



Mapping the ECP into ECTS to gain EQF-7: A Briefing Paper for new ‘forward strategy’ for the EAP

February, 2019: (updated October 2019)

Dear EAP ⁽¹⁾, ETSC ⁽²⁾ & EAPTI ⁽³⁾ Colleagues

We have now come to a completely new phase in the process of establishing an independent profession of psychotherapy in Europe – which is the ‘raison d’être’ of the EAP, as per the **1990 Strasbourg Declaration** ⁽⁴⁾. The main impetus is now starting to shift from the ‘central bodies’ of the EAP to the accredited psychotherapy training institutes and psychotherapy training schools: the EAPTIs. You (the EAPTIs) are – in effect – the future of the EAP (see revised EAP Organigram below).

Introduction

One of the characteristics of a professional training in any proper ‘liberal’ profession throughout Europe is a period (usually of at least 4 years), with an entry requirement of having completed a relevant first [Bachelor’s] degree (or its equivalent).

This **post-graduate** specialised training consists of various different components: academic and theoretical; the development of specific knowledge; the extension of experiential skills, especially in the competencies of that profession; as well as a ‘placement’ and/or an extensive period of supervised practice before final ‘acceptance’ (registration) as a professional, with the relevant professional associations and/or national regulatory bodies.

The combination of these various different parts of this post-graduate specialised training is sometimes referred to as the ‘Knowledge & Skills Framework’ (KSF), or ‘Knowledge, Skills & Experience’ (KSE) for that profession. Essentially, it determines what all the members of that ‘profession’ ought to be able to know and what they ought to be able to demonstrate that they can do.

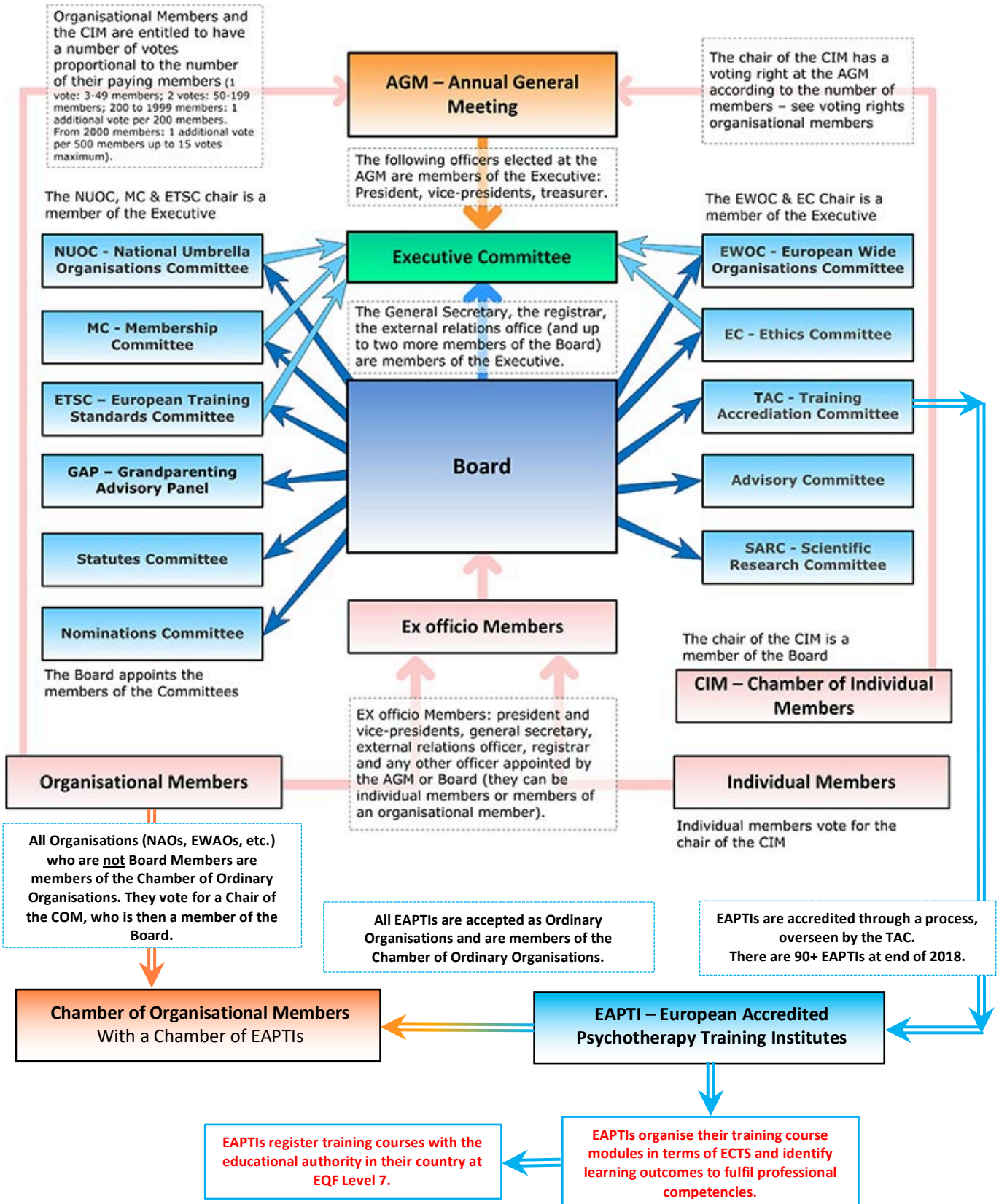
To become accepted as a member of any profession (across Europe) requires the successful completion of a ‘required’ or ‘recognised’ professional training that develops most (or all) of the relevant professional competencies of that particular profession. Final completion, graduation, and or ‘professional acceptance’ (registration) is not therefore on the basis of a purely ‘academic’ qualification (like a Bachelor’s or Master’s degree).

The EAP’s project to develop the professional “Core Competencies” of a European Psychotherapist, (completed in 2013) ⁽⁵⁾, has achieved a considerable degree of acclaim from the European Standard Classification of Occupations (ESCO) ⁽⁶⁾ and from some members of the European Federation of Psychology Associations (EFPA).

Given one of the four ‘freedoms’ of the European Union, the mobility of labour, such a professional training therefore needs to be recognised as such – across Europe – and that is done using what is called the European Credit Transfer System, ECTS ⁽⁷⁾. Each aspect (or module) of the professional training counts for a certain number of ECTS, and the total number of ECTS gives the final ‘level’ of training expressed by the levels of the European Qualifications Framework: EQF ⁽⁸⁾.

We must therefore ‘map’ the present European Certificate of Psychotherapy (ECP) onto a parallel set of modules, with clear descriptors and learning outcomes, which is the basis of the European Credit Transfer System (ECTS). This will enable us to demonstrate clearly that the EAP professional training of a psychotherapist is at a European-wide professional level equivalent to a Master’s degree level of training: **EQF-7**.

EAP Organigram (Wide Version)



There are some necessary additions to the EAP Organigram (blue arrows) to include the EAPTIs and the (newly-formed) Chamber of Organisational Members. with some new aspects (in red text).

The goal of this particular (new) EAP ‘project’ is therefore to create a fairly definitive system of ‘mapping’ the current EAP Training Standards – as identified in the **European Certificate of Psychotherapy (ECP)** document – with the now fairly universal ‘system’ of educational ‘credits’ that has been established throughout Europe – the **European Credit Transfer System (ECTS)**. These ‘educational’ or ‘study’ credits can be transferred from one institution to another, even if these are in different countries; and – in some cases from one course to another.

This paper is therefore something of an information and briefing paper in order to prepare all the people involved in this next phase of the work of the EAP, and (specifically) those involved in the work of:

- the EAP’s **European Training Standards Committee (ETSC)**;
- the EAP’s **Training & Accreditation Committee (TAC)** ⁽⁹⁾;
- the **European Accredited Psychotherapy Training Institutes (EAPTIs)**; and
- as well as **everyone else** – working quite closely together – in this new ‘project’ towards a common goal.

Red Text implies that this is something to be developed. It is new; it does properly not exist yet.

