Tuning

Tuning Educational Structures in Europe

Tuning-EuroPsy: Reference Points for the Design and Delivery of Degree Programmes in **Psychology**

Life Long Learning

Education and Culture DG

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The name *Tuning* was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

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Content

1. General Introduction

Tuning Educational Structures in Europe is a university driven project which aims to offer higher education institutions and subject areas a concrete and dynamic approach to implementing the Bologna Process. Launched in 2000 and strongly supported both financially and morally by the European Commission, the *Tuning* project now includes the vast majority of Bologna signatory countries, and its work is fully recognised by all the countries and major players in the Bologna Process.

The *Tuning* approach consists of a methodology for considering each of the three Bologna cycles. It develops reference points for common curricula on the basis of agreed learning outcomes as well as cycle level descriptors. It therefore has a strong focus on learning outcomes, including competences. Learning outcomes are statements of what the learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to *Tuning*, learning outcomes are expressed in terms of the level of competence to be acquired by the learner. Competences represent a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, inter-personal and intellectual skills, and ethical values.

The use of the learning outcomes approach implies a shift from a staff-centred approach to a more student-oriented approach to teaching and learning, and probably implies changes in the teaching, learning and assessment methods which are used in the programme.

The *Tuning* project is dynamic and has used a Europe-wide consultation process in which students, graduates and academic staff have been asked to identify the most important skills and competences they would expect to be developed in a degree programme. The outcome of this consultation process is reflected in the set of reference points – generic and subject specific competences – identified by each subject area.

Finally, the context of these developments includes the overarching Qualifications Framework (QF) of the European Higher Education Area (EHEA), referred to as QF-EHEA, developed by the Bologna follow-up group, which was adopted by the Ministers of Education at their conference in Bergen in May 2005. The QF-EHEA is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and

understandable across different countries and systems in Europe. The QF made use of the outcomes of the Joint Quality Initiative (JQI) and of *Tuning*. The JQI, an informal network for quality assurance and accreditation of Bachelor and Master programmes in Europe, has produced a set of criteria to distinguish between the three Bologna cycles; these are now known as the 'Dublin Descriptors'. The QF-EHEA constitutes an overarching framework comprising three cycles, with generic descriptors for each cycle based on learning outcomes and competences, and credit ranges for the first and second cycles.

More recently, the European Qualifications Framework for Lifelong Learning (EQF) was developed by the European Commission and formally adopted by the European Union in 2008. The core of the EQF is the use of eight reference levels which describe what a learner knows, understands and is able to do, which corresponds to learning outcomes. Levels of national qualifications will be placed at one of the central reference levels which range from Level 1 (Basic) to Level 8 (Advanced), that will facilitate comparability and mobility, and promote lifelong learning. Most EU Member States are now developing their own National Qualification Frameworks (NQFs) based on learning outcomes. The QF-EHEA and the EQF form a complementary approach to enhancing mobility, comparability and transparency of qualifications.

This booklet aims to provide reference points in the psychology area, drawing substantially on the work of the *EuroPsy* project (1998-2009) and attempting to integrate this with the approach of *Tuning* and the wider context of qualifications in Europe. It should be noted at this point that the *EuroPsy* project focussed strongly on professional psychology, in part because its timing coincided with developments in the European directives on the recognition of professional qualifications.

1.1. Tuning and EuroPsy: A parallel history

The *Tuning* programme and the *EuroPsy* programme have experienced a parallel development over the last ten years, and there are significant and substantive convergences between the two programmes. However, while *Tuning* is clearly a University project, *EuroPsy* has been both a university and a professional project. *Tuning* is a programme which covers many different disciplines, while *EuroPsy* focuses on the single discipline of psychology. The *Tuning* programme has not so far involved psychol-

ogy, and the present text presents a reference point for the design and delivery of degree programmes in psychology on the basis of the *EuroPsy* programme.

The *EuroPsy* project has been substantially funded by the EU under the Leonardo da Vinci programme, and began in 1998, before the launch of the Bologna process. Intrinsic to this project was the involvement of a number of stakeholders and psychologists representing different constituencies. Thus the *EuroPsy* project brought together a number of psychologists, mainly academic, from different European countries, and representing universities, national professional organisations and national trade unions of psychologists. *EuroPsy* also had links to ENOP (the European Network of Work and Organisational Psychologists) and EFPA (the European Federation of Psychologists Associations). The *EuroPsy* project (see Appendix 1) has continued over 10-12 years and has involved a high level of consultation with a range of stakeholders, and wide dissemination in individual countries and at the European level. The original aim of the *EuroPsy* project was to map the education and training and to develop greater convergence in professional training of psychologists in Europe. From the outset, therefore, *EuroPsy* has been both a university training and a professional training project. Some of the members of the working group represent universities, others represent national professional organizations; EFPA, the representative association of the profession at European level, was involved from the start in the *EuroPsy* project since the co-ordinator of the *EuroPsy* was at the time President of EFPA.

It is important to note that the discipline of psychology leads both to a research career and to a specific profession, and this latter is regulated and protected by law in most countries of Europe. EFPA is a federation of national psychology associations (currently 35 countries), which extends beyond the EU, with potential membership from all the 47 countries of the Council of Europe. EFPA has an increasingly important role for psychology, particularly professional psychology, at the European level.

The first phase of the *EuroPsy* Project was supported through a Leonardo da Vinci contract and delivered its first report in 2001: *"EuroPsyT: a framework for education and training for psychologists in Europe"*. The Bologna agreement was signed in 1999, during the course of the first phase of the project, and created a very favourable context for the strategy and activities of the *EuroPsy* project.

The *Tuning* programme was initiated as a direct result of the Bologna process and was launched in 2000. The idea of its promoters was that universities take on board the Bologna process and themselves define how to harmonise training programmes in the different disciplines in which the University network was represented. Having quickly established differences in curricula between countries for the same discipline and between disciplines, *Tuning* managers have aimed for harmonisation with maximum flexibility, hence the choice of the word "*Tuning*". *Tuning* has been implemented in a number of disciplines, starting mainly with the "hard" sciences, where harmonisation seemed easier, but also involving disciplines such as educational sciences or history, where such harmonisation seemed more difficult, each country having its own history. From the outset, *Tuning* has had important EU support.

The second phase of *EuroPsy* started in 2002, with the support of a second Leonardo da Vinci contract. The aim of this project was to move on from a definition of education and training focused on input and therefore on knowledge and to include an approach focused on outputs, and therefore on skills and competences. The second report, *EuroPsy: the European Diploma in Psychology* was published in 2005, and aimed to provide a standard for the education and training of professional psychologists in Europe. In this second phase, *EuroPsy* was closer to the *Tuning* approach in one of its fundamental aspects, the definition of objectives for training in terms of acquisition of professional competences. Psychology as a discipline is somewhat different from most disciplines covered by the *Tuning* programme in that it may lead to a well-defined profession as well as a research career in the field.

In the *Tuning* project, one of the objectives was to seek to make a distinction between general skills, related to university training but independent of the discipline (for example the development of critical thinking and problem-solving), and skills more closely related to the contents of the discipline. In both cases, the aim was to identify both the skills that trainers thought that programmes aimed to provide, and the competences that potential employers were demanding.

Because the *EuroPsy* is centered on a single discipline, the distinction between general skills and specific skills has not been made in the *EuroPsy* text, but it appears that some of the competences described in the *EuroPsy* project are not specific to psychologists and are also described, as general skills, in *Tuning* texts. There is a very strong convergence in the two processes, in particular in the fact that in both cases, compe-

tences do not concern simply sophisticated technical capabilities, but also know-how and know-how-to-be, at a much more general level.

Other convergences include a common understanding of the place of the European Credit Transfer and Accumulation System (ECTS) in training. In both cases, this is not envisaged as a simple accounting system organising teaching hours, but rather a distribution of the amount of work the student must devote to the acquisition of each competence.

A third important convergence is the emphasis on life-long learning. In both cases, there is a wish to set the project within a context of lifespan training, which the EU now strongly supports, with the EQF programme for LLL (European Qualification Framework for Life Long Learning). In the *EuroPsy* programme, there is a commitment to lifelong education and evidence of continuing education is a condition for the renewal of certification of psychologists.

EuroPsy appears to be highly compatible with the *Tuning* conceptualisation of the training programmes. In fact, *EuroPsy* proposes a reference framework for programme development. The aspiration is for different university programmes to be compatible with this reference, and not identical to it. As far as the objectives assigned to universities by *Tuning* and *EuroPsy* are concerned, there are extremely strong convergences.

1.2. 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, characterised 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 internationalisation of the economy in general and the implementation of a common internal market within the European Union have stimulated the mobility of professionals as well as the delivery of services across national borders. Major steps have also been taken with regard to educational mobility, especially at the academic level. As a consequence of the Bologna Declaration, a total overhaul of the system of university education across Europe has been 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. The new Directive 2005/36/EC, adopted in September 2005, is in process of implementation 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 throughout the EU.

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 as a professional psychologist at basic level. Specialist Certificates (in specialist areas such as psychotherapy, work and organisational psychology, educational psychology, etc) are in process of development to demonstrate the achievement of an advanced level of competence and expertise in

specialised areas of practice. The aim of specialist certificates 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. Specialised qualifications may in some countries be used to preserve a domain of professional work for their holders. This may imply that the development of specialised 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 practise independently. This will be determined in the country of practice according to the regulations governing practice in that country.

1.3. Aims of the document

The aim of the present text is to produce a *Tuning* document based to a large extent on the *EuroPsy* text, or in other words, to develop a *Tuning* reference document in psychology, drawing on the experience of the *EuroPsy* project team and the reports produced by them. For this purpose, we start by briefly presenting the subject area of psychology (section 2), then present a description of qualifications in psychology (section 3), the major fields of application of psychology (section 4), a discussion of learning outcomes and competences (section 5), some considerations of the teaching, learning and assessment approaches implied by the shift to a focus on learning outcomes (section 6), and a section on continuing education and professional development (section 7). In section 8 we present some future trends and challenges before drawing some preliminary conclusions.

It should be noted that the *EuroPsy* project was concerned not only with academic education but also with the preparation for the practice of the profession. The specifications for the *EuroPsy* certificate therefore address both the academic education and the professional training of psychologists.

