



**EuroPsy**  
European Certificate in Psychology



*EuroPsy – the European Certificate in Psychology*



July 2013



**EuroPsy**  
European Certificate in Psychology

# ***EuroPsy***

European Certificate in Psychology

EFPA Regulations on *EuroPsy* and  
Appendices

[www.europsy-efpa.eu](http://www.europsy-efpa.eu)

**July 2013**

## Contents

1. Preamble.....	4
2. EFPA Regulations concerning <i>EuroPsy</i> , the European Certificate in Psychology ...	10
Section A. <i>EuroPsy</i> , the European Certificate in Psychology .....	10
Section B. Awarding Agencies .....	13
Section C. The procedure for obtaining the <i>EuroPsy</i> Certificate.....	20
Section D. Appeal procedures.....	21
Section E. Miscellaneous .....	22
3. Register of <i>EuroPsy</i> psychologists.....	25
Annex I. Requirements for the Specialist Certificate in Psychotherapy.....	26
Annex II. Requirements for the Specialist Certificate in Work & Organisational Psychology .....	29
Appendix I. Definitions .....	32
Appendix II. Framework and minimal standards for the education and training of psychologists.....	35
Description of curriculum content .....	36
Minimum requirements of the programme of education and training .....	42
Appendix III. Competences and competence profiling .....	45
Competences of psychologists .....	45
Procedures for <i>EuroPsy</i> Profiling.....	50
Appendix IV. <i>EuroPsy</i> Certificate and Application Form .....	53
Appendix V. Supervised practice.....	58
Appendix VI. Continuing Professional Development (CPD) scheme.....	66
Appendix VII. History of the <i>EuroPsy</i> European Certificate in Psychology .....	68
Appendix VIII. Relevant publications .....	74

# 1. Preamble

## *Background*

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

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

implementation (2007) across the twenty-seven countries of the EU. These developments are of obvious relevance for psychologists and their clients. Psychologists, like other professionals, should have the opportunity to obtain their education and practise their profession anywhere in the EU. Clients, be they individual citizens or institutions, should be able to obtain services of competent psychologists according to their interests and rights in any place within the EU.

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

### ***Developments within the profession of psychology***

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

the European Federation of Psychologists' Associations (EFPA, the successor of EFPPA) in 2001. The *EuroPsyT* framework constitutes the basis for further developments which are likely to result in a two-level system, which will encompass the *EuroPsy* European Certificate in Psychology as the basic standard for independent practice in psychology, and a number of advanced or specialist certificates in psychology which build on this. The *EuroPsy* framework drew substantially on work carried out by the British Psychological Society (BPS) in developing its own occupational standards for psychologists which has resulted in Standards of Proficiency for Applied Psychology. A major contribution of this work is the development of competences which can be evaluated as outcomes of education and training, rather than reliance only on academic curricula.

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

### ***Aim of EuroPsy***

The *EuroPsy* (or European Certificate in Psychology) represents a major step forward in promoting the mobility of psychologists and the access of clients to psychological services of high quality across Europe. Building on the educational framework and minimum standards of *EuroPsyT* accepted in 2001 and the so-called European

Diploma framework agreed in 2005, it presents a benchmark or a set of European standards for Psychology that will serve as the basis for evaluating the academic education and professional training of psychologists across the different countries of the EU, and other countries within EFPA. This document (the EFPA Regulations on *EuroPsy* and Appendices for the *EuroPsy*) presents the EFPA Regulations on *EuroPsy* and appendices for the European Certificate in Psychology (*EuroPsy*).

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

During the development of the *EuroPsy* framework considerable attention has been devoted to the variety of educational, occupational and regulatory settings that currently exist in Europe. It has been noted that educational curricula have tended to differ in length as well as in the presence or absence of differentiation or specialization. In order to devise a system that can fit meaningfully with these different forms of education and training, there is a differentiation in the EFPA Regulations on *EuroPsy* between dependent and independent practice, a distinction between a number of professional contexts in which psychologists work, and a distinction between entry into the profession and later specialisation. The aim of the basic *EuroPsy* is to set a standard with regard to dependent and/or independent practice, in normally one professional context<sup>1</sup>, at the point of entry into the profession. This standard defines minimum requirements, which individual psychologists are likely to exceed. The basic *EuroPsy* does not represent a licence to practise and is not intended to supersede or replace national licensing EFPA Regulations on *EuroPsy*. To the degree that the standard implied in the basic *EuroPsy* is considered to be meaningful in different national settings, it is hoped that it will be taken into account in future changes of licensing EFPA Regulations on *EuroPsy* which may be developed.

---

<sup>1</sup> Normally one professional context: this is the most frequent situation since psychologists normally practise in one context. However, the Regulations permit a maximum of two professional contexts for psychologists appropriately qualified and competent to practise in two contexts.



## ***Aim of Specialist Certificates***

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

## ***Guiding principles***

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

- 1) promote the availability of adequate psychological services across Europe. Every citizen and any institution should be able to obtain psychological services from a competent and qualified professional, and the system should help to achieve this objective.
- 2) protect consumers and citizens in Europe through the assurance of quality and protect the public against unqualified providers of services.
- 3) contribute to mechanisms to promote the mobility of psychologists by enabling them to practise anywhere in Europe, provided that they have the proper qualifications.
- 4) ensure that the *EuroPsy* is awarded on the basis of: (a) demonstrated completion of an academic curriculum in psychology of sufficient scope; (b) demonstrated competence in the performance of professional roles during supervised practice; (c) endorsement of European (as well as national) ethical standards for psychologists.

- 5) ensure that the *EuroPsy* system is fair and avoids favouring or disfavouring psychologists on the basis of national or other differences in educational or professional background, and that it recognizes high service quality as a prevailing principle. This implies that the *EuroPsy* will not pose specific requirements concerning the structure or format of the academic education, or the nature and organisation of the internship for professional practice.
- 6) guarantee the qualification for psychological practice at an entry level to the profession as well as beyond.
- 7) endorse a commitment to the active maintenance of competence. For this reason the *EuroPsy* is awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of evidence of continuing professional practice and professional development.
- 8) respect national regulations for psychologists which are already in place.