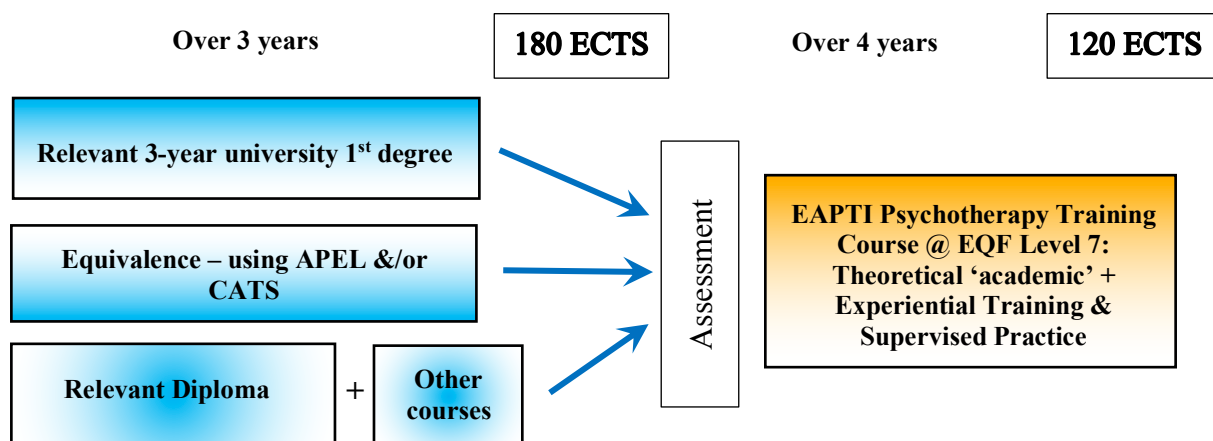
Ensuring the Entry Level into a European Accredited Psychotherapy Training Institute (EAPTI)

The first point – **which is essential** – is that the **entry-level** into any specialised psychotherapy training course (such as is provided by an EAPTI, in accordance with the ECP) **‘requires’ a relevant first university degree (or its equivalent), before** the acceptance of a potential trainee into that particular psychotherapy training.

A relevant first (Bachelor’s) degree is measured at **EQF Level 6**, and a student would have gained at least **60 ECTS per annum** in each of their first 3 years at college or university. Since they entered higher (tertiary) education at about 18-years old, they would have gained a total of **180 ECTS** — in order to achieve that ‘first degree’ level.

The EAP has always ‘nominally’ required this post-graduate ‘entry level’ into the ECP trainings (ECP Document: §4.1a): but, it is not quite clear exactly how many EAPTIs are actually requiring and/or assessing their potential trainees to see if they actually have a relevant first degree – or its equivalent. *(There is more about this process of ‘acceptance’ – using APEL & CATS – later on.)*

As an alternative, the training institution may be able to organise some basic training, introductory, or ‘catch-up’ courses to enable those people without the necessary number of ECTS, or it might be able to guide the applicant towards necessary or relevant external courses, on-line webinars, or other internet-based training modules, so as to make up any deficiencies.



An EAPTI Psychotherapy Training Course

Any specialised (post-graduate level of entry) psychotherapy training course would therefore have to be built **on top of** this basic achievement of **180 ECTS**. The **ECP** criteria clearly assumes that a significant part of the ‘entry requirement’ to any ECP psychotherapy training is at this post-graduate level: i.e. the potential trainee should have been ‘assessed’ as having already achieved **180 ECTS**.

What follows ... in this ‘briefing paper’ ... is information about **how** the current **ECP** ⁽¹⁰⁾ psychotherapy trainings, and therefore their graduates (i.e. future **ECP** holders), can – in effect – achieve the equivalent of a Master’s degree (in psychotherapy): i.e. to achieve a ‘qualification’ at **EQF Level 7**, by building up a sufficient number of **ECTS** during their psychotherapy training.

This, therefore, involves quite a complicated set of issues – but it is now much clearer that this direction (for European psychotherapy) is becoming increasingly necessary, if we are to further the work of the EAP, and if we are to build on the last 25+ years of quite respectable achievements.

Within the EAP’s Governing Board, we have not – yet – had any real, or in-depth, internal discussions as to how this process (of mapping the **ECP** training standards onto the **EQF Level 7** by using the **ECTS**) can be implemented. This is why we have decided to involve the EAPTIs now, at this point in our developmental process, in order to help everyone involved to have sufficient knowledge and sense of direction in order to achieve this goal.

So, we will – **all** – need some time and some effort to get a really clear understanding about some of these very complex issues. It will not be simple or easy as there are several ‘major’ points to be considered and discussed. This new project will start officially with the EAPTI’s ‘Workshop Day’ in February 2019, in Vienna.

The EAPTI ‘Workshop Day’ – planned for Vienna, February 2019

The topics that we hope to cover in this day will be:

- 1) How to ‘map’ out the current ECP in terms of ECTS;
- 2) The status of – and the requirements of – existing EAPTIs moving towards EQF-7;
- 3) Expectations of new ‘psychotherapy training institutes’ applying for EAPTI status;
- 4) How an EAPTI can prepare itself for an EQF-7 assessment;

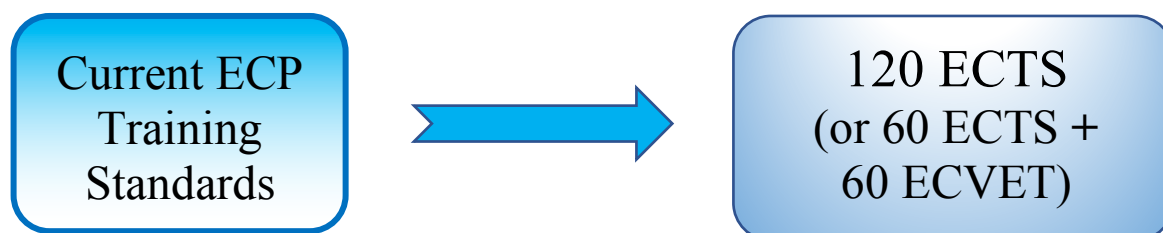
The topics that we will probably **not** be able to cover – yet – are:

- 5) The status of existing ECP holders.

On both practical and logistical grounds, we cannot (of course) expect representatives of all the (90+) EAPTIs to attend this ‘Workshop Day’. Therefore, not all of the EAPTIs will be represented during this day: hence this ‘Briefing Paper’, which will be circulated to all EAPTIs, NUO/NAOs, EWO/EWAOs, and to other EAP Ordinary Organisations.

Even if the representatives of all the EAPTIs attending this ‘Workshop Day’, they would still require a lot of this information to be ‘fed back’ to their institutes, their staff, and their students, and probably translated into their own language, and especially those from countries where there are restrictions about the practice of psychotherapy.

There will be some more detailed information given out at this ‘Workshop Day’ and there will, of course, be opportunities to meet with the representatives of other EAPTIs.