2. Introduction to the subject area: Psychology

The field of scientific psychology has a relatively short history, spanning a period of less than 150 years. With origins in philosophy and medicine which go back many centuries, modern day psychology is frequently said to have been established as an experimental science in 1879 with Wilhelm Wundt's laboratory in Leipzig which is often called the first laboratory of psychological science. This laboratory attracted a large number of young scholars from many countries, who subsequently went on to develop psychology as a science in other countries. Over the following years psychology became rapidly established as a subject in its own right, until now in the 21st century it has become one of the fastest growing fields of research, application and popularity for student study. Psychology is now both a very strong research field and a strong field for application.

A major impetus for the popularity and expansion of psychology as a discipline came from the development of its applications. In the early 20th century psychologists began to apply their discipline in the field of psychological assessment, personnel selection and psychological ergonomics; more recently psychologists have developed their discipline in relation to mental health and now increasingly in a wide range of other fields. In particular following World War II and the rise of welfare states in many countries, the profession of clinical psychology was firmly established, and is now one of the most popular applications of psychology across the world.

The first psychology association was established in USA (the American Psychological Association) in 1892, followed soon after by the French Society (Société Francaise de Psychologie) and the British Psychological Society, both founded in 1901. Many other European countries established psychological societies which focussed on the scientific discipline in the early years of the twentieth century, and the 1940s and 1950s saw the emergence of a large number of professional psychology associations reflecting the expansion of psychology as a profession, and in particular the large numbers of clinical psychologists.

2.1. Definition of the subject area, description of the field

Psychology is the science of human thinking, feeling and action. It is pivotal as it touches every aspect of human endeavour, including people's interaction with the physical and social environment, the way in which they develop themselves and the influence they exert on the environment, e.g. by creativity and innovation. It deals with fundamental questions about what causes people's behaviour, how it unfolds over time, and how it relates to problems of individuals, groups and social systems. It is relevant to issues of everyday life, in school, work, health, leisure time, sport, family and community life, and self-development.

Psychology is an empirical science which aims to help understanding of how and why people act in the ways that they do and to apply that knowledge in a wide variety of settings. There are many definitions of psychology, but here we use a simple one: "Psychology is the scientific study of the processes of the mind and its biological foundations, and their behavioural manifestations in interaction with the environment, which is fundamentally social".

With the phrase, "processes of the mind", we can refer to a wide variety of psychological phenomena. Cognitive psychology, for example, studies processes such as sensing, perceiving, and thinking. Neuropsychology is concerned with the biological aspects of psychological processes. Personality psychology is concerned with the individual's traits, characteristic forms of behaviour and interactions with others. The study of motivation attempts to answer the question of "why" people behave as they do. Social psychology studies the influence of social factors on people's attitudes and how people behave in groups. Psychopathology studies the thinking processes, personality, and behaviour of people with psychological problems. Developmental psychology studies the development of psychological processes throughout the life span. Work psychology deals with goal-directed behaviour displayed when people perform tasks. These are just some of the basic phenomena that characterise psychological study.

Psychological programmes at universities teach all these basic areas of psychology to students. Students learn the general theories, the experimental and empirical evidence, and how knowledge from these areas may be applied in understanding the behaviour of individuals, groups,

systems and society. They also learn theories on people's behaviour in connection with particular roles and settings, for example, education, work or economics. In addition, they acquire knowledge and skills in the use of methods and techniques for diagnosis and interventions which can be of use in solving behavioural problems. Students also learn how to carry out their own research and how to evaluate the research of others.

2.2. Psychology in social and life/health sciences

2.2.1. Psychology as a scientific discipline

As implied above, psychology is the discipline that provides explanations for people's behaviour by identifying its underlying causes. Another definition that describes the scope and aims of psychology may be the following: The scientific study of behaviour and mind, with reference to both the overt behaviour and internal mental representations. The scientific investigation of psychological phenomena is based on empirical and factual evidence collected through a variety of methods, e.g. experimental, observational, clinical. Just as in any other area of knowledge, psychological descriptive and explanatory theories, and the specific models derived from them, have undergone changes and integration over time as new data and new insights have accumulated. In addition, the complexity of the topic has favoured the creation of highly articulated models for specific functions rather than general and comprehensive models.

Basic research in psychology aims at developing a general explanatory theory of how people interact with other people and the physical and social environment. Many areas of human and other animals' behaviours have been the focus of basic research, from cognitive to affective process, from the biological bases of mental life to the relationship between social and individual behavior. Psychologists frequently develop 'models' which attempt to help us to understand phenomena, and apply a scientific approach of hypothesis testing in relation to scientific advances. Applied research in psychology also plays a very important role since it may provide ways for improving the well being of, and intervention in critical situations for, individuals, organisations, and society at large. There are numerous areas in which research in psychology has been productively applied, e.g. clinical and health psychology (for example the effectiveness of psychological interventions), and neuropsychology, school and education psychology (for example evaluation of literacy programmes),

organisation and work psychology, human factors psychology (for example understanding human reaction times to complex stimuli), community psychology, forensic psychology, and marketing and communication psychology (for example exploration of young people's reactions to different media representations).

Since psychology deals with human behaviour it has strong relationships with a large array of disciplines. On the one hand it has been clearly related to life and health sciences such as biology, physiology, neurosciences, etc. On the other hand it also shares perspectives and disciplinary complementarities with social sciences such as sociology, anthropology, economics, politics, education, law, etc. These multiple interfaces with such a number of disciplines provide a rich array of issues for research and create major opportunities for multidisciplinary cooperation among different sub-disciplines of psychology and other related disciplines. At the same time, psychological approaches to the different issues in the multiple interfaces where it can be fruitful are based on a disciplinary identity. These centripetal and centrifugal forces of psychology have been present over many decades and when properly managed are fruitful and enriching for the continuous development of psychology as a scientific discipline.

2.2.2. Psychology as a profession. The role(s) of professional psychologists

Professional psychologists apply psychology and psychological knowledge and understanding to real-life questions in order to enhance the well-being and effectiveness of individuals, groups and systems. As already mentioned, professional psychology has become increasingly well-established in all countries of Europe, fostered by university psychology departments and psychology associations. Students entering university to study psychology are exposed to the breadth of psychological knowledge in a range of areas covering developmental, biological, social perspectives. Those who wish to train as professional psychologists normally choose an area of applied psychology in which they receive specialised theoretical and practical training. At the present time, the most common areas of specialisation in professional applied psychology are clinical and health psychology (working in the health system), educational psychology (working in the education and school system) and work and organisational psychology (working in organisations and industry).

Clinical psychologists often work in health care settings such as hospitals and clinics, and engage in work in diagnostic assessment, in a range of therapeutic interventions, including psychotherapy, and increasingly in consultancy. Educational psychologists, sometimes called school psychologists, also engage in assessment and interventions, normally in educational settings. They may also work in consultancy and other forms of more indirect work, particularly involving staff groups. The third major branch of professional psychology, work and organisational psychology focuses on work in its widest sense, and in helping individuals, groups and organisations to function optimally. In a general sense, professional applied psychologists apply their knowledge and understanding of psychology and human behaviour to try to improve the well-being and effectiveness of their clients, in whatever setting they are working.

There is now a growing range of other fields where psychologists have developed applications and professional activity. These include: community psychology, psycho-social intervention psychology, counselling psychology, economic psychology, environmental psychology, forensic and legal psychology, neuropsychology, sport and exercise psychology, traffic and transportation psychology, crisis and disasters, and consumer behaviour. Psychologists are also increasingly becoming involved in other areas, where they apply psychological knowledge and understanding, and intervention techniques to help human functioning.

Psychologists also work closely with professionals in other fields, often in multi-disciplinary teams. For example, clinical psychologists frequently work in multi-disciplinary teams with psychiatrists and social workers, educational psychologists work with teachers and other education professionals, and also with health professionals, while organisational psychologists may work with managers, lawyers and other staff in organisations. The particular contribution psychologists make to these situations is a result of the training and background in focusing upon psychological aspects of problems and situations. This perspective is grounded in *scientific psychology* on the one hand, and scientific method and commitment to *evidence-based practice* and *scientific research methods* on the other hand. The combination of these two characteristics distinguishes, for example, counselling psychologists from counsellors, clinical psychologists from doctors, and educational psychologists from specialist teachers. In each case, the psychologist takes a different perspective, asks different types of questions, and uses empirically validated interventions and tools, of proven efficacy designed and devel-

oped on the basis of scientific knowledge produced by psychological research.

The model that inspires the education and professional practice of psychologists is characterised as the *scientist-practitioner* model. The main foundations of the scientist-practitioner model refer to the need for psychologists to develop skills in research and skills in practice, with equal emphasis on both. It implies that practice must rely on a research knowledge base and scientific validation of methods, theories and treatments. Moreover, research should feed back knowledge in order to continue developing professional practices. Thus, the *key role of the professional psychologist* has been defined as being able "to develop and apply psychological principles, knowledge, models and methods in an ethical and scientific way in order to promote the development, well-being and effectiveness of individuals, groups, organisations and society".[1]

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[1] BPS (1998). National Occupational Standards in Applied Psychology, Leicester, UK: British Psychological Society.

3. Qualifications in psychology

Psychology as a subject is one of the most popular university degrees, and most universities in European countries offer a psychology degree at Bachelor level. Many of the universities also offer degrees at Master and Doctorate level in psychology. Although the traditions of universities in European countries have historically led to different degrees in psychology, with different titles and different lengths of study, the Bologna process has now had a major impact and most countries have changed the structure of their higher education system to fit the Bologna framework of Bachelor, Master, Doctorate (3+2+3). However, some countries continue to organise the education in psychology through one longer programme (e.g. a 4 year or 5 year integrated programme).