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

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

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

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

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

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

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

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

- a. have successfully completed a nationally accredited academic curriculum in psychology at a university or an equivalent institution that by law or custom leads to a national title or qualification of “psychologist”, provided the curriculum has a duration equivalent to

---

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

at least five years of full-time study (300 ECTS) and fits the framework as described in Appendix II;

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

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

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

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

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

- Article 6 The *EuroPsy* Certificate will be similar in meaning and appearance to the model presented in this document (Appendix IV).
- Article 7 The *EuroPsy* details required in the application form are: information on the university education, the supervised practice, including the professional competences, roles and contexts within which the Registered *EuroPsy* Psychologists worked to qualify, and their work experience.
- Article 8 The information to be included in the European Register will be: the name and work or home address of the registrant, the university education, the country of practice, the context of practice and the place and date of authorisation by the National Awarding Committee.
- Article 9 The Registered *EuroPsy* Psychologist is considered qualified for independent practice as a psychologist, within the professional context mentioned in the Registration Details, in as far as there are no restrictions from national regulations in the country concerned. This applies in all countries where the national Member Association of EFPA has accepted the *EuroPsy* and these Regulations.
- Article 10 The Registered *EuroPsy* Psychologist is considered qualified for supervised and/or dependent practice (see Appendix 1) as a psychologist within any professional context, in all countries in which the national Member Association of EFPA has accepted the *EuroPsy* and these EFPA Regulations on *EuroPsy*.
- Article 11 The record of a psychologist will be:
- a) removed from the Register in the following cases: (i) upon expiry of the *EuroPsy* (cf Art. 4); (ii) upon the request of the holder; (iii) when a court of law or a national committee has imposed a sentence or measure against the holder that prohibits him/her from exercising the profession of psychologist, such as removal from a national register or withdrawal of a national license;
  - b) The record of a psychologist in the Register will be marked as “suspended” when a court of law or a national committee has

imposed a sentence or measure that suspends the holder's right to exercise the profession of psychologist. The mark "suspended" will be removed when the suspension in the respective country ends.

## **Section B. Awarding Agencies**

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

Article 13

- a) The European Awarding Committee consists of a Chairperson and up to twelve other Members. They shall each be from a different country within EFPA and represent the main professional contexts of psychology and provide a balance between those working as practitioners and those working at universities and involved in the education of psychologists.
- b) Candidates are nominated by the Member Associations. Members are appointed for a term of up to four years, once renewable, by the Executive Council of EFPA.
- c) The terms of appointment are set in such a way that three new members can be appointed every two years.

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

Its tasks include the following:

- a) to receive and evaluate applications from Member Associations to establish National Awarding Committees

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

#### Article 15

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

national Member Association of EFPA. The Specialist National Awarding Committee will receive the delegated authority to award the *EuroPsy* from the Specialist European Awarding Committee.

#### Article 16

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

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

- a) to submit all its procedures for approval to the European Awarding Committee;
- b) to stipulate the manner in which an applicant has to submit evidence of professional competencies;
- c) to prepare and publish a list of currently approved curricula for academic education in psychology, including the level of degree;
- d) to advise institutions of higher learning of conditions for approval;



- e) to issue guidelines for the assessment of competences by Supervisors;
- f) to prepare a form on professional ethics to be signed by applicants;
- g) to determine the fee for administrative costs to be paid by applicants;
- h) to nominate a contact person who will be authorised to access the Register
- i) to take a decision on each individual application for the *EuroPsy*, either informing the applicant of the reasons why the application failed or awarding the *EuroPsy*;
- j) to issue the *EuroPsy* Certificate to individual psychologists;
- k) to keep a record of psychologists awarded the *EuroPsy*;
- l) to keep an archive of all application materials for a period of 15 years;
- m) to prepare an annual report of activities for the European Awarding Committee;
- n) to provide relevant information and participate in the annual meeting of Presidents of the National Awarding Committees;
- o) to act as consultation body to the competent authorities for the recognition of psychologists' professional qualifications in the country.

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

## Specialist Awarding Committees

### Article 19

- a) The Specialist European Awarding Committee consists of a Chairperson and up to eight other Members. They shall each be from a different country within EFPA.
- b) The Specialist European Awarding Committee shall be representative of the main range of practice in the domain, and including at least one member who is based in a university.
- c) One member of the Specialist Awarding Committee shall serve as liaison with the European Awarding Committee and shall serve on this committee.
- d) Candidates are nominated by the Member Associations. Members are appointed for a term of up to four years, once renewable, by the Executive Council of EFPA.
- 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 Member Associations to establish Specialist National Awarding Committees
- b) to delegate the authority to award the Specialist *EuroPsy* to the Specialist National Awarding Committees;
- c) to provide guidance for the Specialist National Awarding Committees and others;
- d) to develop regulations for training routes and standards in the domain as appropriate

- e) to deal with appeals against decisions of Specialist National Awarding Committees;
- f) to provide an annual report on the operation of the Specialist European Awarding Committee for the Executive Council and the General Assembly of EFPA;
- g) to meet once a year with the Chairs of the Specialist National Awarding Committees, and with the European Awarding Committee to moderate procedures and to share good practice;

#### Article 21

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

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

- a) to submit all its procedures for approval to the Specialist European Awarding Committee;
- b) to stipulate the manner in which an applicant has to submit evidence of qualification and professional competencies;

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

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

Article 23 The validity of a *EuroPsy* registration cannot be extended by applying for the same *EuroPsy* Certificate again, but only by revalidation as described in Article 5.

Article 24 The application must be made on a form that is similar in meaning and form to the model included in this document (Appendix IV). The application must provide information on: the university education, the supervised practice, specifying the professional competences and contexts within which s/he has worked under supervision to qualify for independent practice. The applicant must submit authorized reports by his/her Supervisors. The applicant must sign a pledge that s/he will conduct professional activities in accordance with the code of ethics of the national association of psychology in the country of practice.

Article 25 The National Awarding Committee will establish whether the candidate meets the criteria required by Article 2. It will examine the professional competences and professional contexts in which the applicant has worked under supervision and/or independently and decide in which professional context the candidate is qualified for independent practice.

Article 26 The application will only be processed after the candidate has paid the appropriate fee.

Article 27 The National Awarding Committee shall examine the evidence submitted and decide whether or not more information is needed from the applicant. The applicant will be informed whether or not the National Awarding Committee requires further information within 13 weeks of the original application and the fee having been received.

Article 28 Where additional information is required, the applicant shall be informed of the National Awarding Committee's decision within 13 weeks of such additional information having been received.

