy*, is a set of standards for the education and training of psychologists which defines a level of quality and standard agreed by EFPA Full Members.

A *Registered EuroPsy Psychologist* refers to the holder of the *EuroPsy*.

A *psychologist* is a person who has successfully completed an academic curriculum in psychology at a university or an equivalent institution and fulfilled other conditions that by law or custom lead to a national title or qualification of “psychologist”, provided the curriculum has a duration equivalent to at least five years (300 ECTS) of full-time study, and meets the specification of Appendix II.

The *Registration Details of the European Certificate of Psychology*, hereafter called the Registration Details, is an appendix to the *EuroPsy* which states the evidence, at the time of the award, regarding the educational training and field of practice of the holder of the *EuroPsy* as specified in Article 7.

The *European Register of Psychologists*, hereafter called the Register, is a register which provides a record of each Registered *EuroPsy* Psychologist that contains the information specified in Article 8.

Professional functions (cf. functional competences) refers to the four categories of professional activities making up the psychological services delivered within a field of practice, as mentioned in Appendix III, i.e. (1) Need identification, contract/task clarification, goal setting, (2) Planning/designing assessment, intervention, service or product, (3) Implementing assessment, intervention, service or product, and (4) Evaluation of outcomes.

Field of practice refers to a particular category of work settings in which psychological services are rendered vis-à-vis a particular category of client. Fields of practice are to be understood in a broad sense, and for the current Certificate defined as one of the following: (i) Clinical & Health, (ii) Education, (iii) Work & Organisational, (iv) Sport

Psychology (v) Other. Each of the fields comprises a broad range of activities. The fifth category (Other) refers to all other fields which do not fall under the four mentioned and this field of practice should be specified on the *EuroPsy* Certificate (e.g. forensic psychology, traffic psychology, counselling psychology, psycho-social interventions). This field should be a field which has a wide practice, is recognised in the country concerned and has a recognised education and preparation at the basic level. It should be approved by the European Awarding Committee.

Scientific knowledge refers to the knowledge accumulated in the scientific literature of the discipline of psychology and shared in the community of researchers and teachers of psychology.

Professional competence refers to the ability to adequately fulfil a professional role as defined in Appendix III.

Independent practice as a psychologist refers to the fulfilment of professional roles vis-à-vis clients without the requirement for direct supervision by other psychologists.

Dependent practice as a psychologist refers to the fulfilment of professional roles vis-à-vis clients under the responsibility and authority of another psychologist who is qualified for independent practice in the particular field of practice (Article 9).

Supervised practice refers to the fulfilment of professional roles vis-à-vis clients by a psychologist Practitioner-in-Training with the direct supervision by a qualified psychologist as specified in Appendix V, either as part of the university curriculum or outside of a university.

A Psychologist-in-Training is a person who, under the responsibility of a qualified Supervisor as described in Appendix V, is in the process of completing her or his supervised practice.

A Supervisor is a qualified psychologist who, within the past three years, has at least two years of full time work or equivalent experience as an independent practitioner (recognised as qualified by the national accrediting body), within a field of practice and who is responsible for the acquisition and assessment of professional competence by a Psychologist-in-Training in that field of practice.

The *National Association of Psychologists* in a country is the Full member or federation of associations that holds membership in the European Federation of Psychologists' Associations (EFPA). Efforts should be made to ensure that the National Awarding Committee is representative of the widest community of psychologists in the country concerned.

The *country of residence* is the country where the psychologist or Registered *EuroPsy* Psychologist is registered as resident.

A *country of practice* is a country where the psychologist or Registered *EuroPsy* Psychologist is practising or intends to practise.

Appendix II. Framework and minimal standards for the education and training of psychologists

This appendix indicates the educational requirements for obtaining the *EuroPsy*, and is based substantially on the report: *EuroPsyT A Framework for Education and Training of Psychologists in Europe*, which was agreed by the EFPA General Assembly in 2001. Only individuals who can prove that they have followed an academic curriculum that meets the following requirements and have completed the equivalent of one year supervised practice, making a total of at least 6 years (360 ECTS), may qualify for the *EuroPsy* and entry on the Register.

As a basic framework, the requirements are formulated with reference to a curriculum model that makes a distinction between three phases:

- 1st phase Academic Bachelor or equivalent
- 2nd phase Academic Masters or equivalent
- 3rd phase Supervised practice

It is assumed that the 1st and 2nd phase will be part of the academic curriculum in psychology, whereas the 3rd phase may, though does not need to, be included within the university curriculum. In some countries this 3rd phase is imposed by legal regulations or required by psychological societies regulating professional practice. It is further assumed that there will be a range of arrangements made by universities to meet these requirements and that a structure of separate or sequential phases is not essential.

A number of European universities have developed Problem-Based Learning (PBL) approaches to the education and training of psychologists, where integrated blocks of theory-method-application cycles are organised from the start of the programme. The curriculum model assumes that students graduating from such programmes have gained equivalent knowledge, skills and attitudes, and innovative approaches are a welcome feature of professional formation. The current proposal is neutral in relation to the organisation and sequence of the learning programme but PBL is regarded as

helpful to acquire the functional and foundational competences of Appendix III and IV.

To acquire the functional and foundational competences along the EFPA framework of competences certified by the *EuroPsy* certificate, 360 ECTS are needed. 300 ECTS can be acquired during a five-year Bachelor and Master or equivalent psychology study programme at university. The other 60 ECTS must be acquired by at least 1.500 hours of supervised practice of psychology in a specified field. This supervised practice can be either integrated in a six year university study programme (360 ECTS) or done following a five year university (300 ECTS) study programme. This academic education and supervised practice training programme of 360 ECTS is regarded as a basic qualification needed for entering the profession of psychology as an independent practitioner. We stress that independent practice of psychology requires continuous professional development (CPD) specified in Appendix VI.

Specialised professional practice in specific areas of psychology will generally require post-qualification training in areas, for which specialist titles may be awarded.

This appendix provides a description of the content and minimum requirements to be covered by the two phases.. The third phase Supervised Practice is described further in Appendix V of this document.

Description of curriculum content

The First Phase

The first phase (e.g., an academic Bachelor or an equivalent programme) offers basic education in the major theories and methods in key areas of psychology, as well as basic knowledge in related disciplines. It gives a basic introduction to psychologists' knowledge, skills and attitudes as well as a grounding for research and practice in psychology. It qualifies for further studies in the second phase (e.g., an academic Master programme or an equivalent). However, it does not lead to any occupational qualification in psychology and does not provide the necessary competence for independent practice in psychology.

The curriculum of the first phase is presented in Table 1 below and described in terms of objectives and contents. The objectives are to achieve basic knowledge, skills and

attitudes in the basic domains of psychological science along the EFPA framework of competences. The contents are specified in relation to individuals, groups and society/systems.

Table 1. First Phase

Objectives <i>to achieve basic KSA in the following domains</i>	Contents <i>(With respect to individuals, groups and society/systems)</i>
<i>Introduction to psychological science</i>	Overview of key areas of psychology History of psychology Basic principles, problems, and methods underlying the science of psychology Ethical codes, research, and professional ethics Collecting information/library & bibliographic skills
<i>Basic courses in key fields of basic and applied psychology</i>	Basic fields General Psychology (Cognition and Emotion) Psychobiology and Neuropsychology Differential and Personality Psychology Social Psychology Developmental Psychology Applied fields: Clinical and Health Psychology Educational psychology Work and Organisational Psychology And further fields such as Community Psychology Environmental Psychology Forensic Psychology Sport Psychology Traffic Psychology Etc.
<i>Basic psychological research methods</i>	Research methods in psychology Training in research methods Quantitative and statistical methods Qualitative methods Psychometrics (data and test theory, test and questionnaire construction training, Evaluation theory) Data analysis and interpretation, understanding research literature

<i>Basic professional competences along the EFPA framework of competences</i>	Relating to others Observing Assessing Interviewing and communicating Giving and receiving feedback
<i>Non-psychology theories</i>	Theoretical and practical courses on topics from other disciplines relevant for professional activity. E.g. medicine, law, business economics, philosophy
<i>Basic research competence</i>	RESEARCH PROJECT (THESIS) / Reading / writing project papers
<i>Basic professional competences along the EFPA framework of competences</i>	Orientation INTERNSHIP / onsite practice training guided by practitioners

The Second Phase

The programme of the second phase prepares the student either for supervised practice within a specified field of practice of psychology or for further postgraduate studies. For supervised practice the student will acquire advanced knowledge, skills and attitudes focusing on applied areas of psychology along the EFPA framework of competences. For postgraduate study the student will acquire advanced knowledge, skills and attitudes focusing on research topics. Whether preparing for research or for a practitioner career, the psychology student has to demonstrate the capacity to acquire skills in research. All psychologists should gain competence in research, both to evaluate their own work and interventions, and to maintain their research competence to evaluate future developments and studies in the field of psychology and related disciplines.

