



EuroPsy: Strategy and priority actions

1. Introduction

After its final launch in 2009 and its “take off” by late 2010, EuroPsy is now well “en route”, as is shown in the steady increase in the number of countries entitled to award the EuroPsy Certificate and the number of psychologists to whom the Certificate has been awarded. By May 2013 the number for the Basic Certificate is 3650. Issuing the first EuroPsy Specialist Certificate has also begun and the number of psychologists holding such a certificate is currently over 2600.

Implementing the original ideas underlying EuroPsy in various countries, with diverse legal, social, educational and professional environments, has been a rich learning experience, that has not only led to a better understanding of where European psychology is today, but also to the emergence of new views on the future accompanied by a range of ambitions and priorities.

This document aims to give a concise and succinct outline of the ambitions and priorities that might guide the further development of EuroPsy in the years to come.

2. EuroPsy: certification as a vehicle for the development of the psychology education and professional practice

Although EuroPsy is often looked upon as an administrative exercise in certifying psychologists’ professional qualifications, or a tool to facilitate the mobility of psychologists within the EU’s Single Market, these views do not fully reflect what EuroPsy is really about. In fact, the essence of EuroPsy lies in the long-term and ongoing development of the psychological profession, based on innovations and growth in scientific theory and evidence, ever-improving academic education, and advancements in psychological practice as conducted in a changing society. Thus, while EuroPsy is certainly meant to provide immediate benefits to psychologists and their clients, its more long-term objective is to bring psychology – as thought and practiced, in various specialties – to a higher level.

For EFPA, this implies a dual focus in the future development of EuroPsy. On the one hand a focus directed towards the practical aspects of making the arrangements for issuing EuroPsy Certificates and promoting its uptake in Europe. On the other hand a focus on the further and ongoing development of education and learning in academic and professional contexts and the promotion of common standards and practices throughout Europe, in the interests of future generations of psychologists and clients, as well as society as a whole. This dual perspective is reflected in the ambitions and priorities described below.

3. Overarching aims

Building on the principles that have guided the development of EuroPsy in the past we propose the following strategic aims of EuroPsy, which fit well within the overall strategy of EFPA:

1. *Promote the on-going development of the education of psychologists and the psychological profession in Europe.*

As a set of standards that can be raised and changed over time, EuroPsy has the potential to stimulate innovation and knowledge sharing in curriculum design and professional activities, based on the progressive gains in scientific evidence and insights. This implies a key role for Continuing Professional Development at the level of individual psychologists, and for activities aiming at educational and professional renewal at the institutional level.

2. *Promote the public knowledge about psychology and the availability of psychological services of guaranteed quality in Europe.*

EuroPsy is an excellent tool for enhancing the public profile of psychology and for marketing psychological services in diverse areas, as well as for making such services available to a larger number of clients, while simultaneously setting standards that guarantee quality. This is particularly important in view of the contribution that psychology has to make to people's wellbeing and to an effective and humane society.

3. *Facilitate the mobility of psychologists, students, and clients in Europe.*

EuroPsy can also serve the free movement of persons in Europe, which is one of the fundamental rights in the European Union. It can function as a guideline for designing a Common Training Framework in the context of the EU Directive of Professional Qualifications, and thereby facilitate the mobility of psychologists. It can, in addition, facilitate the mobility of students who want to complete their studies in another country, and the mobility of clients who may seek the service of psychologists beyond the borders of their country.

4. Lines of development

From the perspective of EuroPsy as a process, the following ten lines of development describe what EFPA should work on to advance in the direction of the aforementioned aims.

1. Promotion of EuroPsy by
 - a. developing targeted actions towards older and younger generations of psychologists, new graduates, students
 - b. publishing articles (incl. interviews) in printed and digital media
 - c. distributing posters, leaflets, and other publicity materials
 - d. events exposing the benefits of EuroPsy based on experiences of holders of EuroPsy certificates and/or their clients.
2. Further dissemination of EuroPsy certificates by
 - a. enlarging the number of countries where EuroPsy is issued, aiming at all EFPA member countries in the long run
 - b. expanding the number of psychologists with a EuroPsy certificate, aiming at the majority of psychologists in each country in the long run
 - c. stimulating the inclusion of more areas of practice and specializations based on clear criteria and common standards