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

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

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

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

## **Section D. Appeal procedures**

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

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

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

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

## **Section E. Miscellaneous**

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

Article 38

- a) Transitional arrangements for the basic *EuroPsy* Certificate will apply for a period of three years after the date of recognition of a National Awarding Committee in a particular country.
- b) Transitional arrangements for any specialist *EuroPsy* Certificate will apply for a period of three years after the date of recognition of a Specialist National Awarding Committee in a particular country.
- c) Transitional arrangements for the Basic Certificate will apply for an additional period of two years after the date of recognition of a Specialist National Awarding Committee in a particular country. These arrangements exclusively apply to applicants for the specialist *EuroPsy* Certificate issued by that Specialist National Awarding Committee.
- d) All transitional arrangements will end in July 2020.

- e) Applicants, who before the date mentioned in Article 38 a) and d) have been licensed to practise independently as a psychologist by a national licensing body recognised by the European Awarding Committee, and/or meet the requirements and conditions of practice as a psychologist in their country of practice can substitute listing of their supervised practice as a psychologist, with a record of their work history after they were qualified for independent practice as a psychologist. In these cases evidence of at least three years or the equivalent, within the past ten years, of independent practice as a psychologist, and evidence of current competence and continuing professional development (see Appendix V and VI) is required for the *EuroPsy* to be awarded. In this case the psychologist applying for the *EuroPsy* under these transitional arrangements may have a further two years beyond the end date of the transitional arrangements in order to fulfill the requirements.

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

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



- e) The system of competence development being used, preferably proactive and comprehensive in order to ensure that psychology graduates acquire all competences (professional and enabling) demanded at the specialised level and comprises all relevant facets of professional practice, including ethics.
- f) The way in which evidence of further study, practice, supervision and competences is presented.
- g) The way in which the evidence of further study, practice, supervision and competences is evaluated.
- h) The transitional arrangements, applicable during the period mentioned in article 38b, of which the content should be analogous to that described in article 38e for the basic *EuroPsy*

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

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

### **3. Register of *EuroPsy* psychologists**

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

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

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

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

## **Annex I. Requirements for the Specialist Certificate in Psychotherapy**

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

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

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

### **1. Minimum volume and content of further study**

- a. At least 400 hours of further study (16 ECTS)
- b. The content varies with the institution’s curriculum and/or the psychologists’ learning trajectory.

### **2. Minimum volume of supervised practice and supervision**

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

### **3. Requirements on continuing professional development**

These requirements are being developed.

### **4. Competences to be demonstrated**

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

## **5. Competence development**

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

## **6. Evidence to be presented**

Applicants need to:

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

## **7. Evaluation of evidence**

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

## **8. Transitional arrangements**

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

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

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

## **9. Additional requirements**

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

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

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

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

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

### **1. Minimum volume and content of further study**

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

### **2. Minimum volume of supervised practice and supervision**

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

### **3. Requirements on continuing professional development**

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

### **4. Competences to be demonstrated**

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

### **5. Competence development**

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

### **6. Evidence to be presented**

Applicants need to:

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

### **7. Evaluation of evidence**

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

## **8. Transitional arrangement**

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

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



## Appendix I. Definitions

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

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

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

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

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

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

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

*Professional context* refers to a particular category of work settings in which psychological services are rendered vis-à-vis a particular category of client. Professional contexts are to be understood in a broad sense, and for the current Certificate defined as one of the following: (i) Clinical & Health, (ii) Education, (iii) Work & Organisations, (iv) Other. Each of the contexts comprises a broad range of activities. The fourth category (Other) refers to all other contexts which do not fall under the

three mentioned and this context or area of practice should be specified on the *EuroPsy* Certificate (e.g. forensic psychology, traffic psychology, counselling psychology, psycho-social interventions). This context should be a context which has a wide practice, is recognised in the country concerned and has a recognised education and preparation at the basic level. It should be approved by the European Awarding Committee.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is assumed that the 1st and 2nd phase will be part of the academic curriculum in psychology, whereas the 3rd phase may, though does not need to, be included within the university curriculum. It is further assumed that there will be a range of arrangements made by universities to meet these requirements and that a structure of separate or sequential phases is not essential. For example, a number of universities in different countries have developed Problem-Based Learning (PBL) approaches to the education and training of psychologists, where integrated blocks of theory-method-application cycles are organised from the start of the programme. The curriculum model assumes that students graduating from such programmes have gained equivalent knowledge, skills and competence, and innovative approaches are a welcome feature of professional formation. The current proposal is neutral in relation to the organisation and sequence of the learning programme.

Further, these requirements could be met both by national educational systems with an undifferentiated curriculum and systems with a differentiated system, whether the curriculum is one where theory and practice are integrated (e.g. integrated

professional education, problem-based learning) or separated. It should be noted that the Masters or equivalent degree gained after 5 years' study (300 ECTS) is considered to provide the *basic* qualification needed for entering the practice of psychology and needs to be followed by supervised practice before an individual would be regarded as competent as an independent practitioner. Specialised professional practice in any area of psychology will generally require post-qualification training in areas such as health psychology, clinical psychology, work, organisational & personnel psychology, psychology of work and health, educational psychology, child psychology, for which specialist titles may be awarded.

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

## **Description of curriculum content**

### ***The First Phase***

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

effective change of people's behavior. Both types of science have fundamental as well as applied aspects (generic theories vs. applications in diagnosis and intervention).

*Table 1. First Phase*

<b>Type of content/ Objectives</b>	<b>Individuals</b>	<b>Groups</b>	<b>Systems/ Society</b>
Orientation <i>Knowledge</i>			Methods in psychology History of psychology Overview of specialities and fields in psychology
Explanatory theories <i>Knowledge</i>			General psychology Neuro-psychology Psychobiology Cognitive psychology Differential Psychology Social Psychology Developmental Psychology Personality Psychology Work and organisational psychology Clinical & Health Psychology Educational psychology Psychopathology
Technological theories <i>Knowledge</i>			Data and test theory Questionnaire theory Evaluation theory
Explanatory theories <i>Skills</i>			Assessment skills training Interview skills training
Technological theories <i>Skills</i>			Test and questionnaire construction training Group intervention training
Methodology <i>Knowledge</i>			Introduction to methods: e.g. experimental methods. Qualitative and Quantitative methods
Methodology <i>Skills</i>			Experimental practice, Methodological & statistical practice Data acquisition training, Qualitative analysis
Ethics <i>Knowledge and skills</i>			Ethical codes and professional ethics
Academic skills <i>Skills</i>			Collecting information/library & bibliographic skills Reading / writing papers Research Ethics
Non-psychology theories <i>Knowledge</i>			Epistemology Philosophy Sociology Anthropology

## ***The Second Phase***

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

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

Table 2. Second Phase

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



### *Internship (“stage”)*

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

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

This training usually occurs during the second half of the university curriculum, but it may start earlier and/or extend beyond the curriculum. In the latter case, there should be joint responsibility of the university and/or the national professional psychological association and/or the relevant bodies for the accreditation of the training. The duration would normally be at least 3 months (or 15 ECTS), according to the specific area of interest.