The curriculum of the second phase is presented in Table 2 below and described in terms of objectives and contents. The objectives are to achieve advanced knowledge, skills, and attitudes in specific domains of psychological science along the EFPA framework of competences. The contents are also specified in relation to individuals, groups, and society/systems.

Table 2. Second Phase

Objectives <i>to achieve KSA in the following domains</i>	Contents <i>(With respect to individuals, groups and society/systems)</i>
<i>Advanced courses in selected basic and applied fields of psychology</i>	Advanced courses in basic fields, e.g.: General Psychology (Cognition and Emotion) Psychobiology and Neuropsychology Differential and Personality Psychology Social Psychology Developmental Psychology
	Advanced courses in applied fields, e.g.: Clinical and Health Psychology Educational Psychology Work and Organisational Psychology And further fields such as Community Psychology Environmental Psychology Forensic Psychology Sport Psychology Traffic Psychology Etc.
<i>Advanced assessment and evaluation methods</i>	Advanced quantitative and or qualitative research design (e.g., survey methods, advanced interviewing, EEG, fMRI, eye-tracking) Advanced multivariate statistics and or qualitative methodologies (e.g. data analyses) Advanced assessment and psychometric theory,
	Field specific assessment and evaluation methods (e.g., work & organisational psychology, educational psychology, clinical psychology, neuropsychology and/or other psychological subdisciplines, such as work analysis, analysis of learning needs, psychopathology assessment, evaluation of intervention outcomes) Skills training in report writing and or expert reports and or diagnostic reports
<i>Advanced interventions methods:</i>	Project based planning and implementing E.g. training in the design of performance rating systems, the design of a training system, the development of a therapeutic plan, psychotherapeutic intervention methods
<i>Ethics</i>	Knowledge of ethical principles and their application Skills training in the application of ethical principles and ethical codes to professional practice
<i>Advanced research Competence</i>	RESEARCH PROJECT (THESIS)
<i>Professional competences along the EFPA framework of competences</i>	INTERNSHIP

Internship in phase I and II

In phase I the aim of the orientation internship / onsite practice training guided by practitioners is to provide primarily a first orientation into fields of professional psychology either in academia or in other settings to make an informed choice for the focus of their further study, for their master or equivalent program. In phase II the aim of the internship is to provide an informed choice for their focus of study and professional field, and to provide an introductory professional field training to enable students to:

- integrate theoretical and practical knowledge
- learn procedures related to psychological knowledge
- start practising under supervision
- be able to reflect upon and discuss own and other people's activities
- begin working in a setting with professional colleagues from psychology and other disciplines

The internship should be part of the five-year university curriculum, and can be adjusted along the five years of phase 1 and 2, but the majority of time should be in the second phase. The internship is not part of supervised practice, which is in phase 3 that can be within an integrated curriculum or separate. In phase I the duration of the internship / onsite practice training guided by practitioners would normally be at least three weeks (ECTS 4) after at least three terms of study. In phase II the duration of the internship would be at least 3 months (or 15 ECTS) up to maximum 6 months (or 30 ECTS) according to the specific area of interest.

The type of practice during the internship varies and may include:

- observation of actual situations in which psychological techniques are used
- use of basic techniques under supervision
- taking part in projects with a specified role
- analysis and discussion of 'cases'.

The location where internships take place will normally be a public or private institution or 'certified' private firm that:

- Provides services that are congruent with the trainee's educational background
- Can guarantee that the majority part of the supervision will be provided by professional psychologists
- Is approved by an accredited university

Examples of institutions include hospital or clinic settings, private practice, schools and educational institutions, companies, community services.

The internship is not considered as part of the supervised practice.

Research in phase I and II

Students should already develop some basic competences in research skills and carry out a small-scale research project both in phase I and more advanced competences in phase II. This may be performed within the laboratory at the university or in the field, and may use experimental approaches, or more naturalistic approaches such as quasi-experiments, case studies, interview or questionnaire studies. Students will be introduced to issues concerning the nature and ethics of psychological research, and the basic methods employed by psychologists. This activity is likely to take the equivalent of 2 - 3 months (i.e. 10-15 ECTS) in phase I and 3 to 6 months in phase II (i.e. 15-30 ECTS).

The Third Phase (the year of supervised practice)

The third phase in the professional education of psychologists consists of at least 1500 hours (60 ECTS) supervised practice within a particular field of practice of Psychology. Supervised practice is a form of professional interactive training carried out in a real work setting with the aim of:

- Preparing a psychologist for independent practice
- Developing the professional role of a psychologist
- Integrating theoretical and practical knowledge

See appendix V for details.

Minimum requirements of the programme of education and training

This section describes the minimum scope and contents required of a psychology curriculum. They are formulated in terms of content categories, as specified below, and a minimum scope in terms of ECTS-units (ECTS=European Credit Transfer System). 1 ECTS is assumed to be equivalent to 25 hours of active study (i.e. 'study load') by the student and one year is assumed to be 60 ECTS units.

Total length of the education and training

The curriculum must have a duration of at least 5 years (300 ECTS); this may be divided between 180 ECTS for the 1st phase and 120 ECTS for the 2nd phase (which matches the Bologna "3+2" structure of Bachelors + Masters), though universities and countries will differ in the structure of their education systems. The duration of the 3rd phase (supervised practice) must be at least 1 year (60 ECTS) or its equivalent of 1500 hours (as not academic work but practice is here considered an hour is taken as 60 minutes). This leads to a total length of 6 years or 360 ECTS.

Composition of the curriculum

The academic curriculum must cover all curriculum components outlined in Tables 1 and 2. However, there may be differences in emphasis on fields of study and/or types of educational objectives. Table 3 describes the limits within which the composition of the curriculum may vary. They provide a flexible definition of the 'common core' of European psychology in operational terms.

Based on the 3+2 Bachelor and Master model the requirements should be understood as follows (in the case of the 4+1 model adaptations must be made accordingly):

1. The largest part of the 1st phase should be devoted to theoretical courses and skills training in psychology; however some part should be reserved for psychological methodology and non-psychological theory (e.g. philosophy or sociology) relevant for the study of psychology and the intended field of future practice.. It is suggested that the part spent on theoretical courses and skills training, plus orientation and academic skills should be between 125 and 135

ECTS (over 3 years). Within the theoretical courses and skills training the largest part should be devoted to individual behaviour. The behaviour of people in groups and society should receive a minimal coverage of 20 ECTS each.

2. Psychological methodology should have a coverage of at least 30 ECTS.
3. Non-psychological theory may have a coverage of at maximum of 25 ECTS
4. Within the 2nd phase a minimum of 60 ECTS (1 year) should be spent on advanced courses, seminars, assignments, or other study formats in selected basic and applied areas of psychology and psychological methodology (research methods, assessment, and evaluation).. The curriculum should be balanced to ensure that sufficient attention is being paid to psychological theories and intervention with respect to individuals, groups, organizations, communities, or society within different contexts/situations and considers a variety of career destinations.
5. 15-30 ECTS should be devoted to an internship and 15-30 ECTS to a research project or thesis. These two activities should cover a maximum of 60 ECTS (1 year).
6. At least 60 ECTS (1 year) should be spent on supervised practice.

Table 3. Minimum and maximum requirements (in ECTS) for education for independent professional practice in psychology

Phase	Component		Total
1st Phase: ("Bachelor" or equivalent)	Basic theoretical courses and practical exercises	The curriculum should include orientation to psychology, basic knowledge in key areas of basic and applied psychology and areas of professional activity and train both functional and foundational competences	Min 111
	Psychological methodology		Min 30
	Orientation Internship /onsite practice training guided by practitioners		Min 4
	Research project / thesis		Min 10
	Non-psychology theory		Max 25
			Total 180
2 nd Phase: (Masters or equivalent)	Advanced courses, seminars, assignments or other formats in selected basic and applied areas of psychology and psychological methodology.		Min 60
	Internship	Min 15 to max 30	Max 60
	Research project / thesis	Min 15 to max 30	
			Total 120
3 rd Phase	Supervised Practice	Min 60	Total 60
			Total 360

Appendix III. Competences and competence profiling

Competences of psychologists

The overall purpose of practising as a professional psychologist is to develop and apply psychological principles, knowledge, models and methods in an ethical and scientific way in order to promote the development, well-being and effectiveness of individuals, groups, organisations and society.

This appendix defines, as the EFPA framework of competences, the major competences that professional psychologists should develop and demonstrate before being admitted to independent practice. These competences relate to aspects of the process by which psychologists render services to their clients.