It should be noted that the study of psychology can be part of many career trajectories (see Figure 1). While many of those with a Bachelor and/or Master Degree in psychology ultimately perform jobs outside the domain of professional psychology, a significant majority of students follows a trajectory that results in practice as a professional psychologist. These students are required to complete a full academic study up to the Master degree and subsequently engage in one year of supervised practice. The content of the psychology curriculum in the Bachelor and Master Degree is designed to meet the requirements of this group. Psychology being a research based discipline, it also covers the needs of those who opt for a PhD study and a subsequent academic or professional career.
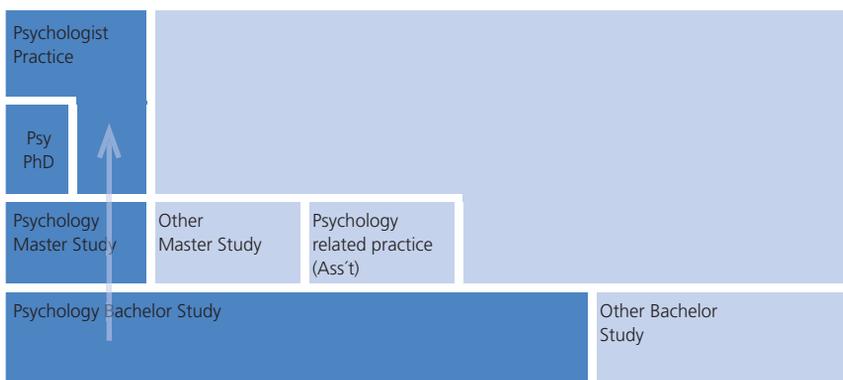
Figure 1
Career Trajectories in Psychology

3.1. The three cycles in psychology

The Bachelor degree (EQF level 6) is usually implemented as a 180 ECTS (3-year cycle) though in some countries it may consist of 240 ECTS (4 years e.g. Spain). One of the reasons for this variety may be related to the fact that the acquisition of psychological competences and skills requires considerable time and practice. This means that there is general agreement that occupational qualification as a psychologist and independent practice in psychology requires at least EQF level 7.

The first cycle is devoted to the orientation of students in the different sub-specialties in psychology, but most programmes also include related disciplines to provide both epistemological and interdisciplinary bases, as well as specific knowledge in different sub-specialties, e.g. biology for health psychology and law for work and organization psychology. The first cycle offers a basic education in all the psychology specialties, and in the major theories and techniques in psychology, and provides a basic introduction to psychologists' skills, and to research in psychology.

Throughout the first cycle students should be exposed to both explanatory theories and technological or intervention theories. Within each of them, acquisition of both knowledge and skills are important. Psychological knowledge and skill should be provided in three broad areas: (i) individuals, (ii) groups, and (iii) systems/society. Psychological theories apply to general functions and behaviour of individuals, individuals in interaction, and the consequent group dynamics, as well as the interaction of individuals and groups with organizational structures and systems, institutions, technological systems, and the physical and social environment.

The Master degree (EQF level 7) or the second cycle in psychology has a range of different forms and purposes, and there are different forms of Master degrees. Some students will undertake a Master degree as part of the foundation and progression to further PhD study. Other Master degrees may have a more professional orientation, either as part of general professional development, or as a specific qualification for professional psychology. In the first case the student will acquire additional and deeper knowledge and understanding of topics that were already treated during the first phase. In the second case the student will acquire more specialist knowledge which aims to provide the basis for professional practice as a psychologist.

In the professional Master programme, the second cycle provides the student with the academic basis for independent professional practice as a psychologist. To do so, the curriculum comprises a set of courses, an internship, and a thesis. Again, students are exposed to both explanatory theories and technological or intervention theories. Within each of them, acquisition of both knowledge and skills should be considered. Psychological knowledge and skill should be provided in the three broad areas of (i) individuals, (ii) groups, and (iii) systems/society. As part of the second phase the student has to demonstrate the capacity to acquire skills in research, including good methodological skills.

It should be noted that the second cycle degree is considered to provide the *basic qualification* needed for entering the practice of psychology and needs to be complemented by a year of supervised practice before an individual would be regarded as competent to practise professionally as an independent psychologist practitioner.

The doctorate level (EQF level 8) is normally provided through the PhD. The doctorate requires the acquisition of a comprehensive range of research understanding and skills, and the production of a research-based thesis, following the completion of a substantial piece of empirical research. In most countries doctoral programmes include courses on a range of research methods, quantitative and qualitative, and require the students to carry out their own empirical research which is original and makes a contribution to scientific knowledge.

In some countries a new form of doctorate, the professional doctorate (PD), has been developed; this is a professionally focussed doctorate degree which provides an enhanced education for already qualified psychologist practitioners who wish to undertake professionally related research in their professional context. There is a requirement for a substantial research project and a research-based thesis which is normally professionally focussed and aims to enhance professional knowledge and skills. The professional doctorate has been extensively developed within the UK where a wide range of professions (for example education, business administration, management, accountancy, pharmacy, clinical psychology, psychotherapy, nursing) have developed this kind of qualification for experienced practitioners. This is an interesting development of education at this level, and has particular relevance for a field such as psychology.

It should also be noted that in some countries (in particular the UK) the initial level professional qualification or 'licence to practise' is now at doc-

toral level through a professional doctorate (for example the DClinPsy or the DEdPsy in the UK where the professional training in clinical psychology is a 3 year Bachelor followed by a three year DClin Psy programme which integrates academic input and supervised practice). This fits with practice in other parts of the world such as the USA.

3.2. EuroPsy: A common framework for the design of Curricula in Bachelor and Master degrees in Psychology leading to the standard for professional practice

The common framework of EuroPsy was developed to facilitate equivalence evaluations of different systems of education for psychologists, and to provide a standard which would ensure the high quality of education for the profession of psychology. This framework for the structure and content of a European education and training in professional psychology and the corresponding standards is based on the following propositions:

(a) the requirement for a minimum of a five year academic programme (300 ECTS) and a one-year period of supervised practice, which is in line with most university curricula for professional psychologists' training and professional regulations in Europe;

(b) the completion of the academic programme of 5 years is considered necessary to qualify for initial practice in a setting that provides supervision by qualified psychologists. The qualification for independent professional practice as a psychologist can only be obtained after a period of at least one year of supervised practice. Following such qualification it is expected that individuals will pursue further professional training as well as continuing professional development within their chosen area or areas of practice;

(c) in line with the Bologna declaration, the Framework is based on a structure of university education in psychology that follows a first phase or cycle of education and a second phase or cycle. In addition there is a requirement for at least one year of supervised practice in order to qualify for independent practice. This

could occur either outside of the university education or as part of it, depending on national regulations on higher education.

EuroPsy was also underpinned by guiding principles concerning consumer protection, promoting mobility, ensuring professional competence and standards, endorsing continuing professional development as part of the maintenance of competence, and subsidiarity in relation to national regulations for psychologists. These more professional perspectives formed an essential part of the EuroPsy project which had both an academic and a professional focus.

Three perspectives to be included in the programme

The Framework is organised according to three basic perspectives dealing with psychological education with reference to:

— Individuals, e.g. differential psychology, general functions (physiological, cognitive, neurological); individual differences;

— Groups, e.g. individuals in interaction, group dynamics;

— Systems, e.g. interaction of individuals and groups with organizational structures and systems, understanding of institutions, technological systems, physical and social environment.

A programme designed taking into consideration input and output approaches

The *EuroPsy* specification attempts to bring together both 'input' (curriculum) and 'output' (competence) approaches to the development of a framework. It thus specifies both an academic 'input' through the university curriculum, and an 'output' which is a detailed specification of competences, or put simply, the tasks that a newly qualified psychologist should be expected to be competent to perform.

Core standards

The *EuroPsy* Framework provides core standards that should guarantee equivalence of requisite psychological competence. These standards define a template for evaluating current curricula in psychology. As such they offer relative freedom to tailor university curricula to local condi-

tions. Such diversity is not considered to be detrimental to the overall objectives of the Framework, because in-depth studies in one area may compensate for broader academic education elsewhere and the framework allows further evolution in psychology to be taken into account.

Individuals who complete cycle 1 of the framework will obtain a Bachelors degree (or national equivalent). Given the popularity of psychology as a subject of study and the large numbers of students studying psychology for the first cycle, many of these will not go on to complete cycle 2 and the subsequent year of supervised practice. Although cycle 1 does not provide any occupational qualification, it offers a valuable input to work in a wide variety of settings in the public and private sector and will provide individuals with well-developed core transferable skills in the areas of communication, numeracy, problem solving, analysis and technology. Cycle 1 qualifications may also provide a valuable input to non-psychology postgraduate training programmes.

Generic or specialised qualification (at the Master level)

The Framework accommodates both a curriculum that leads to a degree with more general or generic professional qualification and a curriculum with variable degrees of differentiation (specialisation). Comparison of university programmes shows that some countries or universities provide a generic education and training with later specialisation or differentiation, while other countries or universities provide programmes with early specialisation and differentiation into the different areas of professional psychology.

The role of Professional Associations in Curriculum Design

Historical developments and different institutional settings in European countries have resulted in a wide variety of positions and roles of national professional and scientific psychological associations. Their influence in determining curriculum content and structure of university education in psychology varies accordingly. General recommendations are, therefore, difficult to formulate. However, in many European countries the professional body of psychologists has a role in defining the requirements for the licence to practise, which may consist of a certain level of university education, a prescribed amount of supervised practice, and other requirements determined by national laws where relevant. A dia-

logue among the different stakeholders will eventually lead to a viable consensus on curriculum design and implementation.

3.3. Bachelor Degree in the Framework of EuroPsy

The first cycle (EQF level 6) leading to the Bachelor degree, is typically devoted to the orientation of students in the different sub-specialities in psychology, but it is also opened to related disciplines (see Table 1). It offers a basic education in all the psychology specialities, and in the major theories and techniques in psychology. It provides a basic introduction to psychologists' skills, and 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.

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, based on psychological knowledge and understanding in relation to individuals, groups and society/systems.

3.4. Master Degree

The second cycle leads to the Master degree (EQF level 7). There are different forms of Master degree in psychology, with very different purposes and orientations. Some second cycle programmes in psychology provide a foundation for subsequent progression to PhD research; others of them provide the opportunity for further more generic study; and other forms contribute, together with the year of supervised practice, to the acquisition of the competences required for professional practice as a psychologist.

The programme of the second cycle 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

Table 1
First Phase

Type of content/ Objectives	Individuals	Groups	Systems/ Society
Orientation *Knowledge*	Methods in psychology History of psychology Overview of specialities and fields in psychology		
Explanatory theories *Knowledge*	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 *Knowledge*	Data and test theory Questionnaire theory Evaluation theory		
Explanatory theories *Skills*	Assessment skills training Interview skills training		
Technological theories *Skills*	Test and questionnaire construction training Group intervention training		
Methodology *Knowledge*	Introduction to methods: e.g. experimental methods. Qualitative and Quantitative methods		
Methodology *Skills*	Experimental practice, Methodological & statistical practice Data acquisition training, Qualitative analysis		
Professional skills *Knowledge and skills*	Ethical codes and professional ethics		
Academic skills *Skills*	Collecting information/library & bibliographic skills Reading / writing papers Research Ethics		
Non-psychology theories *Knowledge*	Epistemology Philosophy Sociology Anthropology		

Table 2
Second Phase

Type of content/ Objectives	Individual	Group	Society
Orientation *Knowledge*	Orientation on context of practice and possibilities for specialisation		
Explanatory theories *Knowledge*	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 *Knowledge*	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 *Skills*	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 *Skills*	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.		