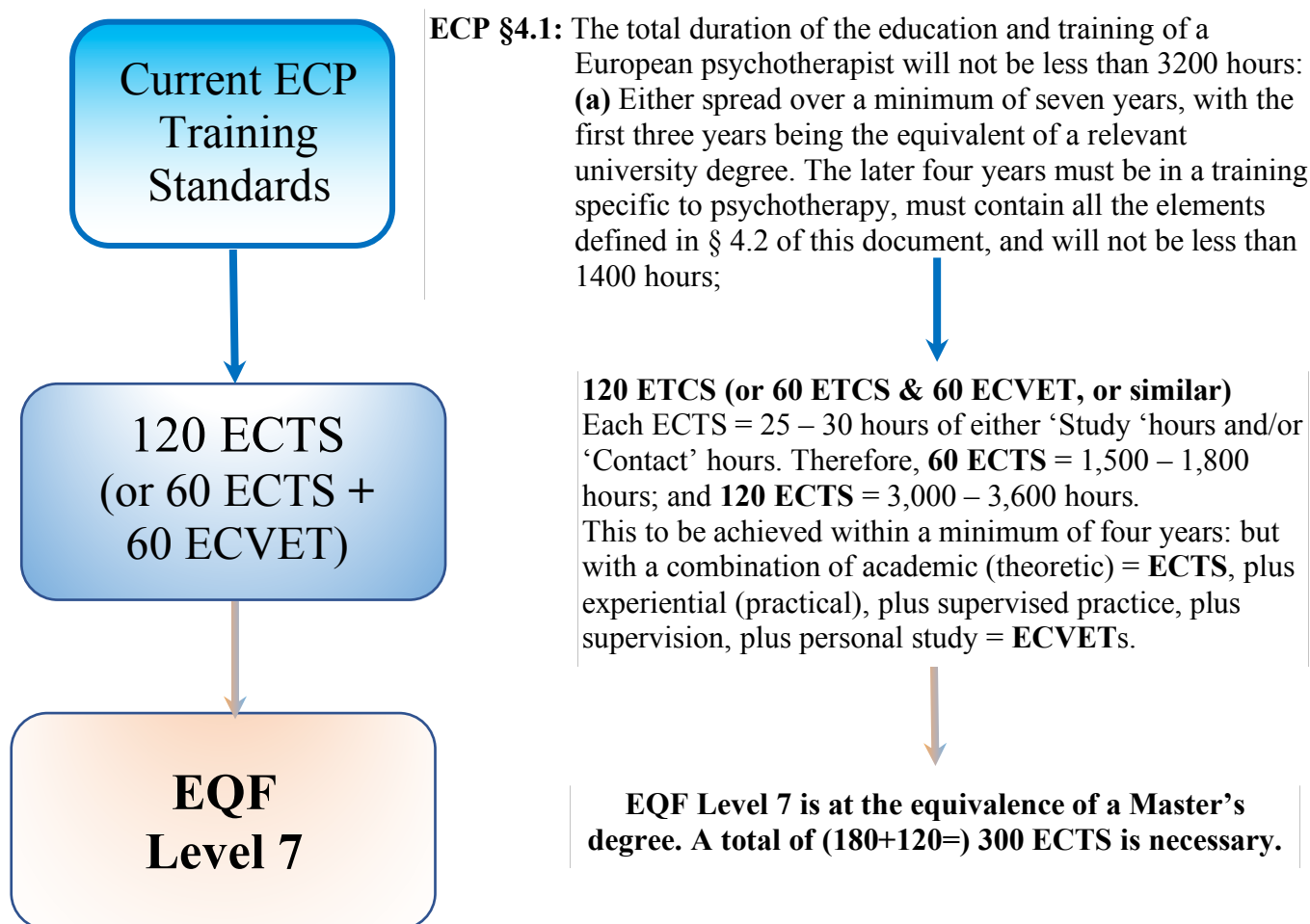
The 'new' ECP => EQF Mapping Process

If we can manage to do this “mapping process” from the **ECP** – using the **ECTS** system – to the **EQF Level 7**, we might then be able to have a relatively straightforward method of identifying that ... the current ‘post-graduate’, 4-year, ECP training ... is actually at the equivalent level to the (Masters’ degree level) European Qualifications Framework (EQF) Level 7 ... and consists of at least the minimum of: **180 ECTS +120 ECTS (or 60 ECTS + 60 ECVETs)** (or similar) = **300 ECTS**. This is – of course – the main ‘essential’ goal of this mapping process.

However, in order to do this successfully, we will have to “upgrade” the current classification of the number of hours of psychotherapy training (as stated in the ECP document, §4.1: which is currently 1,400 hours) and these are – very loosely – described as how these ‘extra’ hours are allocated and/or calculated.

This task is – in part – going to be the ‘**job**’ of the EAP’s European Training Standards Committee (**ETSC**) – to align the ECP document to the EQF Level 7. We will be looking at this in detail (during 2019) and we should have completed this task by February 2020. We will have to – inevitably – increase the ‘statutory’ number of hours of psychotherapy training, but we can now also include various other options, including the trainee’s ‘private study’ hours, personal therapy, etc.

This can be seen in the diagram below.



Unfortunately,

... whilst we can ‘advise’ the **EAPTIs** about this work of upgrading their current **ECP** training courses, and thus ‘advise’ them of the building-up of sufficient numbers of (potential) **ECTS** (+ **ECVETs**) in order to be able to access level **EQF-7**. The actual work – in order to register such psychotherapy training courses (and any other similar courses) – **has to be done** by the various training institutes (**EAPTIs**) **themselves**, with the relevant EQF “qualifications authority” in their own country.

So, it will become necessary for each EAPTI to become registered with the educational authorities in their country and to have their training courses ‘assessed’ for the number of ECTS (credits) for each module, so as to make up the necessary ECTS for EQF Level-7.

We – the **EAP** – cannot do this for ‘**You**’ – the **EAPTIs**. ‘**You**’ – as an **EAPTI** – may well need to access some help and advice from ‘your’ own **NUO / NAO** ⁽¹¹⁾. They (the **NUO / NAOs**) will also need to become informed about these different ‘registration’ processes. The **NUO / NAO** may need to become ‘involved’ in assisting their **EAPTIs** with this sort of ‘registration’ of their courses, in their own country, at the appropriate EQF / ECTS level.

‘**You**’ – the **EAPTIs** – should be able to find out all the relevant information about the “descriptors” of each EQF level, in your own language, from the “Qualifications” section of the European Commission website: <ec.europa.eu/ploteus>; and you should also be able to discover the relevant “registration authority” in your own country from the “Recognition of Diplomas & Qualifications” section of this European Commission website. ⁽¹²⁾

Ideally, you, the **EAPTIs**, should also be able to get some help (or support) in this quite complicated process from the national psychotherapy organisation (**NUO / NAO**) in your own particular country, and / or possibly also from the psychotherapy organisation for your particular modality (**EWO / EWAO** ⁽¹³⁾), and we (from within the **EAP**) will also be ‘briefing’ these (**NUO / NAO** &/or **EWO / EWAO**) organisations, as well. **EAPTIs** may also be able to get some ‘external’ help from their national or regional ‘education’ advisors in their own country.

Because of all these complications, this document therefore has several sections:

- ❖ The current ECP Training Standards (**Section 1**)
- ❖ The European Credit Transfer System (ECTS) (**Section 2**)
- ❖ The European Credit for Vocational Education & Training (ECVET ⁽¹⁴⁾) (**Section 3**)
- ❖ Comparison with the EFPA’s EuroPsy (**Section 4**)
- ❖ The EQF ‘framework’ and specifically Level EQF-7 (**Section 5 a & b**)
- ❖ Mapping the ECP document onto the ECTS ‘system’ (**Section 6**)
- ❖ ESCO – How different competencies define the different professions (**Section 7**)
- ❖ Professional Competencies and Learning Outcomes (**Section 8**)

We will also have to work out how people who currently hold the ECP may be able to ‘upgrade’ their present (non-academic) professional psychotherapy trainings into EQF-7 (the equivalent of a Master’s degree) possibly using the APEL ⁽¹⁵⁾ & CATS ⁽¹⁶⁾ systems.

If we can develop a common understanding of all these issues – and this will probably not be very easy – then we can start to move forward, creatively and together and (hopefully) able to achieve all our goals: **(i)** for the **EAP** to establish psychotherapy as an “independent profession” in Europe – different from but parallel to clinical psychology (and recognised as such by ESCO, etc.); **(ii)** for the **EAPTIs** to be able to have their professional post-graduate “psychotherapy” trainings recognised as a European-wide training at a Master’s-degree level (EQF-7); **(iii)** for the trainees emerging from such a training to have the possibility to practice psychotherapy professionally in their own – and in any other European Union - country.