Based on the cube competence model suggested by Rodolfa et al. (2005)⁵ two main groups of competences are differentiated (cf. Figure 1),

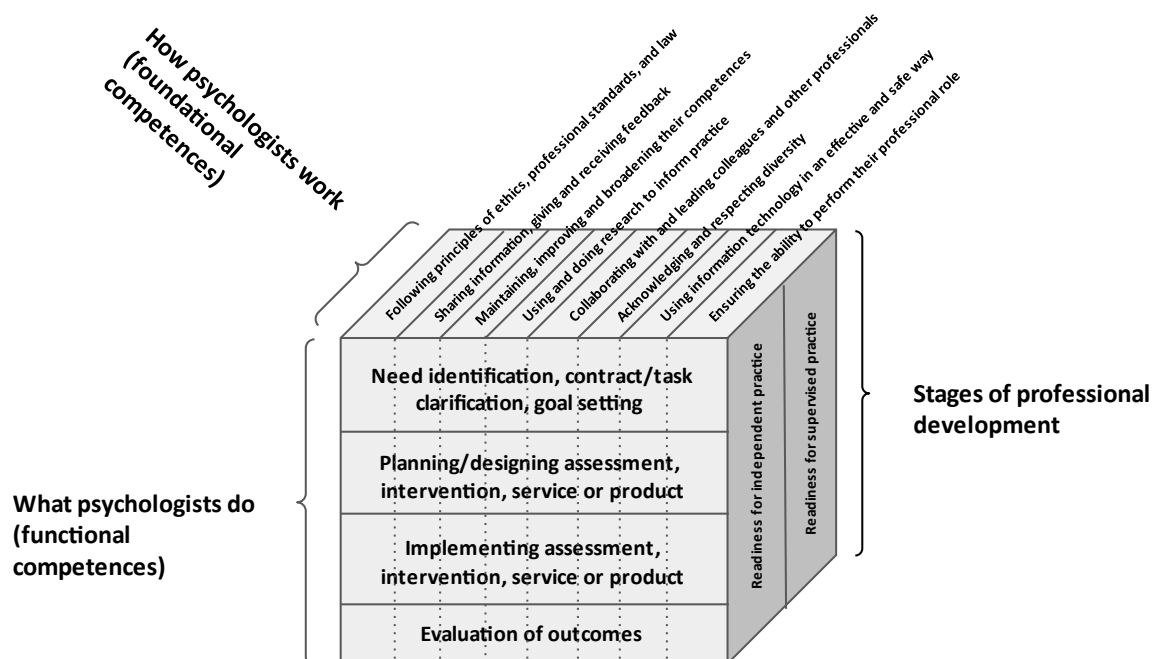
- (i) Functional competences describing main types of scientifically based activities of psychologists (what psychologists do), and required psychological knowledge, skills, and attitudes
- (ii) Foundational competences describing main aspects of psychological knowledge, skills and attitudes needed to implement these psychological activities (how psychologists work).

Both functional and foundational competences are essential for rendering services in a professionally acceptable way. It further differentiates two stages of practice:

- Readiness for supervised practice
- Readiness for independent practice

⁵ Rodolfa, E., Bent, R., Eisman, E., Nelson, P., Rehm, L., & Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. *Professional Psychology: Research and Practice*, 36(4), 347. DOI:10.1037/0735-7028.36.4.347

Figure 1. Adapted cube competence model (cf. Rodolfa et al., 2005)



In the adapted cube model all eight foundational competences are relevant for each functional competence. For example, sharing information, giving and receiving feedback is equally important in

- Need identification, contract/task clarification goal setting
- Planning/designing assessment, intervention, service or product,
- Implementing assessment, intervention, service or product and
- Evaluation of outcomes.

In the following we describe both competences in detail, with respect to expected learning outcomes, knowledge, skills and attitude related to individuals, groups or organizations, communities or society within different contexts/situations for the stage of professional development “readiness for independent practice”. Readiness for independent practice is acquired by at least 1.500 hours of supervised practice of psychology in a specified field either integrated in a six year university study programme (360 ECTS) or done following a five year university (300 ECTS) study programme (see Appendix II and V).

It builds on the stage of professional development “readiness for supervised practice”. Readiness for supervised practice is achieved by successfully acquiring advanced knowledge, skills and attitudes in the basic and applied domains of psychological science focusing on applied areas of psychology in the second phase (academic Master or an equivalent programme) of a five-year psychology study programme at university (see Appendix II).

Functional competences

The functional competences provide a description of the actions psychologists perform based on a problem solving cycle starting from

- Need identification, contract/task clarification goal setting
- Planning/designing assessment, intervention, service or product,
- Implementing assessment, intervention, service or product and
- Evaluation of outcomes.

These competences are performed in various fields of practice, occupational contexts and types of clients. Competences are based on knowledge, skills and attitudes applied and practised ethically. The competent practitioner is not only able to demonstrate the necessary knowledge and skills but also attitudes appropriate to the proper practice of their profession. Attitudes are of special importance, since they define the unique nature of the psychological profession.

Functional competences describe the main types of scientifically based activities of psychologists (what psychologists do, including e.g., assessing, consulting, and coordinating, researching, teaching, treating, training). Each functional competence describes psychological knowledge, skills and attitudes related to individuals, groups, organizations, communities, and society within different contexts/situations. For each competence learning outcomes are defined in terms of what psychologists are expected to be able to do after the completion of the three phases of academic education and supervised practice.

The following general attitudes are needed in all functional competences

- Caring – displays kindness and concern for others

- Collaborative – willingness to work with other people in a respectful manner
- Conscientious – accurate with attention to detail
- Reflective - willingness to think critically and hypothesis-oriented—to reflect critically on own actions
- Curious –be interested in the causes of behaviour and events
- Empathic – willingness to understand and share the feelings of others
- Flexible – willingness to adapt a flexible approach and mindset
- High quality mindset – willingness to strive for continuous improvement
- Honest – willingness to accept information and results that are not expected and act with integrity
- Open – be open to new experience, knowledge, research and practice
- Patient – be tolerant towards obstacles without becoming annoyed or anxious
- Responsible – being aware of one's own responsibility

The following description of functional and foundational competences is intended to apply for all areas of psychology and to encompass important learning outcomes and competences of psychology.

Table 4. Functional competences (describing *what* psychologists do in any field of practice)

Constructs / terms used below are explained in Appendix I. Definitions

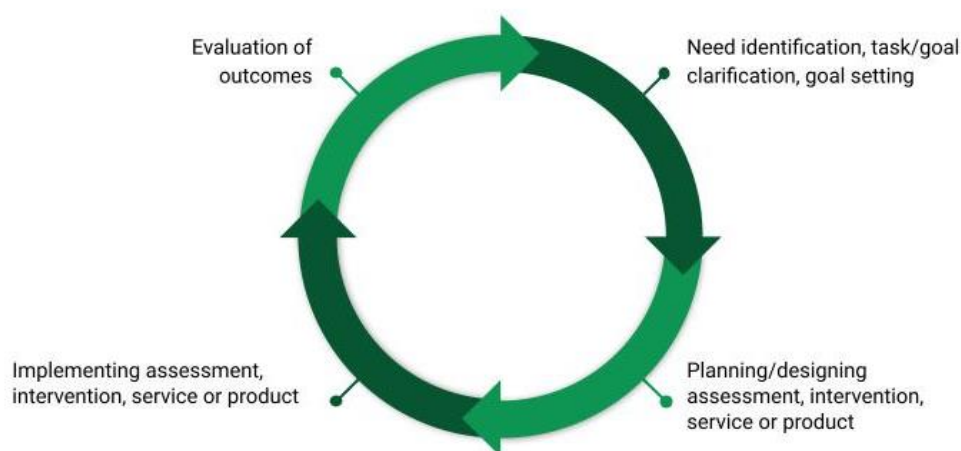
Functional competences	Learning outcome, competences needed Clients can be individuals, groups or organizations, communities or society within different contexts/situations
A. Need identification, contract/task clarification and goal setting	<p>Learning outcome:</p> <p>The psychologist can:</p> <ol style="list-style-type: none"> Identify, assess, and analyse clients' needs and risks Gather information about the clients' context to inform action Clarify expectations and contract with clients Set appropriate goals for action (assessment/intervention/service/product) specifying criteria for evaluation <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> Basic principles, problems and methods underlying the science of psychology Mental health and wellbeing, normotypical and atypical functioning and development, and their preconditions Psychopathology and/or dysfunctional/maladaptive behaviour (incl. clinical, occupational, educational and other settings, e.g. mobbing) <p>Skills</p> <ol style="list-style-type: none"> Establishing contact with clients in different emotional states Interviewing, listening, and observing skills Gathering and understanding additional information (from scientific literature, medical/educational/organisational records, stakeholder analysis and other available documents /sources) Arranging, structuring and critically evaluating information, drawing conclusions, formulating the problem until it informs next actions (assessment or intervention) Negotiating tasks/goals and required resources with clients and important others <p>Attitudes</p> <ol style="list-style-type: none"> Curious – interest leading to inquiry to understand the causes of client's behaviour and interpretation of events Open – be open to client's needs and goals Empathic – willingness to understand the client's situation and share client's feelings Collaborative – display a willingness to work with clients and others in a respectful manner
B. Planning /designing relevant assessment and intervention or product/service	<p>Learning outcome:</p> <p>The psychologist can plan/design or consider and choose among relevant assessments and interventions or services/products according to the clients' needs and context/situations and the goals agreed upon.</p> <p><i>(Intervention is defined here in general terms: it may include psychological therapy/coaching, consultation/consulting, teaching/training, psychoeducation, advocacy, empowerment or changing context/system conditions.)</i></p>