Type of content/ Objectives	Individual	Group	Society
Technological theories *Skills*	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 *Knowledge*	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 *Skills*	Skills training in above mentioned methods and techniques		
Ethical practice *Knowledge and skills*	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 *Skills*	Skills training in report and article writing Skills training in professional interviewing etc.		
Non-psychology theories *Knowledge*	Theoretical and practical courses on topics from other disciplines, relevant for professional activity. E.g. medicine, law, business economics		
Basic competence	RESEARCH		
Basic competence	INTERNSHIP ("STAGE")		

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 cycle 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 all 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 research and other literature.

Table 2 outlines a framework for the second phase and 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 and/or societal level, and that their preparation should include coverage of work at all three levels.

3.5. Some major common features of Bachelors and/or Master Degrees in Psychology

Internship ("stage")

Almost all university psychology degrees, whether at first or second cycle, include a short period of 'internship' where the student is able to participate in a practical work situation in psychology; this may be an organisational setting, hospital or clinic settings, private practice, schools and educational institutions, community services, a research project or any situation where the student psychologist may be involved in practical aspects of psychologists' work. The fact that an internship (referred to as "stage" in some European countries) is part of the typical psychology curriculum reflects the objective of preparing students for professional practice. It's objective is to provide an introductory professional field training that should 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 their own and other people's activities

— begin working in a setting with professional colleagues

The internship serves an important function in developing in students some of the basic competences relating to psychological practice. These are built on both through academic education, and, crucially, in the year of supervised practice.

The internship may be arranged towards the end of the Bachelor degree or as part of the Master degree; it is not considered as part of the supervised practice. The duration would normally be at least 3 months (minimum 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 internships will normally take place in a public or private institution or 'certified' private firm which a) provides services which are congruent with the trainee's educational background; b) is able to guarantee that the majority part of the supervision will be provided by professional psychologists c) is recognised by the national Psychological Association and/or an accredited university.

Research

There is an expectation that students completing the full education and training (to Master level) 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 based studies. Students will be introduced to issues concerning the nature and ethics of psychological research, and the basic methods of design, data collection and analysis employed by psychologists. They are required to write up the research in the form of a report or dissertation. This activity is likely to take the equivalent of 3-6 months (minimum 15 ECTS).

Minimum Requirements and Standards for the University Curriculum

The minimal requirements concerning the scope and contents of the psychology curriculum set a standard for defining the qualifications which a professional psychologist should attain, in terms of content categories as defined above and a minimal magnitude in terms of curriculum units. The unit adopted is the ECTS-credit (ECTS=European Credit Transfer and Accumulation System). According to this system, student workload is estimated at 1500-1800 hours for an academic year, and one credit generally corresponds to 25-30 hours of active study ('study load').

The university curriculum should have a duration of at least 5 years (300 ECTS), divided between 180 units for the 1st phase and 120 units for the 2nd phase.

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 expresses 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.

Table 3 shows the minimum requirements in terms of ECTS credits. The largest part of the 1st cycle should be devoted to theoretical courses and skills training, with some part allocated for methodology and non-psychological theory (e.g. philosophy or sociology) that is 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 a minimum of 125 credits. 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 credits each. Methodology should have a coverage of at least 30 credits; non-psychological theory a minimum of 15 credits. Taken together, these curriculum components should account for a minimum of 45 credits.

Within the 2nd cycle approximately 60 credits (1 year) should be spent on theoretical courses, seminars, assignments etc.

Table 3
EuroPsy Framework: Core Standards (in ECTS)

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

To ensure that sufficient attention is being paid to individuals in the context of systems and/or society the number of units to be devoted to this should be at least 30.

Minimally 30 credits should be devoted to an internship ("Stage": 15 credits and a research project or thesis (15 credits). These two activities could cover up to 60 credits (1 year).

A paper or a dissertation or thesis is not deemed necessary for the first cycle, because the Bachelor's Degree is not considered to lead to a qualification for independent practice. However, a dissertation is required for the second cycle.

For those psychologists who wish to practise as professional psychologists, in addition minimally 60 credits (1 year) should be spent on supervised practice.

These minimum standards can be used for various purposes. Their main functions are to serve as:

— a template for assessing the adequacy of existing curricula

— a guideline for curriculum design

— a means to promote student exchange and mobility

— a means to promote mobility among professional psychologists

— a tool for evaluating the equivalence of individual qualifications

— the basis for a certification qualification

— inform the development of qualifications in countries where the discipline and the profession of psychology are emerging.

3.6. Doctorate degrees in Psychology

The doctorate is intended to develop in students a high level of research competence, and the ability to carry out research independently. The typical length of the doctoral programme in European countries is 3-4 years. The goals of the doctoral programme include the acquisition of research skills and competence, and specialist knowledge in a particular field of enquiry. In most countries in Europe, the doctorate is gradually changing in approach and structure, with a strong trend towards greater structure, more taught components and stricter regulations for completion within a stipulated time. This means that doctoral students are expected to gain broad competence in a range of research methods, both qualitative and quantitative, and to understand the principles of research design, research ethics, and project management. Increasingly, too, doctoral programmes are expected to contribute to students' employability through the development of more generic skills such as general research

skills, communication skills, skills in networking and teamwork, management, enterprise and personal effectiveness.

The idea of a European Doctorate (European PhD or Doctor Europaeus/ Europaea) originated from an informal initiative in 1991 of the former Confederation of European Union Rectors' Conferences concerning requirements for the award of a 'Doctor Europaeus'. Several European Doctorate programmes are now offered by a number of European universities, often in small consortia connected to Marie Curie Networks, and to Erasmus Mundus programmes delivered by consortia composed of universities from different countries. Doctoral training also featured as the 10th Bologna Action line in the Berlin follow-up meeting in 2003 with an emphasis on the importance of doctoral training as the first stage of a research career as well as the last stage of education.

Recently the Professional Doctorate (PD) has emerged as a form of doctorate for experienced professionals and has become a popular form of doctoral education for professions such as psychology. The PD is often titled by the name of the profession e.g. DClin Psy, DEdPsy and so on. The professional doctorate has a strong research basis and requires the production of a thesis based on original research similar to but normally shorter than the thesis required for the PhD; it normally also includes assessed components of advanced study.

It should not be confused with the DClin Psy which is the licence to practise qualification in a few countries in Europe (e.g. UK). All clinical psychologists in the UK are required to undertake a 3 year Bachelor degree which is followed by a three year DClin Psy which integrates academic input with supervised practice and leads to the qualification of clinical psychologist and to eligibility for the license to practise. This is also the situation in a few other European countries.

3.7. Specialisation in psychology

Although this is currently outside the framework of the QF EHEA and indeed the EQF for LLL, increasingly psychologists are developing areas of specialist expertise as part of their professional development or lifelong learning. These may take the form of advanced specialisation training (e.g. advanced clinical psychology), or the development of new skills (for example in neuropsychology, psychotherapy). Courses of specialisation

are normally 3 to 5 years in length (post initial professional qualification) and are aimed at certifying the acquisition of competence in specialised areas. Typically specialisation requires a certain number of years of professional practice (for example 5 years) and involves courses, internship and supervised practice in the area of specialisation. Examples of advanced specialisations include Psychotherapy, Work and Organisational Psychology, Neuropsychology, Educational Psychology. The specialisation qualification may lead to more specialised or higher level work, and in some countries may be a requirement for particular work within the profession. The EuroPsy framework is being develop to encompass Specialist certificates. At the moment these additional qualifications fall outside the qualification frameworks both nationally and at European level.

3.8. The role of psychology in other degree programmes

Psychology courses constitute a part of the degree programme in many other subject areas. Professional courses in pedagogy, teacher training, early years education, speech therapy and health degrees usually include introductory courses in psychology. Likewise there are many university programmes, for example in the area of management, business administration, nursing and sports sciences, which include psychology courses. In addition students increasingly choose joint degrees, for example psychology joint degrees with sociology, economics, communication, philosophy. These courses may be of a general character at a relatively introductory level, or may be specialist in nature – e.g. psycholinguistic aspects of language production in Speech Therapist degree programmes. In all cases, the courses provide students with knowledge of aspects of psychology that may be useful and/or complementary to their cultural and academic training.

4. Typical occupations of a Graduate in Psychology

First cycle graduates in psychology are not able to work as professional psychologists, though there are many occupations which they are well-qualified to undertake, for example general graduate occupations, administration, some welfare jobs etc. In fact the psychology first cycle develops a wide range of generic skills which have been found to be very useful for employment. For second cycle graduates in psychology even though there are differences among European countries in terms of training requirements for independent professional psychologists and licensure, most countries have adopted the EuroPsy certificate and are working to harmonise the requirements for working as a professional psychologist (see Table 4).

Table 4
Typical occupations according to cycle

First cycle	In most countries, first cycle psychology degrees enable graduates to hold a position that involves working directly with people, counselling, coaching, mentoring, mediation, advising, helping in different contexts, often under supervision. Graduates may also work as research assistants, vocational trainers, some social and welfare jobs, or in a wide range of positions in business, consultancies and administration. In the field of psychology the 3-year university education (Bachelor degree) is considered to provide the foundation level of the professional psychologist's training but it is not sufficient for performing autonomous and independent scientific and professional activities.
Second cycle	Second cycle degrees, plus the year of supervised practice, enable graduates to work as professional psychologists in a professional context (e.g. work and organizations, clinical and health, and education areas among others). Second cycle graduates can also work in teaching, research and consultancy, and more senior positions in their chosen fields.