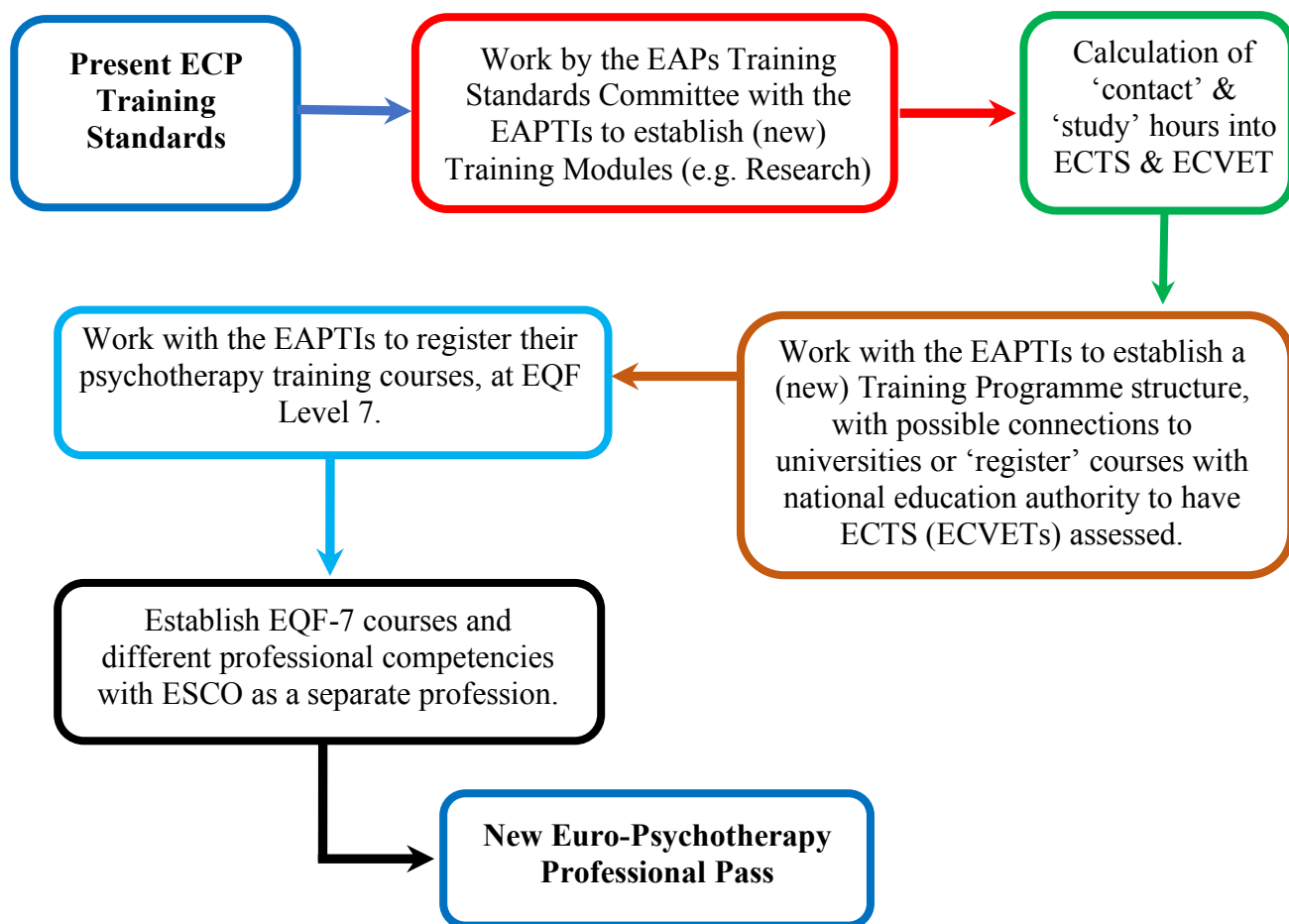
These goals are all potentially achievable – but they will need to be processed, in a coherent way, on a number of different levels: i.e. **(a)** on a European Union level; **(b)** on a national level and in cooperation with your National Umbrella Organisation (**NUO**) or National Awarding Organisation (**NAO**); **(c)** in cooperation with your (modality-based) European-Wide Accrediting Organisation (**EWAO**); and **(d)** within the various structures of the **EAP** (e.g.: the **EAP** Governing Board; the **ETSC**; the **TAC**; the **NUOC** & **EWOC**; the Chamber of **EAPTIs**; etc.)

Example 1: A relatively new EAPTI – in a country (where there is not a ‘law’ about psychotherapy) – offers a 4-year, part-time, post-graduate, psychotherapy training, in a particular modality. They (now) ‘require’ a post-graduate level of entry (i.e. students need to have already obtained the equivalent of - at least - **180 ECTS**). During this 4-year, **part-time** training, they can (relatively easily) accumulate another **120 ECTS** (i.e. only 30 ECTS p.a. – rather than the ‘full-time’ 60 ECTS p.a.). This will therefore total **300 ECTS** and this will take us to **EQF Level 7**.

Example 2: Some EAPTIs have already done this sort of ‘mapping’ process for themselves: e.g. the **Metanoia Institute** (in London, UK) has a 2-year Diploma training in psychotherapy, plus several 3-year Master’s degree programmes, validated by Middlesex University. Their 2-year Diploma (@ **60 ECTS** p.a.) => **120 ECTS** credits; and the 3-years Master’s degree (@ **60 ECTS** p.a.) => **180 ECTS** credits, thus taking their final qualification level to **EQF Level 7**. So, this example can demonstrate how these professional qualifications can (possibly) be gained within 5 years. In addition, Metanoia’s part-time programmes are: **(i)** an MSc in Contemporary Person-Centred Psychotherapy; **(ii)** an MSc in Gestalt Psychotherapy; **(iii)** an MSc in Humanistic Psychotherapy; **(iv)** an MSc in Integrative Psychotherapy; and **(v)** an MSc in Transactional Analysis Psychotherapy.

Example 3: The **Sigmund Freud University (SFU)** in Vienna (with branches in Paris, Milan, Berlin, Ljubljana, etc.) puts their emphasis on a **5-year university training** that includes a (3-year) Bachelor’s degree (Baccalaureate) and a (2-year) Master’s (academic) degree level together with a professional level of training in Psychotherapy Science that should be both at the ‘normal’ **ECP** level, and also with sufficient **ECTS** for **EQF-7**.

Moving from the current ECP to EQF Level 7



SECTION 1:

Extract from the Current ECP Training Standards:

(as per the latest version of the ECP document: 7.0: voted Feb. 2017)

- §4.1:** The total duration of the education and training of a European psychotherapist will not be less than 3200 hours:
- (a) Either spread over a minimum of seven years, with the first three years being the equivalent of a relevant university degree. The later four years must be in a training specific to psychotherapy, must contain all the elements defined in § 4.2 of this document, and will not be less than 1400 hours;
- (b) Or conducted as a 5-year full-time academic education and training in psychotherapy, organised by a university, which must contain all the theoretical and practical elements defined in § 4.2 of this document.
- §4.2:** The training meets the EAP's criteria for basic professional training, and includes the following elements:
- 4.2.1. Personal Psychotherapeutic Experience**, or equivalent. This should be taken to include training analysis, self-experience, and other methods involving elements of self-reflection, therapy, and personal experience (not less than 250 hours) normally spread over 4 years. No single term is agreed by all psychotherapy methods. Any training shall include arrangements to ensure that the trainees can identify and appropriately manage their involvement in and contributions to the processes of the psychotherapies that they practice in accordance with their specific methods.
- 4.2.2. Theoretical Study:** There will be a general part of university or professional training and a part which is specific to psychotherapy. University or professional courses leading to a first University degree or its equivalent professional qualification in subjects relevant to psychotherapy may be allowed as a part of, or the whole of, the general part of psychotherapy theory, but cannot contribute towards the 4 years of specific psychotherapy training. Theoretical study during the 4 years of training specific to psychotherapy should include the following elements:
- Theories of human development throughout the life-cycle
 - * An understanding of other psychotherapeutic approaches
 - * A theory of change
 - * An understanding of social and cultural issues in relation to psychotherapy
 - * Theories of psychopathology
 - * Theories of assessment and intervention
- 4.2.3. Practical Training:** This will include sufficient practice under continuous supervision appropriate to the psychotherapeutic modality and will be at least two years in duration.
- 4.2.4. Placement in a mental health setting, or equivalent professional experience:** The placement must provide adequate experience of psycho-social crisis and of collaboration with other specialists in the mental health field.
- §4.3:** Supervision, training and, where applicable, personal psychotherapy should be provided by practitioners whose training meets the criteria of the ECP. Advanced trainings for trainers and supervisors are not covered by these criteria but will be required.
- §4.4:** Training courses are required to be registered with their relevant NAO and accredited by their relevant EWAO. Then they are recommended to apply to the Training & Accreditation Committee (TAC) for European Accredited Psychotherapy Training Institute (EAPTI) status. The detailed criteria and procedures for obtaining EAPTI status are contained in the TAC document ⁽¹⁷⁾. The TAC is responsible for checking and accepting the quality and procedures of the training organisation and subsequently recommending it to the Governing Board for EAPTI status.