	<p>Competences needed are in particular:</p> <p>Knowledge</p> <ul style="list-style-type: none"> i. Psychometrics ii. Theories of individual/team/organisational behaviour and change/modification/development iii. Constructs that are measured (by quantitative and qualitative methods) or intervened (e.g., personality, emotions, cognitive functions, actions, team/ organizational processes etc) iv. Specific assessment/intervention methods, their procedures and their attributes/qualities <p>Skills</p> <ul style="list-style-type: none"> i. Choosing methods and their implementation strategies, taking into consideration the goals of assessment/intervention, clients' (mental) status, their context and individual/group/organisational differences ii. Analysing the options available and formulating hypotheses about the possible outcomes of the choices and the evaluation criteria for testing these hypotheses <p>Attitudes</p> <ul style="list-style-type: none"> i. Caring – displays kindness and concern for others, considering a client's emotional state ii. Responsible – being aware of one's own responsibility iii. Flexible – displays a flexible approach and mindset iv. Critical and hypothesis-oriented thinking – display willingness to reflect critically on own actions
<p>C. Implementing psychological assessments or interventions or services/products</p>	<p>Learning outcome:</p> <p>The psychologist can appropriately carry out psychological assessments and implement interventions or services/products with/for clients in different contexts/situations. This can include pilot studies to test psychological assessments and interventions or services/products.</p> <p><i>(Interventions can include psychological therapy/coaching, consultation/consulting, teaching/training, psychoeducation, advocacy, empowerment or changing context/system conditions.)</i></p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <ul style="list-style-type: none"> i. Procedures of specific assessment/intervention methods or services ii. Possible difficulties and problems that may come from method/service itself, clients' specificity etc., and the ways of overcoming these difficulties <p>Skills</p> <ul style="list-style-type: none"> i. Can implement specific assessment/intervention methods under different conditions and with different clients ii. Can recognise, articulate and manage/accommodate unexpected / possible (side)effects (consequences, impact) during the assessment/intervention without losing sight of the agreed goal iii. Can test the apriori formulated hypotheses for evidenced based decisions

	<p>Attitudes</p> <ul style="list-style-type: none"> i. Conscientious – accurate with attention to details of situations, interpretations, and feelings of clients ii. Empathic – willingness to understand and share the feelings of clients and others and one’s own reactions, and reflect their consequences with respect to the applied assessment and intervention iii. Flexible – willingness to adapt one’s assessment and intervention approach iv. Open – be open to new experience, assessment and intervention knowledge, research, and practice v. Patient – demonstrates tolerance of delay, problems or suffering caused by assessments and interventions without becoming annoyed or anxious
D. Evaluation	<p>Learning outcome: The psychologist can evaluate process characteristics, and outcomes, outputs, and impact of psychological assessments and/or interventions or services/products and to revise the procedures if necessary during the implementation process (formative evaluation) and at the end (summative evaluation). If needed, it may mean going back to section 1 (need analysis and goal setting) and start the process again.</p> <p><i>(Outcome measures may include reliability, validity, usefulness, impact, gain, effectiveness etc. depending on the context and goals of the evaluation)</i></p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <ul style="list-style-type: none"> i. Psychometrics ii. Quantitative and qualitative research methods to gather, analyse and interpret data <p>Skills</p> <ul style="list-style-type: none"> i. Develop and apply appropriate evaluation designs ii. Gathering, analysing, and interpreting evaluation data with respect to quality and ethical criteria and evaluation goals, considering cultural competences iii. Detecting/scrutinising noteworthy details, critically reflecting and adapting assessment/evaluation accordingly to ensure quality <p>Attitudes</p> <ul style="list-style-type: none"> i. Honest – willingness to accept evaluation results that are not expected and act with integrity ii. Flexible – willingness to probe different interpretations of evaluation outcomes and own biases iii. High quality mindset – strives for continuous improvement of one’s problem-solving approach

Each functional competence can be seen as part of a problem-solving cycle starting with need identification, task / goal clarification and goal setting, followed by planning / designing assessment, intervention, service or product, followed by implementing assessments, interventions, service or products, followed by evaluation of outcomes and restarting the cycle if needed (see Figure 2).

Figure 2. Functional competences as a problem-solving cycle



Foundational competences

The foundational competences describe main aspects of psychological knowledge, skills and attitudes needed to implement the four functional competences and focus on how psychologists work. Psychologists are required to provide evidence of the following foundational competences for independent practice:

- Competences related to ethics, professional standards and law
- Communication and relational competences,
- Continuing Professional Development – CPD competences
- Science and research competences,
- Collaboration competences,

- Individual and cultural differences competences,
- Digital/Information and communication technology competences
- Self-reflection, and self-care competences .

Table 5. Foundational competences (describing how psychologists work in any field of practice)

Foundational competences (describing <u>how</u> psychologists work)	Learning outcome, competences needed Clients can be individuals, groups or organizations, communities or society within different contexts/situations - this definition applies for all competences
1. Competences related to ethics, professional standards and law-	<p>Learning outcome: The psychologist can</p> <ol style="list-style-type: none"> Apply relevant ethical principles and adheres to relevant laws, codes and rules in one's practice and conduct. Recognise, record and solve ethical dilemmas and deviation of professional standards in one's professional practice and research using an appropriate decision making and quality management approach Recognise the relevance and importance of ethical codes and professional standards as a basis of professional conduct, research and practice Give support/advice/consultation for colleagues on matters of ethics <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> EFPA ethical meta-code, relevant international conventions, international and national laws and professional standards pertaining to one's professional practice and research Relevant laws and regulations in one's professional practice and research <p>Skills</p> <ol style="list-style-type: none"> Applies relevant ethical codes and professional standards into one's professional practice, research and conduct Recognises, record and solve ethical dilemmas and deviation of professional standards in one's professional practice and research using an appropriate decision making and quality management approach Consults with colleagues/supervisors and seeks for additional viewpoints from relevant literature <p>Attitudes</p> <ol style="list-style-type: none"> Responsible – acts in a responsible manner and in line with relevant ethical, conduct and legal frameworks Respectful – demonstrates respect when engaging with clients and others Honest – acts with integrity and honesty Conscientious – demonstrates attention to detail and a thorough approach

	<p>v. Reflective – willingness to think and reflect critically and hypothesis-oriented, and apply reasoning in decision making processes</p>
<p>2. Communication and relational competences</p>	<p>Learning outcome: The psychologist can:</p> <ol style="list-style-type: none"> Establish a working alliance Take others' perspective and acknowledge others experience, etc. Express his/her thoughts, professional contributions and share information with clients, other professionals and public. Manage professional and personal boundaries appropriately <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> Communication theory/models Theories on social relations / interactions <p>Skills</p> <ol style="list-style-type: none"> Interpersonal skills (e.g. verbal fluency, emotional and affective expression, persuasiveness, warmth/positive regard, hopefulness, empathy, alliance bond capacity, and alliance-rupture-repair responsiveness; perspective taking; consistency) Obtain informed consent, sharing information, professional contributions with clients and important others taking into account the status/condition of the client and important others (e.g. parents) Negotiate the needs, goals, process, and results of assessment/intervention and resolving conflicts with clients and important others Give and receive constructive feedback, writing structured reports and presenting oral reports adequate for different audiences Share information and check understanding using clear language and appropriate, written materials, making reasonable adjustments where appropriate to optimise people's understanding. Present and clarify the relevance of the psychologist's professional contributions <p>Attitudes</p> <ol style="list-style-type: none"> Open – applies an open minded and enquiring client specific approach to communication and relationship building Honest - when obtaining informed consent, developing contract, reporting the findings Positive – supportive and positive in approach in communication and feedback Respectful – accepts others as equal in professional interactions
<p>3. Continuing Professional Development – CPD competences</p>	<p>Learning outcome: Psychologists have the responsibility of developing their professional qualities and maintaining, improving, and broadening their knowledge, expertise and multi-faceted competences. This requires that they are able to use the functional competences to develop their own professional competences in a career long process: analysis of training needs, goal setting, planning the training, implementing the training, evaluating the training.</p>