Third cycle	PhD holders normally qualify for academic, research and teaching positions in health and social and behavioural sciences in all levels of education in universities and organizations. Consultant/advisor in the different specialisation fields. Professional Doctorate holders may work in specialised positions of public, private, or consultancy firms, as well as freelance in their speciality of psychology. Given that the professional doctorate is a CPD qualification, psychologists will frequently remain in their professional post, possibly gaining a more senior position. Specialist Certificates normally entitle psychologists to work in a specialised field or at a more senior level**.**

4.1. Generic functions and tasks of Psychologists

Professional psychologists work in many different contexts, to address everyday-life questions and to enhance the well-being of humans as individuals, groups and social systems. It is possible to define some generic functions which are common to most psychologists' work. In a typical occupation, psychologists usually perform the following activities at the individual, group or societal level:

— Goal specification, including needs analysis and goal setting for the intervention or service to be provided.

— Psychological assessment at the individual, group, organizational or situational level needed for the service demanded. Psychological assessment is conducted using a variety of techniques and methods such as interviewing, testing, observation and surveys.

— Development of services to be provided which typically includes definition and requirements analysis, design, testing and evaluation.

— Psychological intervention including planning and direct person and/or situation intervention, as well as, if appropriate, indirect intervention or service/product implementation

— Evaluation: Psychologists also plan, perform and analyse evaluations in order to draw conclusion on the effectiveness of the interventions.

— Communication: finally, a crucial aspect of a psychology's typical occupation is the communication and feedback giving of their professional activities.

4.2. Psychological specialities

Although most psychologists will undertake this set of generic functions in their work, increasingly psychologists develop specific skills to work in different contexts. The main contexts in which psychologists work are i) the clinical/health field ii) education/schools iii) work and organisation. These major areas of psychological practice have a long tradition, and have well-developed training routes; however other branches of psychological practice continue to develop in response to emerging societal needs and demands.

It remains the case that the majority of professional psychologists who graduate from psychology programmes in all countries work in the field of clinical/health psychology. However, related to this field, psychologists have developed counselling psychology, forensic and legal psychology (working particularly in prisons and similar settings), and neuropsychology (specialising mainly in assessment and rehabilitation of brain-damaged people). As psychologists have also expanded their work into social settings, contexts of practice such as social or community psychology or psychology of social interventions have developed. Another area where psychologists are increasingly working is the field of consumer psychology and economic psychology, where they attempt to understand consumer behaviour. As the world becomes more vulnerable to disasters, psychologists have developed a specialisation in crisis and disaster psychology, and trauma psychology, as well as in environmental psychology.

In some European countries there is a well-developed branch of psychology in the traffic and transportation field, and also in aviation psychology. Work and organisational psychologists have extended their work into the field of coaching psychology and other forms of consultancy. The whole area of sports and exercise provides a growing context for psychologists' practice, and most teams of athletes and sportsmen have their own psychologist who attempts to help them to attain optimum performance and success. As may be seen, psychologists are increasingly working in a wide range of contexts where they aim to help others to

understand behaviour, to improve performance and well-being, or to alleviate problems and distress. As these emergent specialisms develop in response to new demands, there is a tendency to develop education and training programmes, thus increasing the specialisation, and the requirement for specialist skills of professional psychology.

Many psychologists develop a specialisation in psychotherapy, for which there is a set of European standards and requirements.

From this discussion is it clear that psychologists work in almost every organisation and area of society, in the public or private sector, and in the third sector.

5. Learning outcomes and competences

Tuning makes the distinction between learning outcomes and competences to distinguish the different roles of academic staff and students/ learners. Desired *learning outcomes* of a process of learning are formulated by the academic staff, whereas *competences* are obtained or developed during the process of learning by the student/learner. In fact the concept of *learning outcomes* may also be seen as the *learning objectives* as formulated by academic staff.

According to this distinction, *learning outcomes* are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of learning. Learning outcomes specify the requirements for award of credit. *Competences* represent a dynamic combination of knowledge, understanding, skills and abilities that the student builds on and develops during a period of study. Fostering competences is a major goal of educational programmes.

The *Tuning* project identifies two types of competences: *generic competences* which are those which would be expected of any graduate in any subject area (e.g. capacity to learn, capacity for analysis, communication skills, digital competence, meta-cognitive competence) and which are transferable and related to flexible employability, and *subject specific competences* which are related to the specific field of study and often referred to as academic-subject specific competences. Over recent years, thinking on competences has developed considerably in higher education, and most universities are now required to formulate their degree programmes in terms of competences, learning outcomes and skills. These developments mean that university programmes are expected to be more explicit about the expected learning outcomes, and the knowledge, skills and understanding that a graduate can be expected to gain.

In the case of psychologists, learning outcomes are formulated at each stage of the education and training. The goal is that psychologists develop competences throughout their education (and continue to develop their professional competence through lifelong learning). At the Bachelor level, through the internship, and at the Master level, the education in psychology focuses in major part on the development of competences of increasing complexity, sophistication, and demand. The period of at

least one year of supervised practice is required for psychologists to build on the competences gained in the university education, and to gain the professional competence which is required to practise independently, ethically and responsibly as a professional. In this sense the term 'competence' gains an added significance and meaning in relation to 'professional competence'.

The wider concept of professional competence can be defined as "The state of having the knowledge, judgment, skills, energy, experience and motivation required to respond adequately to the demands of one's professional responsibilities". This is a useful goal in relation to the learning outcomes of a professional programme, in this case for psychologists.

5.1. Learning outcomes for graduates at the different levels of education

First cycle psychology graduates should be able to:

— Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications;

— Identify and evaluate general patterns in behaviour, psychological functioning and expertise;

— Generate and explore hypotheses and research questions;

— Carry out empirical studies involving a variety of methods of data collection;

— Apply basic knowledge of the field of psychology and its main sub-specialities, such as neuro-psychology, cognitive psychology, psychopathology;

— Employ evidence-based reasoning ad examine practical, theoretical and ethical issues associated with the use of different methodologies.

In addition they should have the following generic competences:

— Communication

— Computer/IT

— Basic numeracy

— Interpersonal and teamwork

— Metacognitive and learning to learn

Such graduates will:

— have the skills to gather and interpret relevant scientific data and to make judgements that include reflection on relevant scientific and ethical issues;

— have the ability to communicate information, ideas, problems, and solutions about psychological phenomena to informed audiences;

— have competences to fit them for entry-level graduate employment in the general workplace in positions in which knowledge of psychology may be helpful (e.g. civil servant);

— have developed those learning skills necessary to undertake further study with a sufficient degree of autonomy.

Second cycle psychology graduates are expected to:

— have knowledge and understanding that is founded upon and extends that of the Bachelor level in psychology, and that provides the basis for developing and applying new ideas within a research context;

— have competences that allow them to develop professional competences in subsequent psychological practice carried out under supervision;

— have developed basic research skills;

— have attained a standard of knowledge and competences which will give them access to third cycle degree programmes.

Such graduates will:

— have the ability to apply their knowledge and understanding, and problem solving abilities, in new or unfamiliar environments;

— have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited informa-

tion, being able to reflect on the ethical responsibilities of the application of their knowledge and skills;

— have the ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and general audiences clearly and unambiguously;

— have developed those learning skills that will allow them to continue to study in a manner that may be largely self-directed or autonomous, and to take reponsibility for their own professional development;

— have gained awareness of their ethical responsibilities and their commitment to maintain their competence through continuing professional development.

Third cycle (doctoral or specialisation) degrees in psychology are awarded to students who:

— have demonstrated systematic understanding of a topic(s) of the science and/or practice of psychology and mastered those skills and methods or research and/or intervention related to such topic(s);

— have demonstrated the ability to conceive, design, implement, and develop a substantial process of research and/or intervention in psychology by developing a substantial body of work, some of which merits national or international refereed publication;

— have competences which fit them for employment as professional psychologists in senior positions in psychology and related (e.g. health) sectors, or for a progression to a career in academic research.

Such graduates:

— are capable of critical analysis, evaluation, and synthesis of new and complex ideas;

— can communicate with their peers, the wider scholarly community, and with society in general about their area of expertise and specialisation;

— can be expected to promote, within both academic and professional contexts, scientific and professional advancement;

— are able to develop and apply methodology to the solution of novel problems, defining a strategy and an action plan to solve that problem.

5.2. Four types of competences relevant for psychologists

The Bologna process emphasises the development of professional competences and thus the enhancement of qualifications and employability as important aspects of higher education. The Dublin descriptors define the features and complexity of the qualifications that should be achieved in the different levels included in higher education.

In a similar vein, the *EuroPsy* Certificate of Psychology has emphasised that the curricula for the education of psychologists preparing for professional practice should be designed taking into account not only the academic content of the discipline ("input" approach) but also the professional competences required for adequate professional performance ("output" approach). This approach emphasises that the education of the psychologists has to enable them to develop the competences required to fulfil the role of professional psychologist, at least at the initial level of professional practice without supervision.

Input models are valuable for assessing the equivalence of provision at the organisational and institutional levels. However the output model becomes important for assessing the equivalence of competence at the individual level. The focus on assessment of outcomes (competence) is somewhat unfamiliar to current practice in many universities (which focuses on defining inputs, examining knowledge and skills, and time-serving notions of practice). So there is a need to balance an input and an output approach.

Bearing this in mind, together with the Dublin descriptors, it is possible to differentiate four types of competences that should be developed during the education of psychologists and during the period of supervised practice.

1) Basic or generic competences. The **basic competences** of the *EuroPsy* framework have been divided into five categories (see Table 6), self-management, information handling, communica-

tion, teamwork, and academic competences. These map quite well onto the list of generic competences developed within the *Tuning* methodology which have been grouped into three categories: instrumental (e.g. analysis, problem-solving), inter-personal (e.g. critical abilities, teamwork), and systemic (e.g. ability to apply knowledge, capacity to learn, initiative).

2) According to the *EuroPsy* framework, the next level of competences in terms of specificity are **primary competences** which are those competences relating to the psychological content of the professional practice process. The primary competences are unique for the psychological profession in terms of their content and the knowledge and skills required for their performance.

3) Again, at a more generic level, in the *EuroPsy* framework **enabling competences** for professional practice are those enabling the practitioners to render their services effectively. In general, enabling competences are shared with other professions and providers of services.

4) **Research competences**. These are the competences that are required to carry out a research project. There is a shared understanding that psychologists, whatever their subsequent career, should be competent, at least at a basic level, as a researcher and should have carried out a piece of research (Master thesis or equivalent) as a way of practising these competences and proving that they have been acquired. Psychology as a profession implies a scientist-practitioner model and the expert power of a psychologist is grounded in rigorous and tested theoretical models and empirical or experimental evidence produced by research.