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

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

The location where internships take place will normally be a public or private institution or ‘certified’ private firm which:

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

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

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

### *Research*

There is an expectation that students completing the full education and training will have developed some basic competence in research skills and will have carried out a small-scale research project. This may be carried out within the laboratory at the university or in the field, and may use experimental approaches, or more naturalistic approaches such as quasi-experiments, case studies, interview or questionnaire studies. Students will be introduced to issues concerning the nature and ethics of psychological research, and the basic methods employed by psychologists. This activity is likely to take the equivalent of 3-6 months (i.e. 15-30 ECTS).

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

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

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

This training often occurs completely or partially after completion of the second phase, and often occurs after leaving university. However, it may also be part of the university training, for example integrated courses of six years where the supervised practice is arranged by the university as part of the course and occurs within the total six year education period. Its duration is 12 months or the equivalent (60 ECTS).

The type of practice consists of semi-independent work as a psychologist under supervision in a professional collegial setting. This form of training is considered to be essential for obtaining the professional qualification of psychologist, since the

application of the knowledge and skills acquired during the first and second phases in a professional setting is a pre-requisite for the development of the psychologists' competences. Graduates who have completed the first and second phases without a period of supervised practice cannot be considered qualified for independent work as a psychologist.

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

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

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

## **Minimum requirements of the programme of education and training**

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

### ***Total length of the education and training***

The curriculum must have a duration of at least 5 years (300 ECTS); this may be divided between 180 units for the 1st phase and 120 units for the 2nd phase (which matches the Bologna "3+2" structure of Bachelors + Masters), though universities and countries will differ in the structure of their education systems. The duration of the 3rd phase (supervised practice) must be at least 1 year (60 ECTS) or its equivalent. This leads to a total length of 6 years or 360 ECTS.

## ***Composition of the curriculum***

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

The requirements should be understood as follows:

1. The largest part of the 1st phase should be devoted to theoretical courses and skills training in psychology; however some part should be reserved for methodology and non-psychological theory (e.g. philosophy or sociology) which is normally considered relevant for the study of psychology. It is suggested that the part spent on theoretical courses and skills training, plus orientation and academic skills should be between 125 and 135 units (over 2 years). Within the theoretical courses and skills training the largest part should be devoted to individual behaviour. The behaviour of people in groups and society should receive a minimal coverage of 20 units each.
2. Methodology should have a coverage of at least 30 units; non-psychological theory between 15 and 25 units. Taken together, these curriculum components should account for 45 to 55 units.
3. Within the 2nd phase approximately 60 units (1 year) should be spent on theoretical courses, seminars, assignments etc. The curriculum should be balanced to ensure that sufficient attention is being paid to the study of individuals, groups and society.
4. 15-30 units should be devoted to an internship ("stage") and 15-30 units to a research project or thesis. These two activities should cover a maximum of 60 units (1 year).
5. At least 60 units (1 year) should be spent on supervised practice.
6. A paper or a dissertation or thesis is not deemed necessary for the first phase, because the Bachelor's Degree is not considered to lead to a qualification for

independent practice. However, a research-based dissertation is required for the second phase and will often take the form of a Masters thesis or dissertation.

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

Phase	Component	Individual	Group	Society	Total
1 <sup>st</sup> Phase: ("Bachelor" or equivalent)	Orientation	The curriculum should include orientation to psychology, its sub-disciplines and areas of professional activity			Min 125
	Theoretical courses and practical exercises	Min 60	Min 20	Min 20	
	Academic skills	Academic skills training should be included			
	Methodology	Min 30			
	Non-psychology theory	Min 15			Min 45
					<b>Total 180</b>
2 <sup>nd</sup> Phase: (Masters or equivalent)	Theoretical courses, seminars, assignments etc.				Min 60
	Internship/stage/ Placement	Min 15-30			Min 30
	Research project / thesis	Min 15-30			
					<b>Total 120</b>
3 <sup>rd</sup> Phase	Supervised Practice	Min 60			<b>Total 60</b>
					<b>Total 360</b>

## **Appendix III. Competences and competence profiling**

### **Competences of psychologists**

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

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

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

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

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

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

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

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

### ***Primary competences***

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

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

The competences are described below.

*Table 4. Primary competences of psychologists*

<b>Primary competences</b>	<b>Description</b>
<b>A. Goal specification</b>	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment at a later time.
<b>B. Assessment</b>	Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods
3. Individual assessment	Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.
4. Group assessment	Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.
5. Organisational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying organisations in a setting that is relevant for the service demanded.
6. Situational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying situations in a setting that is relevant for the service demanded.
<b>C. Development</b>	Developing interventions, services or products on the basis of psychological theory and methods for use by the clients or psychologists.
7. Service or product definition & requirements analysis	Defining the purpose of the service or product, identifying relevant stakeholders, analysing requirements and constraints, and drawing up specifications for the product or service, taking into consideration the setting in which the service or product is to be used.
8. Service or product design	Designing or adapting services or products in accordance with the requirements and constraints, taking into consideration the setting in which the service or product is to be used.
9. Service or product testing	Testing the service or product and assessing its feasibility, reliability, validity and other characteristics, taking into consideration the setting in which the service or product is to be used.
10. Service or product evaluation	Evaluating the service or product with respect to utility, client satisfaction, user friendliness, costs and other aspects which are relevant in the setting in which the service or product is to be used.



