

**EuroPsy**  
European Certificate in Psychology

**EuroPsy – the European Certificate in Psychology**

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The content of this publication does not necessarily reflect the position of the European Union or the Leonardo da Vinci National Agency, nor does it involve any responsibility on their part.

## Foreword

The present document contains a proposal for the establishment of a system of standards for the education and training of professional psychologists in Europe by means of a European Certificate in Psychology (*EuroPsy*) which may be awarded to any academically trained psychologist who meets a certain set of standards concerning education, competence and ethical conduct.

The proposal has been developed by a project team funded by the Leonardo da Vinci Program of the European Union. This team is composed of psychologists who represent a number of professional associations and universities. The members of the team and the organizations represented are:

Professor Dave Bartram (BPS, UK)

Professor Eva Bamberg (University of Hamburg, Germany)

Cand psychol Birgitte Bräuner (DPF, Denmark)

Professor Jim Georgas (University of Athens, Greece)

Professor Arne Holte (NPF, Norway)\*

Dr Stefan Jern (SPF, Sweden)

Professor Remo Job (University of Padova, Italy)

Professor Roger Lécuyer (University of Paris V, France)

Eur Ing Nigel Lloyd (CamProf, UK) project co-ordinator

Professor Ingrid Lunt (Institute of Education, University of London, UK) project director

Dr Pirkko Nieminen (PSYKONET - the University Network of Departments of Psychology in Finland, Finland)

Professor Jose Maria Peiro (University of Valencia, Spain)

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

Professor Ype Poortinga (University of Tilburg, Netherlands)

Professor Robert Roe (NIP, Netherlands)

Tuomo Tikkanen (President, EFPA)

\*Torleiv Odland (NPF, Norway) participated in the early stages of the project and was replaced by Professor Arne Holte.

Earlier versions of the proposal have been circulated on a wide scale with the purpose of soliciting comments and suggestions from academic, professional, and administrative bodies. The first stage formal consultation period closed on December 31, 2003 and responses were incorporated into later versions of the document. This final document incorporates issues raised during the period of the whole project. The European Federation of Psychologists' Associations (EFPA), which is likely to become responsible for the implementation and award of the Certificate, has a keen interest in establishing the *EuroPsy* European Certificate in Psychology within the context of the new EC directive on the recognition of professional qualifications (COM 2002-119), which has at the time of this report progressed through most of the legislative process, and is likely to be implemented within 2005-2006.



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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 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 is currently taking place, with the goal of a European Higher Education Area by 2010. The current agenda of the European Commission aims at further advances in the same direction. Thus, the Commission has proposed a radical revision of the system of recognition of professional qualifications, which is currently under review by the European Parliament and the European Council, in order to promote the free movement of professionals across Europe. These trends 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.

In psychology, a number of efforts to establish a framework and standards 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's 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 throughout Europe and adopted by EFPPA in 2001. This framework constitutes the basis for further developments which are expected to result in the longer-term future, in a two-level Certificate system, which will encompass the *EuroPsy* European Certificate in Psychology and a number of Advanced European Certificates in Psychology. The 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 Draft 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, part of the implementation of the Bologna, which aims to develop a set of generic and specific competences leading to learning outcomes; the "Tuning" project currently covers a range of areas, though not psychology. Currently the equivalence of academic qualifications is evaluated by National Academic Recognition Information Centres (NARIC) at the national level and 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 will enable more transparent evaluation of equivalence.

### Aim

The present document represents a further 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 accepted in 2001 and following the 2003 decision of EFPA concerning a two-level Certificate system, it aims to create 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. The present document focuses on the basic European Certificate in Psychology (*EuroPsy*), whilst acknowledging that Advanced Certificates will be developed in the future.

During the development of the present proposal 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 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 Regulations between dependent and independent practice, a distinction between a number of professional contexts in which psychologists work, and a distinction between entry into the profession and later specialization. The aim of the basic *EuroPsy* is to set a standard with regard to dependent and/or independent practice, in one or more professional contexts, 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 regulations. To the degree that the standard implied in the basic *EuroPsy* is felt to be meaningful in different national settings, it is hoped that it will be taken into account in future changes of licensing regulations.

The aim of future Advanced Certificates is to specify requirements for independent practice in a particular setting at a point which clearly lies beyond entry into the profession. Advanced Certificates may in some countries be used to preserve a domain of professional work for their holders. This may imply that the development of Advanced Certificates 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.

### Guiding principles

A number of guiding principles underlie this proposal for 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 to protect the public against unqualified providers of services.
- 3) 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. 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 promotes the free movement of psychologists across the countries of the European Union.

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

**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<sup>1</sup> 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 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,
  - 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 IV),
- 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.
- Article 3 Following positive evaluation of the evidence mentioned in Article 2, an individual may be entered in the Register and awarded the *EuroPsy*.
- Article 4 The *EuroPsy* is valid for a period of 7 years.

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<sup>1</sup> European Certificate in Psychology from here on refers to the basic European Certificate in Psychology (*EuroPsy*), as described in the Preamble.

- Article 5 For purposes of revalidation, the *EuroPsy* can be re-issued to all psychologists who show that they satisfy the following requirements:
- a) They have received or revalidated the Certificate not more than 6 years before the date of application.
  - b) They 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 V.
  - c) They 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.
- Article 7 The *EuroPsy* Registration Details will contain 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 in Article 7 will be included in the Register (Article 2).
- Article 9 The Registered *EuroPsy* Psychologist is deemed competent for practice as a psychologist, within the one or two professional context(s) mentioned in the Registration Details, in as far as there are no restrictions from national regulations or from Advanced Certificates in the country concerned. This applies in all the countries of the EU, and in any other country that has accepted the *EuroPsy* and these Regulations.
- Article 10 The Registered *EuroPsy* Psychologist is deemed competent for supervised and/or dependent practice (see Appendix 1) as a psychologist within any professional context, in all the countries of the EU, and in any other countries that have accepted the *EuroPsy* and these Regulations.
- Article 11 The *EuroPsy* loses its validity (i) after the date of its expiry; (ii) on the request of the holder unless the holder is under investigation for infringement of the national Code of Ethics or has lost a national license, if applicable; (iii) in the case that a psychologist is judged to have committed a violation of the professional code of ethics and if a sentence or measure is imposed, either by a court of law or by a national committee on professional ethics, with the understanding that such withdrawal is suspended during any period in which there is an appeal pending against this measure or sentence.  
Loss of validity of the *EuroPsy* leads to the immediate removal of the record of the psychologist concerned from the Register.