Not all these competences need to be developed with the same intensity during every education cycle. In fact, there needs to be a differentiation between the education levels in order to define the emphasis in the development of the different types of competences. Table 5 defines the aims that should be pursued for the development of competences and Knowledge, Skills and Attitudes (KSA) in the different levels of higher education in Psychology.

Table 5
Relationship between degree cycles and competences

Cycle	Basic competences	Professional Primary competences	Professional enabling competences	Research Competences
1st Bachelor	Strong Development	Building the components (KSA)	Building the components (KSA)	Building the components (KSA)
2nd Master (Professional)	Strengthening	Strong Development	Strong Development	Medium Development
3rd PhD	Maintaining	Maintaining	Maintaining	Strong Development
3rd PD Specialization	Maintaining	Strong Development in the specialty	Strong Development in the specialty	Maintaining

5.3. The conceptualisation of Competences

This section sets out the concept of competence as it is defined in *EuroPsy* and describes in more detail the different competences included in each block. Competence may be defined as "a learned ability to adequately perform a task, duty or role" (Roe, 2002). Competences integrate knowledge, skills, attitudes, and build on knowledge and skills; they are acquired through work experience and learning by doing. The relationships between these three aspects of the definition are illustrated in an architectural model of competences, presented in Figure 2. Competences rest on the pillars of knowledge, skills and attitudes. This whole structure is built on the individual person's dispositions, i.e. abilities, personality traits, interests and values etc. They define capabilities to learn, acquire the necessary knowledge and skills, display the appropriate attitudes, and, ultimately, to carry out psychological services for their clients to the standard expected of them by their profession.

Competences can be defined at higher and lower levels. Higher level competences are those that correspond to distinctive tasks that the psychologist has to fulfill, such as conducting an individual assessment,

while lower level competences (often called sub-competences) refer to activities that cover only part of these duties, such as interviewing or testing (see Roe, 2002).
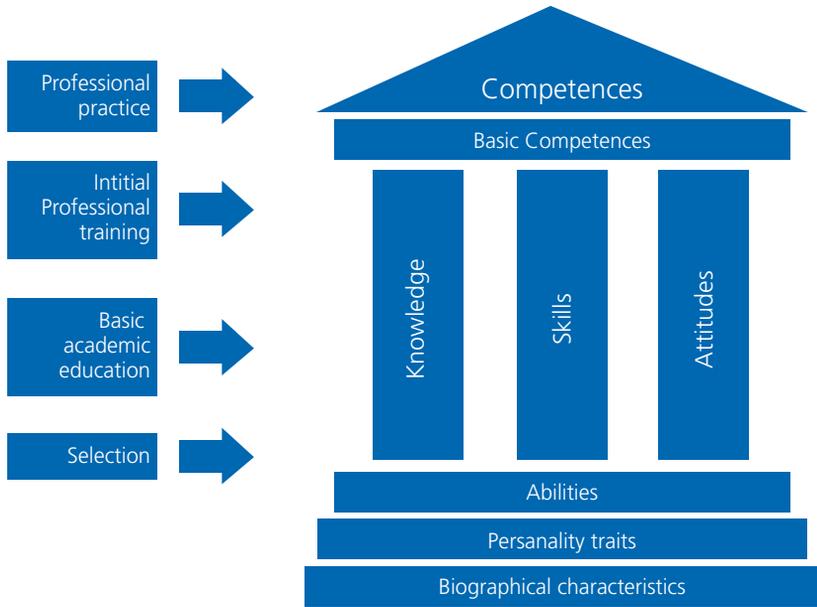
Figure 2
A model of competences (Roe, 1999)

Competences are developed through learning-by-doing under supervision. This means that most professional competences can only be developed after completion of the academic studies, that is, by have practice in a professional context carried out under well designed supervision, by a competent psychologist. Professional competences themselves are not developed in the classroom or by reading text books, although some classroom exercises may contribute to building some sub-competences or other relevant components of the competences. However, the curriculum has to provide the following essential elements for the development of professional competences:

a) Knowledge needed as a pre-condition for the competence acquisition. This knowledge is very complex and implies concepts, theo-

ries, empirical evidence, and has an explanatory and/or interpretative function. Also knowledge is relevant about change processes and about designing interventions for change at an individual, group, institutional or organizational and societal levels.

b) Skills. Competences are built through the use of a number of professional skills or "know-how" knowledge that is essential for a competent performance. The education of a psychologist requires the development of skills both for using and developing explanatory and change knowledge. Psychologists need to learn a large number of explanatory skills, mainly focusing on assessment of psychological constructs. They also need to incorporate change and intervention skills in a wide array of fields, contents and processes.

c) Attitudes that enhance the competent practice as a professional is the other important block of contents of the curriculum of a professional psychologist. Psychologists need to learn and develop proper and relevant attitudes for a responsible exercise of the profession. These attitudes can be acquired during the learning process of the different credits of the curriculum.

d) Basic competences are essential for the development of professional competences (problem solving, team work, critical thinking, and other basic or transversal competences can be learnt as a part of the curriculum, especially with proper methodologies, e.g. problem based learning, experiential learning, simulations, role-plays etc.) and are needed for the development of professional competences.

Thus, when professional competences are included as part of the goals of a curriculum, a detailed analysis is needed of the knowledge, skill and attitudes which are necessary for the development of such a competence. It should be specified in which unit(s) of the curriculum these different components will be taught and learnt. Thus, a curriculum designed from an output perspective, starts from the competences required for professional practice (at the entry level) and moves back identifying the knowledge, skills and attitudes required and establishing in which credits these learning outcomes will be included.

The professional 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 in an ethical fashion. The competent practitioner is not only able to demonstrate the necessary skills but also the attitudes appropriate to the proper practice of their profession. Attitudes are considered to be of special importance, since they express 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 (e.g. clinical or health) with one client group cannot be assumed to be competent in other contexts (e.g. work and organization).

5.4. Basic competences for psychology graduates

For clarity the basic competences have been grouped into five categories where those generic competences of *Tuning* relevant for psychologists' education are incorporated. These competences are presented in Table 6.

Table 6
Basic competences for psychology graduates

Competences	Description
Self management	Goal-setting; assessing needed resources; planning of activities; organisation of activities; monitoring own progress and performance.
Information handling	Effective gathering of information from books and journals; effective gathering of information from documents; effective gathering of information from other people; designing and conducting interviews; designing and conducting surveys; keeping documentation.
Communication	Reading and writing; giving audiovisual presentations; giving oral and written reports; effective 2-way communication; interpreting people's intentions.
Teamwork	Cooperation in teams.
Academic	Logical reasoning; critical thinking; applying various problem solving strategies; evaluating new developments.

In order to describe the outcomes to be expected at the different levels of education in terms of the development of these competences the following scale is used:

1. Basic knowledge, skill and attitudes required present, but competence not yet developed

2. Competence for performing tasks partly developed, requiring guidance and supervision

3. Competence acquired for performing basic tasks without guidance or supervision

4. Competence for performing complex tasks without guidance or supervision

The level of competence that should be achieved at the different degrees is presented in table 7.

Table 7
Levels of competence for different cycles

Competences	Bach Degr	Mast Degr	PhD	Spe- cialty
Self management: Goal-setting; assessing needed resources; planning of activities; organizing of activities; monitoring own progress and performance	2	3	4	4
Information handling: Effective gathering of information from books and journals; effective gathering of information from documents; effective gathering of information from other people; designing and conducting interviews; designing and conducting surveys; keeping documentation	2	3	4	4
Communication: Reading and writing; giving audiovisual presentations; giving oral and written reports; effective 2-way communication; interpreting people's intentions	2	3	4	4
Teamwork: Cooperation in teams.	2	3	4	4
Academic: Logical reasoning; critical thinking; applying various problem solving strategies; evaluating new developments.	2	3	4	4

5.5. Primary professional competences for 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.

Primary competences are unique for the psychological profession in terms of their content and the knowledge and skills required for their performance. They are essential for rendering services in a professionally acceptable way.

A distinction is made in the *EuroPsy* framework between four broad professional contexts, designated as: Clinical & Health; Education; Work & Organisations and Other (more specific applications that do not fall within the other three categories). 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.

There are 20 primary competences that any psychologist should be able to demonstrate; these can be grouped into six categories, which relate to professional activities. These 'blocks of competences' are designated as: goal specification, assessment, development, intervention, evaluation and communication.

The competences are described in table 8 below.

Table 8
Primary competences of psychologists

Primary competences	Description
A. Goal specification	Interacting with the client for the purpose of defining the goals of the intervention or service that will be provided.
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.

Primary competences	Description
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. Assessment	Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods.
Individual assessment	Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.
Group assessment	Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.
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.
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.
C. Development	Developing services or products on the basis of psychological theory and methods for use by the clients or psychologists.
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.
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.
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.

Primary competences	Description
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.
D. Intervention	Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.
Intervention planning	Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.
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.
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.
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.
Service or product implementation	Introducing services or products and promoting their proper use by clients or other psychologists.
E. Evaluation	Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.
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.
Evaluation measurement	Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded.
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.

Primary competences	Description
F. Communication	Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.
Giving feedback	Providing feedback to clients, using appropriate oral and/or audio-visual means, in a setting relevant for the service demanded.
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.

The following scale has been developed to describe the outcomes expected at the different levels of education in terms of the development of these competences:

1. Basic knowledge, skill and attitudes required present, but competence not yet developed

2. Competence for performing tasks partly developed, requiring guidance and supervision.

3. Competence acquired for performing basic tasks without guidance or supervision

4. Competence for performing complex tasks without guidance or supervision

The level of the competence that should be achieved at the different degrees is presented in table 9. These primary competences have been defined in relation to professional psychologists and relate primarily to the practice of psychology; for this reason they are not applied to the PhD in Table 9, even though PhD holders would be expected to gain some of these competences by the end of their programme.

Table 9
Primary competences and level to be achieved at different cycles

Primary competences	Bachelor Degree	Master Degree	PhD	Supervised practice	Specialty
A. Goal specification	1	2	-	3	4
B. Assessment	2	2	-	3	4
C. Development	1	2	-	3	4
D. Intervention	1	2	-	3	4
E. Evaluation	2	2	-	3	4
F. Communication	1	2	-	3	4

5.6. Enabling professional competences

There are nine enabling competences (see Table 10) 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 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.