<b>Primary competences</b>	<b>Description</b>
<b><i>D. Intervention</i></b>	Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.
11. Intervention planning	Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.
12. Direct person-oriented intervention	Applying intervention methods that directly affect one or more individuals in accordance with the intervention plan, in a setting relevant for the service demanded.
13. Direct situation-oriented intervention	Applying intervention methods that directly affect selected aspects of the situation in accordance with the intervention plan, in a setting relevant for the service demanded.
14. Indirect intervention	Applying intervention methods that enable individuals, groups or organisations to learn and take decisions in their own interest, in a setting relevant for the service demanded.
15. Service or product implementation	Introducing services or products and promoting their proper use by clients or other psychologists.
<b><i>E. Evaluation</i></b>	Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.
16. Evaluation planning	Designing a plan for the evaluation of an intervention, including criteria derived from the intervention plan and the set goals, in a setting relevant for the service demanded.
17. Evaluation measurement	Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded.
18. Evaluation analysis	Conducting analyses in accordance with the evaluation plan, and drawing conclusions on the effectiveness of interventions in a setting relevant for the service demanded.
<b><i>F. Communication</i></b>	Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.
19. Giving feedback	Providing feedback to clients, using appropriate oral and/or audio-visual means, in a setting relevant for the service demanded.
20. Report writing	Writing reports as to inform clients about the results of assessment, service or product development, interventions, and/or evaluations, in a setting relevant for the service demanded.

A psychologist should gain each of these competences as far as applicable within a particular professional context. In order to obtain the *EuroPsy* the competence must

be such that the psychologist can be expected to perform each of the six main functions in an adequate manner and independently.

### ***Enabling competences***

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

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

*Table 5. Enabling competences of psychologists*

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

In developing and assessing competences account must be taken of the fact that the actual content of the services offered is different, depending on the context within which one is practising.

This is a direct consequence of the fact that psychologists perform different roles in society and deal with different types of clients, problems, methods, etc. As noted above, four broad professional contexts are distinguished for the *EuroPsy*:

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

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

**Procedures for *EuroPsy* Profiling**

***Assessment categories***

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

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

The most important distinction to be made by the assessor is between levels 2 and 3. At the end of the supervision period sufficient competences should be present at level 3 or 4 to enable the individual to practise independently within one or more

contexts, with one or more client groups. Assessment guidelines will be issued by the European Awarding Committee.

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

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

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

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


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 in the educational and work and organizational field, and some additional competences in the field of work and organization. These latter might be built on to contribute to subsequent overall competence in this field.

## Appendix IV. *EuroPsy* Certificate and Application Form

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

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

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

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

1. Name
2. Home/work address
3. University education in psychology  
*to be specified:*  
  
Time period  
  
Name of degree  
  
Name of university  
  
Country
4. Country of Practice
5. Context of practice (clinical/health, educational, work & organisational, other  
*to be specified*
6. Date and place of authorisation by National Awarding Committee
7. National registration number

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

1. *Name*

2. *Work/home address*

3. *Email*

4. *University education in psychology*

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

Time period	Name of degree	Professional context	University	Country

5. *Supervised Practice*

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

Time period	Name of supervisor	Professional Context

6. *Professional experience as an independent practising psychologist*

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



Time period	Employer	Professional Context

7. *Professional Context(s)*

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

Clinical/Health

Work & Organisational

Education

Other (specify area)

8. *Agreement with publication of registration details*

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

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

1. *Name*
2. *Address*
3. *Email*
  
4. *Work experience* (min. 400 hours within the past 5 years)

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

5. *Personal professional development* (min. 80 hours of which 40 hrs explicitly proven; total of 80 hours = 100%)

(activities can comprise the following)

- a) Certified attendance and participation in accredited courses and/or workshops aimed at further professional development (60%).
- b) Development of specific new skills through practice at work (20%)
- c) Certified attendance in peer supervision meetings (20%)
- d) Certified participation as a supervisor provided that this is formally recognized (20%)
- e) Certified attendance at a professional or scientific conference (20%)
- f) (Co-)authorship and/or editing of publications on research and/or professional issues (30%).
- g) Presentations to professional audiences (20%).
- h) Editorial work on journals and books in psychology (20%)
- i) For the purpose of revalidation the sum of the final three categories above cannot exceed 60%.

## **Appendix V. Supervised practice**

### ***Supervised practice***

One year of full-time supervised practice or its equivalent in part-time is required for the *EuroPsy* Certificate. The one year (or its equivalent) of supervised practice provides the opportunity for the psychologist practitioner-in-training to put into practice the knowledge, skills and understanding gained from the university education and other professional experiences. It also enables the newly qualified psychologist to develop attributes of self-awareness, reflectivity, personal integrity, ethical competence and robustness which are required to practise competently and responsibly as a psychologist. During this year the newly qualified psychologist will encounter ethical issues and dilemmas and will be supported in developing ethical practice through discussion and supervision. Finally, supervised practice enables the profession to assure the quality and competence of qualified psychologists, since the psychologist practitioner-in-training is required to provide evidence of the range of competences required for independent practice as a psychologist, and the supervisor is required to confirm this evidence. One year of supervised practice is considered to be about 1500 hours.

### ***Psychologist Practitioners-in-Training***

Psychologist Practitioners-in-Training are those who are in the process of completing the supervised practice part of the *EuroPsy*. They will be working in direct face to face interaction with real clients in real settings but under the supervision of a qualified practitioner.

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

Supervised practice is usually undertaken towards the end of the six year period of education and training as a psychologist. This may be a year of full-time supervised practice following the five year university education; it may consist of a period, for example six months, of full-time supervised practice organised by the university at

the end of the university education, followed by a further six month full-time period after the university education; it may consist of periods of full-time supervised practice which normally occur during the second phase of the university education and which total one year within the total six years of education and training.

### ***The Supervisor***

A Supervisor is a psychologist who, within the past three years, has had at least two years of full-time work or equivalent experience as an independent practitioner in the role as a psychologist within a professional context, and who is responsible for the acquisition and assessment of professional competence by a Practitioner-in-Training in that professional context. The Supervisor will be responsible for supporting the learning and assessing the competence of the Practitioner-in-Training on a day-to-day basis and encouraging her/him to act as independently as possible, given the situation and her/his competences. The Supervisor needs to be recognised by the National Awarding Committee or by the national association either through the mechanism of course accreditation in the case of university-based training, or on an individual basis in the case of post-university work-place supervision; in countries where professional licensing/registration exists, the Supervisor needs to be a licensed/registered psychologist. The supervisor should have received some training in supervision.

