



EuroPsy
European Certificate in Psychology

EuroPsy

European Standard and Certificate Standard in
Psychology
Set by the European Federation of Psychologists'
Associations AISBL (EFPA)

EFPA Regulations on EuroPsy and Appendices

<https://www.efpa.eu/europsy>
~~www.EuroPsy.eu~~

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1. ~~Preamble~~Introduction

Aim of ~~EuroPsy~~

1. ~~EuroPsy, (The EuroPsy–European Certificate–Standard 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–set by the European Federation of Psychologists' Associations AISBL (EFPA), aims to set a common standard of competence in all the countries where it is issuedacknowledged. It envisages the free movement of psychologists across the countries of the European Union, and in other countries which have accepted the standard, and aims to support mechanisms to facilitate this.~~

2. ~~The EuroPsy Certificate and Specialist EuroPsy Certificate can be awarded to individual psychologists who meet the conditions specified in these EFPA Regulations on EuroPsy.~~

3. ~~The EuroPsy (or European Certificate in Psychology EuroPsy) represents a major step forward inaims to promoting the mobility of psychologists and the access of clients to psychological services of high quality across Europe. Building on the educational framework and minimum standards of EuroPsy, accepted in 2001 and the so-called European Diploma framework agreed in 2005, It presents a benchmark or a set of European standards for Psychology that will serve as the basis for evaluating the academic education and professional training of psychologists across the different countries of the EU, and other countries of which the psychology associations are Full Members ofwithin EFPA. This document (the EFPA Regulations on EuroPsy and Appendices for the EuroPsy) presentscontains the EFPA Regulations on–for EuroPsy– and Specialist EuroPsy–and appendices for the European Certificate in Psychology (EuroPsy).~~

4. ~~EuroPsyEuroPsy has been developed under the auspices of EFPA which also oversees the development of Specialist Certificates in more specialised fields of psychological practice. EuroPsy_ (the European Certificate in Psychology) provides the standard required for independent practice at basic level. Specialist Certificates–EuroPsy (in more specialist fields such as psychotherapy, work and organisational psychology, educational psychology, etc)~~

Commented [A1]: The former 'preamble' material was outdated. It is archived as part of previous versions of the regulations. The history of EuroPsy will also be part of the web pages.

Commented [A2]: Some text has been moved in here from old section 2 so all the introductory and explanatory comments are in one place.

~~are being developed to demonstrate the achievement~~ provides the standard for ~~of~~ a specialist~~ed~~ or advanced level of competence and expertise in particular fields of practice.

5. During the development of the ~~EuroPsy~~EuroPsy framework considerable attention ~~has been~~was devoted to the variety of educational, occupational and regulatory settings that currently exist in Europe. It has been noted that educational curricula have tended to differ in length as well as in the presence or absence of differentiation or specialisation ~~specialization~~. In order to devise a system that can fit meaningfully with these different forms of education and training, there is a differentiation in the ~~EFPA Regulations~~ EuroPsy between dependent and independent practice, a distinction between a number of fields of practice in which psychologists work, and a distinction between ~~entry into the profession~~independent practice and ~~later~~ advanced or specialist independent practices~~specialisation~~.

6. The aim of the ~~basic EuroPsy certificate~~ is to set a standard with regard to dependent and/or independent practice, in a particular normally one field of practice~~1, at the point of entry into the profession~~. One field of practice¹ is the most frequent situation since psychologists normally practise in one field. These Regulations however permit a maximum of two fields of practice for psychologists appropriately qualified and competent to practise in two fields. This standard defines minimum requirements, which individual psychologists are likely to exceed. The ~~basic EuroPsy certificate~~ does not represent a licence to practise and is not intended to supersede or replace national licensing ~~EFPA Regulations on EuroPsy~~. ~~To the degree that the standard implied in the basic EuroPsy is considered to be meaningful in different national settings, it is hoped that it will be taken into account in future changes of licensing EFPA Regulations on EuroPsy which may be developed~~.

Commented [A3]: This text is moved from a footnote to ensure the point is clear in the main text.

This wording is also repeated at (current numbering) article 10 so as to clarify the succeeding article 11.

Aim of Specialist Certificates EuroPsy

7. The aim of ~~any future S~~specialist certificates ~~EuroPsy~~ (~~certificates of specialist expertise~~) is to specify requirements for advanced or specialist independent ~~advanced or specialist~~ practice in a particular ~~setting field~~at a point which clearly lies beyond entry into the profession, for example to designate consultant or specialist status. ~~At the current time~~

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

specialist certificates have been developed in the areas of (i) psychotherapy and (ii) work and organisational psychology (iii) sport psychology and (iv) clinical neuropsychology. It is likely that further specialist certificates will be developed, which will all build on the basic EuroPsy standard. In some countries specialist or advanced qualifications are required before psychologists may undertake particular aspects of professional work.

8. This may imply that the development of advanced qualifications could in future lead to restrictions in the settings, levels and tasks in which holders of the basic EuroPsy can be considered competent to practice independently. This will be determined in the country of practice according to the EFPA Regulations on EuroPsy governing practice in that country. The Specialist EuroPsy Certificate can be awarded to individual psychologists who meet the conditions specified in these Regulations.

Guiding principles

9. A number of guiding principles underpin the development of the ~~EuroPsy~~ EuroPsy European Certificate in Psychology in which the European Standard is embedded, which - These principles aims to:

- a) Set a common education, training and competence standard for psychologists in all the countries across Europe.
- a)b) Promote the availability of adequate psychological services from a competent and qualified professional across Europe for every citizen and any institutions should be able to obtain psychological services from a competent and qualified professional, and the system should help to achieve this objective.
- b)c) Protect consumers and citizens in Europe through the assurance of quality and protect the public against unqualified providers of services.
- e)d) Contribute to mechanisms to promote the mobility of properly qualified psychologists by enabling them to practise anywhere in Europe, provided that they have the proper qualifications.
- d)e) Ensure that the EuroPsy EuroPsy and Specialist EuroPsy certificates are 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 commitment

~~to European (as well as national) ethical standards for psychologists consistent with the EFPA Meta Code of Ethics.~~

e) Ensure that the ~~EuroPsy~~EuroPsy system is fair and avoids favouring or disfavoured 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~~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.

f) ~~Guarantee certify~~ the qualification for psychological practice ~~at an entry level to for~~independent practice of the profession as well as ~~beyond advanced or specialist~~practice.

g) ~~Endorse~~ a commitment to the active maintenance of competence, ~~that is~~Continuing Professional Development (CPD). For this reason the ~~EuroPsy~~EuroPsy and Specialist EuroPsy certificate 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.

Commented [A4]: This has been changed because is not consistent with what the Meta Code actually is. The Meta Code is a code for national codes, not for psychologists. Psychologists must be held accountable to the national codes.

DRAFT FOR CONSULTATION APRIL 2025

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

Definitions

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

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

Specialist EuroPsy is provides the standard for a specialist or -advanced level of -competence and expertise in particular fields of practice....

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

A Registered Specialist EuroPsy Psychologist refers to the holder of the Specialist EuroPsy Certificate.

A Psychologist shall be understood as a person who has graduated in psychology from a university or equivalent institute of higher education, having undertaken a course in psychology recognised by their association, and who has fulfilled the criteria for professional status prescribed by that association. In countries where there is legal recognition of psychologists, psychologists are those who are entitled, by law or through registration, to call themselves psychologists and to practise professionally as such. 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". For the purposes of the EuroPsy this is provided that the curriculum has a standard duration equivalent to at least five years (300 ECTS) of full-time study, and meets the specification of set out in these Regulations Appendix H.

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

Commented [A5]: Moved here from Appendix I

Commented [A6]: The definition has been amended to be the same as the definition recently agreed by all FMs as part of the revision of the EFPA Statutes. We have retained the ECTS point in addition.

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

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

Field of practice refers to a particular category of work settings in which psychological services are rendered provided vis-à-vis a particular category of client. Fields of practice are to be understood in a broad sense, and for the current Certificate defined as one of the following: (i) Clinical & Health, (ii) Education, (iii) Work & Organisational, (iv) Sport Psychology (v) Other. Each of the fields comprises a broad range of activities. The fifth category ('Other') refers to all other fields which do not fall under those currently recognised in the EuroPsy system, e four mentioned and this field of practice should be specified on the EuroPsy Certificate (e.g. forensic psychology, traffic psychology, counselling psychology, psycho-social interventions). This A named 'other' field should be a field which has a wide practice, is recognised in the country concerned and has a recognised academic education and professional preparation at the basic level training. It should must be approved by the European Awarding EuroPsy Committee.

Commented [A7]: The list is now in Appendix 1.3 for ease of updating.

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 these Regulations 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.

Commented [A8]: It is proposed to remove the concept of 'Other' as a specific category requiring approval from the Regulations. The existing field of 'Other' will for the time being remain in use in the Register. There is a new Appendix 1.3 where the fields of practice are defined. This does not preclude continuation of the field of Other for as long as needed. A systematic approach to decide on and if appropriate establish further fields of practice will be initiated by the BoD and included in the Activity Agenda for agreement of the FMs as part of the 2025-2027 work plan. EuroPsy Certificates with 'Other' stay valid until they expire.

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

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

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

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

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

The references to Full Member are to the organisations or federations (or networks) of associations of psychologists that are members of EFPA in accordance with its Statutes.

The references to Board of Directors are to the body that administers EFPA as set out in the Statutes of 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.

11. These Regulations apply in all countries where the Full Member of EFPA has accepted the EuroPsy and these Regulations.

Section A. EuroPsy, the European Certificate in Psychology

Article 1.

EuroPsy² embodies/comprises a set of standards of academic education and professional training for professional psychologists as described in Appendix 1 H and III. Specialist EuroPsy comprises a set of standards of education and training for professional psychologists at the specialist level as described in Appendix 2 XX to YY.

Article 2.

The requirements/Standards for the EuroPsy and Specialist EuroPsy and requirements for Certificates are laid down in the Appendices which Such rules will be laid down in Annexes to these Regulations, which must describe:

a) a) The minimum volume of further study, expressed in study hours or, preferably, units of the European Credit Transfer System (ECTS), and the content to be covered.

a)b) The competences to be demonstrated by the end of period of supervised practice.

b)c) The minimum volume of supervised practice expressed in years, and the minimum volume of supervision expressed in hours, where supervised practice and supervision are defined as in Appendix I.

e)d) The requirements with regard to continuing professional development, as defined in Appendix 4 IV.

e) The way in which the evidence of further study, practice, supervision and competences is evaluated.

Commented [A9]: This has been moved from the old miscellaneous section below as it fits much better as an explanatory Article after Article 1.

Commented [A10]: This is a reordering of the list for reader flow, not new text.

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

~~e) The competences to be demonstrated by the end of period of supervised practice, preferably described in the same manner as in Appendix III.~~

~~f) e) The system of competence development being used, preferably proactive and comprehensive in order to ensure that psychology graduates acquire all competences demanded at the specialised level and comprising all relevant facets of professional practice, including ethics.~~

~~g) f) The way in which evidence of further study, practice, supervision and competences is presented.~~

~~h)e) g) The way in which the evidence of further study, practice, supervision and competences is evaluated.~~

Article 3 h) — The transitional arrangements, applicable during the period mentioned in article 38b, of which the content should be analogous to that described in article 38c for the basic EuroPsyEuroPsy

a) Individual psychologists are eligible to be listed in the European Register of EuroPsy- Psychologists (henceforth the Register) and to hold the EuroPsy Certificate if they:

i. 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 standard duration equivalent to at least five years of full-time study (300 ECTS) and fits the framework as described ~~in Appendices X H~~ in these regulations;


ii. demonstrate the minimum volume of supervised practice and supervision as described in Appendix tthese regulations; are able to show evidence of supervised practice as a Ppsychologist_ practitioner in T training for the duration of not less than one year of full time work (or its equivalent), and

~~h-iii.~~ demonstrate the relevant competences defined in these Regulations applied to professional work in that field of practice at the level of

satisfactory performance of this work as evaluated by their Supervisors (see Appendix I and Appendix V); and

iv. ~~have submitted a pledge~~committed in writing to their National EuroPsy Committee~~Committee~~ ~~National Awarding Committee~~ that they subscribe to the principles of professional conduct set out in the national code of ethics ~~which is consistent with the Meta Code of Professional Ethics of EFPA~~ and will conduct professional activities in accordance with the code of ethics of the national association of psychology in the country of practice. The EuroPsy and Specialist EuroPsy certificate can only be issued to an individual whose professional conduct can be adjudicated on by the national association or another regulatory body for psychologists in that country.

b) Individual psychologists are eligible to be listed in the Register and to hold a Specialist EuroPsy Certificate if in addition to meeting the requirements for a EuroPsy Certificate they:

- i. hold or obtain simultaneously the EuroPsy Certificate 
- ii. Meet the relevant specialist requirements for the minimum volume and content of further study as described in Appendix 2 these Regulations;
- iii. demonstrate the relevant specialist competences defined in these Regulations applied to professional work at the specialised level as evaluated by their Supervisors;
- iv. demonstrate the minimum volume of supervised practice and supervision in the specialism as described in Appendix 2 these Regulations;
- v. Satisfy the requirements on continuing professional development as described in these Regulations Appendix 2.