## 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 enter the name into the Register and to award the *EuroPsy* in accordance with these Regulations to a National Awarding Committee.

- Article 13 The European Awarding Committee consists of a Chairperson and four other Members. They are appointed for a term of up to four years, once renewable, by the Executive Council of EFPA. The five members will each be from a different country within the EU and represent the main professional contexts of psychology and provide a balance between those working as practitioners and those working at universities and involved in the education of psychologists.
- 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 provide guidance for the National Awarding Committees;
  - b) 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;
  - c) to supervise the proper implementation of these Regulations by each National Awarding Committee;
  - d) to take steps towards the suspension of a National Awarding Committee if there is evidence of mismanagement or misuse of these Regulations;
  - e) to deal with appeals against decisions of National Awarding Committees;
  - f) to prepare a report every two years for the Executive Council and the General Assembly of EFPA;
  - g) to work with national associations to remedy the causes of a suspension of the National Awarding Committee;
  - h) to oversee the maintenance of the European Register.
- Article 15 In each country where the *EuroPsy* is awarded there is a National Awarding Committee appointed by the national association with delegated authority to enter names into the Register and to award the *EuroPsy*.
- Article 16 The National Awarding Committee consists of a Chairperson and four other Members. They are appointed by the National Association of Psychologists (Appendix I) for a term of up to four years, once renewable. The five members will represent the main professional contexts 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.
- Article 17 The responsibilities of a National Awarding Committee include the following:
- a) to prepare and publish a list of currently approved curricula for academic education in psychology, including the level of degree;
  - b) to advise institutions of higher learning of conditions for approval;
  - c) to stipulate the manner in which an applicant has to submit evidence of professional competencies;

- d) to issue guidelines for the assessment of competences by Supervisors;
- e) to prepare a form on professional ethics to be signed by applicants;
- f) to determine the fee for administrative costs to be paid by applicants;
- g) to submit all national regulations for approval to the European Awarding Committee;
- h) 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*;
- i) to keep a public record of psychologists awarded the *EuroPsy*;
- j) to prepare an annual report of activities for the European Awarding Committee;
- k) to enter and withdraw names of psychologists in the Register and to make necessary modifications to ensure its accuracy.

Article 18 A National Awarding Committee that in the opinion of the European Awarding Committee does not work in accordance with these Regulations shall have its delegated authority removed by the European Awarding Committee, until the failure to observe the Regulations has been remedied. No *EuroPsy* can be issued by a National Awarding Committee when its delegated authority has been removed.

## Section C. The procedure for obtaining the EuroPsy

Article 19 In order to obtain the *EuroPsy* the applicant must submit an application to the National Awarding Committee in the actual or intended country of practice. When the country of practice is not the same as the country where the original qualification as a psychologist was awarded the evidence of original qualifications may be checked in the country where the original qualification was obtained.

Article 20 The application must be made on a form that is similar in meaning and form to the model included in this document. The application must provide information on: the university education, the supervised practice, specifying the professional competences and contexts 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 21 The National Awarding Committee will establish whether the candidate meets the criteria required by Article 2. It will examine the professional competences and professional contexts in which the applicant has worked under supervision and/or independently and decide in which professional context(s) the candidate is qualified for independent practice.

Article 22 The application will only be processed after the candidate has paid the appropriate fee.

Article 23 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 24 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 25 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.
- Article 26 Once the applicant has been entered on the Register, the *EuroPsy* will be awarded to that individual.

## Section D. Appeal procedures

- Article 27 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 Psychological Association within the country concerned, providing the grounds for the appeal.
- Article 28 This National Psychological Association will establish an independent advisory committee 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 29 Where an applicant's appeal is rejected, the applicant may appeal to the European Awarding Committee (Article 14e). Such an appeal has to be submitted in the English language and will only be considered when evidence is provided that the National Awarding Committee and the national appeals procedure have failed to apply the regulations governing the award of the *EuroPsy* in a manner that is consistent with how these regulations are applied in other countries.
- Article 30 The national association in a country where delegated powers of the National Awarding Committee have been withdrawn can appeal against this measure to the Executive Council of EFPA. The EFPA Executive Council 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 31 The 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.
- Article 32 Transitional arrangements will apply for four years after the Regulations have been accepted by the EFPA Executive Council. Applicants, who before this date have been licensed to practise independently as a psychologist by a national licensing body recognized by the European Awarding Committee, 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 the equivalent of five years, within the past ten years, of independent practice as a psychologist, and evidence of current competence and continuing professional development (see Appendix V) is required for the *EuroPsy* to be awarded.

Date of issue : \_\_\_\_\_, 20..  
Registration number : .....

This is to certify that



Date of birth : .....

having demonstrated the required scientific knowledge and professional competences, and having agreed to abide by the principles of professional conduct set out in the Meta-Code of the European Federation of Psychologists' Associations (EFPA) and pledged to act in accordance with the national code of ethics of the country of practice

has been awarded the title of

# Registered EuroPsy Psychologist

and is hereby considered qualified for practice as a psychologist in any country of the EU and in any other country which has accepted the Certificate and its regulations, subject to existing national regulations, for independent practice in the professional contexts specified on the reverse.

We, the undersigned, have satisfied ourselves that the said evidence is in accordance with the Regulations concerning the Award of the EuroPsy Certificate in Psychology, approved by EFPA on xx xx, 20xx.

This Certificate is valid until ....., 2....

**President of the National Awarding Committee**  
for the EuroPsy Certificate in Psychology  
of xxx land

**Members of the National Awarding Committee**  
for the EuroPsy Certificate in Psychology  
of xxx land

## Registration Details of the Certificate

This EuroPsy Certificate has been issued to

The Certificate has been awarded on the basis of the following evidence:

### 1. University education in psychology.

TIME PERIOD	NAME OF DEGREE	NAME OF UNIVERSITY	COUNTRY
	Name 1		
	Name 2		
	Name 3		

### 2. Supervised practice(s)

Formally recognized supervised practice equivalent to a minimum of one year full-time,

TIME PERIOD	NAME OF SUPERVISOR(S)	PROFESSIONAL CONTEXT(S)	ROLE(S)
	Name 1		
	Name 2		
	Name 3		

### 3. Professional experience as an independent practicing psychologist

Employment history of independent practice as a psychologist, equivalent to at least 3 months full-time (Applicable only for applicants who before xx.xx.20xx have been licensed for independent practice as a psychologist by a national licensing body recognized by the European Awarding Committee).

TIME PERIOD	NAME OF EMPLOYER(S)	PROFESSIONAL CONTEXT(S)	ROLE(S)
	Name 1		
	Name 2		
	Name 3		
	Name 4		
	Name 5		
	Name 6		

### 4. Professional context(s) in which competence is accredited

Education  
Clinical & Health

Work & Organizations  
Other

DATE	PLACE	SIGNATURES
	Name 1	
	Name 2	
	Name 3	

## Application form

Name

Address

Tel & Fax

Email

1. University education in psychology

(please list academic title(s), dates when university study began and ended, the professional context in which the title was awarded)

TIME PERIOD	NAME OF DEGREE	PROFESSIONAL CONTEXT	UNIVERSITY	COUNTRY
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Name 1

Name 2

2. Supervised practice

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

TIME PERIOD	NAME OF SUPERVISOR	PROFESSIONAL CONTEXT	ROLE(S)
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Name 1

Name 2

3. Professional experience as an independent practising psychologist

Employment history of independent practice as a psychologist, equivalent to at least 3 months full-time (Applicable only for applicants who before xx.xx.20xx have been licensed for independent practice as a psychologist by a national licensing body recognised by the European Awarding Committee)

TIME PERIOD	NAME OF EMPLOYER(S)	PROFESSIONAL CONTEXT(S)	ROLE(S)
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Name 1

Name 2

Name 3

4. Professional context(s)

in which you claim competence to practise as an independent psychologist

Clinical & Health

Work & Organisations

Education

Other



#### 4. Register of *EuroPsy* psychologists

- 1) The information mentioned in the Registration Details of the *EuroPsy* will be recorded in the Register, which is a searchable online database available through the internet ([www.europsy.eu.com/register](http://www.europsy.eu.com/register)).
- 2) The entries of the Register for a country shall be updated by the National Awarding Committee when a *EuroPsy* is issued, re-issued, withdrawn, or expires. Information in the Register may only be changed by this body.



**Appendices**

## Appendix I. Definitions

Within these Regulations the following definitions of terms are used:

**The EuroPsy European 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 member associations.

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 professional competences of the holder of the *EuroPsy* specified in Article 2 (see Appendix II and III).

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 2.

**Professional roles** refers to the six categories of professional activities making up the psychological services delivered within a professional context, as mentioned in Appendix III, i.e. goal specification, assessment, development, intervention, evaluation and communication.

**Professional context** refers to a particular category of work settings in which psychological services are rendered vis-à-vis a particular category of client. Professional contexts 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 & Organisations, (iv) Other. Each of the contexts comprises a broad range of activities. The fourth category (Other) refers to all other contexts which do not fall under the three mentioned and should be specified on the *EuroPsy* Certificate.

**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 professional context (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 IV, either as part of the university curriculum or outside of a university.

A **Psychologist Practitioner-in-Training** is a person who, under the responsibility of a qualified Supervisor as described in Appendix IV, 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 professional context and who is responsible for the acquisition and assessment of professional competence by a Practitioner-in-Training in that professional context.

The **National Association of Psychologists** in a country is the association or federation of associations that holds membership in the European Federation of Psychologists' Associations (EFPA).

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 widely accepted and was agreed by the EFPA General Assembly in 2001. Only individuals who can prove that they have followed a curriculum that meets the following requirements and have completed the equivalent of one year's 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	Bachelor or equivalent
2nd phase	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. 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. For example, a number of universities in different countries 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 competence, 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.

Further, these requirements could be met both by national educational systems with an undifferentiated curriculum and systems with a differentiated system, whether the curriculum is one where theory and practice are integrated (e.g. integrated professional education, problem-based learning) or separated. It should be noted that the Masters or equivalent degree gained after 5 years' study (300 ECTS) is considered to provide the *basic* qualification needed for entering the practice of psychology and needs to be followed by supervised practice before an individual would be regarded as competent as an independent practitioner. Specialised professional practice in any area of psychology will generally require post-qualification training in areas such as health psychology, clinical psychology, work, organisational & personnel psychology, psychology of work and health, educational psychology, child psychology, for which specialist titles may be awarded.

This appendix provides a description of the content to be covered by the two phases, and minimum requirements for the professional education of psychologists. The third phase is described further in Appendix IV of this document.

## Description of curriculum content

### The First Phase

The first phase is typically devoted to the orientation of students in the different sub-specialities in psychology, but it can also be opened to related disciplines. It offers a basic education in all the psychology specialities, and in the major theories and techniques in psychology. It gives a basic introduction to psychologists' skills, and a grounding for research in psychology. It does not lead to any occupational qualification in psychology and does not provide the necessary competence for independent practice in psychology. Although the first phase may be covered in a 3 year programme such as a Bachelors degree, it may equally be delivered throughout a longer period, and integrated with the knowledge, skills and understanding required for professional practice as a psychologist. The curriculum of the first phase is based broadly on the framework agreed in 2001 in EuroPsyT: A Framework for Education and Training for Psychologists in Europe. The process of this earlier project demonstrated widespread agreement in European countries concerning the coverage of basic education in psychology. This framework or general outline is presented in Table 1 below.

Table 1. First Phase

Type of content / Objectives	Individuals	Groups	Systems / Society
Orientation <i>Knowledge</i>		Methods in psychology History of psychology Overview of specialities and fields in psychology	
Explanatory theories <i>Knowledge</i>		General psychology Neuro-psychology Psychobiology Cognitive psychology Differential Psychology Social Psychology Developmental Psychology Personality Psychology Work and organisational psychology Clinical & Health Psychology Educational psychology Psychopathology	
Technological theories <i>Knowledge</i>		Data and test theory Questionnaire theory Evaluation theory	
Explanatory theories <i>Skills</i>		Assessment skills training Interview skills training	
Technological theories <i>Skills</i>		Test and questionnaire construction training Group intervention training	
Methodology <i>Knowledge</i>		Introduction to methods: experimental methods. Qualitative and Quantitative methods	

Type of content / Objectives	Individuals	Groups	Systems / Society
Methodology <i>Skills</i>	Experimental practice, Methodological & statistical practice Data acquisition training, Qualitative analysis		
Academic skills <i>Skills</i>	Collecting information/library & bibliographic skills Reading / writing paper Ethics		
Non-psychology theories <i>Knowledge</i>	Epistemology Philosophy Sociology Anthropology		

### The Second Phase

The programme of the second phase prepares the student for independent professional practice as a psychologist. This part of the curriculum can either be undifferentiated and prepare for further PhD training or employment as a 'general practitioner' in psychology or be differentiated and prepare for practice within a particular professional area of psychology, such as (i) clinical or health psychology (ii) educational or school psychology, (iii) work & organisational psychology or (iv) another area. In the first case the student will acquire additional knowledge on topics that were already addressed during the first phase, such as cognitive architecture theory, specific theories of emotions, advanced personality theory. This implies preparation either for a future research career (through the PhD) or a more generic professional psychology preparation. In the second case the student will acquire specialist knowledge on e.g. theories and techniques of clinical assessment, theories of educational intervention such as behaviour modification, theories of work performance, theories of leadership, or statistical models of personnel selection. Since all of the knowledge and skills acquired are based on the discipline of psychology, either type of curriculum content is acceptable in the framework of the second phase. As part of the second phase the student, whether preparing for a research or a professional psychologist career, has to demonstrate the capacity to acquire skills in research. There is wide agreement that professional psychologists should gain competence in research, both in order to evaluate their own work and interventions, and in order to maintain their competence in relation to the research and other literature.

Table 2 below, which outlines a framework for the second phase, presents a structure based on competence in relation to the 'individual' the 'group' and 'society'. This acknowledges that psychologists may work at the individual, group or societal level, and that their preparation should include coverage of work at all three levels.

Table 2. Second Phase

Type of content / Objectives	Individual	Group	Society
Orientation <i>Knowledge</i>	Orientation on context of practice and possibilities for specialisation		
Explanatory theories <i>Knowledge</i>	Courses on explanatory theories of general psychology and/or psychobiology and/or developmental psychology, and/or personality psychology, and/or social psychology. E.g. theories of learning, cognitive architecture theory, advanced personality theory.		



	Courses on explanatory theories of work & organisational psychology and/or educational psychology and/or clinical psychology and/or psychological subdisciplines. E.g. theories of work performance, theories of situated cognition, theories of leadership, theories of personality disorders.
Technological theories <i>Knowledge</i>	Courses on technological theories of general psychology and/or psychobiology and/or developmental psychology, and/or personality psychology, and/or social psychology. E.g. psychometric theory, EEG assessment theory .
	Courses on technological theories of work & organisational psychology and/or educational psychology and/or clinical psychology and/or psychological subdisciplines. E.g. theories of work analysis, analysis of learning needs, theories of counselling and psychotherapy.
Explanatory theories <i>Skills</i>	Skills training in applying above mentioned explanatory theories in assessment within research/ laboratory settings. E.g. training in EMG measurement, training in personality assessment.
	Skills training in applying above mentioned explanatory theories in assessment within applied / field settings. E.g. training in error analysis, assessment of learning disorders.
Technological theories <i>Skills</i>	Skills training in applying above mentioned technological theories in interventions within research/ laboratory settings. E.g. training in test construction, design of a learning experiment.
	Skills training in applying above mentioned technological theories in interventions within applied / field settings. E.g. training in the design of performance rating systems, the design of a training system, the development of a therapeutic plan, psychotherapy.
Methodology <i>Knowledge</i>	Advanced Research Design Basic and advanced multivariate statistics, including ANOVA Multiple regression analysis, Factor analysis Qualitative Research Design, including advanced interviewing and use of questionnaire, qualitative data analysis
Methodology <i>Skills</i>	Skills training in above mentioned methods and techniques
Academic and general professional skills <i>Skills</i>	Skills training in report and article writing Skills training in professional interviewing etc.
Non-psychology theories <i>Knowledge</i>	Theoretical and practical courses on topics from other disciplines, relevant for professional activity. E.g. medicine, law, business economics
<i>Basic competence</i>	RESEARCH
<i>Basic competence</i>	INTERNSHIP ("STAGE")

### Internship (“stage”)

The aim of the internship (referred to as “stage” in some European countries) is to provide an introductory professional field training in order 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

This training usually occurs during the second half of the university curriculum, but it may start earlier and/or extend beyond the curriculum. In the latter case, there should be joint responsibility of the university and/or the national professional psychological association and/or the relevant bodies for the accreditation of the training. The duration would normally be at least 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 which:

- provides services which are congruent with the trainee’s educational background
- is able to guarantee that the majority part of the supervision will be provided by professional psychologists
- is recognised by the national Psychological Association and/or an accredited university.

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

### Research

There is an expectation that students completing the full education and training will have developed some basic competence in research skills and will have carried out a small-scale research project. This may be carried out 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 3-6 months (i.e. 15-30 ECTS).

### **The Third Phase (the year of supervised practice)**

The third phase in the professional education of psychologists consists of supervised practice within a particular area of professional psychology. It can be considered as professional field training in order to:

- prepare for independent practice as a licensed (or equivalent) psychologist,
- develop working roles as a professional psychologist based on one's unique training and personality,
- consolidate the integration of theoretical and practical knowledge.

This training usually occurs after completion of the second phase, and often occurs after leaving university. However, it may also be part of university training. Its duration is 12 months or the equivalent (60 ECTS).

The type of practice consists of semi-independent work as a psychologist under supervision in a professional collegial setting. This form of training is considered to be essential for obtaining the professional qualification of psychologist, since the application of the knowledge and skills acquired during the first and second phases in a professional setting is a pre-requisite for the development of the psychologists' competences. Graduates who have completed the first and second phases without a period of supervised practice cannot be considered qualified for independent work as a psychologist.

Supervised practice will normally take place in institutions or 'certified' private firms which:

- provide services that are congruent with the trainee's educational background,
- are able to guarantee that the major part of the supervision will be provided by a professional psychologist,
- are normally accredited or recognised by the national body regulating entry into the profession.

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

### **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 units for the 1st phase and 120 units 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). 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.

**The requirements should be understood as follows:**

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 methodology and non-psychological theory (e.g. philosophy or sociology) which is normally considered relevant for the study of psychology. It is suggested that the part spent on theoretical courses and skills training, plus orientation and academic skills should be between 125 and 135 units (over 2 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 units each.
2. Methodology should have a coverage of at least 30 units; non-psychological theory between 15 and 25 units. Taken together, these curriculum components should account for 45 to 55 units.
3. Within the 2nd phase approximately 60 units (1 year) should be spent on theoretical courses, seminars, assignments etc. To ensure that sufficient attention is being paid to individuals in the context of systems and/or society the number of units to be devoted to this should be at least 30.
4. 15-30 units should be devoted to an internship ("stage") and 15-30 units on a research project or thesis. These two activities should cover a maximum of 60 units (1 year).
5. At least 60 units (1 year) should be spent on supervised practice.
6. A paper or a dissertation or thesis is not deemed necessary for the first phase, because the Bachelor's Degree is not considered to lead to a qualification for independent practice. However, a research-based dissertation is required for the second phase.

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

Phase	Component	Individual	Group	Society	Total
1 <sup>st</sup> Phase: ("Bachelor" or equivalent)	Orientation	The curriculum should include orientation to psychology, its sub-disciplines and areas of professional activity			Min 125
	Theoretical courses and practical exercises	Min 60	Min 20	Min 20	
	Academic skills	Academic skills training should be included			
	Methodology	Min 30			Min 45
	Non-psychology theory	Min 15			
2 <sup>nd</sup> Phase: (Masters or equivalent)	Theoretical courses, seminars, assignments etc.			Min 30	Min 60
	Placement	Min 15-30			Min 30
	Research project / thesis	Min 15-30			
					Total 120
3 <sup>rd</sup> Phase	Supervised Practice	Min 60			Total 60
					<b>Total 360</b>

## 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 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.

There are two main groups of competences, (i) those relating to the psychological content of the professional practice process (primary competences) and (ii) those enabling the practitioner to render their services effectively (enabling competences). The primary competences are unique for the psychological profession in terms of their content and the knowledge and skills required for their performance. The enabling ones are shared with other professions and providers of services. Both primary and enabling competences are essential for rendering services in a professionally acceptable way.

The competences provide a description of the various roles psychologists perform. These roles are performed in one or more of a variety of occupational contexts and in relation to a variety of types of client. Competences are based on knowledge, understanding and skills applied and practised ethically. The competent practitioner is not only able to demonstrate the necessary skills but also attitudes appropriate to the proper practice of their profession. Attitudes are considered to be of special importance, since they define the unique nature of the psychological profession. While some knowledge and skill is general in its applicability, much of it is context-related. Thus, the psychologist who has demonstrated professional competence in one context with one client group cannot be assumed to be competent in other contexts or with other client groups in the same one.

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

A distinction is made between four broad professional contexts, designated as:

- Clinical & Health
- Education
- Work & Organisations
- Other

For the purpose of describing qualifications to practise, a broad categorization in professional contexts is deemed to be sufficient. For those professional activities that cannot be assigned to any of these three categories, a fourth category, designated as 'Other' is used and a specification of the particular setting (e.g. forensic, or sport) 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 professional contexts.

**Primary competences**

There are 20 primary competences that any psychologist should be able to demonstrate; these can be grouped into six categories, which relate to professional roles. These roles are designated as:

- A. goal specification
- B. assessment
- C. development
- D. intervention
- E. evaluation
- F. communication.

The competences are described below.

Primary competences	Description
<b>A. Goal specification</b>	Interacting with the client for the purpose of defining the goals of the service that will be provided
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment at a later time.
<b>B. Assessment</b>	Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods
3. Individual assessment	Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.
4. Group assessment	Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.
5. Organisational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying organisations in a setting that is relevant for the service demanded.
6. Situational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying situations in a setting that is relevant for the service demanded.



Primary competences	Description
<b>C. Development</b>	Developing services or products on the basis of psychological theory and methods for the use by the clients or psychologists.
7. Service or product definition & requirements analysis	Defining the purpose of the service or product, identifying relevant stakeholders, analysing requirements and constraints, and drawing up specifications for the product or service or service, taking into consideration the setting in which the service or product is to be used.
8. Service or product design	Designing or adapting services or product in accordance with the requirements and constraints, taking into consideration the setting in which the service or product is to be used.
9. Service or product testing	Testing the service or product and assessing its feasibility, reliability, validity and other characteristics, taking into consideration the setting in which the service or product is to be used.
10. Service or product evaluation	Evaluating the service or product with respect to utility, client satisfaction, user friendliness, costs and other aspects which are relevant in the setting in which the service or product is to be used.
<b>D. Intervention</b>	Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.
11. Intervention planning	Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.
12. Direct person-oriented intervention	Applying intervention methods that directly affect one or more individuals in accordance with the intervention plan, in a setting relevant for the service demanded.
13. Direct situation-oriented intervention	Applying intervention methods that directly affect selected aspects of the situation in accordance with the intervention plan, in a setting relevant for the service demanded.
14. Indirect intervention	Applying intervention methods that enable individuals, groups or organisations to learn and take decisions in their own interest, in a setting relevant for the service demanded.
15. Service or product implementation	Introducing services or products and promoting their proper use by clients or other psychologists.



Primary competences	Description
<b><i>E. Evaluation</i></b>	Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.
16. Evaluation planning	Designing a plan for the evaluation of an intervention, including criteria derived from the intervention plan and the set goals, in a setting relevant for the service demanded.
17. Evaluation measurement	Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded.
18. Evaluation analysis	Conducting analyses in accordance with the evaluation plan, and drawing conclusions on the effectiveness of interventions in a setting relevant for the service demanded.
<b><i>F. Communication</i></b>	Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.
19. Giving feedback	Providing feedback to clients, using appropriate oral and/or audio-visual means, in a setting relevant for the service demanded.
20. Report writing	Writing reports as to inform clients about the results of assessment, service or product development, interventions, and/or evaluations, in a setting relevant for the service demanded.

A psychologist should gain each of these competences as far as applicable within a particular professional context. In order to obtain the *EuroPsy* the competence must be such that the psychologist can be expected to perform each of the six main roles in an adequate manner and independently.

### Enabling competences

There are eight enabling competences which relate to professional activity in general and which the practitioner psychologist should demonstrate the primary competences.

A psychologist should gain each of the enabling competences, as required for practice in a particular professional context, in order to qualify for the EuroPsy.

Enabling competences	Definition
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.
2. Continuing professional development	Updating and developing one's primary and enabling competences, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, national and European regulations.
3. Professional relations	Establishing and maintaining relationships with other professionals, as well as relevant organisations.
4. Research and development	Developing new products and services that have the potential of fulfilling current or future clients needs and generating new business.
5. Marketing & sales	Bringing current and new products and services to the attention of actual or potential clients, contacting clients, making business offers, selling services, providing after-sales services.
6. Account management	Establishing and maintaining relationships with (potential) clients, monitoring clients' needs and satisfactions, identifying opportunities for expanding business.
7. Practice management	Designing and managing the practice from which services are rendered, whether as a small business or as part of a larger private or public organisation, including financial, personnel, and operational aspects, providing leadership to employees.
8. Quality assurance	Establishing and maintaining a system for quality assurance for the practice as a whole.
9. Self reflection	Critical self reflection on own practice and competence is a key feature of professional competence.



In developing and assessing competences account must be taken of the fact that the actual content of the services offered is different, depending on the context within which one is practising. This is a direct consequence of the fact that psychologists perform different roles in society and deal with different types of clients, problems, methods, etc. As noted above, four broad professional contexts are distinguished for the EuroPsy:

- Clinical & Health
- Education
- Work & organisations
- Other

The fourth general category (Other) is used to encompass other more specific applications that do not fall within these generic contexts.



## Procedures for EuroPsy Profiling

### Assessment categories

Supervisors will make formative and summative assessments of psychologists' achievements according to rules and traditions that are specific for the particular professional and/or national context. These assessments are to be used for or supplemented by assessments of the primary competences mentioned above. It is recommended that the assessment distinguishes between the following levels of competence.

1	2	3	4
Basic knowledge and skill present, but competence insufficiently developed	Competence for performing tasks but requiring guidance and supervision	Competence for performing basic tasks without guidance or supervision	Competence for performing complex tasks without guidance or supervision

The most important distinction to be made by the assessor is between levels 2 and 3. At the end of the supervision period sufficient competences should be present at level 3 or 4 to enable the individual to practise independently within one or more contexts, with one or more client groups. Assessment guidelines will be issued by the European Awarding Committee.

The award of the *EuroPsy* should be dependent upon a final synoptic assessment of the practitioner's ability to integrate knowledge, skills and competences into a single process of providing a professional service to their client, at the same time taking account of ethical principles.

In the final assessment the Supervisor should summarize the available information and indicate whether, on the basis of the available evidence, the candidate can be expected to adequately and independently perform the six primary roles under which the 20 competences were grouped. The Supervisor's judgement should be expressed as a judgement of 'competent' or 'not yet competent'. In addition, the Supervisor should give an overall evaluation of the enabling competences, again in terms of whether the person is 'competent' or 'not yet competent'. The candidate should provide evidence to satisfy their Supervisor of their competence for the six primary competences, as well as on the total of the enabling competences.

The results of the evaluation shall be summarized in a tabular form, as indicated in the example below.

<i>Professional contexts</i>	Clinical & Health	Education	Work & Organisations	Other (specify)
<i>Competences</i>				
A. goal definition	✓			
B. assessment	✓	✓	✓	✓
C. development	✓			
D. intervention	✓			
E. evaluation	✓		✓	
F. communication	✓		✓	
Enabling competences	✓		✓	

## Appendix IV. Supervised practice

### Psychologist Practitioners-in-Training

Psychologist Practitioners-in-Training are those who are in the process of completing the supervised practice part of the *EuroPsy* (see Appendix 1). They will be working in real settings with real clients but under the supervision of a qualified practitioner.

Practitioners-in-Training may either be completing their professional training within an integrated programme managed by a university department or be working under the supervision of licensed or registered psychologists in a work context. In either case, it is necessary for a suitably qualified person to act as the Supervisor of the Practitioner-in-Training.

#### *The Supervisor*

A Supervisor is a psychologist who, within the past three years, has had at least two years of full-time work or equivalent experience as an independent practitioner within a professional context, and who is responsible for the acquisition and assessment of professional competence by a Practitioner-in-Training in that professional context. The Supervisor will be responsible for assessing the competence of the Practitioner-in-Training on a day-to-day basis and encouraging her/him to act as independently as possible, given the situation and her/his 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.

It is recognised that at the current time there is a wide range of practice among different European countries reflecting different stages of the evolution of the profession in relation to the accreditation of Supervisors; this ranges from those countries where there is an extensive system for the training and recognition of Supervisors and workplace settings as appropriate for professional training and supervised practice to those where these practices are not yet developed. The interests of both the public and the profession are served best by developing high quality supervision by appropriately trained and supported Supervisors, and by setting appropriate requirements for this area of professional formation.

#### *Ongoing practice and formative assessment*

For each main activity of supervised practice, the Practitioner-in-Training and Supervisor should agree on which:

1. Professional context and client group(s) is covered by the practical work
2. Roles(s) (from those listed in the profile options) most closely match the work
3. Competences the activity will provide evidence on.

When the work has been completed, the Supervisor should complete an assessment of the Practitioner-in-Training on each of the 20 competences that are relevant for that piece of work. This assessment should be discussed with the Practitioner-in-Training and areas for further development identified.

Clearly, such assessments are formative, as the Practitioner-in-Training will be developing their skills in the course of the minimum required period of one year. Good practice such as the use of portfolios where the Practitioner-in-Training records their work and the development of competences and identifies professional development needs and review their own learning are recommended. These may form the basis for sound professional practice and may contribute to Continuing Professional Development where portfolios are also relevant.

***The practice of supervision***

The practice of supervision requires that the supervisor has the time, the commitment and the competence to be a supervisor. The time will typically involve between one and two hours each week of 'protected' and uninterrupted time where the supervisor and the practitioner-in-training work together, discussing the work of the practitioner-in-training, helping to process that work at a cognitive and emotional level, and supporting the practitioner-in-training in the development of confidence and professional confidence. This process may also involve tasks carried out by the practitioner-in-training under observation by the supervisor which then form the basis for subsequent detailed discussion and critical reflection as part of the learning process. This might also involve the practitioner-in-training observing the supervisor carrying out tasks, and then using reflection on these as part of the learning and development process. There is a considerable literature on the process of supervision, both within clinical psychology and more widely. It is likely that Guidelines on Supervision will be developed at a future date.

***Assessment of competences***

It is proposed that Supervisors assess the competences of a Practitioner-in-Training during and at the end of the period of supervised practice, using standard rating categories as presented in Appendix III of this document. Guidance and guidelines for assessment shall be made available. For comparison purposes, it is suggested that universities or countries which use more advanced methods develop systems for transferring results from such advanced assessment into the scale above.

***Selection and training of supervisors***

Supervisors will be experienced psychologists who have the time, commitment and competence to carry out this task and serve as a supervisor. In countries where the practice of supervision is well-developed, supervisors will be selected and accredited for their competence, and they will be supported by training. It is good practice that all supervisors undergo training in supervision, and that they are supported in this task. The national psychology associations in some countries now provide an extensive programme of training in supervision, and the goal is for this practice to be made more widely across Europe and for there to be high expectations in this area.

## Appendix V. Continuing Professional Development (CPD) scheme

The holders of the *EuroPsy* are expected to maintain and further develop their level of professional competence. This should be achieved by means of work experience and personal professional development, and may be achieved by meeting local CPD requirements if such exist. On renewal of the *EuroPsy* the applicant has to show relevant evidence.

Where no local CPD requirements exist, the following are provided as guidelines for use by National Awarding Committees.

### **Work experience**

The applicant should show evidence of professional work as a psychologist amounting to not less than 400 hours per year averaged over a period of not less than 4 years over the period of the last six years before the application for renewal. 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.)

### **Personal professional development**

It is a responsibility of the Registered *EuroPsy* Psychologist to keep informed about recent professional scientific developments in psychology, including but not limited to the context of practice. A minimum of 80 hours per year is recommended and applicants should be able to show explicit evidence of 40 hours continuing professional development per year. Evidence of a variety of activities is required.

There is a wide range of different *types of professional development activities*, and the following list is not intended to be exhaustive. For each type of activity an approximate minimum and/or 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 (15-60%).
- Development of specific new skills through practice at work (15-20%)
- Certified attendance in peer supervision meetings (10%-20%)
- Certified attendance at a professional or scientific conference (10-20%)
- (Co-)authorship and/or editing of publications on research and/or professional issues (max 30%).
- Presentations to professional audiences (max 20%).
- Editorial work on journals and books in psychology (max 20%)
- For the purpose of accreditation the sum of the final three categories above cannot exceed 60%.

### **Record keeping**

Registered *EuroPsy* Psychologists are required to maintain a record of their Continuing Professional Development. In addition to recording the acquisition of experience of practice in the context of new functions, client groups and settings, this should cover training and development from continuing education. This record, with supporting evidence, will provide the basis for the Registered *EuroPsy* Psychologist's Profile as included in the Register, when the *EuroPsy* is renewed after seven years.

## Appendix VI. History of the *EuroPsy* 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). Currently, psychologists are covered by the directives 89/48 and 92/51, i.e. general or horizontal directives which cover all regulated professions whose qualifications require at least a Diploma (Lunt 1997). Although these Directives are intended to facilitate mobility of professionals, there has not been significant progress in using them to promote mobility of psychologists across Europe, since each country is able to impose its own requirements on psychologists seeking to enter the country with qualifications obtained in another country. The General Directive provides a complicated approach to the evaluation of equivalence which depends 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 general regulations for psychologists in 16 EU countries, and in three 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 regulation. 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 ENOP to develop a 'reference model' and minimal standards (ENOP 1998) and work within the BPS to develop standards which specified 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 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, and was intended to design the European Certificate 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. The current *EuroPsy* constitutes part of the second Leonardo project which has membership from the following countries: Denmark, Finland, France, Germany, Greece, Hungary, Italy, Netherlands, Norway, Spain, Sweden, UK. This project has attempted to develop a European Certificate in Psychology (EuroPsy) which will provide a set of standards or benchmark for quality of psychology education and training across Europe.

### **Future 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 has been subject to consultation and debate for over two years. It includes one article of central relevance to the current discussion, Article 15, which proposes 'a more flexible and automatic procedure based on common platforms established by professional associations at European level' (European Commission 2004). 'Common platforms' are defined as '*a set of criteria of professional qualifications which attest to a sufficient level of competence for the pursuit of a given profession and on the basis of which those associations accredit the qualifications obtained in member States*' (Directive proposal COM(2002)119 final, Article 15). This means that the Commission welcomes professions themselves reaching agreement at a European level as to the standards required for the practice of a profession. At the date of this proposal, the Directive proposal has been accepted by the European Parliament and goes on to the Council of Ministers for potential enactment during 2005 (see Lunt 2005).

## Appendix VII. Relevant publications

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## Project Partners & Contact Details

Project Leader	University of London, Institute of Education (IoE) www.ioe.ac.uk	<b>Ingrid Lunt</b>
Denmark	Dansk Psykolog Forening (DPF) www.dp.dk	<b>Birgitte Bräuner</b>
Europe	European Federation of Psychologists Associations (EFPA) www.efpa.be	<b>Tuomo Tikkanen</b>
Finland	Psykonet www.psykonet.fi	<b>Pirkko Nieminen</b>
France	Association des Enseignants de Psychologie des Universités (AEPU) http://web.ccr.jussieu.fr/aepu	<b>Roger Lécuyer</b>
Germany	University of Hamburg www.uni-hamburg.de	<b>Eva Bamberg</b>
Greece	University of Athens www.uoa.gr	<b>Jim Georgas</b>
Hungary	Center for Cognitive Science, Budapest University of Technology & Economics www.itm.bme.hu	<b>Csaba Pléh</b>
Italy	University of Padova www.unipd.it	<b>Remo Job</b>
Netherlands	University of Tilburg www.uvt.nl	<b>Ype Poortinga</b>
	Nederlands Instituut van Psychologen (NIP) www.psynip.nl	<b>Robert Roe</b>
Norway	Norsk Psykologforening (NPF) www.psykol.no	<b>Arne Holte</b>
Spain	University of Valencia www.uv.es	<b>José Maria Peiro</b>
Sweden	Sveriges Psykologförbund (SPF) www.psykologforbundet.se	<b>Stefan Jern</b>
UK	British Psychological Society (BPS) www.bps.org.uk	<b>Dave Bartram</b>
International Coordinator	Cambridge Professional Development (CamProf) www.camprof.com	<b>Nigel Lloyd</b>

*(continued from back cover)*

**6. Who is responsible for the EuroPsy professional Qualification?**

The EuroPsy qualification is issued by EFPA, through the National Accreditation Committee of your country. Your application will be dealt with at the national level, usually through your national psychologists association which has a committee which evaluates applications according to EuroPsy standards.

EFPA brings together the national psychological associations of 32 countries in Europe, including all the EU countries, representing approximately 150,000 psychologists. It is the only body which speaks for all psychologists at the European level.

**7. Who pays for EuroPsy?**

As an applicant you will pay a fee which covers the expenses of national evaluation. This fee varies from country to country. Your national Psychological Association will decide the fee.

**8. How does EuroPsy relate to the new EC Directive on recognition of professional qualifications?**

The intention is that the EuroPsy will be agreed by the EFPA General Assembly and will eventually form part of the 'platform' of the new EC Directive on recognition of professional qualifications (COM (2002–119)).

**9. What are future plans & timing?**

The principles of EuroPsy have been accepted by EFPA. These principles have been widely consulted on and have been discussed at several meetings of EFPA and the wider psychologist community in Europe. After the General Assembly of EFPA in July 2005 there is an intention to work on the implementation systems for the EuroPsy both in individual countries and at the level of EFPA. The plan is for implementation to coincide with the timing of the new EC Directive on recognition of professional qualifications.

**10. How was EuroPsy developed?**

EuroPsy was developed with the support of two project grants from the Leonardo da Vinci programme of the EU. A team of 16 members from 12 different countries has worked on the European Framework for Psychologists' Education which was accepted in 2001 and subsequently the European Certificate in Psychology. The project team has engaged in extensive consultation with their national stakeholders: professional associations, universities, students and other bodies. A website has been maintained throughout the project.

### 1. What is EuroPsy?

The EuroPsy is a European standard of education and training which enables individual psychologists to be recognised as having a European-level qualification in psychology. It is based on a 6 year education and training in psychology which includes a year of supervised practice. EuroPsy is based on EuroPsyT “A framework for education and training of psychologists in Europe” which was accepted by EFPA (the European Federation of Psychologists’ Associations) in 2001.

Psychologists holding the EuroPsy are recorded in the Register of European Psychologists, which distinguishes 3 broad professional contexts (and a fourth category for those who do not fit the others): education, clinical & health, organisation & work.

### 2. Why develop EuroPsy?

EuroPsy was mainly developed in order to set a quality benchmark of education and practice in psychology, and therefore to protect the public, and to improve mobility for psychologists between countries in Europe.

### 3. What does EuroPsy offer me?

**As a student:** international recognition of your qualification and a mechanism for you to move across borders in Europe to study or work in other countries after completion of your studies.

**As a qualified psychologist:** a ‘kitemark’ or standard of quality which will also help you to move to a different country if you wish.

**As an employer:** a standard of quality across Europe and a transparent means of understanding the competences of psychologists and of comparing qualifications in different countries.

**As clients and the public:** protection through the existence of the Register of qualified psychologists which confirms an assured standard and quality.

It offers **psychologist associations** a benchmark of quality of professional qualifications.

### 4. How do I get the EuroPsy professional qualification?

If you are a student, you use your existing qualification which is compared with the European standard and you may be granted immediate equivalence and therefore the EuroPsy, or you may be asked to meet additional requirements to reach the European standard.

If you are a qualified psychologist who has practised successfully for five years or more, then for a limited period you will be able to use the ‘transitional arrangements’ for recognition of your competence which will enable you to apply for the EuroPsy without an additional course of study.

### 5. How do I keep the EuroPsy professional qualification?

After 7 years you will need to revalidate your EuroPsy Certificate. You do this by demonstrating your continuing professional development and your continued competence to practise.

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