In order to describe the outcomes to be expected at the different levels of education in terms of the development of these competences the following scale is used:

1. Basic knowledge, skill and attitudes required present, but competence not yet developed

2. Competence for performing tasks partly developed, requiring guidance and supervision.

3. Competence acquired for performing basic tasks without guidance or supervision

4. Competence for performing complex tasks without guidance or supervision

Table 10
Enabling competences

Enabling competences	Definition
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.
Continuing professional development	Updating and developing one's primary and enabling competences, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, national and European regulations.
Professional relations	Establishing and maintaining relationships with other professionals, as well as relevant organisations.
Research and development	Developing new products and services that have the potential of fulfilling current or future clients' needs and generating new interventions or business.
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.
Account management	Establishing and maintaining relationships with (potential) clients, monitoring clients' needs and satisfactions, identifying opportunities for expanding business.
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.
Quality assurance	Establishing and maintaining a system for quality assurance for the practice as a whole.
Self reflection	Critical self reflection on own practice and competence is a key feature of professional competence.

The level of competence that should be achieved at the different degrees is as presented in table 11.

Table 11
Enabling competences and level to be achieved at different cycles

Enabling competences	Bachelor Degree	Master Degree	PhD	Supervised practice	Specialty
Professional strategy	1	2	-	3	4
Continuing professional development	1	2	-	3	4
Professional relations	1	2	-	3	4
Research and development	1	2	3	3	4
Marketing & sales	1	2	-	3	4
Account management	1	2	-	3	4
Practice management	1	2	-	3	4
Quality assurance	1	2	3	3	4
Self reflection	1	2	-	3	4

5.7. Research competences

The main competences that need to be developed for research can be summarised by the following six main categories (see Table 12):

In order to describe the outcomes to be expected at the different levels of education in terms of the development of these competences the following scale is used:

1. Basic knowledge, skill and attitudes required present, but competence not yet developed
2. Competence for performing tasks partly developed, requiring guidance and supervision.
3. Competence acquired for performing basic tasks without guidance or supervision
4. Competence for performing complex tasks without guidance or supervision

The level of competence that should be achieved at the different degrees is presented in Table 13.

Table 12
Research competences

Competences	Description
Literature Review	Reviewing literature, Hypothesis formulation and testing
Research design	Formulation of research questions, research strategies, issue of research design (reliability, validity, replication); research designs (experimental, cross-sectional, longitudinal, case study, comparative etc); ethical issues
Data Collection (qualitative and quantitative)	Gathering research data (qualitative and quantitative), include experimental methods, case study, interviews, questionnaire
Data analysis (qualitative and quantitative)	Analysing research data statistically. Analysing research data qualitatively
Writing report	Writing a research report or articles and other written documents.
Disseminating research	Providing feedback from research and making oral presentations in different context.

Table 13
Research competences and level to be achieved at different cycles

Competences	Bachelor Degree	Master Degree	PhD	Supervised Practice	Specialty
Research 1	2	3	4	3 or 4	3 or 4
Research 2	2	3	4	3 or 4	3 or 4
Research 3	2	3	4	3 or 4	3 or 4
Research 4	2	3	4	3 or 4	3 or 4
Research 5	2	3	4	3 or 4	3 or 4
Research 6	2	3	4	3 or 4	3 or 4

Concluding comments

The use of learning outcomes and competences to describe psychology education and training has enabled greater transparency and evaluation of quality of learning. This is the case both for professional psychology, and the specification of the knowledge, skills and attitudes which contribute to competences at different levels, and for other psychological occupations. The EuroPsy framework aims to provide a detailed specification of the competences required for professional practice in psychology, many of which are developed and integrated through supervised practice. This enables evaluation of quality, and provides greater confidence to consumers that psychologists have the necessary competence to carry out particular roles.

6. Teaching, Learning and assessment

The *Tuning* framework and the *EuroPsy* competence framework imply a need for new forms of teaching, learning and assessment. Given the shift from a teacher-centred to a more student-approach to the curriculum and a more transparent specification of learning outcomes, psychology departments have given attention to different forms of teaching, learning and assessment. The traditional lecture format for teaching, memorisation form of learning and unseen written examinations as mode of assessment are increasingly giving way to a range of different approaches.

6.1. Different approaches to teaching and learning psychology

Universities have increasingly been developing their approaches to teaching, learning and assessment (TLA) both in response to student feedback, and taking account of advances in understanding and research in these areas. Much of the academic and research literature on teaching, learning and assessment emanates, at least in part, from the discipline of psychology. The *Tuning* approach to developing curricula and approaches to TLA around student competences has been gradually taken up by universities particularly in relation to the development of professional practice.

A number of universities have developed Problem-Based Learning (PBL) approaches to the education and training of psychologists, where integrated blocks of theory-method-application cycles are organised from the start of the programme. The model assumes that students graduating from these programmes have gained equivalent knowledge, skills and competence, and innovative approaches are a welcome feature of professional formation. In these approaches, the student psychologist will encounter psychological problems from the start of the course (in year 1) and the learning will be organized around the problem according to themes, theories and types of understanding in psychology. Other university programmes emphasise the importance of integrating theoretical with practical learning, and all psychology departments incorporate learning in the laboratory through practical activities into the degree programmes.

Teaching and learning are clearly related to assessment methods and these have a mutual and interactive influence. While traditionally there was a focus on summative assessment, there is now increased interest in the use of formative assessments and in the strength of 'assessment **for** learning' (not only assessment **of** learning).

6.2. Teaching methods and assessment

Psychology departments use the whole range of teaching methods. In many countries the early years of the Bachelor degree involves large numbers of students (psychology being a very popular subject) and much use is made of lectures. However these are supplemented by seminars and workshops, and laboratory classes where students learn about practical research. In addition, psychology programmes make use of simulations and role plays in teaching in order to develop students' understanding, for example, of social psychology, and short periods of internship are used to help to consolidate students' learning.

In most universities, psychology programmes make use of the wide range of teaching methods:

* seminars	* workshops
* tutorials	* problem-based sessions
* laboratory classes	* work-based practice
* internship learning	* demonstration classes
* on-line learning	* video observation and feedback
* fieldwork	* role play

These approaches to teaching and learning imply the importance of active learning, and of engaging students in thinking about their own learning and in developing meta-cognitive skills. Although these approaches are used during both first and second cycle programmes, the second cycle programme enables psychologists wishing to progress to qualification as a professional psychologist to mature and develop professional competences through internship and subsequent supervised practice.

Psychology programmes make use of the wide range of assessment approaches, including unseen written examination, assessed essay type

assignments, assessed research dissertation, competence assessment, practical work assessment, short tests, as well as the use of on-line assessments and video assessment. A number of universities have also included students in their own assessment and emphasized the importance of self-evaluation and self-assessment as means of developing meta-cognitive strategies.

6.3. Competence development

Competence development is an essential feature of the education of all psychologists. As suggested above, there is a wide range of competences which are relevant to the development of psychologists at the different cycles. Competence development is achieved through a combination of developing knowledge and understanding and practising in situ. For example in university settings, learning may involve reading, presentations, role plays; this is followed by observation and practice in a practical situation.

6.3.1. How competences are learned

The approach to learning competences requires first that the competences are identified and defined, in order that the psychologist learner knows the goal of the learning (or learning outcome). An example may be useful: the development of skills in interviewing. There is a literature on interviewing, whether this be research interviewing or clinical interviewing and it is important that the development of competence is underpinned by knowledge and understanding. Role play in class (in groups of three, interviewer, interviewee, observer) is frequently use to develop the competence, using feedback, discussion, and sometimes video playback. This enables the student to develop both competence and confidence, and to try out activities in a setting where the competence is discussed and practised. Finally, the student may be on internship or supervised practice where s/he may observe an experienced psychologist undertaking an interview, thus learning by 'modelling'; finally the student psychologist may have the opportunity to carry out an interview while being observed, gain feedback and participate in discussion of the activity, before finally undertaking an interview 'in the real life situation'. Formative feedback throughout the learning period is an important and central aspect of the learning process. The competences

may be assessed or evaluated through micro-analysis of video recordings, through viva voce examination and through role play.

6.3.2. Supervised practice

Supervised practice provides an important aspect of competence development and is an important element of the professional qualification as a psychologist. Countries in Europe differ in the extent to which supervised practice has been developed. In some countries there is a well-developed tradition of supervised practice, frequently organised by universities in collaboration with placements for example in clinics, and as part of the university psychologist training. Examples here include the Nordic countries and the UK. The *EuroPsy* framework terms those who are in the process of completing the supervised practice part of the *EuroPsy Practitioners-in-Training*. They will be working in real settings with real clients but under the supervision of a qualified practitioner.

Practitioners-in-Training will normally be working under the supervision of licenced or registered psychologists in a work context. They may, however, also be completing their professional training within an integrated programme managed by a university department. Arrangements for this latter option are available in some countries, particularly in Scandinavia. In either case, it is necessary for a suitably qualified and experienced person to act as the Supervisor of the Practitioner-in-Training. The Supervisor is responsible for assessing the competence of the Practitioner-in-Training on a day-to-day basis and encouraging her/him to act as independently as possible, given the situation and her/his competences.

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

Ongoing practice and formative assessment

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

— Professional context and client group(s) is covered by the practical work

— Roles(s) (from those listed in the profile options) most closely match the work competences on which the activity will provide evidence.

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 reflective 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. It is important that there is also a form of summative assessment at the end of a period of supervised practice which evaluates the learning of professional competences.

The practice of supervision

The practice of supervision requires that the supervisor has the time, the commitment and the competence to be a supervisor. The time will typically involve between one and two hours each week of 'protected' and uninterrupted time where the supervisor and the practitioner-in-training work together, discussing the work of the practitioner-in-training, helping to process that work at a cognitive and emotional level, and supporting the practitioner-in-training in the development of 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 criti-

cal reflection as part of the learning process. This might also involve the practitioner-in-training observing the supervisor carrying out tasks, and then using reflection on these as part of the learning and development process. There is a considerable literature on the process of supervision, both within clinical psychology and more widely. It is likely that Guidelines on Supervision will be developed at a future date. These have already been developed in a number of countries within Europe, and the *EuroPsy* will promote the sharing of good practice.