	<p>The psychologist can:</p> <ol style="list-style-type: none"> Maintain professional competences Overcome gaps in knowledge and skills Respond to the challenges of the rapidly growing knowledge base and technological developments by upskilling Change practice requirements when needed Commit to continuous lifelong learning Engage in supervision Share and learn from collaboration with other psychologists and professionals <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> Recent/novel evidence-based research, methodological and theoretical psychological perspectives in specific fields of practice Multicultural perspectives of psychology and diversity Interprofessional collaborative practices Professionalism/Ethics <p>Skills</p> <ol style="list-style-type: none"> Updating knowledge in line with current evidence bases Identifying needs and areas for development Exploring knowledge Examining and analysing information from a range of sources and different mediums Questioning and using critical thinking Self-actualising, self-reflecting and learning <p>Attitudes</p> <ol style="list-style-type: none"> Open – be open to challenge, change and development Curious – interest leading to inquiry, be interested in the causes of behaviour and events Collaborative – display a willingness to work with others in a respectful manner, to share knowledge and experiences Goal oriented – set goals and evaluate progress on a regular basis Innovative – explore new ways of working Proactive – identify professional development activities
4. Science and research competences	<p>Learning outcome:</p> <p>Psychological practice requires a constant critical reflection that is informed by knowledge, practice and research and the ability to use and do research to inform practice and understand of the process of research.</p> <p>The psychologist can:</p> <ol style="list-style-type: none"> Engage in evidence-based decision making, critical reasoning, and integrating best available scientific and contextual expertise into practice Use informed and scientifically established assessment, intervention, supervision and consultation tools and strategies Informs oneself critically and reflectively about advances in psychological science, other sciences in general and own subject area. <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> Scientific decision-making processes Hypothesis testing and research problem solving approaches

	<p>iii. Qualitative and quantitative research methods</p> <p>Skills</p> <p>i. Search for, critically read, understand and evaluate scientific psychological literature</p> <p>ii. Be able to formulate hypotheses and research questions in everyday psychological practice</p> <p>iii. Collect and analyse qualitative and quantitative data to test hypotheses or explore research questions</p> <p>iv. Use qualitative and quantitative research data to theorise from and improve practice</p> <p>Attitudes</p> <p>i. Critical and hypothesis-oriented thinking – display willingness to reflect critically and formulate hypothesis for further actions</p> <p>ii. Curious – interest leading to inquiry, be interested in scientific knowledge</p> <p>iii. Open – willingness to consider different perspectives</p> <p>iv. Conscientious – willingness to respect scientific findings, make thorough data analysis and pursue the integrity of research</p>
5. Collaboration and leadership competences	<p>Learning outcome: The psychologist can work effectively with and consult colleagues/other professionals in the same and other disciplines to provide safe, high-quality client-centred services. He/she is able to perceive in which task and context he/she has expertise and is expected to assume leadership functions.</p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <p>i. Roles and methods of related professions</p> <p>ii. Models and formats of supervision/ intervention</p> <p>iii. Theories on (inter-, multi-, trans-)disciplinary teamwork/cooperation/collaboration/group dynamics and leadership</p> <p>iv. Systemic theories</p> <p>Skills</p> <p>i. Shared decision-making and leadership</p> <p>ii. Perspective taking</p> <p>iii. Resolving conflict</p> <p>iv. Managing and leading change</p> <p>Attitudes</p> <p>i. Trustful – willingness to create an environment of confidence</p> <p>ii. Open – be open to new experience, knowledge, research, and practice</p> <p>iii. Collaborative - display a willingness to work with other people in a respectful manner</p> <p>iv. Responsible – willingness to take on responsibility</p>
6. Individual and cultural differences competences	<p>Learning outcome: The psychologist can:</p> <p>i. Identify, acknowledge, and respect diversity and minority issues</p> <p>ii. Recognise one's own values, beliefs, and experiences on one's professional behaviour with clients and others and the impact on others</p> <p>iii. Work and communicate effectively with all forms of diversity in clients, colleagues, and others</p>

	<p>iv. Be inclusive in all forms of diversity in working with clients, colleagues, and others</p> <p>Awareness of own biases helps to avoid stereotyping individuals belonging to different groups. The psychologist can consider that sociocultural factors such as gender, gender identity, culture, ethnicity, age, family context, religion, sexual orientation, majority / minority affiliation etc. are included in the assessment of factors which affect personality, values, worldview, relationships, psychopathology, and attitudes to treatment, and can make individual adjustments to the client's needs based on this.</p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <p>i. Diversity theories</p> <p>ii. Intercultural theories</p> <p>iii. Personality theories</p> <p>iv. Adaptation and inclusion theories</p> <p>Skills</p> <p>i. Perspective taking</p> <p>ii. Self-reflection</p> <p>iii. Identify differences</p> <p>iv. Manage diversity</p> <p>v. Advocate for others</p> <p>Attitudes</p> <p>i. Open – be open to new experience, values, knowledge</p> <p>ii. Empathic – willingness to understand and share the feelings of others</p> <p>iii. Curious – interest leading to inquiry of others</p> <p>iv. Respectful to other experiences, values, knowledge</p> <p>v. Proactive toward improving the situation for others and self</p>
<p>7. Digital/information and communication technology competences</p>	<p>Learning outcome:</p> <p>The psychologist can use digital technologies, in particular information /communication technologies in an effective and safe way considering clients' needs, data protection, online privacy and cybersecurity for need analysis and goal setting, assessment, intervention, and evaluation.</p> <p>Knowledge about the possibilities and limitation of digital technologies, in particular information/communication technologies and the skills to apply the technology in an effective and safe way.</p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <p>i. Ethical practice, legal and security requirements (e.g. GDPR), specific to electronic/remote practice</p> <p>ii. Professional boundary issues</p> <p>iii. Range of digital technologies (e.g. Self Help or Online Blended Learning/Therapy)</p> <p>iv. The role of apps in psychological assessments and interventions and other platforms available to support the delivery of psychological interventions</p> <p>v. Communication processes which may affect digital practice across individual, system and group work (e.g. turn taking and use of non-verbal information)</p>

	<p>Skills</p> <ul style="list-style-type: none"> i. Adequately apply data protection principles (including risk and safety) to all aspects of remote/online or in person work. ii. Recognise one's own competences, training and supervision needs in relation to the context of digital practice iii. Recognise needs and culture-specific requirements of clients and provide suitable digital modalities iv. Manage boundaries if working remotely (e.g. conducting a consultation session via video chat from home) v. Critically appraise digital tools and interventions and use the evidence base to inform selection of these for practical and research purposes <p>Attitudes</p> <ul style="list-style-type: none"> i. Responsible -works in an ethical, safe, and effective way attending to professional and clinical boundary issues specific to online/remote practice ii. Flexible – displays a flexible approach and mindset
8. Self-reflection, and self-care competences	<p>Learning outcome: To promote their own wellbeing and ensure the ability to perform their professional role, psychologists have the responsibility of self-awareness, self-reflection, and self-care. This includes psychologists balancing their professional and personal lives. Psychological practice entails exposure to potentially distressing situations that may create a risk for the psychologist's and may affect the client's wellbeing. The psychologist can:</p> <ul style="list-style-type: none"> i. Acknowledge that the well-being of clients depends on his/her own self-awareness and self-regulation ii. Acknowledge own thoughts, behaviours, attitudes and prejudices iii. Identify and analyse own needs and risks through an unbiased and unattached perspective iv. Recognise and correct errors, such as losing professional distance or impartiality v. vi. Engage in physical, psychological, spiritual or support activities described as the components of self-care <p>Competences needed are in particular:</p> <p>Knowledge</p> <ul style="list-style-type: none"> i. Awareness of occupational risks and how to mitigate and manage them ii. Mental health and career satisfaction indicators iii. Deontology and professional values <p>Skills</p> <ul style="list-style-type: none"> i. Self-observe, -analyse, -reflect and -evaluate (attending to signs of distress) ii. Seek interpersonal support, or professional, if needed iii. Balance personal and professional requirements iv. Resilience and coping strategies <p>Attitudes</p> <ul style="list-style-type: none"> i. Attentive – attuned to own emotional state and willingness to recognise one's own thoughts and feelings ii. Open - Willingness to change

EuroPsy Fields of Practice

While some knowledge and skills are general in their applicability, many are context related. Thus, the psychologist who has demonstrated professional competence in one field of practice with one client group cannot automatically be assumed to be competent with other client groups.

Each holder of the *EuroPsy* Certificate will have a profile defining the field of practice within which they have demonstrated competence to practise independently from the time at which the Certificate is awarded.