### ***Categories of supervised practice***

The Supervisor's competence is a core indicator of the quality of the supervised practice. The development of supervised practice in Europe will be monitored and supported by EFPA over the forthcoming period. Different quality levels of supervised practice may be identified according to the Supervisor's practice and training:

- *Level 1.* The supervisor satisfies the *EuroPsy* criteria. In addition the Supervisor has had at least 5 years of full-time independent practice (or its equivalent). The 5 years has been achieved as part of an authorised specialist training programme. The training programme is recognised by a relevant governmental body or a national association. Four of the 5 years have been obtained within one specific context (e.g. health & clinical, education, work &

organization). At least two of the four years have been supervised by a level 1 supervisor within the same context. The Supervisor has received at least two years (part time) of formal training in supervision (may be obtained along with the 5 years). The supervision training includes supervised practise of supervision (e.g. video/audiotape presentations), supervisee case conferences, and reading of theory and research on supervision.

- *Level 2.* As level 1, but with no formal training in supervision.
- *Level 3.* The supervisor satisfies the *EuroPsy* criteria. After having fulfilled the *EuroPsy* criteria, the Supervisor has at least 2 years of full-time independent practice (or its equivalent). The 2 years have been achieved within one specific context (e.g. health & clinical, education, work & organization) as part of an authorised specialist training programme. The training programme is recognised by a relevant governmental body or a national association. The 2 years have been supervised by a level 1 or level 2 supervisor. In addition, the Supervisor has received at least 1 year (part time) of formal training in supervision. The supervision training includes supervised practise of supervision (e.g. video/audiotape presentations), supervisee case conferences, and reading of theory and research on supervision.
- *Level 4.* As level 3, but with no formal training in supervision.
- *Level 5.* The supervisor satisfies the *EuroPsy* criteria. After having fulfilled the *EuroPsy* criteria, the Supervisor has at least 2 years of full-time independent practice (or its equivalent). The 2 years have been achieved within one specific context (e.g. health & clinical, education, work & organization).
- *Level GP.* The supervisor holds a *EuroPsy* Certificate through grandparenting (see Article 32). Category GP may be applied in countries where no tradition of supervised practice exists, and in countries where a tradition of supervised practice exists, but the supervisor does not satisfy the *EuroPsy* standard of supervision.
- *Level D.* The supervisor does not satisfy the *EuroPsy* criteria. The supervisor does not qualify for receiving the *EuroPsy* Certificate through grand-

parenting (Article 34). The Supervisor is a psychologist who has at least 2 years of full-time work experience (or its equivalent) as an independent practitioner in the role as psychologist within the type of professional context where the supervision will take place. Currently, at least a Category D Supervisor is required for the supervised practice to be recognised.

For developmental, comparative and statistical reasons the Register will contain information about the supervisor category of the supervised practice. In cases where the supervisee has more than one supervisor (e. g. problem based learning), the category of the supervisor who supervised most of the supervised practice will be listed.

EFPA will establish a working group (*EuroPsy* Working Group on Supervised Practice (ESP). The ESP will produce a plan for the development of supervised practice in Europe (with specific targets for different countries with different levels of practice in supervision), and will help to facilitate workshops and exchange of expertise, resources and good practice. A long--term goal is that all countries in Europe will advance to level 1.

### ***Selection and training of supervisors***

Supervisors will be experienced psychologists who have the time, commitment and competence to carry out this task and serve as a supervisor. In countries where the practice of supervision is well-developed, supervisors will be selected and accredited for their competence, and they will be supported by training. Any psychologist who undertakes to function as a supervisor should normally undertake training in supervision. There is a range of education and training activities and programmes for psychologist supervisors in order to enable them to develop the competences and the sensitivity required to support Practitioners-in-Training.

Training activities will be offered by universities, by national psychologist associations and, in the future, through workshops co-ordinated by EFPA which enable the sharing of good practice. There are different models of supervision which reflect different paradigms and philosophical backgrounds to psychological practice. Supervisors will need to develop skills which include the following:

- positive and active listening,
- openness and positive regard
- reflective practice,
- giving feedback,
- dealing with difficult issues and feelings,
- boundary issues and issues of power relations,
- sharing ethical dilemmas,
- mentoring,
- evaluation of competence,
- assessment of performance.

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

It is good practice that all supervisors undergo training in supervision, and that they are supported in this task. The national psychology associations in some countries now provide an extensive programme of training in supervision, and the goal is for this practice to be made more widely across Europe and for there to be high expectations in this area.

### ***Context for supervised practice***

The context for supervised practice is a real-life professional setting in a) clinical/health b) educational c) work & organisational or d) other recognised context. This may be arranged by the university or outside the university. The professional setting should provide the opportunity for the psychologist Practitioner-in-Training to develop competences and to be evaluated on their acquisition (see Appendix III).

There are different contexts in which psychologists may gain supervised practice. These include:

- psychologist as student at university and supervised practice is part of the university education and training
- psychologist works as employee and supervised practice is part of the 'probationary' training period (and supervision is formally arranged within the work setting)
- psychologist works as employee and supervised practice is informally arranged (and maybe provided by a psychologist outside the work setting)
- psychologist is self-employed and arranges own supervision

Supervision implies a regular meeting between practitioner-in-training and the supervisor; this should occur at least every two weeks and on average two hour protected time for meeting.

### ***Ongoing practice and formative assessment***

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

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

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

Clearly, such assessments are formative, as the Practitioner-in-Training will be developing her/his skills in the course of the minimum required period of one year. Good practice such as the use of portfolios where the Practitioner-in-Training records their work and the development of competences and identifies professional development needs and review their own learning are recommended. These may



form the basis for sound professional practice and may contribute to Continuing Professional Development where portfolios are also relevant.

### ***The practice of supervision***

Supervision may be used to socialise the new psychologist into the profession, to replicate institutional canons and to propagate the norms of the profession. The supervisor supports the development of reflective practice, professional awareness and sensitivity, and understanding of ethical issues and dilemmas in practice. The supervisor will provide a central contribution to the learning process through modelling, feedback, observation and discussion. The supervisor also performs a kind of gate-keeping function, which means that he/she approves competent practice and contributes to the exclusion of those who are considered not being competent to practice as a psychologist.