6.4. Competence assessment

The acquisition of competences implies learning by doing under supervision which provides guidance for improvement. In the previous sections we have presented the four categories of competences that a professional psychologist should develop, with the scale of the assessment of these competences and the minimal level of development of each competence (outcome) at the end of each study level. Here we aim to further describe the competence assessment procedure that may apply to the four categories of competences described above. We will then present the competence assessment established for EuroPsy profiling.

6.4.1. Formative and summative competence assessment at each study level

The different competences to be acquired by students aiming to achieve the different degrees of education as a psychologist have been presented in earlier sections. This also included a scale that can be used to summarise the level achieved and the level of development that should be achieved at the end of each study level. Here we elaborate further on the assessment procedure. It is important to distinguish between summative assessment performed at the end of the education units which aim to enable the development of the competences and formative assessment which is carried out throughout the period of learning in order to obtain relevant input to guide future development and eventually to improve the strategies and techniques for the learning of the competences.

Given that competences are mostly acquired "by doing under supervision and guidance" the education process will have to include opportunities and strategies through which students may have opportunities

to practice the competences aimed to develop and the teaching staff will have opportunities to provide feedback periodically on the progress made in the acquisition of the competences and guidance on what to do for further progress (formative assessment). At the end of the study period where it is aimed the development of a given competence the professor will assess if the intended level has been achieved and will assess it and inform the student accordingly (summative evaluation). In order to make both the formative and? summative assessment possible several strategies may be used such as (presentations in the classroom; observation of role playing sessions, analysis of portfolios where the students describe the process and outputs of the activities performed to produce a given outcome, etc.).

6.4.2. Procedures for EuroPsy Profiling

In this section the EuroPsy profiling procedure is presented in more detail because of its innovative character and given that in some European countries the supervised practice is not yet fully implemented. Moreover, this assessment is an important component in the EuroPsy awarding process. Although this supervised practice process may take place outside the academic environment, according to EuroPsy it is an essential component in the education for independent professional practice.

Supervisors will make formative and summative assessments of psychologists' achievements according to 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.

Table 14
Levels of competence

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

The most important distinction to be made by the assessor is between levels 2 and 3. At the end of the supervised practice 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.

The award of the *EuroPsy* is 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 her/his client, at the same time taking account of ethical principles.

In the final assessment the Supervisor should summarise 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 an exemplar evaluation are summarised in a tabular form, as indicated in the example below.

Table 15
Example of an individual competence evaluation

Professional contexts	Clinical & Health	Education	Work & Organisations	Other (specify)
Competences				
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 her/his competences have been attested by the supervisor. This means that they are competent to practise in the professional context of clinical psychology. However, s/he also have competence in assessment in the educational and work and organisational professional contexts and also have some additional competences in the professional context of work and organisation. These latter might be built on to contribute to subsequent overall competence in a wider area of professional practice.

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. The final records of the summative evaluation will be presented to the National Awarding Committee of the EuroPsy Certificate as part of the documentation required for the awarding process.

7. Continuing Education and Professional Development

In many countries in Europe, psychologists have developed a system of and a commitment to continuing professional development (CPD), or lifelong learning, acknowledging that it is essential that psychologists maintain their competence and that their knowledge and education is up to date. Formally in many countries this is linked to the notion of revalidation of the licence or the practising certificate after a number of years. In psychology, holders of the *EuroPsy* Certificate are expected to maintain and further develop their level of professional competence. This is achieved by means of work experience and personal professional development and through the process of supervision, and by meeting local CPD requirements if such exist. In order to renew or revalidate the *EuroPsy* (required every seven years) the applicant has to show evidence of continued practice and Continuing Professional Development over the period of professional practice.

7.1. Work experience

Professional psychologists make a commitment to the maintenance and enhancement of their professional competence. This is achieved in part by gaining experience through working. As part of a process of revalidation of a professional license, a psychologist should show evidence of professional work as a psychologist amounting to not less than 400 hours per year averaged over the period. While in the past it may have been accepted that a qualification could be valid for life, it is now acknowledged that all qualifications involve competences which require to be maintained up to date.

7.2. Learning activities

As a scientific discipline, psychology is much younger than many other disciplines. Over recent decades, considerable advances have been made in research in psychology, and gradually stronger links have been made

between research findings and applications in practical work. This means that psychological knowledge advances rapidly with the result that knowledge gained by the psychologist during initial academic training may be quickly outdated. Therefore, psychology is a discipline in which lifelong learning plays a particularly important role, in order that professional psychologists are able to maintain their competence in the light of new knowledge. The commitment of the *EuroPsy* framework fits well with the aims of the *Tuning* programme in relation to lifelong learning.

The *EuroPsy* certificate has to be revalidated every seven years, and evidence of continuing education is a condition for this renewal. A wide range of different types of professional development activities may contribute to a psychologist's continuing professional development. In the EuroPsy system, each type of activity has an approximate maximum percentage of time that can be counted in the revalidation process, in order to ensure that psychologists undertake a range of different activities as part of their CPD.

Activities include:

— Certified attendance and participation in accredited courses and/or workshops aimed at further professional development

— Development of specific new skills through practice at work

— Certified attendance in peer supervision meetings

— Certified participation as a supervisor provided that this is formally recognised

— Certified attendance at a professional or scientific conference

— (Co-)authorship and/or editing of publications on research and/or professional issues

— Presentations to professional audiences

— Editorial work on journals and books in psychology

7.3. 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.

8. Conclusions

The EuroPsy framework is the culmination of 10 years' work involving a project team of psychologists from 12 countries in Europe, and extensive consultation with relevant stakeholders both nationally, at European level, and with other European countries. The project has been disseminated at European and international congresses every year, and at national congresses and meetings, thus achieving a wide consensus on the standards. The approach taken by the EuroPsy project fits well with the approach of *Tuning*, and provides reference points for the delivery of degree programmes in psychology. Given the wider political developments in Europe in relation to mobility, the EuroPsy certificate has focussed substantially, though not exclusively, on the requirements for professional practice as a psychologist.

We see a number of current wider trends in the field of psychology. Psychology continues to be a highly popular field of study and professional occupation across European countries. As university education expands, so does the demand for the study of psychology. Some countries operate a 'numerus clausus' policy either at Bachelor or at Master level. Even with a 'numerus clausus' policy there are a large number of first cycle graduates in psychology who do not have the required competences to work as a professional psychologist, yet who have a wide range of generic and basic psychological competences, and who are ready for the labour market. For those countries with no 'numerus clausus' policy, the popularity of psychology means that there can be an over-supply of qualified psychologists putting pressure on the labour market.

Psychology as a scientific discipline and as a profession continues to diversify into more specialist fields. Psychological science interfaces with biological and neurosciences, with social sciences, with humanities and cultural studies, and divides into ever more specialist research fields. As a profession, new specialties continue to develop in response to emergent demands in the field and developments in society. So we see a list increasing in length of the types of professional psychologist, each requiring both generic and specialist competences for work in a particular context. As specialisations develop so education and training routes are developed. It is important to have a coherent framework and standard for professional education and competences for professional practice

in these domains. Here the EuroPsy framework has begun to develop a system of Advanced Certificates which may be useful in an overall framework of training.

It is widely agreed that professional psychology is underpinned by the scientist practitioner model, and by the importance of evidence and of evidence-based practice. In fact, the EuroPsy framework requires the acquisition and demonstration of research competences by professional psychologists. Yet psychological interventions do not fit easily into the model of randomised control trials, and evaluation of the efficacy of interventions is both complex and costly. The maintenance of the scientific approach to professional practice is an essential aspect of the EuroPsy framework, both in terms of competence, and in terms of ethical practice. Linked to this is the challenge of integrating theory and practice, and of bringing together scientific psychologists who are engaged primarily in research with professional psychologists who are engaged primarily in practice: mutual discourse in universities, conferences, and publications is beneficial to both groups.

The EuroPsy framework requires an ethical commitment, including an obligation to maintain competence and to undertake continuing professional development. Public protection is an important aspect of professional psychology, as indeed is the protection of participants an important element of research in psychology. Yet there may at times appear to be a tension between the pressures for mobility and the requirements for public protection. The one may require some lenience in application of standards, while the other requires a rigorous and demanding evaluation of standards. EuroPsy aspires to meet both goals. In adopting the competences approach to evaluating professional competence, it is important to be aware that the development of professional judgment which is an important element of ethical practice requires theoretical learning, practice in simulated and workshop conditions, supervised practice and time; this is one of the several reasons that the EuroPsy standards demand second cycle qualifications plus supervised practice.

Psychology students are mobile students, whether through formal programmes such as Erasmus Socrates, Erasmus Mundus or through personal choice and preference. Despite the considerable success and influence of the Bologna process in relation to the structure of degrees, it is still challenging to create the opportunity for a student to undertake the different cycles of psychology in different countries. The use

of credit rating and ECTS may support greater mobility within degree programmes, and enable students to make greater use of the opportunities provided by the European Higher Education Area. In addition we see the development of networks and joint degrees and diplomas across European universities which may facilitate greater mobility and greater understanding of national practices in higher education. Furthermore globalisation creates a demand for more international standards both in education and in ethics, both across Europe and more widely.

Psychology is increasingly a cross-cultural science and profession, and professional psychologists require cultural sensitivity, and the knowledge and competences to work in a cross-cultural and international context. This is a challenge for all universities in designing psychology programmes.

Although much has been written about assessing achievement in higher education, this remains a challenge for all fields including psychology. It is important that different countries share good practice, and also learn from research in this area, and where appropriate from developments in other sectors of education e.g. upper secondary education. For example, much has been learned about assessment **for** learning, involving students in assessment, on-the-job type assessment and other forms of competence assessment. It is an important challenge for university psychology departments to be at the forefront of developments in assessment, and to learn the lessons from research on effective teaching and learning.

ICT and other new technologies have had and have the potential to have a major impact on psychological practice. Examples may be seen in on-line assessment, developments in distance interventions such as telehealth, and cross-border practices. These opportunities bring challenges in terms of quality assurance and ethical practice. As society becomes more complex, so the demands for psychologists appear to increase.

One of the most positive aspects of the *EuroPsy* project, and thus also the *Tuning* project is the opportunity that they create for sharing of good practice and of innovative developments. We welcome the opportunities for networking, for learning from other countries and colleagues, for sharing practice and for enhancing the quality and the transparency of qualifications in psychology.

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Appendix 1

EuroPsyT and EuroPsy project teams whose contributions are gratefully acknowledged.

EuroPsyT project team (1999-2001)

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