A distinction is made between the following broad fields of practice, designated as:

- Clinical & Health
- Education
- Work & Organisations
- Sport Psychology and
- Other

For the purpose of describing qualifications to practice, a broad categorization in fields of practice is deemed to be sufficient. For those professional activities that cannot be assigned to any of these first four categories, a fifth category, designated as ‘Other’ is used and a specification of the field (e.g., community, forensic, traffic etc.) should be given.


The descriptions of these competences are intended to be generic and applicable to most or all types of psychologists’ professional work, although they are implemented in specific ways in different fields of practice.

A psychologist should gain each of these competences as far as applicable within a particular field of practice. To obtain the *EuroPsy* the competence must be such that the psychologist can be expected to perform each of the four main functions in an adequate manner and independently.

Appendix IV. *EuroPsy* Certificate and Application Form

The *EuroPsy* Certificate and Application Form will be provided in template form by EFPA in order to ensure comparability and common style and information across the countries awarding the *EuroPsy*.

The ***Certificate*** will provide the following information:

	
This is to certify that	
home/work address	
Having demonstrated the required scientific knowledge and professional competences and having agreed to abide by the principles of professional conduct set out in the Ethics MetaCode of the European Federation of Psychologists Associations (EFPA) and pledged to act in accordance with the national code of ethics in the country of practice	
meets the requirements to be called	
<i>Registered EuroPsy Psychologist</i>	
and is hereby considered qualified for independent practice as a psychologist, within the field(s) of practice specified in the <i>EuroPsy</i> Register, and below, in any European country in which the EFPA Full Member has accepted the EFPA Regulations on <i>EuroPsy</i> , in as far as there are no restrictions from national regulations in the country concerned.	
We, the undersigned, have satisfied ourselves that the said evidence is in accordance with the EFPA Regulations on <i>EuroPsy</i> concerning the award of the <i>EuroPsy</i> Certificate, approved by EFPA on the (date)	
The <i>EuroPsy</i> Certificate is valid until (date)	
Field of practice: ..	
..... Chair of the National Awarding Committee Member of National Awarding Committee

The **registration details** of the Certificate to be entered in the Register are:

1. Name
2. Home/work address
3. University education in psychology
to be specified:

Time period

Name of degree

Name of university

Country
4. Country of Practice
5. Field of practice (clinical/health, educational, work & organisational, sport
Psychology other *to be specified*)
6. Date and place of authorisation by National Awarding Committee
7. National registration number

The following information should be requested on the ***application form***:

1. *Name*

2. *Work/home address*

3. *Email*

4. *University education in psychology*

(to be listed are academic titles, dates when university study began and ended, the field of practice and the country where the title was awarded)

Time period	Name of degree	Field of Practice	University	Country

5. *Supervised Practice*

Formally recognised supervised practice equivalent to one year full-time (please give details of the supervised practice, the dates and the field(s) of practice in which it was carried out; please provide evidence for a minimum of one year equivalent. List only fields which have been formally recognised as supervised practice)

Time period	Name of supervisor	Field of Practice

6. *Professional experience as an independent practising psychologist*

Employment history of independent practice as a psychologist, equivalent to at least (applicable only for applicants who before have been licensed for independent practice as a psychologist by a national licensing body recognised by the European Awarding Committee)

Time period	Employer	Field of Practice

7. *Field(s) of Practice*

in which the applicant claims competence to practise as an independent psychologist

Clinical/Health

Work & Organisational

Education

Other (specify field)

8. *Agreement with publication of registration details*

The applicant agrees to have his/her name and work or home address mentioned on the Register as well as on the Certificate.

The following information should be requested on the ***application form for extension of EuroPsy***:

1. *Name*
2. *Address*
3. *Email*

4. *Work experience* (not less than 400 hours per year averaged over a period of not less than 4 years over the period of the last seven years)

(to be presented as structured CV with time periods, work/employment settings, job roles, exemplary results or achievements)

5. *Professional development* (min. 40 hours per year within four years during the revalidation period, that is a total of min. 160 hours are expected to be explicitly proven; min. 80 hours per year are recommended) (activities can comprise the following, see appendix VI).

- a) Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (max. 60%).
- b) Certified attendance at a professional or scientific conference (max. 20%)
- c) Development of specific new skills through practice at work (max. 20%)
- d) Certified attendance in intervision meetings (e.g., quality circles) (max. 30%)
- e) Certified attendance in supervision (max. 30%)
- f) Certified work as a supervisor (max. 20%)
- g) Teaching psychology courses as a professional practitioner (max. 20%)
- h) (Co-)authorship and/or editing of publications on research and/or professional issues (max. 30%).
- i) Editorial work on journals and books in psychology (max. 20%)
- j) For the purpose of revalidation the sum of the last four categories above cannot exceed 60%.

Appendix V. Supervised practice

Supervised practice

Supervised practice is a form of professional interactive training carried out in a real work setting during one year of full-time practice or its equivalent with a minimum of 1500 hours with the aims of:

- i. preparing a psychologist for independent practice
- ii. developing the professional role of a psychologist
- iii. integrating theoretical and practical knowledge

Supervised practice aims to qualify a psychologist-in-training for entry into independent practice. It either starts after a psychologist-in-training has finished phase I- and II of a five-year Bachelor- and Master- programme or equivalent study or is integrated in a six-year university programme. At the end of the supervised practice training period, the psychologist can practice independently. After having successfully finished supervised practice the psychologist is expected to engage in continuous professional development (including supervision), when practicing independently (see Appendix VI).

Supervised practice assures the quality and competence required for independent practice in different fields of psychology and interdisciplinary collaboration with professionals in other fields. The psychologist-in-training has to provide evidence of a range of functional (e.g., need identification, planning, implementing assessments and interventions, evaluation) and foundational (e.g., ethics, communication, continuous professional development, science and research, collaboration, individual and cultural differences, digital/information and communication technology and self-care) competences required for independent practice as a psychologist.

During supervised practice, the psychologist-in-training puts into practice the knowledge, skills and attitudes gained from the university education and other professional experiences. The psychologist-in-training will encounter different professional tasks, challenges, ethical dilemmas, and issues, which can be managed with the support of a supervisor.

Supervised practice implies a regular meeting between the psychologist-in-training and the supervisor; this should occur about every two weeks with predefined protected and uninterrupted time for meeting (in total at least 50 hours). Individual and group supervision have different advantages and drawbacks. Based on the topics and context of supervision the supervisor decides on the proportion of individual (min. 20 hours) and group supervision, and whether to start with individual or group supervision. As a face-to-face personal contact is regarded as crucial for establishing and keeping up a personal relationship, a maximum of 50% of individual or group supervision could be online, after starting face to face to establish a trusting relationship. For group supervision, the number of psychologists-in-training should be small to have enough time for each one (we recommend not more than four psychologists-in-training for group supervision). Alongside formal supervision, additional dyadic/team intervention is also recommended.

Psychologists-in-Training

Psychologist-in-Training are those who are in the process of engaging in supervised practice as part of fulfilling the 3rd phase of the *EuroPsy* requirements. They practice with real clients in real settings but under the individual and group supervision of a qualified supervisor.

The Supervisor

The supervisor is a psychologist who supports the learning and assesses the competence of the psychologists-in-training regularly and encourages them to act as independently as possible, given the situation and their competences. The Supervisor needs to be recognised by the National Awarding Committee or by the national association either through the mechanism of course accreditation in the case of university-based training, or on an individual basis in the case of post-university work-place supervision. In countries where professional licensing/registration exists, the supervisor needs to be a licensed/registered psychologist. The supervisor's competence in supervision is a core indicator of the quality of the supervised practice.

Required competences for supervisors

The supervisor has the time, commitment, and competences to serve as a supervisor. This implies that even in countries where supervision is not well established, a

supervisor must have a minimum of two years (or its equivalent of at least 3000 hours) of independent practice in the field of psychology (e.g. health & clinical, education, work & organisation) in which they will supervise and some training in supervision (e.g., at least workshops lasting several days) before they can supervise independently. Whether the required competences are given is acknowledged by the NAC.

In countries where supervision is well established, we recommend as a minimum standard that the supervisor has:

- at least five years of full-time independent practice (or its equivalent of at least 7500 hours)
- received training in supervision (may be obtained during the five years of independent practice) including training courses, case studies, and the development of theoretical and empirical knowledge on supervision
- supervised practice of supervision (including observation, video or audio presentations).

Supervision training may be offered by professional bodies, training institutes or third level academic institutions. The training in supervision may start from workshops lasting several days, but complete postgraduate supervision training programmes lasting several months are recommended.