- *As a development of this ECP document, and of decisions made about the EAP's 'future developments', we might wish to add (something like this 'draft' clause – in red) to the current ECP document – about future 'requirements' for EAPTIs ...*

§4.5: EAPTIs should attempt to: either (a) 'align' or 'register' their post-graduate psychotherapy training course with an appropriate university (in their country) – so that their trainees, on completion of the psychotherapy training course, can achieve a Master's degree; and/or (b) get their training course accepted / registered within the European Credit Transfer System (ECTS), so that the trainee can accumulate a total of (at least) **300 ECTS: 180 ECTS** (on their 1st degree) and **120 ECTS** (in this professional training). This is to ensure that the trainee, emerging from the EAPTI's psychotherapy training course, can become recognised as having achieved **EQF Level 7**.

SECTION 2:

The European Credit Transfer System (ECTS)

The ECTS has now been used in nearly all countries in Europe since 2008 – initially as a transfer system for universities and their students – and it is also now being used as a comparison and harmonisation of different academic qualifications, between the different European countries, and between different subjects:

- ❖ (Nearly) all countries in Europe now use this ECTS system in all their 'academic' educational programmes. This 'system' therefore promotes the potential for the mobility of citizens in Europe. It is a central 'tool' in the Bologna (Higher Education) Process and increases the transparency and understanding of qualifications within the EU.
- ❖ ECTS is a European system of 'transfer' and 'accumulation' of "study credits" for – any part-time (or full-time) – programme of study, education and/or training, in any particular field. The ECTS 'system' gives a uniform 'guarantee' of a description of any educational programme, which leads to a greater transparency, and this 'study credit system' should also be applicable on any 'European-wide' level of training: e.g. a counselling 2-year Diploma = 120 ECTS = EQF Level 5.
- ❖ **One year of full-time study of higher (tertiary) education at Bachelor's / Master's degree-level educational institution => 60 ECTS units.**
- ❖ **1 ECTS** => usually equates to 'something' between 25-30 hours of an individual's (or trainee's) study hours. These 'study' hours included both: (a) '**contact**' hours (C) – with tutors, other trainees, clients, supervisors, mentors, etc.; and also (b) '**self-study**' activities (S) – such as being mainly composed of elements of: preparation; 'own' study; reading; and evaluation.
- ❖ The number of hours for **1 ECTS** vary according to the particular country: in Austria, Italy and Spain, 1 ECTS = 25 study hours; but, in Finland, 1 ECTS = 27 study hours; and, in The Netherlands & Portugal, 1 ECTS = 28 study hours; but in Germany, Belgium, Romania and Hungary, 1 ECTS = 30 study hours. Therefore, individual study hours (also known as 'work hours') are really just estimates.
- ❖ One year of **full-time study** (at a 'tertiary' level: i.e. starting at 18+/- years), equates to **60 ECTS**, therefore a one-year of a tertiary training course equates to between (25 * 60 =) **1,500** hours, and/or (30 * 60 =) **1,800** hours ... of combined (C + S) study hours.
- ❖ In the calculation of these 60 ECTS hours: "**Study hours**" (S) (also known as 'work hours') are only estimates, because any one person might spend much more time on any particular course that a person is not so familiar with, and someone else may spend less time on another course, which is exactly within their field of interest and expertise. That means that one particular 'block' of 5 ECTS for a course might actually involve more hours of an actual 'student' level for a 10 ECTS course, even if it is on the same programme, and in the same university.
- ❖ There are various differing proportions 'allowed' between '**contact**' (C) hours and '**study**' (S) hours – e.g. 50:50, 60:40, or (even) 67:33 – depending on whether that particular training course is

more (or less) scientific, academic, vocational, self-developmental, professional training, experiential, etc.

- ❖ In order to get an **EAPTI's psychotherapy training course** (in any method, and/or in any modality, and in any country) **to become recognised on a European educational basis** ... the ECP document (EAP's European psychotherapy training standards) must first become "mapped" onto the ECTS system, so that each 'training module' (within the EAPTI's training course) is clearly defined and has a certain number of ECTS ascribed to it.
- ❖ For the ECP (as a professional training) to become properly recognised as a post-graduate professional training, the number of ECTS over the 3 – 4 years of training **should** equal (**at least**) **120 ECTS**, which equates to between 3,000 hours and 3,600 hours of combined (C + S) study over the 3 – 4 years.
- ❖ The current **ECP** equates only to about **2,500** hours or about **100 ECTS**. However, there are some relatively easy ways to increase this to between 3,000 – 3,600 hours = **120 ECTS**.
- ❖ If we all move to this new system, it will therefore – in due course – become **the necessary 'responsibility'** of the various **EAPTI** (training institutes) to 'register' their particular training courses with the appropriate (local/national) bureau that awards ECTS in their country.
- ❖ It therefore follows that the EAP and its member organisations (NUO / NAO & EWO / EWAO) may need to provide some additional information, advice, practical help and even incentives to meet the requirements, to all the EAPTIs, to register their psychotherapy courses in this way. This could / should come from the National Organisations, the European-Wide Organisations, and possibly also from the TAC international experts. This will benefit everyone because: **(i)** it will help the EAPTI to get more students; **(ii)** it will help the EAP to have all the EAPTI trainings 'registered' at this level; and **(iii)** there can be greater parity and transferability within the EAPTIs.
- ❖ More Information about the ECTS can be found [here](#) ⁽¹⁸⁾ and [here](#) ⁽¹⁹⁾ and [here](#) ⁽²⁰⁾.

SECTION 3:

The European Credits for Vocational Education and Training (ECVET) system

The European Credit 'system' for Vocational Education and Training (ECVET) makes it somewhat easier to transfer 'work-related' (experiential) skills and knowledge – as opposed to academic skills (already covered by ECTS) – between different countries and different qualifications systems.

Using this system, a person's 'learning outcomes' are assessed and validated, so that one can transfer credits from one qualification system to another, or from one type of qualification to another. This means that one can become 'qualified' (perhaps) over a longer period of time, in different ways, in different professions, and/or across different countries – from an accumulation of ECTS and ECVET 'credits'. However, it is (again) not – just – a matter of 'study' hours or 'practice' hours.

'Learning outcomes' are grouped together to create units, which are then defined and each unit is awarded a number of ECTS / ECVET points. Again, this depends on the institutional structures, and the various roles of competent institutions, within the EU qualifications system, which can seem to be quite confusing. However: -

An ECTS (and/or a ECVET) 'unit' is a necessary component of a qualification, consisting of a coherent set of knowledge, skills and competences that can be assessed and validated over a period of time, and according to the 'ethics' of the examining 'body'.

'Units' – albeit if validated – therefore enable the progressive achievement of qualifications through a fairly straightforward transfer and accumulation process: this is both vitally and politically important in (say) getting former work-force employees (in any industry or discipline) back in to work, and also in recognising (say) an immigrant's qualifications.

The ECVET ‘points’ are just a numerical representation of the overall weight of learning outcomes in a particular qualification and of the relative weight of units in relation to the specific qualification.

Together with a description of the units, descriptions of learning outcomes, and information, about the level of qualifications, a combination of ECTS and / or ECVET might be suitable for mapping on to the ECP, as it is both academic and experiential.

- One possible application of the ECVET system might be to use the **ECTS** for the academic theory, study and research aspects of an EAPTI psychotherapy training (e.g. 30 ECTS per annum part-time for 2 years = 60 ECTS); and then use the **ECVET** system for the experiential and practical aspects: e.g. therapy groups, practice hours, supervised practice and personal study time (e.g. 30 ECVET per annum, part-time, for 2 years = 60 ECVETs).
- It might therefore become a future requirement that every EAPTI training which is training people for the ECP ‘diploma’ or for a ‘Masters’ level status has (for example) both 60 ECTS **and** 60 ECVETs: or 80 ECTS and 40 ECVETs. This would mean that every ECP holder has to have both sufficient academic components **and** sufficient practicum components.

More information about the **ECVET** system can be found [here](#) ⁽²¹⁾ and [here](#) ⁽²²⁾.

SECTION 4:

Comparison with EFPA’s ‘EuroPsy’ Certificate

The European Federation of Psychology Associations (EFPA) have developed what they call the ‘EuroPsy’ Certificate. This is similar in concept to the ECP – especially once this has become upgraded to conform with ECTS and EQF Level 7.