- d. offering a reasonable transition period and opportunities for compensation in countries where new EuroPsy certificates are introduced.
3. Raising the standards for EuroPsy certification by
 - a. specifying curriculum components that are critical for particular areas of practice and specializations
 - b. developing administrative and assessment tools that allow greater consistency in applying standards across areas of practice, specializations and countries.
 - c. updating standards and formulating them more precisely.
4. Sharing and raising standards for education and training by
 - d. promoting the Tuning reference points as a model among university curriculum designers and evaluators
 - e. updating standards for the psychology curriculum and developing standards for specific curriculum components (e.g., regarding areas of practice, or methods and techniques).
5. Promotion of supervised practice by
 - a. clarifying the situation regarding supervision requirements, supervisor training and supervised practice in various countries, areas of practice and specializations (by means of an inventory)
 - b. exploring the merits of different systems and their potential applicability elsewhere
 - c. transfer of knowledge and practices regarding supervision between countries
 - d. development of common frameworks and uniform procedures for supervision.
6. Promotion of continuing professional development (CPD) by
 - a. clarifying the situation regarding CPD requirements in various countries, areas of practice and specializations (by means of an inventory)
 - b. exploring the merits of different systems and their potential applicability elsewhere
 - c. transfer of knowledge and practices regarding CPD between countries
 - d. development of common frameworks and uniform procedures for CPD.
7. Promotion of uniform ethical standards by
 - a. developing a model of an ethical code, based on the EFPA Metacode (already achieved)
 - b. disseminating the model and stimulating its use in the design of new ethical codes or the revision of existing ethical codes, particularly for use at the level of countries rather than associations.
8. Promotion of a homogeneous legal environment by
 - a. developing a model of a psychologists Law that is congruent with EuroPsy
 - b. disseminating the model and stimulating its use by national legislators in the process of developing new legislation or the revising of existing legislation.
9. Promotion of EuroPsy as a basis for psychologists' mobility in Europe by
 - a. developing a common training framework (CTF) in the context of the EU Directive on Professional Qualifications that is congruent with the education and training requirements of EuroPsy
 - b. stimulating the use of EuroPsy as a waiver for recognition procedures by Competent Authorities

10. Enhancing the value of the EuroPsy register and website by
 - a. offering additional functionalities / services for the public and employers
 - b. idem for psychologists (personal updating, adding descriptive or promotional information, adding web links etc.)
 - c. idem for the Head Office and EuroPsy contact persons (data entry, validation, statistics etc.).

5. Priority actions

Since the range of activities required to further develop EuroPsy is large and the resources, including time, are limited, a number of issues are singled out for priority actions. These are specific actions regarding some of the development lines outlined above that the ECG has identified as being urgent.

Development line	Priority action	By
1. Promotion	<ul style="list-style-type: none"> • Launch publicity events and promotional activity (e.g. among students and graduates) 	EAC-NACs
2. Dissemination	<ul style="list-style-type: none"> • Extend the transition period for EuroPsy basic and specialist certificates • Stimulate more areas of practice & specializations • Encourage entry via the regular (“backward” and “forward”) route, next to entry via transitional arrangements • Identify national options for compensation when not meeting requirements 	EAC-EC EAC-EC NACs NACs
3. Raising standards	<ul style="list-style-type: none"> • Develop administrative and assessment tools 	EAC
4. Sharing & raising standards for education & training	<ul style="list-style-type: none"> • Develop standards for specific curriculum components (e.g. regarding areas of practice, or methods and techniques) 	B-PD
5. Supervision	<ul style="list-style-type: none"> • Clarifying the situation re supervision and practices • Transfer knowledge and practices between countries • Develop common frameworks and uniform procedures 	EAC-NACs & B-PD
6. CPD	<ul style="list-style-type: none"> • Clarifying the situation re CPD requirements and practices • Develop common frameworks and uniform procedures 	EAC-NACs & B-PD
7. Ethics	<ul style="list-style-type: none"> • Disseminate & stimulate use of model code 	EC
8. Legal environment	<ul style="list-style-type: none"> • Develop model of psychologists law • Disseminate model law 	WG-L EC
9. Mobility	<ul style="list-style-type: none"> • Develop CTF 	B-PD
10. Register & website	<ul style="list-style-type: none"> • Upgrade website and register 	HO & EC
Other	<ul style="list-style-type: none"> • Monitor the use of EuroPsy and collect user experiences 	EAC-NACs

It is proposed that the priority actions be undertaken by the Board of Professional Development, the European Awarding Committee, National Awarding Committees, Head Office or Executive Council, and be coordinated by the EuroPsy Coordination Group.

Decisions on implementation will be taken by the Executive Council during the period 2013-2015.

6. Preparing for further development: Project EuroPsy 2.0

The priority actions shall prepare the ground for a more comprehensive effort to develop EuroPsy further, referred to as “EuroPsy 2.0”, which should be executed in the period 2015-2017.

to be discussed