Competences of supervisors

Supervisors have developed competences such as being able to:

- Prepare a competence development plan in accordance with the psychologist's development needs and resources
- Facilitate a collaboration and a relationship characterised by respect, interest, acceptance, and trust, so that those who receive supervision experience it as safe to expose their work and insecurity
- Supervise in accordance with ethical principles and the laws that regulate the psychologist's practice
- Contribute to the development of foundational and functional competences which are relevant to the psychological professional practice
- Evaluate the psychologists-in-training' learning process and competence level according to the plan and give regular and specific evaluative feedback in a form suitable for promoting learning and development

- Use guidance models and methods in a flexible and adapted way
- Be aware of the dynamics of the supervision relationship and react in an appropriate way (e.g., understand when a third person should be involved)
- Take appropriate actions when the supervisor becomes aware of the psychologist's-in-training lack of development of competences and/or inappropriate professional behaviour

Procedural aspects, formative and summative assessment

The supervisor is required to supervise the psychologist-in-training and to assess the competences of a psychologist-in-training during (formative assessment) and at the end of the period of supervised practice (summative assessment) with respect to the functional and foundational competences mentioned above according to the rules and traditions that are specific for the particular field of practice and/or national context.

For each main task of supervised practice, the psychologist-in-training and supervisor should agree on the:

1. Field of practice and client group(s) is covered
2. Role(s) the psychologist-in-training may take
3. Competences the task will develop

When each task has been concluded, the supervisor must complete a formative assessment of each of the relevant functional and foundational competences.

It is recommended that the assessment distinguishes between the two levels of competence:

Not yet competent	Competent
Competence <u>insufficiently</u> developed Need of further development and <u>requiring guidance and supervision</u>	Competence <u>sufficiently</u> developed Performing <u>tasks without guidance at the basic level of EuroPsy</u>

During supervised practice formative assessment should be done by the supervisor, but self-assessment is advised as well. The supervisor should teach the psychologist-in-training how to carry out self-reflection and self-assessment on both functional and foundational competences. The supervisor should give detailed feedback on which competences already have been developed and which competences still need to be developed to be able to practice independently. Supervisory and self-assessment should be compared and discussed to identify areas for further development and strategies to improve respective competences.

The psychologist-in-training should also give feedback to the supervisor during the supervision period. Both parties are responsible for ensuring that evaluation takes place. The results of the formative assessment shall be summarized in a tabular form, as indicated in the example below (see Table 6).

Table 6. Summary table for formative assessment of functional and foundational competences

Description of the relevant task which is supervised:			
Functional Competences	Supervisory Assessment • Knowledge • Skills • Attitudes	Self assessment • Knowledge • Skills • Attitudes	To do to reach learning goals • Knowledge • Skills • Attitudes
A. Need identification, contract/task clarification, goal setting			
B. Planning/designing assessment, intervention, service, or product			
C. Implementing assessment, intervention, service, or product			
D. Evaluation			
Foundational Competences			
1. Ethics, law, professional standards - competences			
2. Communication and relational competences			
3. Continuing Professional Development – CPD competences			
4. Science and research competence			
5. Collaboration competences			
6. Individual and cultural differences competences			
7. Digital/information/communication technology competences			
8. Self-reflection, and self-care competences			

In the final summative assessment, the Supervisor should summarize the available information and indicate whether, based on the available evidence, the candidate can be expected to adequately perform the functional and foundational competences needed for independent practice. The Supervisor's judgement should be expressed as a judgement of 'competent' or 'not yet competent'.

The results of the evaluation shall be summarized in a tabular form, as indicated in the example below (see Tables 7 and 8). In this example, the supervisor has supervision competences in two fields of practice and the psychologist-in-training has

developed all competences in clinical and health and some of them in work and organisations.

Table 7. Example of summative assessment of functional competences

<i>Fields of Practice</i>	Clinical & Health	Education	Work & Organisation	Sport Psychology	Other (specify)
<i>Functional Competences</i>					
A. Need identification, contract/task clarification, goal setting	X				
B. Planning/designing assessment, intervention, service, or product	X		X		
C. Implementing assessment, intervention, service, or product	X				
D. Evaluation	X		X		

Table 8. Example of summative assessment of foundational competences

Foundational competences	
1. Ethics, law, professional standards - competences	X
2. Communication and relational competences	X
3. Continuing Professional Development – CPD competences	X
4. Science and research competence	X
5. Collaboration competences	X
6. Individual and cultural differences competences	X
7. Digital/information/communication technology competences	X
8. Self-reflection, and self-care competences	X

This psychologist has competences mainly in the area of health and clinical psychology, and his/her competences have been attested by the supervisor. This means that he/she is competent to practise in the field of clinical psychology.

However, he/she also has competence in assessment and evaluation in the work and organizational field. These competences might be built on to contribute to subsequent overall competence in this additional field of work and organizational

psychology, if the psychologist-in-training wishes to work towards a certificate in this additional field of practice.

The psychologist-in-training has also shown evidence that he/she has sufficiently developed the required foundational competences.

Responsibilities of the psychologists-in-training

During supervised practice psychologists-in-training are responsible for the acquisition of their foundational and functional competences. Good practice requires the psychologists-in-training to record their work and development of competences (e.g., by using portfolios), and to identify professional development needs and review their own learning. These may form the basis for grounded professional practice and may contribute to continuing professional development where portfolios are also relevant.

Responsibilities of the supervisor

The supervisor establishes a supervision contract with the psychologist-in-training.

The supervisor introduces the psychologist-in-training into the explicit and implicit rules of the profession. The supervisor provides a central contribution to the learning process through modelling, feedback, observation, and discussion, as well as to the quality of professional practice.

Supervision process

Supervision sessions will usually last one or two hours. During this time the supervisor and the psychologist-in-training work together, discussing what has been done, helping to reflect upon the task at a cognitive and emotional level, and supporting the development of competences and professional confidence. These sessions should involve reviewing tasks carried out by the psychologist-in-training under observation by the supervisor. Audio and video technology may perform a useful function in the process of supervision enabling open discussion and feedback on aspects of the performance of the psychologist-in-training. It might also include the psychologist-in-training observing the supervisor carrying out tasks, and then using reflection on these as part of the learning and development process.

Outcomes of supervision

The psychologist-in-training is required to provide evidence of the acquisition of the functional and foundational competences as specified in Appendix III. They should complete a systematic self-evaluation of level of competences in relation to the range of competences as specified in Appendix III and should use this format to plan for future professional development.

Both the supervisor and psychologist-in-training should document the supervision. The supervisor's evaluation should be included in the supervisor report. If the assessment by a supervisor is negative after a year of supervised practice the supervised process can be prolonged. If the psychologist-in-training does not agree with the supervisor assessment the NAC or other national body can be approached to check and advice about the process.

Appendix VI. Continuing Professional Development (CPD) scheme

Rapid changes in the evidence base, technology and the skill requirements of the profession require CPD as a career long process integrated in everyday professional work.

The holders of the *EuroPsy* Certificate are expected to maintain and further develop their level of professional competence. CPD should follow the cycle of reflecting one's practice and needs, planning of CPD activities, recording learning activities and outcomes, and evaluating the benefits of learning. CPD should be achieved by means of work experience, personal and professional development activities, and through the process of peer-intervision and supervision. On renewal of the *EuroPsy* the applicant has to show relevant evidence of CPD over the past period of professional practice. CPD are all activities that maintain, develop and expand the psychologists' competences that underlie the practice of the profession and are necessary to maintain the quality of the profession.

CPD may be achieved by meeting local CPD requirements, which are compatible with *EuroPsy* requirements. Where no local CPD requirements exist, the following are provided as guidelines for use by National Awarding Committees.

Professional work experience

The applicant should show evidence of professional work as a psychologist within the last seven years (revalidation period) before the application for renewal. To maintain their competences, psychologists are expected to work at least four years during the revalidation period, on average at least 400 hours per year. Acceptable evidence includes, for example: employment contracts accompanied by a job description, project contracts, or statements of income for tax authorities (in the case of psychologists in independent practice.)

Professional development activities

It is a responsibility of the Registered *EuroPsy* Psychologist to keep informed about recent professional and scientific developments in psychology, including but not limited to the selected fields of practice. In addition to their ongoing professional work

(at least four years during the seven year revalidation period as described above), psychologists need to update and broaden their professional knowledge and skills through a range of professional development activities listed below. To maintain their competences, psychologists are expected to provide explicit evidence of at least 40 hours of CPD activities per year within these four years during the revalidation period (a total of 160 hours). However, a minimum of 80 hours per year are recommended. CPD is recommended to be distributed at least over four years. Evidence of a variety of activities is required.

There is a wide range of different *types of CPD*, and the following list is not intended to be exhaustive. For each type of activity an approximate maximum of the percentage of time that can be accredited has been indicated, in order to ensure that psychologists undertake a range of different activities as part of their CPD.

- Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (max. 60%).
- Certified attendance at a professional or scientific conference (max. 20%)
- Development of specific new skills through practice at work (max.20%)
- Certified attendance in intervision meetings (e.g., quality circles) (max. 30%)
- Certified attendance in supervision (max. 30%)
- Certified work as a supervisor (max. 20%)
- Teaching psychology courses as a professional practitioner (max. 20%)
- (Co-)authorship and/or editing of publications on research and/or professional issues (max. 30%).
- Editorial work on journals and books in psychology (max. 20%)
- For the purpose of revalidation the sum of the last four categories above cannot exceed 60%.

For example, if only the required minimum of 160 hours of CPD (in four years working practice within the seven years of revalidation period) is reached, this might consist of attendance at a scientific conference (20 hours, max 32), editorial work (10 hours,

max 32), attendance at supervision meetings (40 hours, max 48), certified attendance at accredited courses (80 hours, max 96), development of specific new skills through practice at work (10 hours, max 32). This ensures a mixture of different CPD activities.

Record keeping

Registered *EuroPsy* Psychologists are required to maintain a record of their Continuing Professional Development. This record, with supporting evidence, will provide the basis for the Registered *EuroPsy* Psychologist's profile as included in the Register, when the psychologist applies to renew their *EuroPsy* certificate after seven years. For each CPD activity the psychologist should note which competences along the EFPA framework of competences were developed.

Appendix VII. History of the *EuroPsy* – the European Certificate in Psychology

The Treaty of Rome and the early days of the European Community

In the early days of the European Community, the Treaty of Rome in 1957 promoted freedom of movement of professionals across Europe; ‘freedom to work anywhere in the European Community is one of the basic rights laid down by the Treaty of Rome’; Article 48 of the Rome Treaty provided for the free movement of labour and Article 57 allowed for mutual recognition and co-ordination of professional qualifications. However, implementation of this commitment was slow and difficult. Early on, there were attempts to harmonise qualifications across member countries and so-called Sectoral Directives were agreed for the seven professions of doctors, dentists, nurses, midwives, veterinarians, pharmacists and architects, with agreement across all the member countries on the harmonisation or standardisation of education and training. However, it soon became clear that these attempts to harmonise qualifications were enormously complex and time-consuming, and the task of extending this process to other professions appeared impossible.

The General Directive 89/48/EC

Therefore in 1985 the Commission introduced a new approach to cover other professions to which access is in some way restricted (or regulated) by the State either by law or through a professional organisation and which require at least three years’ university level training or equivalent (the General Directive 89/48/EC, entitled Mutual Recognition of Higher Education Diplomas, and more recently the second General Directive 92/51). Psychologists were covered by the directives 89/48 and 92/51, i.e. general or horizontal directives which covered all regulated professions whose qualifications require at least a Diploma (Lunt 1997). Although these Directives were intended to facilitate mobility of professionals, there was limited progress in using them to promote mobility of psychologists across Europe, since each country was able to impose its own requirements on psychologists seeking to enter the country with qualifications obtained in another country. The General Directive provided a complicated approach to the evaluation of equivalence which depended on individual cases being evaluated and compared against a national ‘template’.

EFPPA Optimal Standards

The European Federation of Psychologists Associations (EFPA), previously named the European Federation of Professional Psychologists Associations (EFPPA), agreed a statement in 1990 on ‘Optimum standards for the professional training in psychology (EFPPA 1990) which provided a very general framework for the level of qualifications for psychologists, and which established the requirement of six years of education and training for professional psychologists. This framework has succeeded in supporting some countries in developing their own framework and requirements for psychologists’ education.

Legal regulation of psychologists

Recent years have seen a growth in the number of countries in Europe which have legal regulation or laws determining the requirements for the title of ‘psychologist’, while some countries impose requirements and constraints over activities for which a psychologist qualification may be required. There are now Regulations or laws for psychologists in the vast majority of EU countries, and in an increasing number of other European countries. The remainder of EU countries are moving towards some form of regulation, and the trend is for countries to develop a system of national regulation, frequently as part of wider professional regulation in the country. Different countries in Europe have very different traditions and modes of regulating professional practice. EFPA takes an active interest in these developments. Although there is no regulation of the profession at a European level, it will benefit both consumers and professionals if a minimum standard is agreed across Europe which will in turn influence future requirements for regulation at an individual country level.

Recent developments

Over the past 10 years or so a number of developments have provided a foundation for subsequent work; these have included work by the European Network of Work and Organisational Psychologists (ENOP) to develop a ‘reference model’ and minimal standards (ENOP 1998; ENOP-EAWOP 2007) and work within the British Psychological Society (BPS) to develop standards which specify competencies of psychologists at the stage of independent practice (Bartram 1996).

Following this, in 1999, a proposal for funding was put to the EU under its Leonardo da Vinci program to develop a European Framework for Psychologists Training; this two year project ended in 2001 with the report presenting a European Framework for Psychologists Training or *EuroPsyT* (Lunt et al 2001). The following countries*1 took part in the project: Denmark, Finland, France, Germany, Greece, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, UK, and gave general support to the framework, which was endorsed by the General Assembly of EFPA in July 2001.

A second project also funded by the EU under the Leonardo da Vinci programme began in November 2001; one of its main goals was to design the European Diploma in Psychology. This project coincided with developments within the EU, and changes in the Directive governing professional qualifications (see Lunt 2002), and developments within wider Europe, for example the Bologna Agreement of 1999 (see Lunt 2005). The project ended in 2005 with the report presenting *EuroPsy* the European Diploma in Psychology (Lunt et al 2005). The second Leonardo project had membership from the following countries*2: Denmark, Finland, France, Germany, Greece, Hungary, Italy, Netherlands, Norway, Spain, Sweden, UK and a European federation EFPA. The outcome of project, the European Diploma in Psychology (*EuroPsy*) aimed to provide a set of standards or benchmark for quality of psychology education and training across Europe.

The “Third” Directive

In 1996, consultations began for a proposed “Third Directive” to replace the previous sectoral and vertical directives to facilitate free movement throughout the European Economic Area. These culminated on March 7, 2002 when the European Commission issued a Directive proposal to replace the 15 separate directives (sectoral and vertical), and to ‘clarify and simplify the rules in order to facilitate free movement of qualified people’.

This Directive was subject to consultation and debate for over two years, and was accepted in 2005 by the European Parliament and the Council of Ministers. Although the European Commission has not pursued in detail some of the earlier clauses of the Directive, for example concerning professional ‘platforms’ it nevertheless welcomes professions themselves reaching agreement at a European level as to the standards required for the practice of a profession. There are on-going discussions concerning

professional ‘cards’ which might provide evidence and an inventory of the education, training and practice of individual psychologists in the different member states in a comparable format.

These kinds of developments may in future lead to systems of quasi-automatic or fast-track recognition of qualifications provided that there is agreement within the profession itself at the European level (see Lunt 2005). In addition to contributing to a fast-track recognition mechanism, a European standard may serve to improve quality of professional training and practice, and to enhance quality in countries which are developing their own education and training routes and professional practice guidelines. It will also enable European countries to share and promote good practice, and to develop the European dimension in professional training and practice in psychology.

Conclusion

Almost 50 years after the Treaty of Rome, one of its goals of freedom of movement of professionals may be realisable through recent developments. At a general professional level, the “Third” Directive which simplifies procedures for recognition of qualifications aims to facilitate mobility; it was accepted in 2005 and implemented by 2007. For psychologists this period coincided with the implementation of the *EuroPsy* (the European Certificate in Psychology) which was finalised and handed over to EFPA in July 2005. *EuroPsy* will support efforts by EFPA to enhance the quality of education and training of psychologists across Europe. It will also contribute to the aspiration for client protection through high quality professional services. This period sees the further development of the Bologna process (Lunt 2005) which will result in wide-scale reforms of university structures and systems across Europe based on its commitment to the creation of a European Higher Education Area by 2010. The acceptance of the *EuroPsy* by EFPA Full Members previously named the Member associations in July 2005 and its launch in July 2009 enables psychologists across Europe to benefit from these developments.

****1 EuroPsyT project team (1999-2001)***

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Professor Jim Georgas (University of Athens, Greece)
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Professor Steve Newstead (University of Plymouth, UK)
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Torleiv Odland, (NPF, Norway)
Professor Jose Maria Peiro (University of Valencia, Spain)
Professor Ype Poortinga (University of Tilburg, Netherlands)
Professor Robert Roe (NIP, Netherlands)
Professor Bernhard Wilpert (Technical University of Berlin, Germany)

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****2 EuroPsy project team (2001-2005)***

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Professor Csaba Pleh (Budapest University of Technology and Economics, Hungary)

Professor Robert Roe (NIP, Netherlands)

Professor Knud-Erik Sabroe (DPF, Denmark)

Tuomo Tikkanen (President, EFPA) (until 2007)

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History of Changes

A review of the Regulations took place in July 2023.

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