“The EuroPsy standard is defined by a 5-year university study (most frequently a 3-year Bachelor’s degree followed by a 2-year Master’s degree), plus one year of supervised practice. ... Revalidation, or renewal of the certificate, requires that ... Continuing Professional Development (CPD) be undertaken.” ⁽²³⁾

Currently, EFPA has 37 Member Associations that have a legal recognition of the title ‘psychologist’ and many countries have a legal protection of the profession. 22 of these countries are delivering the **EuroPsy Certificate**: Austria; Croatia; Cyprus; Czech Republic; Denmark; Estonia; Finland; France; Germany; Greece; Hungary; Italy; Latvia; Lithuania; Netherlands; Norway; Portugal; Russia; Slovenia; Spain; Turkey; the United Kingdom. In several (about 7) of these countries, the term ‘Psychologist’ is **not** legally protected.

We would therefore probably need to consider something quite similar: a **“EuroPsych” Certificate (?)** – essentially something like the present ECP (a certificate of having attained a particular training standard) plus a “register” (like the ECP-R) **and** provisions for “competent authorities” within any EU country, for keeping the register of “psychotherapists”, recognising CPD, and keeping a check on psychotherapists wishing to move from one EU country to another.

Ideally, if the proposals for a new “Psychotherapy Act” are successful, the EAP’s National Awarding Organisations (NAO’s) would hopefully become the “competent authority” in that country for recognising the professional qualifications of **psychotherapists**, checking their CPD, managing complaints, and accepting in psychotherapists coming from a different country.

SECTION 5 a:

The European Qualifications Framework (EQF)

The European Qualifications Framework (EQF) is a form of comparison between the different types of national academic qualifications that exist in the different EU countries, EU accession countries, and EEA member countries. In effect, it is a 'translation tool' of all the different national qualifications into a universal form, which makes the various qualifications in the different EU countries and different education and training systems much easier to understand. The common reference points are in terms of 'learning outcomes': for (a) knowledge; (b) skills; and (c) competencies. The EQF aims to facilitate the mobility of students and workers within the EU in order to encourage the development of a mobile and flexible workforce throughout Europe and to help develop life-long learning. The EQF was formally adopted by the European Parliament and the Council in April 2008. However, the EQF is voluntary, and not every EU country has adopted it yet, but more are expected to do so as time goes on. You can get more information about the EQF: [here](#).

The whole purpose of the EQF is to act as: ... *"a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. The EQF portal provides the results of the national process for relating national qualifications levels to the levels of the EQF. In the "Compare Qualifications Frameworks" page, it is possible to compare how national qualifications levels of countries that have already finalised their referencing process have been linked to the EQF."*

- ❖ If you go to the link for "Find & Compare Qualifications Frameworks" (www.ec.europa.eu/ploteus/en/compare), you will see if, and how, your country is doing towards implementing the European Qualifications Framework. It appears that some countries have already implemented these (Austria, Denmark, Estonia, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Slovenia and the United Kingdom) and others haven't yet. There are also descriptions of the different EQF Levels (from 1 – 8) in the Framework. The EAP can only encourage people to explore these areas ... in your own language. All the European Commission websites have translations into a number of different languages: please go to the website (ec.europa.eu/eqf/home) and click in the top right corner.
- ❖ The **European Qualifications Framework** has **8 levels**: the most appropriate level for comparison with the **European Certificate of Psychotherapy (ECP)** is **EQF Level 7**, usually equivalent to a Master's degree level (see below), and/or, in some countries, their National Vocational Qualifications (NVQ, Level 7).

New EAPTI Entrance Qualifications:

- Using the European Qualifications Framework, if the ECP is to be set at **Level 7**, then **entrance** into any EAPTI psychotherapy training (as it currently stands) should be at **EQF Level 6** - which means essentially that the applicant to the EAPTI should be able to demonstrate that they have the **equivalent of a relevant first (Bachelor's) degree**.
- **EQF Level 6** also contains **60 ECTS** for each full-time year of tertiary education. This totals a minimum of **180 ECTS => 3 x 60 ECTS** (using European Credits Transfer System).
- In terms of hours, **60 ECTS** is the equivalent of between 1500 – 1800 hours of study. Therefore, a **3-year** (or 4-year first degree (or its equivalent) in ECTS and in hours => **180 ECTS** and therefore between **4,500 – 5,400** hours of study.
- However, this means that a 'potential' psychotherapy trainee (an applicant on entry to the EAPTI training) should be able to demonstrate that s/he has (at least) one of the following:

- * **First Degree in a Relevant Field:** successfully finished a 3-year, full-time, tertiary education programme, at a **Bachelor's degree** level, in a **relevant** domain of study (i.e. human sciences, pedagogical sciences, psychological sciences, social sciences, paramedical sciences, medical sciences, ... etc.); or ...
 - * **First (non-relevant) Degree plus Study or Experience in a Relevant Field: (1)** successfully finished a 3-year, full-time, tertiary education at a **Bachelor's degree** level, in a different domain of study (i.e. Mathematics, Economics, Medicine, etc. =>180 ECTS); **and also (2a)** either have done sufficient other study in a field relevant to psychotherapy, **or (2b)** have had sufficient professional experience in the mental health field to 'equate' to a 'transition' degree; i.e. a combination of ECTS & ECVETs; or ... some form of ...
 - * **Equivalence:** Be able to demonstrate some combination of tertiary education, practical training **and** sufficient professional experience in a field relevant to psychotherapy => that can be demonstrated to be the equivalent of a first relevant degree (as above).
- This will mean that the EAPTIs will have to do a **proper check** – before accepting people into their training – to ensure that all their trainees have sufficient previous training and experience (i.e. approx. **180 ECTS and/or ECVET**); or a combination of previous training and experience that equate to an **equivalent level of a first relevant degree**.
 - The EAPTIs may need to use the **Accreditation of Prior Experiential Learning (APEL)** scheme and the **Credit Accumulation & Transfer System (CATS)** – or whatever is the equivalent in their own country.
 - If the Training School does **not** do this, then it may invalidate that individual for attaining a post-graduate level of study, and thus ... while that person might be able to be accepted into the ECP training, they would not be able to claim a Master's degree.

EQF Level 7 Descriptor

LEVEL	Knowledge	Skills	Competence	Examples
Level 7	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>	<p>UK: Master's degree, Postgraduate Certificate, Postgraduate Diploma, RQF level 7</p> <p>Germany: Vocational university (Fachhochschule) Master's, Geprüfter Betriebswirt (IHK) (Certified Business Administrator)</p> <p>Spain: Licenciado or Portugal: Máster Mestrado</p>

- ❖ As one can see, the **EQF Level 7** is much more than a first (Bachelor's) university degree (EQF-6) and is also considerably less than a Ph.D. (Doctorate) (EQF-8).
- ❖ This level is suitable for a professional psychotherapy training, and so all we have to do now is to identify the relevant ECTS.

SECTION 5 b:

New EAPTI ‘graduation’ at EQF Level 7

Similarly, the 4-year EAPTI psychotherapy training will have to be ‘re-classified’, so that the psychotherapy training contains at least **120 ECTS** => **3,000 – 3,600** hours of study. This can be made up in a number of different ways: ‘contact’ hours & ‘study’ hours (as mentioned above).

Using the European Qualifications Framework, *the outcome* of every EAPTI psychotherapy training *should be set* at **EQF Level 7** – which means that **every EAPTI trainee** (entering the training at post-graduate level) has to accumulate at least **120 ECTS** (or some combination of **ECTS & ECVETs**), within the 4-years of their psychotherapy part-time training. This means that they will have to:

- A) Have successfully completed (at least) a 2-year, part-time, academic / theoretical education (at a **Master’s degree** level) with a university, or with a ‘registered’ EAPTI psychotherapy training course having ECTS accreditation, (= **60 ECTS**). This equates to between 1,500 and 1,800 hours of ‘contact’ time plus ‘study’ time.

plus

- B) A significant amount of clinical placements and supervised practice to equal **60 ECVETs**: i.e. between 1,500 and 1,800 hours of study and/or contact work. (**Example**: 6 hours of giving therapy under supervision = 6 ‘client-contact’ hours + 1 hr supervision + 2 hrs of note-taking (20 mins per session) + (say) 3 hrs of reading and/or reflective practice (30 mins per client session) = 12 hours.)