- Article 4 Following positive evaluation of the evidence mentioned in Article 3 ~~and~~, an individual may be entered in the Register and awarded the EuroPsy and / or Specialist EuroPsy Certificate.
- Article 5 The EuroPsy Certificate and Specialist EuroPsy Certificate loses its validity after a period of seven (7) years, unless it is revalidated.
- Article 6 For purposes of revalidation, the EuroPsy and Specialist EuroPsy Certificates can be re-issued to all psychologists who
- a) affirm and are able to show evidence on demand 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 4 these Regulations VI;
 - b) have ~~submitted a pledge~~ committed in writing to their National EuroPsy Committee ~~National Awarding Committee~~ that they subscribe to the principles of professional conduct set out in the national code of ethics which is consistent with the Meta Code 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 7 The EuroPsy Certificate and Specialist EuroPsy Certificate ~~will be similar~~ must be identical in meaning, content, format and appearance to the ~~model presented in this document (Appendix IV)~~ model issued by EFPA as a template to the National EuroPsy Committees.
- Article 8 The EuroPsy Certificate details information required in the application form for the EuroPsy Certificate or Specialist EuroPsy Certificate ~~will~~ shall be ~~are:~~ Family Name, First name, 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 sufficient to comply with the requirements set out in Section C below and must be collected as specified in the template issued by EFPA to the National EuroPsy Committees.

Article 9 The information to be included in the European Register will shall be sufficient to record the award of the certificate: ~~the name and work or home address of the registrant, the university education, the country of practice, the field of practice and the place and date of authorisation by the National Awarding Committee. family name, first name, contact, NC Country, type of certificate, fields of practice, description (if field of practice is 'other'), start date, expiration date, registration Nr (certificate n°)~~

Article 10 The Registered EuroPsy Psychologist is considered qualified for independent practice as a psychologist, within the field(s) of practice mentioned in the Registration Details, in as far as there are no restrictions from national regulations in the country concerned. One field of practice is the most frequent situation since psychologists normally practise in one field. These Regulations however permit a maximum of two fields of practice for psychologists appropriately qualified and competent to practise in two fields. This applies in all countries where the national Full Member³ association of EFPA has accepted the EuroPsy and these Regulations.

Article 11 The Registered EuroPsy Psychologist qualified for independent practice in one field of practice is also considered qualified for independent Ssupervised Ppractice (see Appendix I Definitions) as a psychologist within any in a second field of practice, in as far the psychologist can demonstrate the sufficient knowledge and skills required for supervised practice in that field and there are no restrictions from national regulations in the country concerned. This applies in all countries where the Full Member of EFPA has accepted the EuroPsy and these Regulations. in all countries in which the national Full Member association of EFPA has accepted the EuroPsy and these EFPA Regulations on EuroPsy.

³ Former Member Association

Article 12

The record of a psychologist will be:

- a) removed from the Register in the following cases: (i) upon expiry of the EuroPsy (cf Art. 4); (ii) upon the request of the holder; (iii) when a court of law, a regulatory body or a national committee has imposed a sentence or measure against the holder that deems the holder unfit to practice as a psychologist and / or prohibits him/her/them from exercising the profession of psychologist, such as removal from a national register or withdrawal of a national license; (iv) if, on receipt of a complaint, the EuroPsy holder does not agree to submit to an adjudication process of that complaint by the national association or other regulatory body for psychologists in that country; (v) when the delegated authority licence of the National EuroPsy Committee that awarded the EuroPsy has been removed;
- b) marked as "suspended" also removed from the Register when a court of law, a regulatory body or a national committee has imposed a sentence or measure that suspends the holder's right to exercise the profession of psychologist. or makes a suspension on grounds of unfitness to practice as a psychologist. The mark "suspended" record will be removed restored when the suspension in the respective country ends. Such temporary suspension does not extend the period of validity of the original certificate.

I.1 Section B. Awarding Agencies EuroPsy Committees

Article 13

The responsibility authority to for awarding the EuroPsy and Specialist EuroPsy Certificates and entering an individual into the Register according to these Regulations rests with is awarded under licence by EFPA through its the European Awarding EuroPsy Committee. This Committee delegates the authority to award the EuroPsy in accordance with these Regulations to National EuroPsy Awarding Committees in countries in which the Full Member association of EFPA has accepted the EuroPsy and these Regulations.

Commented [A11]: This has been amended to be clear that in practice this is operated as a franchise to the FMs through their NACs (to be called NECs). The EAC has never had the responsibility to award individual certificates. It is also EFPA that is the legal entity so this authority to licence is awarded by EFPA through its EAC.

Section B. Awarding Agencies EuroPsy Committees

Article 14.

a) The EuroPsy Committees are established, dissolved, and act under the responsibility of the Board of Directors as set out in EFPA's Statutes.

b) The European Awarding Committee EuroPsy Committee consists of a Chairperson, and up to twelve (12) other committee members. They are appointed by the Board of Directors. They shall each be from a different country within EFPA and represent a range of the main fields of practice of psychology and specialisations in those fields, the balance to be determined by the EFPA Board of Directors when making appointments. They should provide a balance between those working as practitioners and those working at universities and involved in the education of psychologists. Each Any Ad Hoc Working Group work group set up by the Board of directors to develop a new field of practice or a new specialization will have one advisory representative unaffiliated that will act as liaison to the European EuroPsy Committee this committee that may participate in its meetings upon invitation by the European EuroPsy Committee EEC Chair. This representative will be appointed by the Board of Directors.

c) Candidates - including advisory representatives - are nominated by the Full Members associations. Committee members are appointed for a term of up to four (4) years, once renewable, by the Board of Directors of EFPA. Where a committee member wishes to renew their term of office for a second term, a renomination must be submitted by the Full Member association and the reappointment is made on the decision of the Board of Directors.

d) The terms of appointment are set in such a way that three new members can be appointed every two years.

Article 15. The European Awarding EuroPsy Committee is responsible for oversight of the EuroPsy and Specialist EuroPsy and its Regulations and for

⁴ Former Executive Council

ensuring that the National EuroPsy Committees Registration and award of the EuroPsy and Specialist EuroPsy Certificates occurs in accordance with these Regulations.

Its tasks include the following:

- a) to review the EuroPsy Regulations and Appendices and propose changes to develop, adjust, harmonise, implement and promote EuroPsy and Specialist EuroPsy Specialist Standards in the context of European regulatory developments for professions;
- ~~a) to approve a named 'other' field of practice;~~
- b) to receive and evaluate applications from Full Members ~~associations~~ to establish National EuroPsy Awarding Committees;
- c) ~~to delegate upon the agreement of the Board of Directors to award the authority under licence to award the EuroPsy and Specialist EuroPsy to the National Awarding EuroPsy Committees to award-issue the EuroPsy and Specialist EuroPsy Certificates;~~
- d) to set out requirements and provide guidance for the National Awarding EuroPsy Committees;
- e) to ensure that ~~the National EuroPsy Committees~~ bodies are interpreting the EuroPsy and Specialist EuroPsy European Standards in a similar way and to coordinate at the European level the work of the National EuroPsy Awarding Committees ~~Committees;~~
- f) to supervise monitor the proper implementation of these ~~EFPA~~ Regulations on EuroPsy by each National Awarding EuroPsy Committee;
- g) to take steps towards the suspension of, and as necessary upon the agreement of the Board of Directors to suspend, a National Awarding EuroPsy Committee ~~if there is evidence of mismanagement or misuse of these EFPA Regulations on EuroPsy;~~ in accordance with the provisions of these Regulations;

- h) ~~to deal with appeals against decisions of National Awarding EuroPsy Committees;~~
- h) ~~to carry out tasks delegated by, and prepare a report every two years for to, the Board of Directors as laid down in the Statutes;~~
- i) ~~to prepare updates and reports for EFPA's Council and the General Assembly of EFPA upon request of the Board of Directors;~~
- j) ~~to maintain contact, and having obtained the agreement of the Executive Director arrange an annual meeting(s), with Presidents of the National EuroPsy Awarding Committees;~~
- k) ~~to work with Full Members national associations to remedy the causes of a suspension of the a National EuroPsy Awarding Committee;~~
- l) ~~to oversee the maintenance of the European Register;~~
- m) ~~k) to act as consultation body to the European Commission on issues regarding the recognition of psychologists' qualifications in Europe.~~

Article 15

- a) ~~The awarding of the Basic and Specialist EuroPsy within a country will be carried out by a National Awarding EuroPsy Committee that is appointed by the national Full Member association of EFPA. The National Awarding EuroPsy Committee will receive the delegated authority to award the Basic and Specialist EuroPsy from the European Awarding Committee. In countries with another (other) representative psychologists association(s) the Full Member association is required to seek the collaboration with this (these) association(s) when establishing the National EuroPsy Awarding Committee.~~
- b) ~~The awarding of a Specialist EuroPsy Certificate will be carried out by a Specialist National Awarding Committee that is appointed by the national Full Member association of EFPA. The Specialist National Awarding Committee will receive the delegated authority to award the EuroPsy from the Specialist European Awarding Committee.~~

Commented [A12]: This material has been integrated below as one of the NEC responsibilities

Article 16.

- a) ~~A National EuroPsy Committee will be appointed by the Full Member. The Full Member may also put in place such additional operational committees, resources or processes that it requires in order to fulfil the responsibilities of the National EuroPsy Committee.~~
- a)b) ~~The National Awarding EuroPsy Committee consists of a Chairperson and between four and up to eight twelve (8/12) other committee Members. The members of the National EuroPsy Awarding Committee will represent a range of the main fields of practice of psychology and specialisations in those fields in that country, the balance to be determined by the Full Member when making appointments. They should and will provide a balance between those working as practitioners and those working at universities and involved in the education of psychologists.~~
- b) ~~The National Awarding EuroPsy Committee should be representative of the widest community of psychologists in the country concerned.~~
- c) ~~The members of the National Awarding EuroPsy Committee are appointed by the national Full Member association of psychologists (Appendix I) for a term of up to four (4) years, twice renewable.~~
- d) ~~The terms of appointment are set in such a way that two (2) new members can be appointed every four years.~~
- a) ~~Changes in the composition of the National EuroPsy Awarding Committee require the written approval of the European Awarding EuroPsy Committee in order to retain the delegated authority (see Art. 15) to issue EuroPsy Certificates~~

Article 17. ~~The responsibilities of a National EuroPsy Awarding Committee may be focused on Sstandards only or include the award of the EuroPsy Certificate and Specialist EuroPsy Certificate. -As applicable to their focus, their responsibilities will includewill include the following:~~

a) to act as consultation body to the Full Member for developing, adjusting, harmonizing, implementing and promoting EuroPsy and Specialist EuroPsy Specialist Standards within their country;

a)b) to award the EuroPsy Certificate and Specialist EuroPsy Certificate within their country;

b)c) to submit all its procedures for issuing the EuroPsy and Specialist EuroPsy Certificates for approval to the European EuroPsy Awarding Committee for issuing of the EuroPsy and if deemed, specialist EuroPsy;

e)d) to stipulate the manner in which an applicant has to submit evidence of professional competencies so as to satisfy the requirements of these Regulations;

d)e) to prepare and publish a list of currently approved curricula for academic education in psychology, including the level of degree;

e)f) to advise institutions of higher learning of conditions for approval;

f)g) to issue guidelines for the assessment of competences by Supervisors;

g)h) to prepare a form on professional ethics to be signed by applicants;

h)i) to determine the fee if any for administrative costs to be paid to the Full Member by applicants;

i)j) to nominate a contact person who will be authorised to access the Register;

j)k) to take a decision on each individual application for the EuroPsy and Specialist EuroPsy Certificates, either informing the applicant of the reasons why the application failed or awarding the Certificate EuroPsy;

k)l) to issue the EuroPsy and EuroPsy Specialist Certificate(s) to individual psychologists;

l)m) to keep a record of psychologists awarded the EuroPsy and Specialist EuroPsy Certificates;

~~m)n)~~ to keep an archive of all application materials for a period, to be set by the Full Member, that ensures retention for long enough to have the materials available to defend against any legal challenge of 15 years and in compliance with relevant data protection legislation in the country;

~~n)o)~~ to prepare an annual report of activities for the European Awarding EuroPsy Committee;

~~o)~~ to provide relevant information to and participate in the annual meetings of Presidents Chairs of the National EuroPsy Awarding Committees;

~~p)~~ to act as consultation body to the competent authorities for the recognition of psychologists' professional qualifications in the country.

Article 18. A National EuroPsy Awarding Committee shall have its ~~delegated authority~~ licence removed on the advice of the European EuroPsy Awarding Committee and upon approval of the Board of Directors where:

a) the Full Member ~~association~~ that nominated the National EuroPsy Awarding Committee has been ~~excluded~~ peled from membership of EFPA, or

b) the National EuroPsy Awarding Committee, in the opinion of the European ~~EuroPsy Awarding~~ Committee, does not work in accordance with these ~~EFPA Regulations~~. In such a case the National EuroPsy Committee will have one (1) month from the date of written notification of the concerns by the European EuroPsy Committee to remedy the deficiencies. At the absolute discretion of the European EuroPsy Committee additional time may be given to remedy the deficiencies. on EuroPsy. In the case of removal, the European EuroPsy Committee will give reasons for its decision.

In the case of b), the National EuroPsy Awarding Committee may be reinstated when the failure to observe the ~~EFPA Regulations on EuroPsy~~ has been remedied. No EuroPsy or Specialist EuroPsy Certificate can be issued by a National EuroPsy Awarding Committee when its ~~delegated authority~~ licence has been removed.