There are many approaches to supervision. All require that the supervisor has the time, the commitment and the competence to be a supervisor. The time will typically involve between one and two hours each week of 'protected' and uninterrupted time where the supervisor and the practitioner-in-training work together, discussing the work of the practitioner-in-training, helping to process that work at a cognitive and emotional level, and supporting the practitioner-in-training in the development of competence and professional confidence. This process may also involve tasks carried out by the practitioner-in-training under observation by the supervisor which then form the basis for subsequent detailed discussion and critical reflection as part of the learning process. This might also involve the practitioner-in-training observing the supervisor carrying out tasks, and then using reflection on these as part of the learning and development process. Audio and video tapes may perform a useful function in the process of supervision enabling open discussion and feedback on aspects of the performance of the practitioner-in-training. There is a considerable literature on the process of supervision, both within clinical psychology and more widely.

It is likely that Guidelines on Supervision will be developed at a future date. These have already been developed in a number of countries within Europe, and the *EuroPsy* should promote the sharing of good practice.

### ***Assessment of competences***

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

### ***Outcomes of supervision***

The psychologist practitioner-in-training will be required to provide evidence of the acquisition of the functions and competences as specified in Appendix III. He/she should complete a systematic self-evaluation of level of skill in relation to the range of competences as specified in Appendix III, and should use this format to plan for future professional development.

## **Appendix VI. Continuing Professional Development (CPD) scheme**

The holders of the *EuroPsy* Certificate are expected to maintain and further develop their level of professional competence. This should be achieved by means of work experience and personal professional development or through the process of supervision, and may be achieved by meeting local CPD requirements if such exist. On renewal of the *EuroPsy* the applicant has to show relevant evidence of Continuing Professional Development over the past period of professional practice.

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

### ***Work experience***

The applicant should show evidence of professional work as a psychologist amounting to not less than 400 hours per year averaged over a period of not less than 4 years over the period of the last seven years (revalidation period) before the application for renewal. Acceptable evidence includes, for example: employment contracts accompanied by a job description, project contracts, or statements of income for tax authorities (in the case of psychologists in independent practice.)

### ***Personal professional development***

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

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

For example, if the total is 100 hours of CPD, this might consist of attendance at a scientific conference (10 hours, max 20), editorial work (10 hours, max 20), attendance at peer supervision meetings (20 hours max 20), certified attendance at accredited courses (60 hours, max 60). This ensures a mixture of different CPD activities.

### ***Record keeping***

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

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

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

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

### ***The General Directive 89/48/EC***

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

depended on individual cases being evaluated and compared against a national ‘template’.

### ***EFPPA Optimal Standards***

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

### ***Legal regulation of psychologists***

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

### ***Recent developments***

Over the past 10 years or so a number of developments have provided a foundation for subsequent work; these have included work by the European Network of Work and Organisational Psychologists (ENOP) to develop a ‘reference model’ and minimal standards (ENOP 1998; ENOP-EAWOP 2007) and work within the British

Psychological Society (BPS) to develop standards which specify competencies of psychologists at the stage of independent practice (Bartram 1996).

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

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

### ***The “Third” Directive***

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

This Directive was subject to consultation and debate for over two years, and was accepted in 2005 by the European Parliament and the Council of Ministers. Although the European Commission has not pursued in detail some of the earlier

clauses of the Directive, for example concerning professional ‘platforms’ it nevertheless welcomes professions themselves reaching agreement at a European level as to the standards required for the practice of a profession. There are on-going discussions concerning professional ‘cards’ which might provide evidence and an inventory of the education, training and practice of individual psychologists in the different member states in a comparable format.

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

### ***Conclusion***

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



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

Professor Dave Bartram (BPS, UK)  
Cand psych Jesper Döpping (DPF, Denmark)  
Professor Jim Georgas (University of Athens, Greece)  
Dr Stefan Jern (SPF, Sweden)  
Professor Remo Job (University of Padova, Italy)  
Professor Roger Lécuyer (University of Paris V, France)  
Professor Ingrid Lunt (Institute of Education, University of London, UK) project director  
Professor Steve Newstead (University of Plymouth, UK)  
Dr Pirkko Nieminen (PSYKONET, the University Network of Departments of Psychology in Finland, Finland)  
Torleiv Odland, (NPF, Norway)  
Professor Jose Maria Peiro (University of Valencia, Spain)  
Professor Ype Poortinga (University of Tilburg, Netherlands)  
Professor Robert Roe (NIP, Netherlands)  
Professor Bernhard Wilpert (Technical University of Berlin, Germany)

Also Ernst Hermann, Switzerland in early stages of the project

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

Professor Dave Bartram (BPS, UK)  
Professor Eva Bamberg (University of Hamburg, Germany)  
Cand psych Birgitte Braüner (DPF, Denmark)  
Professor Jim Georgas (University of Athens, Greece)  
Professor Arne Holte (NPF, Norway)\*  
Dr Stefan Jern (SPF, Sweden)  
Professor Remo Job (University of Padova, Italy)  
Professor Roger Lécuyer (University of Paris V, France)  
Eur Ing Nigel Lloyd (CamProf UK) project co-ordinator  
Professor Ingrid Lunt (Institute of Education, University of London, UK) project director  
Dr Pirkko Nieminen (PSYKONET (the University Network of Departments of Psychology in Finland), Finland)  
Professor Jose Maria Peiro (University of Valencia, Spain)  
Professor Csaba Pleh (Budapest University of Technology and Economics, Hungary)  
Professor Robert Roe (NIP, Netherlands)  
Tuomo Tikkanen (President, EFPA)

\* Torleiv Odland (NPF, Norway) participated in the early stages of the project.

**\* 3 EuroPsy Steering Group (2006-2009)**

Professor Eva Bamberg (University of Hamburg, Germany)

Professor Jim Georgas (University of Athens, Greece)

Professor Arne Holte (NPF, Norway)\*

Dr Stefan Jern (SPF, Sweden)

Professor Remo Job (University of Padova, Italy)

Professor Roger Lécuyer (University of Paris V, France)

Professor Ingrid Lunt (University of Oxford, UK) Convenor of Steering Group

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

Professor Jose Maria Peiro (University of Valencia, Spain)

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

Professor Robert Roe (NIP, Netherlands)

Professor Knud-Erik Sabroe (DPF, Denmark)

Tuomo Tikkanen (President, EFPA) (until 2007)

## Appendix VIII. Relevant publications

Antalovits, M. & Pléh, C.S. (2004). *EuroPsy* az európai pszichológus diploma. (The European Diploma of Psychology). *Alkalmazott Pszichológia* VI 2, 20-43

Bartram, D. (1996). Occupational standards and competence-based qualifications for professional applied psychologists in the U.K. *The European Psychologist*, Vol. 1, 157-165.

Bartram, D. (2000a). *Higher education and the delivery of standards-based qualifications*. Unpublished paper.

Bartram, D. (2000b). *Standards-based qualifications*. Paper presented to the Leonardo Euro-Psych Project. London, May 20, 2000.

Bartram, D. & Roe, R.A. (2005). Definition and assessment of competences in the context of the European Diploma in Psychology. *The European Psychologist*, vol. 10, no. 2, 93-102

British Psychological Society Consultative Working Group for Occupational Standards in Applied Psychology (1998). *National Occupational Standards in Applied Psychology*. Leicester: British Psychological Society.

EFPPA (1990). *Optimal standards for the training of psychologists*. Brussels: EFPPA, booklet no.3.

EFPPA (1995). *MetaCode of Professional Ethics*. Brussels: EFPPA Booklet no. 5

ENOP (1998). *European curriculum in work and organizational psychology. Reference model and minimal standards*. Paris: ENOP / Maison des Sciences de l'Homme.

ENOP-EAWOP (2007). *Curriculum reference model with minimum standards for European W&O Psychology : Basic and Advanced*. Paris : ENOP/EAWOP

Gauthier, J. (2002). Facilitating mobility for psychologists through a competency-based approach for regulation and accreditation: the Canadian experiment. *The European Psychologist*, Vol. 7 (3), 203-212.

Hall, J. and Lunt, I. (2005). Global mobility for psychologists : the role of psychology organisations in the USA, Canada and Europe. *The American Psychologist*, Vol. 60 (7), 712-726

Jern, S., Odland, T. and Nieminen, P. (2002). The equivalence framework in relationship to the basic training of psychologists and the specialisation training: the Nordic scene. *The European Psychologist*, Vol.7 (3), 213-220.

Lunt, I. (1997). Education and training for psychologists in Europe: optimal or minimal standards. *News from EFPPA*. December 1997, 6-10.

Lunt, I. (1998). Psychology in Europe: challenges and opportunities. *The European Psychologist*, Vol. 3 (2), 93-101.

Lunt, I. (2000). European project funded by the EU under the Leonardo da Vinci program. *The European Psychologist*, Vol. 5 (2), 162-164.

Lunt, I., Bartram, D., Döpping, J. Georgas, J., Jern, S., Job, R., Lecuyer, R., Newstead, S., Nieminen, P., Odland, S., Peiró, J.M., Poortinga, Y., Roe, R.A., Wilpert, B., Herman, E. (2001a). *EuroPsyT - a framework for education and training for psychologists in Europe*. Available from EFPA, Brussels.

Lunt, I., Baneke, R., Berdullas, M., Hansson, B. & Nevalainen, V. (2001b). *Laws and EFPA Regulations on EuroPsy for psychologists in European countries*. Brussels: EFPPA.

Lunt, I. (2002). A common European qualification? Editorial for special issue of *the European Psychologist*, Vol. 7 (3).

Lunt, I. (2002). A Common Framework for the training of psychologists in Europe. *The European Psychologist*, Vol. 7 (3), 180-191

- Lunt, I. (2005). The Implications of the “Bologna process” for the development of a European Diploma in Psychology . *The European Psychologist*. Vol. 10 (2), 86-92
- Lunt, I. (2008a). Professional mobility and quality assurance within the European Union in J. Hall and E. Altmaier (eds) *Global Promise. Quality Assurance and accountability in professional psychology*. New York: Oxford University Press
- Lunt, I. (2008b). Psychologist qualifications in Europe: common standard for quality and mobility. *The Australian Psychologist* Vol. 43 (4), 222-230
- Lunt I., Gorbena S., Job R., Lecuyer R., Peiro J.M. (2011) *Tuning-EuroPsy: Reference Points for the Design and Delivery of Degree Programmes in Psychology*. Publicaciones de la Universidad de Deusto.
- Newstead, S. & Makinen, S. (1997). Psychology teaching in Europe. *The European Psychologist*, Vol. 2 (1), 3-10.
- Peiró, J.M. (2003). La enseñanza de la Psicología en Europa. Un proyecto de Titulación Europea. [The teaching of Psychology in Europe. A European Certificate project]. *Papeles del Psicólogo*, Vol. 86, 25-33.
- Peiró, J.M. (2003). *La libre circulación de los psicólogos profesionales por Europa*. [Free mobility of profesional Psychology across Europe]. Colegio Oficial de Psicólogos de Catalunya. Barcelona.
- Peiró, J.M and Lunt I. (2002). The context for a European Framework for Psychologists’ Training. *The European Psychologist*, Vol. 7 (3), 169-179.
- Peterson, R.L., McHolland, J.D., Bent, R.J., Davis-Russell, E., Edwall, G.E., Polite, K., Singer, D.L., Stricker, G.(Eds). (1992). *The core curriculum in professional psychology*. Washington: American Psychological Association.
- Pleh, C. (2003). *A pszichológiaoktatas kérdései* (Issues of psychology teaching). Budapest: Hungarian Psychological Association and Hungarian Accreditation Committee

Poortinga, Y.H. (2005). Balancing individual interests and quality of the profession in the formulation of professional standards. *The European Psychologist*, Vol. 10 (2), 103-109.

Pulverich, G. (ed.) (1997). *Inventory of EFPA Regulations on EuroPsy in the field of psychology in European countries*. Bonn: Deutscher Psychologie Verlag.

Roe, R.A., Coetsier, P., Levy-Leboyer, C., Peiró, J.M., Wilpert B. (1994). The teaching of Work and Organizational Psychology in Europe. Towards the development of a Reference Model. *The European Work & Organizational Psychologist*, Vol. 4 (4), 355-365.

Roe, R.A. (2002). What makes a competent psychologist? *The European Psychologist*, Vol. 7 (3), 192-203.

Wilpert B. (2002). Projecting a European Diploma in Psychology. *The European Psychologist*, Vol.7 (3), 221-225.

EFPA – European Federation of Psychologists Associations  
Grasmarkt 105/39 – Rue Marché aux Herbes 105/39  
B – 1000 Brussels  
Belgium  
[www.europsy-efpa.eu](http://www.europsy-efpa.eu) – [www.efpa.eu](http://www.efpa.eu)