SECTION 6:

‘Mapping’ the ECP onto the ECTS & EQF ‘system’

An ECP currently requires a 7-year training with at least 3,200 hours: with the first 3 years being the equivalent of a first-university degree. The subsequent 4 years (part-time) **must not be less than 1400** hours. The ECP also requires 2 years of supervised practice hours, and a ‘placement’ in a clinical setting Or it requires 5-years of full-time academic and professional training at a university (see Section 1).

A Master’s degree, **EQF Level-7**, requires at least **120 ECTS**, on top of a previously acquired **180 ECTS** in the equivalent to a 3-year full-time university first-degree: i.e. a total of **300 ECTS**. Or, a 3-year Master’s degree => **180 ECTS** at Level 7, on top of a ‘previously acquired (elsewhere) 2-year Diploma in Psychotherapy (=> **120 ECTS**); or some other similar combination.

1 ECTS equates to about 25-30 hours of work and study: Therefore, **120 ECTS**, translated into hours, is between 3,000 to 3,600 hours. However, these hours may be made up of a combination of tutor ‘contact’ hours (**C**) and own ‘study’ hours (**S**).

Example 1:

- * Let the **academic and theoretical study** part of the EAPTI psychotherapy training course be considered as 50% of the 4-year training; The **60 ECTS** equates to between 1500 – 1800 hours: that can be made up – as mentioned – of a mixture of **C + S** hours. **1,500 hours**
- * The **practical and experiential part** of the EAPTI training is also 50% of the 4-year training. There is a current ECP requirement of (at least) 250 hours of ‘own’ psychotherapy: this can also be counted as **250 (C)** hours, plus about **50 (S)** hours of preparation and reflection. This latter amount could be ‘evidenced’ by something like a training journal. **300 hours**
- * There is also a current ECP requirement of a minimum of 2-years of practical supervised training, then we can calculate that on the basis of (say) 200 supervised practice clinical hours per annum: i.e. a total of about 400 actual clinical hours. **400 hours**
- * There is a need of several additional hours for preparation; supervision (group or individual); writing up case notes as well as utilising outcome measures. **400 hours**

* A 6-month clinical placement at (say) 15 hours per week => about 375 hours, with perhaps some additional supervision (c. 1 hour p.w.) **400 hours**

With further (advanced) training modules; training and practice research modules; writing up an extended case study, or an article, or a paper, or making a professional presentation; attending professional seminars and/or conferences; applying to / joining a national or European-wide professional association; setting up in and maintaining a professional practice; continuing professional development; etc. **100 – 300 hours**

Example 2:

The EAPTI would make its own connection with a local university and have the academic and theoretical course properly accredited as a Master's degree programme. Again, this part of the EAPTI psychotherapy training course should be considered as 50% of the 4-year training. The **60 ECTS** equates to between 1500 – 1800 hours: that can be made up of a mixture of C + S hours. **1,500 hours**

As regards the other **60 ECTS**: most training institutions require at least **600 hours** of 'supervised practice' with clients (i.e. approx. 4-5 clients per week for 2 years) with another **600 hours** (i.e. additional hours for preparation; supervision (group or individual); writing up case notes as well as utilising outcome measures).

There could be – in addition (say) – 10 advanced training modules (@ 12 hrs each); = **120 hours**; plus 4-years of own therapy (4 years x 40 weeks x 1 hr p.w.) = (**160 hours**) as well as some time for preparation and reflection, say another (**40 hours**); plus 2 x 1-week summer school (2 x **60 hours**): **Total** (600 + 600 + 120 + 160 + 40 + 60 + 60) = **1,640 hours**.

All these hours in the 2nd part of the training could be counted in either ECTS or ECVETS, and/or a combination of these. These sorts of breakdowns would be more than sufficient to position the current ECP training, at an EAPTI, as the equivalent to a Master's degree at EQF Level 7.

SECTION 7:

ESCO – How different competencies define the different professions

The European Standard Classification of Occupations (ESCO) ⁽²⁴⁾ is the part of the European Commission that – in conjunction with the UN's International Labour Organization: the International Standard Classification of Occupations (ISCO) ⁽²⁵⁾ organises and identifies different jobs, trades and professions according to the tasks and duties undertaken in those occupations, and thus by what they are capable of doing. These classifications are adjusted every 20 years.

In ESCO, there are a total of 2,942 occupations identified, in a hierarchical structure, and each occupation has an occupational profile, which lists the knowledge, skills and competencies for that occupation. The 1st category includes: (0) Armed Forces; (1) Managers; (2) Professionals; (3) Technicians; (4) Clerical support workers; (5) Service & sales workers; (6) Skilled agricultural & forestry workers; (8) Plant machine operators; (9) Elementary Occupations.

The 2nd category, "(2) Professionals" are classified into several sub-groups. Surprisingly, both 'Psychologists' and 'Psychotherapists' are not classified under "(22) Health Professionals", but are classified under "(26) Legal, Social & Cultural Professionals". Within this category, there is a further sub-group: "(263) Social & Religious Professionals", and then, in the next category down, we find "(2634) Psychologists", different from "(2633) Philosophers, Historians & Political Scientists" and "(2635) Social Work & Counselling Professionals". "Psychotherapists" currently appears as a sub-category of "Psychologists". However, we have managed to have a significant sentence included: ***"Psychotherapists are not required to have academic degrees in psychology or a medical qualification in psychiatry. It is an independent occupation from psychology, psychiatry, and counselling."*** On the basis of this 'concession', we hope to create another category: "(2637) Psychotherapists".

ESCO have also ‘adopted’ a number of ‘our’ **professional competencies**.⁽⁵⁾ (there are links to further descriptors from the ESCO website pages): * accept own accountability; * adhere to organisational guidelines; * advise on healthcare users' informed consent; * apply context specific clinical competences; * communicate effectively in healthcare; * comply with legislation related to health care; * comply with quality standards related to healthcare practice; * conceptualise healthcare user's needs; * conclude the psychotherapeutic relationship; * conduct psychotherapy risk assessments; * contribute to continuity of health care; * counsel clients; * decide upon a psychotherapeutic approach; * develop a collaborative therapeutic relationship; * discuss the end point of therapeutic intervention; * empathise with the healthcare user; * encourage healthcare user's self-monitoring; * ensure safety of healthcare users; * evaluate practice in psychotherapy; * facilitate the psychological development of the healthcare user; * follow clinical guidelines; formulate a case conceptualisation model for therapy; * handle patient trauma; * identify mental health issues; * interact with healthcare users; * keep up with current trends in psychotherapy; * listen actively; * maintain personal development in psychotherapy; * manage healthcare users' data; * manage personal professional development; * manage psychotherapeutic relationships; * monitor therapeutic progress; * organise relapse prevention; * perform therapy sessions; * promote mental health; * promote psycho-social education; * provide a psychotherapeutic environment; * provide treatment strategies for challenges to human health; * record the outcome of psychotherapy; * reflect on practice; * respond to changing situations in health care; * respond to healthcare users' extreme emotions; * use clinical assessment techniques; * use e-health and mobile health technologies; * use psychotherapeutic interventions; * use techniques to increase patients' motivation; * work in a multicultural environment in health care; * work on psychosomatic issues; * work with healthcare users under medication; * work with patterns of psychological behaviour; etc.

Essential Knowledge: conditions for the professional practice of psychotherapy; disorders affecting self-awareness; health care occupation-specific ethics; historic development of psychotherapeutic schools; history of patient's psychotherapeutic problems; personality development theories; psychiatric disorders; psychiatry; psycho-social forms of intervention; psychological diagnostics; psychological theories; psychology; psychopathology; psychopharmacology; psychosomatics; scientific research methodology; supervision of persons; theories of personality; therapy in health care; etc.

Optional skills and competences: apply caseload management; apply health sciences; apply hypno-psychotherapy; apply organisational techniques; apply psychoanalysis; apply systemic therapy; collaborate to discuss treatment plans in psychotherapy; deal with emergency care situations; diagnose mental disorders; educate on the prevention of illness; employ cognitive behaviour treatment techniques; employ foreign languages for health-related research; employ foreign languages in care; ensure proper appointment administration; help healthcare users to develop social perceptiveness; inform policy makers on health-related challenges; promote inclusion; provide health education; record healthcare users' billing information; work in multidisciplinary health teams; work on the effects of abuse; work with healthcare users' social network; etc.