Where the Full Member ~~association~~ has been excluded from membership of EFPA~~elled~~, all EuroPsy certificates issued by that National EuroPsy Awarding Ceommittee will be rescinded and removed from the Register.

The decision of the Board of Directors to remove the licence for a National EuroPsy Committee is an ultimate decision taken by the body of EFPA which has the ultimate power to take such a decisions, and which consequently is not subject to any appeal.

Specialist Awarding Committees

Article 19

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

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

~~Its tasks include the following:~~

- a) ~~to receive and evaluate applications from Full Member associations to establish Specialist National Awarding Committees~~

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

~~Article 21 —~~

- ~~a) The Specialist National Awarding Committee consists of a Chairperson and between four and six other Members.~~
- ~~b) There shall be a structural link between the Specialist National Awarding Committee and the National Awarding Committee in a country such that there is some overlap in membership.~~
- ~~e) The Specialist National Awarding Committee shall be representative of the widest community of psychologists in the country concerned in that domain of practice, and may include psychologists who are not member of the national Full Member association.~~
- ~~d) They are appointed by the national Full Member of psychologists for a term of up to four years, once renewable.~~
- ~~e) Changes in the composition of the Specialist National Awarding Committee require the written approval of the Specialist European Awarding Committee in order retain the delegated authority (see Art. 15) to issue *EuroPsy* Certificates.~~

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

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

Section C. The procedure for obtaining the EuroPsy and Specialist EuroPsy Certificates

- Article 19. The validity of a EuroPsy registration or Specialist EuroPsy Certificate cannot be extended by applying for the same EuroPsy Certificate again, but only by revalidation as described in Article 5 these Regulations.
- Article 20. The application must be made on a form that is similar in meaning and identical in content, format and appearance to the model issued by EFPA as a template to the National EuroPsy Committees included in this document (Appendix IV). The application form must provide information on: the university education, the supervised practice, specifying the professional competences and fields of practice within which s/he has they have worked under supervision to qualify for independent practice. The applicant must submit authorized reports by his/her their Supervisors. The applicant must sign a pledge commit in writing that s/het they 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 EuroPsy Awarding Committee will establish whether the candidate meets the criteria required by Article 3 and further elaborated in the relevant Appendices to these Regulations. It will examine the professional competences and fields of practice in which the applicant has worked under supervision and/or independently and decide in which field of practice and if specialisation the candidate is qualified for independent practice.
- Article 22. The application will only be processed after the candidate has paid any the appropriate fee.
- Article 23. The National Awarding Committee National EuroPsy 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 National EuroPsy Committee requires further information within thirteen (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 National EuroPsy

Committee's decision within thirteen (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~~National EuroPsy Committee's decision on whether to award or not to award the ~~EuroPsy~~EuroPsy or Specialist EuroPsy Certificate within thirteen (13) weeks of the original application and fee having been received. When the ~~EuroPsy~~EuroPsy Certificate is not awarded the applicant shall receive a ~~detailed account~~an explanation in writing of the ~~grounds~~reason(s) that lead tofor this decision.

Article 26. The date of award of the Certificate shall be ~~Per~~ the date on which the applicant has been entered onto the ~~European Register, the EuroPsy~~EuroPsy will be awarded to that individual. In the event of a Specialist Certificate being awarded at a date that is later than the award date of the EuroPsy Certificate, the expiry date of the latter shall be automatically extended by the National EuroPsy Committee to match that of the Specialist Certificate.

Article 27. In order to revalidate the ~~EuroPsy~~EuroPsy Certificate and Specialist EuroPsy Certificate following the end of the period of validity (~~Article 4~~) or the period of transitional arrangements (~~Article 3834~~), the applicant must submit an application, ~~which provides evidence of current competence,~~ to the ~~National Awarding Committee~~National EuroPsy Committee in the actual or intended country of practice.

Article 28. The application for revalidation must affirm and provide evidence on demand 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, in the relevant field(s) of practice, as specified by the ~~National Awarding Committee~~National EuroPsy Committee in the actual or intended country of practice (~~see Appendix 4 VI~~). The application must also make a commitment in writing to the principles of professional conduct set out in the national code of ethics and to conduct professional activities in accordance with the code of ethics of the national association of psychology in the country of practice.

Section D. Appeal procedures

Article 29. An applicant whose application for the EuroPsy has been rejected by the National Awarding CommitteeNational EuroPsy Committee can lodge an appeal against this decision with the national-Full Member association within the country concerned, providing the grounds for the appeal.

Article 30.

This national-Full Member association will establish an independent advisory committee independent of the original decision makers, consisting of at least three (3) experts, to examine the appeal. This committee will rule on the appeal and provide a decision and an explanation in writing of the reason(s) for this decision written judgement within sixty (60) days. This judgement decision will be communicated to the applicant and the National Awarding CommitteeNational EuroPsy Committee. The decision of this committee will be an ultimate decision taken by a body which has the ultimate power to do so and that is consequently not subject to any appeal. The independent advisory committee can seek the advice of the European Awarding CommitteeEuropean EuroPsy Committee.

~~Article 3135~~ Where an applicant's appeal is rejected, the applicant may appeal to the European Awarding CommitteeEuropean EuroPsy Committee (Article 14f). Such an appeal has to be submitted in the English language and must specify the grounds on which it is being made.

~~Article 3236~~ The national-Full Member association in a country where delegated powers of the National Awarding CommitteeNational EuroPsy Committee have been withdrawn can appeal against this measure to the Board of Directors of EFPA. The EFPA Board of Directors will seek the advice of a European advisory committee which is established for the occasion and convened by the EFPA President or a deputy.

Section E. Miscellaneous

~~Article 3337~~ The EFPA Regulations and the appendices on the EuroPsyEuroPsy are established and can be changed by the General Assembly of EFPA, by a vote in

Commented [A13]: This has been changed, because any decision of the EAC to withdraw the licence is actually under the responsibility of the BoD. The decision is therefore already a decision of EFPA.

Commented [A14]: Moved to below so as to provide a logical order with articles on the same topic placed together.

~~support of two thirds (2/3) of those present. They will be operative with effect from a date set by the General Assembly Board of Directors of EFPA at the moment when they are established.~~

Article 31.

- a) ~~Transitional arrangements for the basic EuroPsy Certificate will apply for a period of three (3) years after the date of approval of a National Awarding Committee in a particular country and can be prolonged or re-started also be introduced if a new field of practice has been introduced to the Regulations, for that particular field of practice.~~
- b) ~~Transitional arrangements for any Specialist EuroPsy certificate will apply for a period of three (3) years from the date of approval for awarding the Specialist Certificate in a particular country. Transitional arrangements for any specialist EuroPsy Certificate will apply for a period of three years after the date of approval of a Specialist National Awarding Committee in a particular country.~~
- c) ~~In order to permit the acquisition of a Specialist EuroPsy Certificate, further transitional arrangements for the EuroPsy Basic Certificate will apply for an additional period of two (2) years after the date of approval of an awarding of that Specialist EuroPsy Certificate National Awarding Committee in a particular country. These arrangements exclusively apply to applicants for that specialist Specialist EuroPsy Specialist Certificate issued by that Specialist National Awarding Committee.~~
- d) Applicants, who before the date mentioned in Article ~~38-31~~ 31.a) have been licensed to practise independently as a psychologist by a national licensing body recognised by the ~~European Awarding Committee~~ European EuroPsy Committee, and/or meet the requirements and conditions of practice as a psychologist in their country of practice can substitute listing of their supervised practice as a psychologist, with a record of their work history after they were qualified for independent practice as a psychologist. In these

cases evidence of at least three (3) years or the equivalent, within the past ten (10) years, of independent practice as a psychologist, and evidence of current competence and continuing professional development (see Appendix V and VI) is required for the EuroPsy certificate and EuroPsy Specialist to be awarded. In this case the psychologist applying for the EuroPsy or EuroPsy Specialist Certificate —under these transitional arrangements may have a further two years beyond the end date of the transitional arrangements (mentioned under a, b and c) to demonstrate the fulfilment of the requirements.

~~Article 3539 These Regulations can be extended with rules on Specialist EuroPsy Certificates in designated fields of psychology, which can only be obtained by holders of the basic EuroPsy Certificate.~~

Commented [A15]: This requirement has been moved to the Article above which overviews the requirements, where the point needs to be made and where it would therefore be better situated.

~~Article 36... The requirements for the EuroPsy and Specialist EuroPsy certificates are laid down in the Appendices which Such rules will be laid down in Annexes to these Regulations, which must describe:~~

Commented [A16]: This has been moved from this miscellaneous section as it fits much better as an explanatory Article after Article 1.

- ~~a) The minimum volume of further study, expressed in study hours or, preferably, units of the European Credit Transfer System (ECTS), and the content to be covered.~~
- ~~i) The competences to be demonstrated by the end of period of supervised practice.~~
- ~~b) The minimum volume of supervised practice expressed in years, and the minimum volume of supervision expressed in hours, where supervised practice and supervision are defined as in Appendix I.~~
- ~~e) The requirements with regard to continuing professional development, as defined in Appendix 4 IV.~~
- ~~d) The competences to be demonstrated by the end of period of supervised practice, preferably described in the same manner as in Appendix III.~~
- ~~e) The system of competence development being used, preferably proactive and comprehensive in order to ensure that psychology graduates acquire all~~

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

~~f) The way in which evidence of further study, practice, supervision and competences is presented.~~

~~g) The way in which the evidence of further study, practice, supervision and competences is evaluated.~~

~~h) The transitional arrangements, applicable during the period mentioned in article 38b, of which the content should be analogous to that described in article 38c for the basic EuroPsy.~~

Article 32. These ~~EFPA Regulations and the appendices on the EuroPsy~~ are established and can be changed, upon proposal of the Board of Directors, by the General Assembly of EFPA, by a vote in support of two thirds (2/3) of those present. They will be operative with effect from a date set by the General Assembly/Board of Directors of EFPA at the moment when they are established.

Commented [A17]: Moved from above so as to provide a logical order with articles on the same topic placed together.

Article 33 The ~~EuroPsy Regulations and Appendices~~ will be reviewed at least every five years by the ~~EuroPsy~~ EuroPsy Coordination Group (ECG), consisting of the President of EFPA, a member of the Board of Directors and the President of the European Awarding Committee. ~~Upon the advice of the ECG the Board of Directors will make necessary changes in the Regulations. After the changes have been brought to the attention of the NACs they will apply provisionally until the next General Assembly. To apply further they need to be confirmed by the General Assembly.~~ reviewed regularly and at least every two years by the European EuroPsy Committee, which will propose any changes. Changes may also be proposed by the Board of Directors. Upon the agreement of the Board of Directors the EAC will make the necessary changes will be made in the Regulations. The changes will be brought to the General Assembly for approval. Where the

Board of Directors considers it necessary the changes will apply provisionally until the next biennial General Assembly at which matters related to EuroPsy are customarily considered. To apply further they need to be confirmed by the General Assembly.

~~Article 32. Register of EuroPsy psychologists~~

~~Article 33. Article 3741 The European Register of EuroPsy and Specialist EuroPsy Psychologists is held and maintained by EFPA and comprises the national listings of suitably certificated psychologists as provided by each National Awarding CommitteeNational EuroPsy Committee.~~

~~Article 34. Article 3842 The European Register holds the names and details of all EuroPsy psychologists and also indicates on the Register the holders of Specialist Certificates.~~

~~Article 35. Article 3943 The information mentioned in the Registration Details of the EuroPsy will be recorded in the European Register, which is a searchable online facility available through the internet (www.EuroPsy.eu/).~~

~~Article 36. Article 4044 The entries of the Register for a country shall be updated upon the initiative of the National Awarding CommitteeNational EuroPsy Committee when a EuroPsy or Specialist EuroPsy Certificate Certificate is issued, re issued, withdrawn, or expires. The Register shall be updated when a Specialist Expertise Certificate is issued, on the instruction of the National Awarding CommitteeNational EuroPsy Committee. Information in the Register may only be changed by EFPA HQ and if authorised by the National Awarding CommitteeNational EuroPsy Committee in the exercise of their various functions under the EuroPsy regulations and in the case of EFPA its wider organisational functions.~~

Commented [A18]: The Register is explained above. This section does not therefore add anything so shas been removed.

~~Annex I Requirements for the Specialist certificate in Psychotherapy~~

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

Commented [A20]: Moved into Appendix, text removed for clarity of presentation.

~~Annex III: Requirements for the Specialist Certificate in Sport Psychology~~

Commented [A21]: Moved into Appendix, text removed for clarity of presentation.

~~Appendix II: Definitions~~

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Appendix I. EuroPsy Standards II

I.1. Framework and ~~minimum~~ standards for the education and training of psychologists

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

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

1st phase Academic Bachelor or equivalent

2nd phase Academic Masters or equivalent

3rd phase Supervised practice

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

1.1.4. A number of European universities have developed Problem Based Learning (PBL) approaches to the education and training of psychologists, where integrated blocks of theory-method-application cycles are organised from the start of the programme (e.g., Problem-Based Learning). These types of curriculum models assumes that students graduating from such programmes have gained equivalent knowledge, skills and attitudes, and innovative approaches are a welcome feature of professional formation. The current proposal is Regulations are neutral in relation to the organisation and sequence of the learning programme, but PBL is regarded as helpful to acquire the functional and foundational competences of Appendix III and IV below.

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

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

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

Description of curriculum content

The First Phase

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

1.1.9. The curriculum of the first phase is presented in Table 1 below and described in terms of objectives and contents. The objectives are to achieve basic knowledge, skills and attitudes in the basic domains of psychological science along the EFPA framework of competences. The contents are specified in relation to individuals, groups and society/systems.

Table 1. First Phase

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

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

The Second Phase

1.1.10. The programme of the second phase prepares the student either for supervised practice within a specified field of practice of psychology or for further postgraduate studies.

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

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

Table 2. Second Phase

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

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Internship in phase I and II

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

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

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

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

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

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

- i. Provides services that are congruent with the trainee's educational background

- ii. Can guarantee that the majority part of the supervision will be provided by professional psychologists
- iii. Is approved by an accredited university

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

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

Research in phase I and II

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

The Third Phase (the year of supervised practice)

1.1.19. The third phase in the professional education of psychologists consists of one year or at least 1500 hours (60 ECTS) supervised practice within a particular field of practice of Psychology. In total at least 50 hours of supervision are required. Supervised practice is a form of professional interactive training carried out in a real work setting with the aim of:

1.1.20. Preparing a psychologist-in training for independent practice as a psychologist in their specified field of practice

- i. Developing the professional role of a psychologist
- ii. Integrating theoretical and practical knowledge within the delivery of safe and appropriate professional services.

1.1.21. Supervised practice within a particular field of practice either starts after a psychologist-in-training has finished phase I- and II of a standard five-year Bachelor- and Master- programme or equivalent study or is integrated in a six-year university programme, and presumes that psychologist-in-training has acquired successfully the relevant

Commented [A24]: Requirements for third phase are specified here as Appendix 3 Supervised Practice is general for EuroPsy and Specialist EuroPsy

knowledge, skills and attitudes related to that field of practice (e.g., studying sport psychology in phase 2 or equivalent competence development is a necessary pre-requisite for attaining readiness for supervised practice in phase 3). ~~At the end of the supervised practice training period, the psychologist can practice independently in their specified field~~

See appendix V for details.

Minimum requirements of the programme of education and training

1.1.22 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

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

Composition of the curriculum

1.1.24 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.

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

- a) The largest part of the 1st phase should be devoted to theoretical courses and skills training in psychology; however some part should be reserved for psychological methodology and non-psychological theory (e.g. philosophy or sociology) relevant for the study of psychology and the intended field of future practice. It is suggested that the part spent on theoretical courses and skills training, plus orientation and academic skills should be between 125 and 135 ECTS (over 3 years). Within the theoretical courses and skills training the largest part should be devoted to individual behaviour. The behaviour of people in groups and society/systems should receive a minimal coverage of 20 ECTS each.
- b) Psychological methodology should have a coverage of at least 30 ECTS.
- c) Non-psychological theory may have a coverage of at maximum of 25 ECTS
- d) Within the 2nd phase a minimum of 60 ECTS (1 year) should be spent on advanced courses, seminars, assignments, or other study formats in selected basic and applied areas of psychology and psychological methodology (research methods, assessment, and evaluation). The curriculum should be balanced to ensure that sufficient attention is being paid to psychological theories and interventions with respect to individuals, groups, and society/systems organizations, communities, or society within different contexts/situations and considers a variety of career destinations.
- e) 15-30 ECTS should be devoted to an internship and 15-30 ECTS to a research project or thesis. These two activities should cover a maximum of 60 ECTS (1 year).
- f) At least 60 ECTS (1 year or its equivalent of 1500 hours) should be spent on supervised practice.

Commented [A25]: Consistent with table 1

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

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

I.2. Appendix III Competences

Competences of psychologists

1.2.1. 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.

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

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

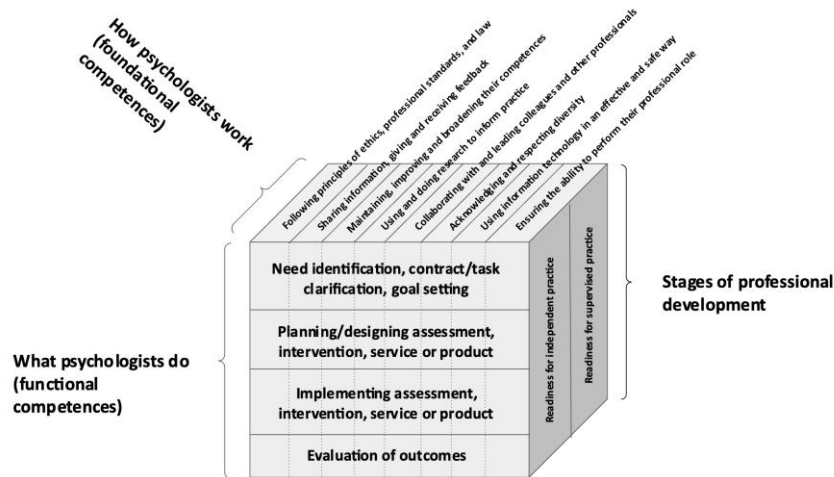
- (i) Functional competences describing main types of scientifically based activities of psychologists (what psychologists do), and required psychological knowledge, skills, and attitudes
- (ii) Foundational competences describing main aspects of psychological knowledge, skills and attitudes needed to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

1.2.4. Both functional and foundational competences are essential for rendering services in a professionally acceptable way within the psychologist's selected fields of practice. It further differentiates two stages of practice:

- i. Readiness for supervised practice
- ii. Readiness for independent practice

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

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



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

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

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

1.2.7. It builds on the stage of professional development “readiness for supervised practice”. Readiness for supervised practice is achieved by successfully acquiring advanced knowledge,

skills and attitudes in the basic and applied domains of psychological science focusing on applied areas of psychology in the second phase (academic Master or an equivalent programme) of a five-year psychology study programme at university (see Appendix II).

Functional competences

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

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

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

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

1.2.11. The following general attitudes are needed in all functional competences

- i. Caring – displays kindness and concern for others
- ii. Collaborative – willingness to work with other people in a respectful manner
- iii. Conscientious – accurate with attention to detail
- iv. Reflective - willingness to think critically and hypothesis-oriented–to reflect critically on own actions
- v. Curious –be interested in the causes of behaviour and events
- vi. Empathic – willingness to understand and share the feelings of others

- vii. Flexible – willingness to adapt a flexible approach and mindset
- viii. High quality mindset – willingness to strive for continuous improvement
- ix. Honest – willingness to accept information and results that are not expected and act with integrity
- x. Open – be open to new experience, knowledge, research and practice
- xi. Patient – be tolerant towards obstacles without becoming annoyed or anxious
- xii. Responsible – being aware of one’s own responsibility

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

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

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

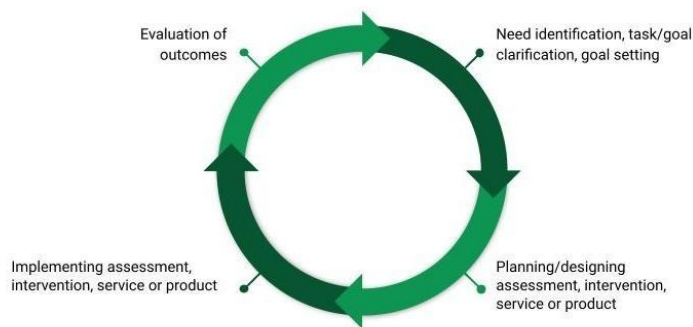
Functional competences	Learning outcome, competences needed
<p>A. Need identification, contract/task clarification and goal setting</p>	<p>Learning outcome: The psychologist can:</p> <ol style="list-style-type: none"> i. Identify, assess, and analyse clients' needs and risks ii. Gather information about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

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

	<p>iii. Can test the a priori formulated hypotheses for evidenced based decisions</p> <p>Attitudes</p> <p>i. Conscientious – accurate with attention to details of situations, interpretations, and feelings of clients</p> <p>ii. Empathic – willingness to understand and share the feelings of clients and others and one’s own reactions, and reflect their consequences with respect to the applied assessment and intervention</p> <p>iii. Flexible – willingness to adapt one’s assessment and intervention approach</p> <p>iv. Open – be open to new experience, assessment and intervention knowledge, research, and practice</p> <p>v. Patient – demonstrates tolerance of delay, problems or suffering caused by assessments and interventions without becoming annoyed or anxious</p>
<p>D. Evaluation</p>	<p>Learning outcome:</p> <p>The psychologist can evaluate process characteristics, and outcomes, outputs, and impact of psychological assessments and/or interventions or services/products and to revise the procedures if necessary during the implementation process (formative evaluation) and at the end (summative evaluation).</p> <p>If needed, it may mean going back to section 1 (need analysis and goal setting) and start the process again.</p> <p><i>(Outcome measures may include reliability, validity, usefulness, impact, gain, effectiveness etc. depending on the context and goals of the evaluation)</i></p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <p>i. Psychometrics</p> <p>ii. Quantitative and qualitative research methods to gather, analyse and interpret data</p> <p>Skills</p> <p>i. Develop and apply appropriate evaluation designs</p> <p>ii. Gathering, analysing, and interpreting evaluation data with respect to quality and ethical criteria and evaluation goals, considering cultural competences</p> <p>iii. Detecting/scrutinising noteworthy details, critically reflecting and adapting assessment/evaluation accordingly to ensure quality</p> <p>Attitudes</p> <p>i. Honest – willingness to accept evaluation results that are not expected and act with integrity</p> <p>ii. Flexible – willingness to probe different interpretations of evaluation outcomes and own biases</p> <p>iii. High quality mindset – strives for continuous improvement of one’s problem-solving approach</p>

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

Figure 2. Functional competences as a problem-solving cycle



Foundational competences

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

- i. Competences related to ethics, professional standards and law
- ii. Communication and relational competences,
- iii. Continuing Professional Development – CPD competences
- iv. Science and research competences,

- v. Collaboration competences,
- vi. Individual and cultural differences competences,
- vii. Digital/Information and communication technology competences
- viii. Self-reflection, and self-care competences .

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

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

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

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

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

	<p>iv. Be inclusive in all forms of diversity in working with clients, colleagues, and others</p> <p>Awareness of own biases helps to avoid stereotyping individuals belonging to different groups. The psychologist can consider that sociocultural factors such as gender, gender identity, culture, ethnicity, age, family context, religion, sexual orientation, majority / minority affiliation etc. are included in the assessment of factors which affect personality, values, worldview, relationships, psychopathology, and attitudes to treatment, and can make individual adjustments to the client's needs based on this.</p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> i. Diversity theories ii. Intercultural theories iii. Personality theories iv. Adaptation and inclusion theories <p>Skills</p> <ol style="list-style-type: none"> i. Perspective taking ii. Self-reflection iii. Identify differences iv. Manage diversity v. Advocate for others <p>Attitudes</p> <ol style="list-style-type: none"> i. Open – be open to new experience, values, knowledge ii. Empathic – willingness to understand and share the feelings of others iii. Curious – interest leading to inquiry of others iv. Respectful to other experiences, values, knowledge v. Proactive toward improving the situation for others and self
<p>7. Digital/information and communication technology competences</p>	<p>Learning outcome:</p> <p>The psychologist can use digital technologies, in particular information /communication technologies in an effective and safe way considering clients' needs, data protection, online privacy and cybersecurity for need analysis and goal setting, assessment, intervention, and evaluation.</p> <p>Knowledge about the possibilities and limitation of digital technologies, in particular information/communication technologies and the skills to apply the technology in an effective and safe way.</p> <p>Competences needed are in particular:</p> <p>Knowledge</p> <ol style="list-style-type: none"> i. Ethical practice, legal and security requirements (e.g. GDPR), specific to electronic/remote practice ii. Professional boundary issues iii. Range of digital technologies (e.g. Self Help or Online Blended Learning/Therapy) iv. The role of apps in psychological assessments and interventions and other platforms available to support the delivery of psychological interventions v. Communication processes which may affect digital practice across individual, system and group work (e.g. turn taking and use of non-verbal information) <p>Skills</p> <ol style="list-style-type: none"> i. Adequately apply data protection principles (including risk and safety) to all aspects of remote/online or in person work.

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

1.3. EuroPsy Fields of Practice and Competence Profiling

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

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

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

1.3.4 Each holder of the EuroPsy Certificate will have a profile defining the field of practice within which they have demonstrated competence to practise independently from the time at which the Certificate is awarded (For assessment of competences see Appendix III).

1.3.5 A distinction is made between the following broad fields of practice, which are currently approved and are designated as:

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

1.3.6. For the purpose of describing qualifications to practice, a broad categorization in fields of practice is deemed to be sufficient. ~~For those professional activities that cannot be assigned to any of these first four categories, a fifth category, designated as 'Other' is used and a specification of the field (e.g., community, forensic, traffic etc.) should be given.~~
The descriptions of these competences are intended to be generic and applicable to most or all types of psychologists' professional work, although they are implemented in specific ways in different fields of practice.

Commented [A27]: It is proposed to remove the concept of 'Other' as a specific category requiring approval from the Regulations.
The existing field of 'Other' will for the time being remain in use in the Register. There is a new Appendix 1.3 where the fields of practice are defined. This does not preclude continuation of the field of Other for as long as needed.
A systematic approach to decide on and if appropriate establish further fields of practice will be initiated by the BoD and included in the Activity Agenda for agreement of the FMs as part of the 2025-2027 work plan.
EuroPsy Certificates with 'Other' stay valid until they expire.

1.3.7 A psychologist should gain each of these competences as far as applicable within a particular field of practice. To obtain the EuroPsy the competence must be such that the psychologist can be expected to perform each of the four main problem solving functions in

an adequate manner and independently. In the following these fields of practice and the most relevant specific functional competences for psychologist working in this field are briefly described.

Clinical & Health

Definition of the Field of Practice

1.3.8 The field of practice of Clinical and Health Psychology concerns the development and the application of theories and methods from scientific psychology, such as developmental, cognitive, social, personality and biological psychology, and related domains, such as neurosciences, to realise different aims consisting of promotion of health in general and mental health in particular, enhancement of development and wellbeing, prevention of mental health problems, treatment of mental disorders and rehabilitation after loss of mental or physical capacities due to illness, accident, trauma or other major events.

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1.3.9 To attain these aims the psychologist in the field of Clinical and Health uses various methods such as psychological assessment of affective, cognitive, behavioural and relational processes, including diagnostic procedures, psychological interventions designed and implemented to change affective, cognitive, behavioural and relational processes towards more psychological wellbeing and less distress and suffering and providing consultation to other professionals concerning psychological aspects relevant to the situation of the client. Clients can be individuals, families, groups, organisations, communities and teams responsible for a comprehensive integrated psychological care programme.

1.3.10 Functional competences as related to this Field of Practice

- a) Need identification, contract/task clarification and goal setting: This pertains to the first phase of a problem-solving cycle that includes psychological assessment of clients with affective, cognitive, relational or behavioural needs, demands, problems and disorders, case conceptualisation, goal setting and action planning.
- b) Planning/ designing relevant assessment and intervention or product / service: Planning/designing assessment and interventions for various clients and client systems include a variety of assessment and intervention methods grounded in evidence based theoretical and applied conceptual frameworks used to realise the goal of understanding and enhancing mental health and wellbeing and alleviation of suffering. Consultation and advise for other professionals and relevant others on

psychological assessment and intervention methods and change processes is an important part of the professional activities.

- c) Implementing psychological assessments or intervention or services / products: Developing/implementing clinical psychological assessment and intervention programmes include evidence based psycho-education, psychological guidance, psychological treatments and processes of rehabilitation.
- d) Evaluation: Outcome and process evaluations imply collaborative approaches that draw upon the resources of clients, client systems and teams, other professionals and relevant persons involved in the care process of the client. Evaluation is put in place to monitor change and adapt assessment and intervention in order to maximise the realisation of the goals.

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Education

Definition of the Field of Practice

1.3.11 Educational Psychology is the branch of Psychology that applies psychological principles and theories to a broad range of learning, developmental, teaching and training issues in educational settings. Uniquely positioned at the intersection of psychology and education its main focus is the academic, emotional, social, and behavioural needs of all actors in educational settings and to support learners, families and educational staff within these settings. The wide ranging knowledge of educational themes enables Educational Psychology to address a variety of psychological issues, themes and problems that may arise within educational settings through a multiple perspectives approach that includes behavioural, cognitive, constructive, experiential, systemic and developmental viewpoints.

1.3.12 Functional competences as related to this Field of Practice

- a) Need identification, contract/task clarification and goal setting: This pertains to a complex problem solving cycle that includes assessment of learners with individual cognitive, emotional, social or behavioural needs**
- b) Planning/ designing relevant assessment and intervention or product / service: Planning/designing individual and group assessment and interventions include a variety of resources and aim at supporting children, adolescents and adults in their life-long learning and sustainable developmental processes.**
- c) Implementing psychological assessments or intervention or services/products: Developing/implementing primary and secondary intervention programmes include advice and guidance to students, teachers, instructors, families and other professionals.**
- d) Evaluation: Outcomes imply collaborative approaches that draw upon the resources of students, teachers, families, agencies and communities and aim at strategic development, evidence based practice, development of new ideas and reflective practice.**

Work & Organisation

Definition of the Field of Practice

1.3.13 Work and Organisational Psychology addresses the needs, concerns, and wellbeing of those working in the organisations, the employees, but also the concerns and goals of those leading or owning the organisations. The goals are to better understand and optimise the effectiveness, health, and well-being of both individuals and organisations.

1.3.14 Psychologists in the field of Work and Organisational work at all levels in the organisation, including individual, group, leadership, and organisational levels. An essential part of their competence is to acknowledge that these levels are interdependent, and that often, more than one level must be addressed. Their clients may include employees, groups, leader(s), organisations, owners, customers, trade associations, communities, etc.. These are often referred to as “stakeholders” and may represent different and sometimes conflicting interests. Identifying different stakeholders in a project and their interests is challenging and constitutes an essential part of professional competence in this field of practice.

1.3.15 Functional competences as related to this Field of Practice

- a) Need identification, contract/task clarification and goal setting: This is directed toward organisations at all levels (employees, groups, leaders, owners, and others). Addressing different stakeholders and negotiating their interests is central when setting goals for the project.**
- b) Planning/ designing relevant assessment and intervention or product / service: Planning and choosing relevant assessments and interventions in organisations based on the principle of evidence-based practice, including best research, organisational data, stakeholders’ interest, and own expertise.**
- c) Implementing psychological assessments or intervention or services / products: Implementing psychological assessments or interventions in ways that address the different challenges of the workplace, individuals, groups, and organisational contexts.**
- d) Evaluation: Evaluating the effectiveness of assessments and interventions in organisations, using validity and reliability checks to ensure outcomes meet organisational and client expectations.**

Sport

Definition of the Field of Practice

1.3.16 Sport psychology represents a multifaceted field of practice that draws from the scientific study of the cognitive, social, emotional and behavioural processes of individuals and teams engaging in sport and also exercise contexts. Psychologists in the field of sport psychology draw upon the scientific evidence base within psychology and sport psychology. They apply relevant psychological knowledge, skills and strategies to assess, support and enhance the performance, well-being and health of athletes across the lifespan. Psychologists in this field of practice may support multiple stakeholder groups within the sporting ecosystem including coaches, parents, and support staff drawing in developmental, social and organisational elements of psychology applied to sport settings.

1.3.17 Functional Competencies as related to this Field of Practice

- a) Need identification, contract/task clarification and goal setting: This relates to the initial contracting process with athlete clients, teams and other sport stakeholders in the context of understanding development, health and performance-related needs. This also requires the practitioner to understand the specific demands of the sport and context of the client in order to select the best starting points of entry.
- b) Planning/ designing relevant assessment and intervention or product / service: Planning/designing relevant assessments, individual and group interventions involve the psychological assessment of clients that then progresses into client case formulation using appropriate theoretical and empirical knowledge to inform appropriate interventions. The selection of evidence-based interventions and strategies aims to help support clients' needs or goals
- c) Implementing psychological assessments or intervention or services / products: This relates to the delivery of one-to-one services with athletes and teams through the introduction of appropriate techniques, strategies or exercises. It also includes the provision of consultation, support and advice to coaches and other sport stakeholders.
- d) Evaluation: This relates to the responsible process of monitoring and evaluating the impact of an intervention or program of delivery in sport. It incorporates reflective, subjective and objective assessments on the processes and outcomes of the work conducted, perhaps from multiple perspectives, in order to facilitate learning.

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Appendix II. Specialist EuroPsy standards

This Appendix describes the requirements for EuroPsy Specialist Standards and Certificates. All Specialist EuroPsy standards and certificates build on and require the fulfilment of the EuroPsy standards in the relevant field of practice. The Specialist EuroPsy Certificate will only be awarded to appropriately experienced psychologists who hold the EuroPsy Certificate (or who are awarded the EuroPsy Certificate at the same time) in the relevant field of practice.

II.1. Common minimum requirements for the Specialist EuroPsy Standards and Certificates

2.1.1 In addition to EuroPsy Standards in the relevant field of practice all Specialist EuroPsy Standards and Certificates have to fulfil the following education and professional training and practice requirements.

Minimum volume and content of further education and training

- a. At least three years (at least 1500 hours per year) or equivalent professional practice in the relevant field of practice (post eligibility for EuroPsy Certificate in the relevant field of practice). In this Appendix an Hour is considered to comprise a full 60 minutes of activity or contact time. Within this period the following is required:
- b. Theoretical and applied education training (e.g. courses, workshops on theory and methods): Minimum 400 contact hours. In addition to the contact hours, the education should involve twice as much time (800 hours) dedicated for independent learning (e.g. searching and reviewing current literature). The learning outcome should be expressed and evaluated (by e.g. written assignments, essays, quizzes, learning diary, exams, or similar methods.)
- c. Supervised Practice: Minimum 500 hours of supervised practice (additional hours of supervised practice may be required in each Specialism).
- d. Supervision: Minimum of 150 hours (50 hours per year) of supervision as specified in Appendix III.

2.1.2 The content varies with the institution's curriculum and/or the psychologists' learning trajectory. The courses have to be accredited or endorsed by an appropriate body and form a coherent training programme.

2.1.3 Studies completed within the six-year EuroPsy education and training cannot typically be counted for the specialist certificate

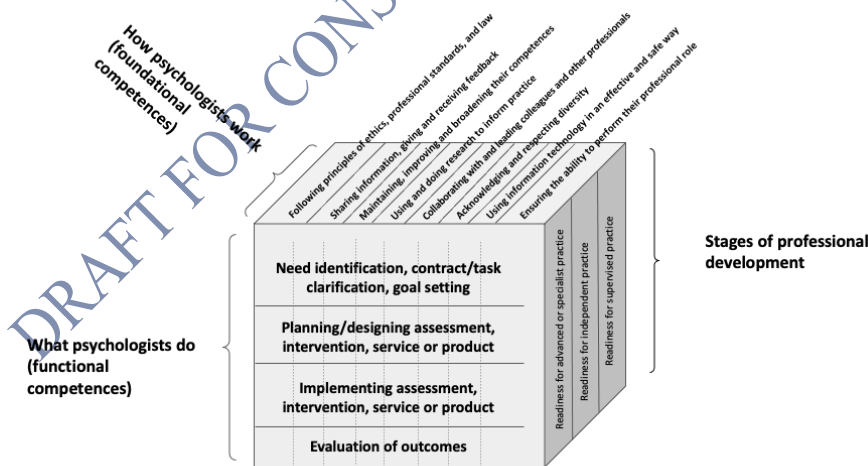
Competences to be demonstrated

2.1.4 Specialist EuroPsy Standards build on and require the fulfilment of EuroPsy functional and foundational competences. In addition each Specialist EuroPsy Standard specifies additional functional competences in a specialist field of practice, which are required to achieve readiness for specialist or advanced practice as a third stage of professional competence development. (For assessment of competences see Appendix III).

2.1.5 Figure 2 shows the adapted cube competence model with the three stages of professional development:

- i. Readiness for supervised practice
- ii. Readiness for independent practice
- iii. Readiness for specialist or advanced practice

Figure 2. Adapted cube competence model for the Specialist EuroPsy (cf. Rodolfa et al., 2005)



2.1.6 The individual Specialist EuroPsy Standards may have additional specific criteria within these requirements.

Requirements on continuing professional development

2.1.7 These requirements are specified in Appendix IV.

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Annex I-II.2. Specific Minimum Requirements for the Specialist EuroPsy Standard and Certificate in Psychotherapy

This ~~Appendix Annex~~ describes the requirements for the Specialist EuroPsy Standard and Specialist Certificate in Psychotherapy- which is situated in the EFPA field of practice of Clinical and Health Psychology (cf. 1.3). These requirements are in addition to the requirements for the EuroPsy standard in the field of practice of Clinical and Health Psychology and to the common minimum requirements for Specialist EuroPsy Standards described above, as required by article 369 of the EuroPsy Regulations.

Definition of the Specialist Field of Practice

2.2.1 A psychologist specialised in Psychotherapy delivers a specialised type of psychological treatment (advanced psychotherapy) to clients with a wide variety of complex psychological needs, demands, problems and disorders with the aim of alleviating suffering and enhancing health, wellbeing and personal development. Various characteristics of the client situation such as the complexity, chronicity and severity of the problem and the needs, demands and resources of the persons and their context are indications for advanced psychotherapy.

2.2.2 Advanced psychotherapy is based on a rich diversity of theoretical conceptual psychotherapeutic frameworks and the applied practice models based upon them. These theoretical psychotherapeutic conceptual frameworks are based on clinically, scientifically and contextually validated psychological knowledge, skills, attitudes and values. This specialised psychological service requires advanced functional competences of psychotherapeutic assessment of the affective, cognitive, behavioural and relational processes active in the needs, problems and/or disorders of the client and advanced competences of psychotherapeutic intervention to initiate change in the affective, cognitive, behavioural and relational processes. This specialised type of psychological treatment is provided in the context of a specific type of helping relationship creating the necessary conditions for psychological change.

2.2.3 A psychologist specialised in Psychotherapy can offer advanced psychotherapy in a direct relationship to the client or can offer indirect advanced psychotherapy in the context of a therapeutic environment in which various professionals collaborate in the psychotherapy process and the psychotherapeutic environment. In these contexts the

psychologist specialised in Psychotherapy can be assigned the responsibility for the need analysis, case conceptualisation and psychotherapeutic contract, the design, planning, implementation and evaluation of the psychotherapeutic assessment, interventions and consultation, in close collaboration with other disciplines implicated in the care process of the client.

Specific Minimum Education & Training Requirements

2.2.4 In addition to the general minimum requirements specified in Appendix 2.1 the following specific minimum education and training requirements must be met:

a) Personal Development: minimum 100 hours of personal development

Competences to be demonstrated

2.2.5 Specialist EuroPsy Standards build on and require the fulfilment of EuroPsy functional and foundational competences. In addition, the Specialist EuroPsy Standard in Psychotherapy specifies the following additional functional competences, which are required to achieve readiness for specialist or advanced practice in Psychotherapy as a third stage of professional competence development.

(For assessment of competences see Appendix III).

Table 1. Functional competences (describing what psychologists do) of psychologists specialised in Psychotherapy

Functional competences	Learning outcomes and competences needed in the specialist field of Psychotherapy. Competences build upon the competences of the EuroPsy Standard in the field of Clinical and Health.
<p><u>A. Need identification, contract/task clarification and goal setting</u></p>	<p>Learning outcome:</p> <p>The psychologist specialised in psychotherapy can:</p> <ol style="list-style-type: none"> i. <u>Identify, assess, analyse, elaborate, clarify and formulate the demands, needs, problems, contexts and expectations of different types of complex clients.</u> ii. <u>Gather various types of information from the client and other relevant sources about the client's demands, needs, problems and contexts</u> iii. <u>Structure this information into a coherent and integrated case formulation to inform psychotherapeutic action in terms of psychotherapeutic assessment, intervention and consultation.</u> iv. <u>Communicate the case formulation and discuss it with the client and relevant client systems</u> v. <u>Agree a psychotherapeutic contract with clients and client systems about the goals, psychotherapeutic treatment framework, types of assessment, intervention and consultation and evaluation</u> <p>Advanced knowledge of:</p> <ol style="list-style-type: none"> i. <u>Psychological science (e.g. developmental, cognitive, social, personality psychology) and related domains such as biological psychology and neurosciences relevant to understand the nature, causes, development and course of psychological dysfunction and psychopathology such as mood, anxiety, behavioural, relational and personality disorders and of various other mental disorders, needs related to complex life situations including e.g. trauma, loss and grief, major life changes, rehabilitation after loss of functions, existential challenges.</u> ii. <u>Psychological and psychotherapeutic assessment of a broad variety of parameters active in the origin, development and course of the complex problem and of the diagnostic classification systems including their strengths and limitations.</u> iii. <u>Various methods of case formulation and clinical diagnosis and their utility in the process of indication for / choice of psychotherapeutic interventions.</u> iv. <u>Different theoretical psychotherapeutic conceptual frameworks concerning psychological and relational functioning and dysfunction and of the psychotherapeutic interventions based on these theories</u> v. <u>Theories of human communication, interaction dynamics, motivation and processes of change.</u>

	<p>vi. <u>Introduction in psychopharmacology and other biological treatments that are often used in combination with psychotherapeutic interventions</u></p> <p>Advanced skills in:</p> <ul style="list-style-type: none"> i. <u>Establishing contact with clients in different and complex states of affective, cognitive, behavioural, physical and social functioning</u> ii. <u>Establishing a psychotherapeutic relation characterised by authenticity, empathy, warmth, acceptance and a willingness to collaborate with the client in the process of looking for answers to the demand, need, problem or disorder</u> iii. <u>Interacting with clients such as (participative) observation, active and emphatic listening, (structured) interviewing, including e.g. motivational interviewing, elaboration, confrontation, clarification, information and (psycho)-education, regulation, modelling, problem solving</u> iv. <u>Assessment and the use of diagnostic classifications taking into account their strengths and limitations</u> v. <u>Gathering additional information from psychological, medical social, forensic and other records on the client and from other available documents /sources and the scientific literature.</u> vi. <u>Critically evaluating gathered information and arranging and structuring it into a coherent case formulation concerning the need, demand, problem or disorder and the active parameters in the development of them that can be used as a basis for psychotherapeutic action</u> vii. <u>Communicating with the client and relevant others to present, clarify and discuss the case formulation in order to come to a shared decision on the action to take in terms of further assessment, psychotherapeutic intervention, consultation and evaluation</u> viii. <u>Establishing a psychotherapeutic contract concerning the psychotherapeutic process on the basis of the shared case formulation and the decisions on action to take</u>
<p><u>B. Planning /designing relevant assessment and intervention or product/service</u></p>	<p><u>Learning outcome:</u></p> <p><u>The psychologists specialised in psychotherapy can independently plan and design assessment and intervention as an intertwined continuous process according to the clients' needs, context, and agreed-upon relevant goals, beginning with initial clinical assessment, flowing throughout interventions to test and refine psychotherapeutic intervention strategies as needed, and concluding with a final assessment of achieved psychotherapeutic outcome and course of the process:</u></p> <ul style="list-style-type: none"> i. <u>Advanced psychotherapeutic assessment in function of the case formulation and of the planning and evaluation of the psychotherapeutic intervention, with methods such as clinical interviewing, questionnaires, psychological tests and other psycho-diagnostic instruments, auto- and hetero-observation, measurements of psychophysiological parameters.</u> ii. <u>Advanced psychotherapeutic intervention based on theoretical psychotherapeutic conceptual frameworks that are offered to the client with the aim of responding to the complex need or demand and of alleviating the suffering</u>

	<p><u>caused by the psychological problem, disorder or psychopathological condition.</u></p> <p><u>iii. Advanced consultation approaches to share psychological formulations, treatment recommendations, and clinical insights with other professionals and relevant others involved in client care, enhancing interdisciplinary and interpersonal collaboration and integration of care while maintaining appropriate boundaries and confidentiality.</u></p> <p>Advanced knowledge of:</p> <p><u>i. Constructs/parameters that can be assessed by quantitative and qualitative methods and/or intervened upon e.g., personality, emotions, cognitive functions, processes and contents, behaviour, characteristics and dynamics of relationships, circumstances.</u></p> <p><u>ii. Diverse psychotherapeutic assessment methods, their theoretical underpinnings, psychometric properties, strengths, limitations, and appropriate applications for different client populations and complex problems.</u></p> <p><u>iii. Psychotherapeutic case formulation approaches within and across theoretical conceptual frameworks.</u></p> <p><u>iv. Psychotherapeutic assessment and intervention plans and protocols to address complex needs including trauma, personality disorders, treatment-resistant conditions, and comorbid presentations.</u></p> <p><u>v. Psychotherapeutic interventions, their qualities, mechanisms of change, indications, available evidence base, procedures and appropriate contextual adaptations for diverse clients.</u></p> <p><u>vi. Consultation processes adapted to various care givers involved in the care process of the client in function of the psychotherapeutic case formulation, the objectives and the respective role of the professionals.</u></p> <p>Advanced skills in:</p> <p><u>i. Choosing psychotherapeutic assessment and intervention methods taking into consideration the case formulation, the psychotherapeutic contract and the clients' mental, emotional, cognitive, physical and social status and contextual status.</u></p> <p><u>ii. Analysing the available intervention options and formulating hypotheses about the possible outcomes of the intervention.</u></p> <p><u>iii. Developing contingency plans for potential therapeutic challenges, including crisis situations, deterioration of the condition of the client, safety risks, resistance, alliance ruptures, and non-response to initial interventions.</u></p> <p><u>iv. Developing and planning consultation processes to strive for integrated and coordinated care.</u></p>
<p><u>C. Implementing psychological assessments or interventions or services/products</u></p>	<p><u>Learning outcome:</u> <u>The psychologist specialised in psychotherapy can independently implement advanced psychotherapeutic assessment and interventions with fidelity, flexibility, and responsiveness to client needs, demonstrating proficiency in applying approaches based on available clinical and scientific evidence to complex clinical situations.</u></p>

	<p>The psychologist specialised in psychotherapy can consult about the psychotherapeutic process with various other professionals.</p> <p>Advanced Knowledge of:</p> <ol style="list-style-type: none"> i. <u>A broad range of psychotherapeutic interventions within and across various theoretical conceptual frameworks and their specific applications, indications, contraindications, and adaptations for diverse populations and presenting problems</u> ii. <u>Psychotherapeutic process variables including alliance formation, therapist factors, client engagement, resistance, therapeutic boundaries, and mechanisms of change</u> iii. <u>Implementation challenges including psychotherapeutic impasses, boundary issues, and unexpected adverse reactions</u> iv. <u>Cultural adaptations to standard intervention protocols to enhance effectiveness with diverse populations</u> <p>Advanced skills in:</p> <ol style="list-style-type: none"> i. <u>Establishment and maintenance of a secure psychotherapeutic frame within which the assessment and intervention procedures can effectively be applied</u> ii. <u>Implementation of psychotherapeutic assessment and interventions based on a theoretical psychotherapeutic conceptual framework offered to the patient in the context of the psychotherapeutic contract</u> iii. <u>Implementing integrated treatment approaches that combine elements from different theoretical conceptual frameworks when appropriate for clients with complex problems</u> iv. <u>Effectively monitoring therapeutic process in real-time, making moment-to-moment adjustments based on client responses and progress.</u> v. <u>Identifying and addressing therapeutic alliance ruptures, resistance, and transference/countertransference phenomena that affect implementation.</u> vi. <u>implementing consultation protocols with other professionals that enhance coordinated care while maintaining appropriate boundaries and confidentiality</u>
<p><u>D. Evaluation</u></p>	<p><u>Learning outcome</u></p> <p>The psychologist specialized in psychotherapy can systematically evaluate the process characteristics, outcomes, and impact of psychotherapeutic assessments and interventions, using multiple approaches based on clinical and scientific evidence to inform ongoing treatment, revise procedures when necessary, and contribute to the personal and professional development of the psychologist specialised in psychotherapy.</p> <p>Advanced knowledge of:</p> <ol style="list-style-type: none"> i. <u>Qualitative and quantitative psychotherapy evaluation models, including process evaluation, outcome assessment, client feedback systems, and quality improvement approaches</u>

- ii. Psychometric principles relevant to selecting, implementing, and interpreting psychotherapy outcome and process measures
- iii. Common and specific factors in psychotherapy effectiveness and methods to evaluate their contribution to outcomes
- iv. Therapist effects on outcomes and methods for evaluating personal therapeutic effectiveness

Advanced Skills in:

- i. Selecting and implementing appropriate evaluation methods that align with treatment goals, theoretical conceptual framework, and client characteristics
- ii. Communicating evaluation results to clients in a manner that enhances engagement, motivation, and shared decision-making
- iii. Using evaluation methods to determine when treatment goals have been achieved and termination is appropriate, or when referral or treatment modification is needed
- iv. Implementing systematic self-evaluation protocols regarding personal therapeutic effectiveness, identifying areas for continuous professional development

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Annex III.3. Specific Minimum Requirements for the Specialist EuroPsy Standard and Certificate in Work & Organisational Psychology

This Annex Appendix describes the requirements for the EuroPsy Specialist Standards and Certificate in Work & Organizational Psychology as required by article 39 of the EuroPsy Regulations. These requirements are in addition to the general requirements specified above. These requirements are in addition to the requirements for the EuroPsy standard in the field of practice of Work and Organisational Psychology and to the common minimum requirements for Specialist EuroPsy Standards described above.

Definition of the Specialist Field of Practice

2.3.1 The specialist field of Work and Organizational Psychology covers three broad fields of study and practice: a) Work Psychology; b) Organisational Psychology; c) Personnel psychology.

2.3.2 Work Psychology focuses on the relations between individual characteristics and the demands of work life. Work psychology emphasises individual resources, motivation, and potential for development. Working conditions and psycho-social work environments, including performance, well-being, mental health, job satisfaction, and safety, are central themes in work psychology, among others.

2.3.3 Organisational Psychology focuses on the interplay between humans, technology, and systems in an organisation. This includes themes such as communication, group dynamics, leadership, leadership development, conflict management, organisational culture and climate, change management, and organisational development.

2.3.4 Personnel Psychology concerns the relationship between employees and the organisation, and includes themes such as recruitment and selection, onboarding and placement, psychological contract, appraisal, reward systems, competence development, career development, coaching, psychological contract, and retirement.

2.3.5 The EuroPsy Specialist in Work and Organisational Psychology demonstrates advanced knowledge and skills in Work and Organisational Psychology. This includes design, critically evaluating and choosing between different methods and approaches of assessment and intervention; demonstrating advanced intervention skills in demanding and

complex situations; managing and handling tough ethical dilemmas, e.g., in discrepancies and/or conflicts between different stakeholders.

Specific Minimum Education & Training Requirements

2.3.6 In addition to the general minimum requirements specified in Appendix 2.1 the following specific minimum education and training requirements must be met:

- a) The content of education and training that must be covered is provided in a specialist curriculum framework (e.g. the ENOP-EAWOP model).
- b) Supervised Practice: 400 hours per year (in total, 1,200 hours, including the 500 hours of mentioned in Appendix 2.1.) of supervised/coached professional practice.

Competences to be demonstrated

2.3.7 Specialist EuroPsy Standards build on and require the fulfilment of EuroPsy functional and foundational competences. In addition, the Specialist EuroPsy Standard in Work and Organisational specifies the following additional functional competences, which are required to achieve readiness for specialist or advanced practice in Work and Organisational Psychology as a third stage of professional competence development.

(For assessment of competences see Appendix III).

Table 1. Functional competences (describing what psychologists do) for specialists in Work and Organisational Psychology

<u>Functional competences</u>	<u>Learning outcomes and competences needed in the specialist field of Work and Organisational Psychology. Competences build upon the competences of the EuroPsy Standard in the field of Work and Organisation.</u>
<p><u>A. Need identification, contract/task clarification and goal setting</u></p>	<p><u>Learning outcome:</u></p> <ul style="list-style-type: none"> i. <u>Understand the nature, context, and needs of different types of clients, private and public organisations, and apply this in goal setting.</u> ii. <u>Cope with the complex expectations of different stakeholders and negotiate contracts regarding products, services, intervention objectives, and evaluation.</u> <p><u>Advanced Knowledge of:</u></p> <ul style="list-style-type: none"> i. <u>Work design, psychological contract, organisational justice</u> ii. <u>Work motivation, job satisfaction, and commitment at work</u> iii. <u>Leadership in organisation</u> iv. <u>Occupational stress</u> v. <u>Organisational culture and climate; organisational change and development</u> vi. <u>Recruitment and selection: predictors, applicant perspective</u> vii. <u>Career and career management</u> viii. <u>Management interventions</u> ix. <u>Multiteam systems</u> x. <u>Performance in organisations (in-role and extra-role), compensation systems</u> xi. <u>Decision making</u> xii. <u>Goal setting</u> <p><u>Advanced Skills</u></p> <ul style="list-style-type: none"> i. <u>Proficient in gathering and synthesising information from multiple sources, including stakeholder interviews, client feedback, and organisational data.</u> ii. <u>Critically evaluate conflicting information from different stakeholders and synthesise this information to define actionable goals.</u> iii. <u>Presenting a realistic intervention plan, including financial and resource aspects, to a client</u> iv. <u>Ability to build agreement about goals and objectives between different stakeholders.</u>
<p><u>B. Planning /designing relevant assessment and intervention or product/service</u></p>	<p><u>Learning outcome:</u></p> <ul style="list-style-type: none"> i. <u>Apply an evidence-based approach when planning assessments and interventions in complex organisational settings</u> <p><u>Concerning assessment planning</u></p>

	<p><u>i. Design assessment processes relevant to complex contexts and multiple levels of an organisation.</u></p> <p><u>Concerning intervention planning</u></p> <p><u>i. Design interventions in complex organisations and challenging situations.</u></p> <p><u>ii. Design and plan client-based interventions specific to the organisational context, targeting different levels (job, individual, group, organisation).</u></p> <p>Advanced Knowledge of:</p> <p><u>i. The International Test Commission (ITC) Guidelines on Test Use</u></p> <p><u>ii. Advanced psychometrics related to assessing individuals, groups, and organisational performance</u></p> <p><u>iii. Change management and organisational development</u></p> <p><u>iv. Conflicts and organisational stress</u></p> <p><u>v. Group dynamics</u></p> <p><u>vi. Design of interventions in organisations</u></p> <p>Advanced Skills</p> <p><u>i. Choose among multiple approaches and methods of psychological assessment (e.g. ability, aptitude, personality, situational judgment tests) and procedures (e.g. face-to-face, online or computer/AI supported) based on a critical reflection of their empirical evidence (e.g. strengths, limitations, fairness biases).</u></p> <p><u>ii. Design and develop a new assessment methodologies and interventions based on an evidence-based approach.</u></p> <p><u>iii. Use piloting of the assessment and intervention plan to test the chosen approach and, if necessary, revise the plans.</u></p> <p><u>iv. Manage conflicts in organisations</u></p>
<p><u>C. Implementing psychological assessments or interventions or services/products</u></p>	<p><u>Learning outcome:</u></p> <p><u>The psychologist can target the assessments and interventions to the relevant level of an organisation.</u></p> <p><u>Concerning assessment:</u></p> <p><u>ii. Implement multiple methods and means of assessment in ways that address the complex challenges of the workplace, individuals, groups, and organisational contexts.</u></p> <p><u>Concerning intervention:</u></p> <p><u>i. Implement interventions in complex organisational context (job, individual, group, and organisational) with fidelity to theory and evidence-based approaches and flexibility to adapt where appropriate to clients' needs.</u></p> <p>Advanced Knowledge of:</p> <p><u>i. Ethical guidelines related to assessment and intervention in organizational contexts</u></p>

	<ul style="list-style-type: none"> ii. <u>Change management, motivation, conflicts in organisations, and well-being</u> iii. <u>Organisational equity and justice</u> iv. <u>Individual-, group-, leadership-, and organisational development</u> v. <u>(Re)design of work for well-being, psychological safety, and organisational goals</u> <p>Advanced Skills</p> <ul style="list-style-type: none"> i. <u>Apply assessments according to the standard of the ITC Guidelines of Test Use</u> ii. <u>Facilitate and implement complex and challenging processes.</u> iii. <u>Monitor progress and outcome measures at individual, team, leader, or organisational levels.</u> iv. <u>Making real-time adjustments in interventions based on feedback and shifting organisational priorities</u>
<p><u>D. Evaluation</u></p>	<p><u>Learning outcome</u></p> <ul style="list-style-type: none"> i. <u>Evaluate the effectiveness of complex assessments and interventions, using validity and reliability checks to ensure outcomes meet organisational and client expectations</u> ii. <u>Evaluate own functioning and use the evaluation in own professional development.</u> <p><u>Advanced Knowledge of:</u></p> <ul style="list-style-type: none"> i. <u>Evaluation of organisational interventions</u> ii. <u>Mixed-methods evaluation, incorporating qualitative and quantitative data analysis.</u> iii. <u>Learning and development in organisations</u> iv. <u>Continuous improvement models</u> <p><u>Advanced Skills</u></p> <ul style="list-style-type: none"> i. <u>Selection, adaptation, and/or design of project evaluation methods that are relevant for the organisational level of assessment/intervention.</u> ii. <u>Determine the appropriate criteria for evaluation.</u> iii. <u>Evaluate the impact of complex interventions, using qualitative and/or quantitative data to provide actionable insights</u> iv. <u>Communicate evaluation results to stakeholders, ensuring that findings are integrated into organisational decision-making</u> v. <u>Reflection and evaluation of own function in the project, use the results from this to develop knowledge and skills.</u>

Annex II.4: Specific Minimum Requirements for the EuroPsy Specialist Standard and Certificate in Sport Psychology

[Appendix II.4 is currently work in progress]

This ~~Appendix~~ describes the requirements for the EuroPsy Specialist Standards and Certificate in Sport Psychology ~~as required by article 39 of the EuroPsy Regulations~~. These requirements are in addition to the requirements for the EuroPsy standard in the field of practice of Sport Psychology and to the common minimum requirements for Specialist EuroPsy Standards described above.

Definition of the Specialist Field of Practice

Specific Education & Training Requirements

2.4.1 In addition to the general minimum requirements specified in Appendix 2.1 the following specific minimum education and training requirements must be met:

...

Competences to be demonstrated

2.4.2 Specialist EuroPsy Standards build on and require the fulfilment of EuroPsy functional and foundational competences. In addition the Specialist EuroPsy Standard in Sport Psychology specifies the following additional functional competences, which are required to achieve readiness for specialist or advanced practice in Sport Psychology as a third stage of professional competence development.

(For assessment of competences see Appendix III).

II.5: Specific Minimum Requirements for the EuroPsy Specialist Standard and Certificate in Clinical Neuropsychology

This Appendix describes the requirements for the EuroPsy Specialist Standards and Certificate in Clinical Neuropsychology, which is situated in the field of practice of Clinical and Health Psychology. These requirements are in addition to the requirements for the EuroPsy standard in the field of practice of Clinical and Health Psychology and to the common minimum requirements for Specialist EuroPsy Standards described above.

Definition of the Specialist Field of Practice

2.5.1 Neuropsychology is a specialised domain of psychology that is focused on the relationships between cognitive and affective functioning, the personality and behaviour of the individual, and brain functioning. Cognitive functions include e.g. attention, learning, memory, language, and reasoning. Affective functions include emotions and mood.

2.5.2 Clinical Neuropsychology is the application of Neuropsychology in clinical situations across the life span to understand how these functions relate to either normal brain functioning or acquired or developmental brain injury.

2.5.3 The practice of Clinical Neuropsychology involves a clinical interview and the use of neuropsychological assessment methods for diagnostic and prognostic purposes. This information can also be used for planning, implementation and evaluation of interventions.

2.5.4 The objective of the specialist education and training is to ensure that the competences needed for independent practice in Clinical Neuropsychology are achieved.

Specific Minimum Education & Training Requirements

2.5.5 In addition to the general minimum requirements specified in Appendix 2.1 the following specific minimum education and training requirements must be met:

a) Supervised Practice

At least three years full time (at least 1500 hours per year) or equivalent supervised practice in the field of clinical neuropsychology (post eligibility for EuroPsy Certificate in Clinical and Health Psychology). This supervised practice encompasses professional practice and includes the 500 hours of supervised practice and 150 hours of supervision mentioned in Appendix 2.1.

b) Individual work to a minimum of 200 hours in the form of applied projects (e.g. research reports, theses, case study reports, new assessment or intervention protocols, work practice guidelines, or similar) submitted for evaluation, that will demonstrate the competences required in the field of clinical neuropsychology.

Competences to be demonstrated

2.5.6 Specialist EuroPsy Standards build on and require the fulfilment of EuroPsy functional and foundational competences. In addition, the Specialist EuroPsy Standard in Clinical Neuropsychology specifies the following additional functional competences, which are required to achieve readiness for specialist or advanced practice in Clinical Neuropsychology as a third stage of professional competence development.

(For assessment of competences see Appendix III).

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Table 1. Functional competences in the Specialist field of Clinical Neuropsychology.

<u>Functional competences</u>	<u>Learning outcome and competences needed in the specialist field of Clinical Neuropsychology. Competences build upon the competences of the EuroPsy Standard in the field Clinical and Health.</u>
<p><u>A. Need identification, contract/task clarification and goal setting</u></p>	<p><u>Learning outcome:</u></p> <p>The specialist psychologist can:</p> <ol style="list-style-type: none"> i. Identify, assess, and analyse clients' needs and risks ii. Gather information about the clients' context to inform action iii. Clarify expectations and contract with clients iv. Set appropriate goals for action (assessment/intervention/service/product) specifying criteria for evaluation <p><u>Advanced Knowledge:</u></p> <ol style="list-style-type: none"> i. Theories and models of cognition, emotion, and behaviour, including information processing theories, cognitive/affective neuroscience, social neuroscience, neurodevelopment, cultural neuroscience, and behavioural neurology. ii. Diagnostic features and neuropathology of conditions affecting the brain (including, but not limited to stroke, traumatic brain injury, dementia, neurodevelopmental disorders, multiple sclerosis, epilepsy, psychiatric disorders), including their staging/course over time. iii. Potential functional implications of neuromedical conditions and neuropsychological impairments as they relate to everyday ability level, quality of life, and educational/ working/social/ living environments. iv. Patterns of behavioural, cognitive, and emotional impairments associated with neurological and related diseases and conditions that affect brain structure and functioning. v. Effects of common systemic medical illnesses on brain functioning and behaviour. vi. Patterns of behavioural, cognitive, and emotional impairments associated with psychiatric disorders, alcohol/ substance use disorders, behaviour addictions or antisocial behaviour. vii. neurodevelopment and age-related changes in brain functioning and behaviour across the lifespan. <p><u>Advanced Skills:</u></p> <ol style="list-style-type: none"> i. Analyse and clarify referral questions within the brain-mind-behaviour framework based on the context, professional roles, and the patient/ examinee presentation. ii. Gather key information to addressing the referral question, including interview(s), targeted behavioural observations, and review of records containing the results of neurological, neuroimaging, neurophysiological, and neuropsychiatric examinations.

	<p>iii. <u>Integrate knowledge of neuropsychological models and syndromes to form a comprehensive neuropsychological formulation for individual cases.</u></p>
<p><u>B. Planning /designing relevant assessment and intervention or product/service</u></p>	<p><u>Learning outcome:</u></p> <p>The specialist psychologist can plan/design or consider and choose among relevant assessments and interventions or services/products according to the clients' needs and context/situations and the goals agreed upon.</p> <p><u>Advanced Knowledge:</u></p> <ol style="list-style-type: none"> i. <u>Evidenced-based intervention techniques and practices to address cognitive, emotional, and behavioural problems present in different clinical populations.</u> ii. <u>How complex neurobehavioral disorders (e.g. anosognosia or other behaviours resulting from acquired brain injuries, neurodevelopment disorders or other neurological, neuropsychiatric, and genetic conditions) and sociocultural factors can affect the applicability of interventions.</u> <p><u>Advanced Skills:</u></p> <ol style="list-style-type: none"> i. <u>Appropriately select and critically appraise neuropsychological tests, measures, and other information sources consistent with best evidence and specific context of assessment, including assessment of performance and symptom validity, if relevant.</u> ii. <u>Identify targets of neuropsychological interventions and specify intervention needs.</u> iii. <u>Identify potential barriers to neuropsychological intervention and adapt interventions to minimise such barriers.</u> iv. <u>Develop and implement treatment plans that address neuropsychological deficits while accounting for patient preferences, individual differences, and social cultural context.</u> v. <u>Apply key components of evidence-based practice (i.e., best evidence, clinical expertise, and patient characteristics/culture /values) in selecting appropriate assessment and intervention approaches.</u>
<p><u>C. Implementing psychological assessments or interventions or services/products</u></p>	<p><u>Learning outcome:</u></p> <p>The specialist psychologist can appropriately carry out neuropsychological assessments and implement interventions or services/products with/for clients in different contexts/situations. This can include pilot studies to test neuropsychological assessments and interventions or services/products.</p> <p><u>Within the domain of assessment</u></p> <p><u>Advanced Knowledge:</u></p> <ol style="list-style-type: none"> i. <u>Theories and evidence-based methods of measurement and psychometrics relevant to cognitive (including attention, memory, executive functions, verbal and visuospatial abilities), social and emotional functioning, and brain-behaviour relationships</u>

- ii. Methods for measuring cognitive change, including decline from estimated premorbid abilities, and repeated/longitudinal assessment.
- iii. Potential influences of motivational factors and assessment context on test performance

Advanced Skills:

- i. Appropriately administer and score neuropsychological tests and measures.
- ii. Identify factors potentially affecting test performance (e.g. sensory and motor deficits, medication, fatigue, motivation, anxiety, distracting environment, technological competence, assessment modality), and when possible, manage these to optimise performance.
- iii. Interpret neuropsychological assessment results in the context of population norms and the range of typical performance, as well as estimated premorbid abilities where relevant, with formation of an integrated conceptualisation that draws from all relevant information sources. (e.g. interview, test results, behavioural observations, medical history/health records).
- iv. Demonstrate written communication skills in the production of integrated neuropsychological assessment reports.
- v. Provide feedback, as relevant to the assessment context, to patients, families, or caregivers in a sensitive manner adapting to the needs of the specific audience.

Within the domain of intervention

Advanced Knowledge:

- i. Theoretical and procedural bases of intervention methods appropriate to address disorders of attention, processing speed, learning and memory, executive skills, problem solving, language, perceptual processing, sensorimotor functioning, social cognition, as well as psychological/emotional adjustment and behaviours of concern.

Advanced Skills:

- i. Provide psychoeducation and information about neuropsychological disorders to aid the patient and family's understanding of their presenting concerns and how to manage them.
- ii. Implement evidence-based cognitive interventions in neuropsychological disorders across the lifespan
- iii. Deliver evidence-based psychological therapies (e.g. for depression, anxiety) appropriately adapted for people with neuropsychological impairment.
- iv. Provide behavioural interventions (e.g., positive behaviour support; positive reinforcement; errorless learning; conflict resolution; compensation techniques) for behaviours of concern in people with neuropsychological disorders.
- v. Demonstrate an awareness of ethical and legal ramifications of neuropsychological intervention strategies.

	<p><u>Within the domain of consultation</u></p> <p><u>Advanced Knowledge:</u></p> <ul style="list-style-type: none"> i. Professional roles and expectations of a consulting clinical neuropsychologist specific to each setting. i. Professional identity as a clinical neuropsychologist: understanding of the unique contributions of neuropsychology to different healthcare, educational, and forensic/legal contexts. ii. Awareness of the roles of clinical neuropsychologists, and how those roles vary across settings (e.g., practice, research, training, etc.) and assessment /intervention contexts. <p><u>Advanced Skills</u></p> <ul style="list-style-type: none"> i. Provide effective consultation services within common settings and contexts in clinical neuropsychology practice. ii. Educate referral sources regarding the utility and relevance of neuropsychological services. iii. Effectively communicate neuropsychological case formulations that emphasise the added value of neuropsychological services.
<p><u>D. Evaluation</u></p>	<p><u>Learning outcome:</u></p> <p>The specialist psychologist can evaluate process characteristics, and outcomes, outputs, and impact of neuropsychological assessments and/or interventions or services/products and to revise the procedures if necessary during the implementation process (formative evaluation) and at the end (summative evaluation).</p> <p>If needed, it may mean going back to section 1 (need analysis and goal setting) and start the process again.</p> <p><u>Competences needed are in particular:</u></p> <p><u>Advanced Knowledge:</u></p> <ul style="list-style-type: none"> i. The scientific method in generating neuropsychological knowledge and evaluating findings related to neuropsychological techniques, brain-behaviour relationships, assessment strategies, and interventions. ii. The scientific basis for assessment strategy, including test selection, use of appropriate normative standards, psychometric and operating characteristics, and test limitations. iii. Clinical reasoning and evidence-based decision-making strategies and their applications in improving the accuracy of differential diagnosis of neuropsychological conditions, and in the selection and delivery of intervention strategies. <p><u>Advanced Skills:</u></p> <ul style="list-style-type: none"> i. Employ neuropsychological assessment and provision of feedback for therapeutic benefit. ii. Independently evaluate the effectiveness of interventions employing appropriate assessment and outcome measurement strategies.

	<p><u>iii. Provide effective neuropsychological assessment feedback and articulate appropriate recommendations in language appropriate for the audience.</u></p> <p><u>iv. Remain cognisant of potential sources of bias/error in clinical judgements (e.g. overconfidence, "clinician's illusion," confirmation bias, illusory correlation, availability heuristic) and apply relevant de-biasing techniques to address these limitations (e.g. active consideration of alternatives, referencing quality evidence, semi-structured interviewing techniques).</u></p>
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Appendix III. ~~V~~ **Minimum requirements for Supervised Practice**

Supervised practice

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

- i. preparing a ~~(Sspecialist) Ppsychologist-in-Ttraining~~ for independent practice
- ii. developing the professional role of a ~~(specialist) psychologist~~
- iii. integrating theoretical and practical knowledge.

3.2 Supervised practice aims to qualify a ~~(sSpecialist) P-psychologist-in-Ttraining~~ for entry into independent practice.

~~For it either starts after a psychologist in training in total at least 50 hours of supervision within one year of full time practice or its equivalent with a minimum of 1500 hours is required. It either starts after has finished phase I, and II of a five year Bachelor and Master programme or equivalent study has finished or it is integrated in a six year university programme.~~

~~For a specialist psychologist in training a minimum of 500 hours of supervised practice within at least three years of postgraduate practice are required (post eligibility for EuroPsy Certificate).~~

3.3 At the end of the supervised practice training period, the ~~(Sspecialist) Ppsychologist~~ can practice independently. ~~After having successfully finished supervised practice the psychologist is expected to engage in continuous professional development (including supervision), when practicing independently (see Appendix VI).~~

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

Commented [A28]: The aim of the changes in this section is to separate out what is actually a EuroPsy Regulation vs. what is a generic statement of good practice. The latter can be achieved in different ways and is not a concern of the Regulations. The aspects that are regulation are retained in these Regulations.

Commented [A29]: Consistent writing see definitions (Specialist) Psychologist in Training

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

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

Psychologists in Training

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

The Supervisor

3.5 The supervisor is a psychologist who supports the learning and assesses the competence of the psychologists in training regularly and encourages them to act as independently as possible, given the situation and their competences. The Supervisor needs to be recognised by the National Awarding Committee National EuroPsy Committee or by the national association Full Member either through the mechanism of course accreditation in the case of university-based training, or on an individual basis for example by an employer in the case of post university work place supervision. In countries where professional

licensing/registration exists, the supervisor needs to be a licensed/registered psychologist. ~~The supervisor's competence in supervision is a core indicator of the quality of the supervised practice.~~

Required competences for supervisors

3.6 ~~The supervisor has the time, commitment, and competences to serve as a supervisor. This implies that even in countries where supervision is not well established, a A supervisor must have a minimum of two years (or its equivalent of at least 3000 hours) of independent practice in the (specialist) field of psychology practice/ specialism (e.g. health & clinical, education, work & organisation) in which they will supervise. In addition they must have and some training in supervision (e.g., at least workshops lasting several days) before they can supervise independently. Whether the requirements ~~competences~~ are given ~~is acknowledged~~ satisfied is a matter for the by the National EntroPsy Committee ~~AC~~.~~

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

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

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

Competences of supervisors

~~Supervisors have developed competences such as being able to:~~

- ~~• Prepare a competence development plan in accordance with the psychologist's development needs and resources~~
- ~~• Facilitate a collaboration and a relationship characterised by respect, interest, acceptance, and trust, so that those who receive supervision experience it as safe to~~

- expose their work and insecurity
- ~~Supervise in accordance with ethical principles and the laws that regulate the psychologist's practice~~
 - ~~Contribute to the development of foundational and functional competences which are relevant to the psychological professional practice~~
 - ~~Evaluate the psychologists in training' learning process and competence level according to the plan and give regular and specific evaluative feedback in a form suitable for promoting learning and development~~
 - ~~Use guidance models and methods in a flexible and adapted way~~
 - ~~Be aware of the dynamics of the supervision relationship and react in an appropriate way (e.g., understand when a third person should be involved)~~
 - ~~Take appropriate actions when the supervisor becomes aware of the psychologist's in training lack of development of competences and/or inappropriate professional behaviour~~

Procedural aspects, formative and summative assessment

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

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

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

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

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

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

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

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

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

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

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

3.10 The results of the evaluation shall be summarized in a tabular form, as indicated in the example below (see Tables 7 and 8). In this example, the supervisor has supervision competences in two fields of practice and the psychologist in training has developed all competences in clinical and health and some of them in work and organisations.

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Table 7. Example of Summative assessment of functional competences

<u>Fields of Practice/ Specialism</u>	<u>Clinical & Specify Field of Practice: Health</u>	<u>Specify Education Specialism</u>
<i>Functional Competences</i>		
A. Need identification, contract/task clarification, goal setting	X	
B. Planning/designing assessment, intervention, service, or product	X	
C. Implementing assessment, intervention, service, or product	X	
D. Evaluation	X	

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Table 8. Example of Summative assessment of foundational competences

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

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

However, he/she also has competence in assessment and evaluation in the work and organizational field. These competences might be built on to contribute to subsequent overall competence in this additional field of work and organizational psychology, if the psychologist in training wishes to work towards a certificate in this additional field of practice.

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

Responsibilities of the psychologists in training

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

Responsibilities of the supervisor

3.11 The supervisor should establish a supervision contract with the (Specialist) psychologist in training. In the contract the psychologist-in-training and supervisor should agree on the: (Specialised) Field of practice and client group(s) is covered. Role(s) the (Specialist) psychologist in training may take. Competences that will be developed. Responsibility of both the supervisor and (Specialist) psychologist in training to document the supervision.

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

Supervision process

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

in training observing the supervisor carrying out tasks, and then using reflection on these as part of the learning and development process.

Outcomes of supervision

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

3.12 Both the supervisor and psychologist in training should document the supervision. The supervisor's evaluation should be included in the supervisor report. If the assessment by a supervisor is negative after a year of supervised practice the supervised process can be prolonged. If the assessment after the year of supervised practice is 'not yet competent' local procedures should be followed to address the matter. Where no local appeal procedures exist, if the (Specialist) Psychologist-in-Training does not agree with the supervisor assessment may approach the National EuroPsy Committee AC or other national body can be approached to check and for advice about the process to follow.

Appendix IV. ~~VI~~ **Minimum Requirements of Continuing Professional Development (CPD) scheme**

4.1 ~~Rapid changes in the evidence base, technology and the skill requirements of the profession require CPD as a career long process integrated in everyday professional work.~~ The holders of the EuroPsy Certificate and Specialist EuroPsy Certificates are expected to maintain and further develop their level of professional competence. ~~CPD should follow the cycle of reflecting one's practice and needs, planning of CPD activities, recording learning activities and outcomes, and evaluating the benefits of learning.~~ CPD should be achieved by means of work experience, personal and professional development activities (e.g. accredited courses and workshops, conferences, teaching/training, research and writing), and through the process of peer-intervision ~~and or~~ supervision. On renewal of the EuroPsy the applicant has to show relevant evidence of CPD over the past period of professional practice. CPD are all activities that maintain, develop and expand the psychologists' competences that underlie the practice of the profession and are necessary to maintain the quality of the profession.

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

Professional work experience

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

Professional development activities

4.4 ~~It is a responsibility of the Registered Psychologist to keep informed about recent professional and scientific developments in psychology, including but not limited to the selected fields of practice. In addition to their ongoing professional work (at least four years~~

Commented [A31]: The aim of the changes in this section is to separate out what is actually a EuroPsy Regulation vs. what is a generic statement of good practice. The latter can be achieved in different ways and is not a concern of the Regulations. The aspects that are regulation are retained in these Regulations.

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

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

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

For example, if only the required minimum of 160 hours of CPD (in four years working practice within the seven years of revalidation period) is reached, this might consist of attendance at a scientific conference (20 hours, max 32), editorial work (10 hours, max 32), attendance at intervision meetings (40 hours, max 48), certified attendance at accredited

~~courses (80 hours, max 96), development of specific new skills through practice at work (10 hours, max 32). This ensures a mixture of different CPD activities.~~

Record keeping

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

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Appendix IV. EuroPsy EuroPsy Certificate and Application Form

Commented [A32]: Operational templates will be provided by EFPA Head Office the use of which has been made obligatory using an Article in the Regulations. This will enable ease of revision for minor matters.

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European Federation of Psychologists' Associations AISBL, EFPA
Rue Marché aux Herbes 105/39
1000 Brussels
Belgium

www.efpa.eu
EFPA – European Federation of Psychologists Associations
Grasmarkt 105/39 – Rue Marché aux Herbes 105/39
B – 1000 Brussels
Belgium
~~www.EuroPsyEuroPsy.eu~~ www.efpa.eu https://www.efpa.eu/europsy