This level of detailed description and precise identification of competencies identifies uniquely the ‘profession’ of ‘psychotherapist’ and – at the same time – differentiates this from the ‘profession’ of ‘psychologist’. This is increasingly being acknowledged by both professions. There is – of course – a degree of overlap between the work (say) of a ‘clinical psychologist’ and that of a ‘psychotherapist’. However, if the differences are significant, then this differentiates two different professions.

We have already made a major step in this direction (in red italics above). We will now try and build on this; however, this may mean negotiations with the ISCO & the ILO.

SECTION 8:

Professional Competencies and Learning Outcomes

Very little thought has been put into assessing exactly how any of the EAPTIs actually ‘qualify’ their trainees and what sort of graduation or assessment system is used. Is there an examination, a thesis, a demonstration, a presentation, or some sort of a mixed grading system?

We may therefore have to think about a ‘suggested’ **EAPTI psychotherapy graduation grading system**, as this sort of a performance outcome can seem to go well together with the ECTS:

Grade	Definition	Approx. % of Candidates
A	Outstanding performance: with only minor issues	c. 10%
B	Above the average standard: perhaps with some issues	c. 15%
C	Generally sound work, but with some notable issues	c. 35%
D	Fair: but with significant shortcomings	c. 20%
E	Performance only just meets the minimum criteria	c. 10%
FX	Fail – more work is required before the credit can be awarded	< 5%
F	Fail – considerable further work is required	< 5%

Each training module should therefore have a clearly identified “learning outcome” – i.e. what that module is supposed to have taught the trainee, or what the trainee should have learnt, or what the trainee can demonstrate that they have learnt. These ‘learning outcomes’ need to be programmed to be in conjunction with the aims of the course; they also need to be clearly published in the course curriculum; and agreed with the students. In order to implement the ECTS (and/or ECVET) ‘system’, it will be necessary that all such ‘qualifications’ or ‘completion’ of modules are described using such ‘learning outcomes’.

- This sort of assessment structure can **only** be implemented by the EAPTIs themselves. The EAPTIs will need to break-down their training course into a number of different modules; they will have to ‘ascribe’ a suitable number of hours (for the ECTS &/or ECVETS); and also identify the ‘learning outcome’ of each module; and then ‘assess’ the trainees according to (something like) the above grading system. This will be a ‘quantitative’ assessment.
- Many EAPTI psychotherapy training courses will also have a ‘qualitative’ assessment: they should find ways to assess this.
- Many courses also have additional requirements: usually (something like) 80% attendance; requirements to complete written work on time; possibly a ‘language’ entrance qualification; some financial and/or payment conditions; etc.
- These ‘learning outcomes’ also need to equate to (i.e. be compatible with) and/or accumulate towards:
 - (i) The EAP’s set of Core Professional Competencies of a European Psychotherapist;
 - (ii) Any Specific Competencies – from the country, or from the modality, or from the EAPTI training course;
 - (iii) Any other professional ‘requirements’ so that the trainee can eventually acquire a Euro-Pass (or a ‘Psych-Card’) i.e. a form of a European professional passport.
- The TAC 5-yearly re-accreditation process would probably be the best way of checking that the EAPTIs are meeting all these (new) requirements, and/or the TAC team of ‘International Experts’ (who would need to understand this new system) could probably help the EAPTI to implement this system.

This is currently a ‘draft’ document, prepared by the ETSC, in readiness for the EAPTI ‘Workshop Day’ in Vienna in February, 2019 [CY: v.1, 25-Nov. 2018]

Endnotes & References:

- ¹ **EAP = European Association of Psychotherapy:** www.europsyche.org
- ² **ETSC = European Training Standards Committee:** the committee in the EAP responsible for maintaining appropriate training standards; the ECP document; and developing the (2013) Professional Core Competencies of a European Psychotherapist: www.psychotherapy-competency.eu
- ³ **EAPTI = European Accredited Psychotherapy Training Institute:**
- ⁴ **EAP 1990 Strasbourg Declaration:** www.europsyche.org/contents/13247/strasbourg-declaration-on-psychotherapy-of-1990
- ⁵ **The Professional Core Competencies of a European Psychotherapist:** www.psychotherapy-competency.eu
- ⁶ **ESCO = European Skills, Competencies, Qualifications and Occupations:** ec.europa.eu/esco/portal/home
- ⁷ **ECTS = European Credit Transfer & Accumulation System:** a system of comparing the volume of learning outcomes and their associated workload for higher education across the EU and other collaborating countries. ECTS are awarded for successfully completing a course: 1 academic year corresponds to **60 ECTS** – and these 60 ECTS are normally equivalent to 1500-1800 hours of total workload.
- ⁸ **EQF = European Qualifications Framework:** since 2012, all qualifications issued in Europe should carry a reference to an appropriate EQF level. The core of the EQF are 8 levels describing what a learner knows, understands and is able to do. All European nations are ‘translating’ their national qualifications into EQF levels. This assists the free movement of labour: one of the European Union’s ‘Four Freedoms’.
- ⁹ **TAC = Training & Accreditation Committee,** the EAP Committee that organises the accreditation of psychotherapy training courses (EAPTIs).
- ¹⁰ **ECP = European Certificate of Psychotherapy,** developed by the ETSC and described in the ECP document. It is in the process of being updated to include ECTS.
- ¹¹ **NAO / NUO = National Awarding Organisation / National Umbrella Organisation** responsible for the register of psychotherapists in that particular country.
- ¹² **European Commission: Recognition of Diplomas and Qualifications:** ec.europa.eu/ploteus/recognition-qualifications#
- ¹³ **EWO / EWAO = European Wide Organisation / European Wide Accrediting Organisation** responsible for accrediting psychotherapists from a particular modality (e.g. Gestalt, Body Psychotherapy, Transactional Analysis, etc.) across Europe.
- ¹⁴ **ECVET = European Credit system for Vocational Education and Training:** ec.europa.eu/education/policy/vocational-policy/ecvet_en
- ¹⁵ **APEL = Assessment of Prior Experiential Learning:** is a systematic process that involves the identification, documentation and assessment of prior experiential learning to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study and/or award of credits. APEL provides an opportunity for individual with previous working experience and study, but have a lack of formal academic qualifications to pursue their studies in Higher Education Institutions (HEIs). In general, both knowledge obtained through formal education and working and study experience will be assessed in APEL’s assessment.
- ¹⁶ **CATS = Credit Accumulation and Transfer System:** means an arrangement whereby the diverse features of both ‘credit accumulation’ and ‘credit transfer’ are combined to facilitate life-long learning and access to the workplace. The ‘credit accumulation’ and ‘credit transfer’ are terms used by colleges and universities for the procedure of granting credits to a student for educational experiences or courses undertaken at another institution. It is used by educational institutions to monitor, record and reward passage through modular courses and to facilitate movement between courses and institutions.
- ¹⁷ **TAC = EAP’s Training & Accreditation Committee Document:** www.europsyche.org/download/cms/100510/TAC-Procedures_voted-TAC-Board_24Feb2018_new-address-off.pdf
- ¹⁸ **ECTS Article 1:** www.mastersportal.eu/articles/388/all-you-need-to-know-about-the-european-credit-system-ects.html
- ¹⁹ **ECTS Article 2:** en.wikipedia.org/wiki/European_Credit_Transfer_and_Accumulation_System
- ²⁰ **ECTS Article 3:** www.kuleuven.be/english/education/ects/users-guide
- ²¹ **ECVET Article 1:** ec.europa.eu/education/policy/vocational-policy/ecvet_en
- ²² **ECVET Article 2:** www.ecvet.nl/1_1012_Wat_en_Waarom.aspx
- ²³ **EFPA = European Federation of Psychology Associations:** www.europsy.eu/quality-and-standards/europsy-basic
- ²⁴ **ESCO = European Skills, Competencies, qualifications and Occupations:** ec.europa.eu/esco/portal/home
- ²⁵ **ISCO = International Standard Classifications of Occupations:** www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm