

# The Model of Psychologist Competencies Recommended by the European Federation of Psychologists' Associations

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## Abstract

**Purpose:** This paper introduces the newly developed psychologist competency framework recommended by the European Federation of Psychological Associations (EFPA). It is a modification of the concept previously proposed in the US by Rodolfa et al. (2005). The competency system is essential for academic institutions because it defines the graduate's silhouette from the perspective of practical professional skills and supervisors overseeing the placement of psychology graduates entering the profession. This article argues in favor of incorporating knowledge based on the competency framework model into the content of psychology education at Polish universities to increase the chance of a more precise assessment of the equivalence of education and higher quality of professional psychological services. The difficulties of adapting the EFPA program to the national system of psychology education are also pointed out, and the key challenges and recommendations for the successful adaptation of the EFPA program to the Polish reality are analysed.

**Theses:** Discussion of changes in the framework competence model and their significance. Discuss the stages of training psychologists within the model proposed by the EFPA. Presentation of the division of competences into complementary functional competences (what a psychologist does) and foundational competences (how a psychologist works), and stages of professional development. As a member country of the EFPA, Poland has the

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opportunity to implement the EFPA model, but adapting it to the national system of training psychologists involves difficulties.

**Conclusions:** The competency framework adopted by EFPA in 2023 defines the objectives of psychological education. It was developed due to many years of work by psychologists affiliated with EFPA, constituting a practical and realistic system for ensuring future psychologists' education quality. Precise definitions and specific learning outcomes enable an objective and standardised assessment of readiness for independent work, the final stage of five years of study, and a one-year postgraduate internship. Implementing the EFPA model requires the adaptation of numerous aspects of the national education system, changes in the organisation of studies, the course of post-diploma internships, and legal regulations concerning the profession of psychologist.

**Keywords:** psychologist's competences, European Federation of Psychologists' Associations, psychologist training, EuroPsy

The European Federation of Psychologists' Associations (EFPA) is a non-governmental organisation that acts as an umbrella organisation for national psychology associations in Europe. The non-profit EFPA aims to develop psychology, actively engage in social issues, and serve psychologists. In psychology development, EFPA focuses on raising psychological education, scientific research, professional practice, and popularising psychological knowledge. The aim is to develop a clear picture of psychology and thus make it an accessible, practical, and socially respected science. As part of its contribution to society, EFPA strives to positively influence psychological theory and practice, improve the quality of life of Europeans – their health and well-being – and contribute to developing democratic and prosperous societies. Furthermore, EFPA aims to represent the interests of psychology at the European level and promote its importance in shaping EU policy. The term “service to psychologists” refers to EFPA's contribution to supporting the activities of its members at the national level, strengthening the position of the profession and its legal status in Europe, and building a common European professional identity. In these activities, EFPA is based on values such as equality, diversity, integration, respect, cooperation, mobility, and commitment to society (European Federation of Psychologists' Associations, 2023).

As part of its statutory tasks, EFPA has established the EuroPsy European Psychologist Certificate programme (European Federation of Psychologists' Associations, 2023). This is a European standard in psychology aimed at establishing a common standard of competence in all European countries where it is recognised. EuroPsy certificates may be awarded to individual psychologists who meet the conditions set out in the regulations, which also specify the criteria and mechanisms for their implementation and awarding (European Federation of Psychologists' Associations, 2025), ensuring the standard required for independent practice. EuroPsy aims to promote the mobility of psychologists and client access to high-quality psychological services throughout Europe. It serves as a reference point or set of European standards for psychology, which serves as a basis for assessing the academic education and professional training of

psychologists in various European Union countries and other countries where psychological associations are full members of EFPA. Originally, the EuroPsy programme aimed to promote mobility within the EU by awarding certificates. Over time, however, it became more important to agree on standards for psychology studies (five years, uniform or 3+2), post-diploma internships (one year of supervised work), and to develop a model of psychologist competencies.

In July 2023, the EFPA proposed a framework model of psychologist competencies that qualified psychologists should possess and demonstrate before being allowed to practise independently with clients (EFPA, 2025). This model is consistent with the psychologist training system proposed by the EFPA (2025).

### **Training of Psychologists and Professional Autonomy**

The recommended training model consists of three stages. The first corresponds to the bachelor's degree level and includes, among other things, 100 hours of practical training (4 ECTS). The second stage is master's studies, during which the internship covers 375 hours, corresponding to 15 ECTS. Both stages can be combined and then conducted as a uniform master's studies (they will be described in more detail later in this article). The third stage of education is a mandatory internship carried out under the supervision of a supervisor, which includes at least 1,500 hours of professional work and 50 hours of supervision. As a rule, such an internship lasts one year. It aims to prepare the psychologist for independent practice, introduce them to their professional role, and integrate theoretical and practical knowledge. The internship ends with the issuance of an opinion prepared by the supervisor. At this point, the psychologist should be ready to practise independently and have all the necessary competencies. However, working under supervision during specialisation or independent activity is also recommended. The presented model of the psychologist's framework competences is, therefore, in the authors' view, a set of guidelines for supervisors assessing the readiness of psychologists completing a one-year internship to practise independently. Competencies are based on knowledge and skills acquired through academic education. When discussing the content of education at Polish universities, it is worth taking them into account, even if full compliance with EuroPsy standards (which will be described later in this article) is not planned, as this allows for a clear assessment of the equivalence of studies and higher quality of professional psychological services. Thinking in terms of psychologist competencies is essential for academic circles, as it defines the profile of a graduate in terms of practical professional skills.

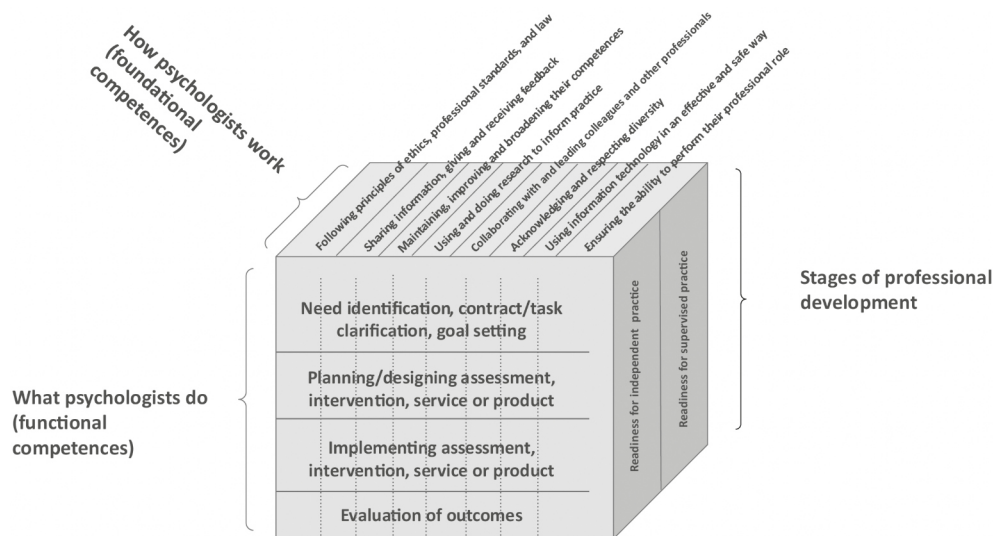
The newly developed model of core competencies for psychologists replaces the rather complicated European five-level competency assessment system developed by Bartram and Roe (2005), which considers the vague "complexity of problems" solved by psychologists and the prioritisation of competencies, and is a modification of the concept developed by Rodolfa et al. (2005). It was developed based on Rodolfa et al.'s (2005) so-called competence development cube model and has

uniform references for all areas of psychology. The most critical changes implied by this are the complementarity of functional and foundational competencies and the existence of stages of professional development. Based on scientific premises, functional competencies include the main activities psychologists perform at stages of providing psychological services (what a psychologist does: e.g., setting the goal of intervention). Foundational competences, in turn, describe the tools needed by a psychologist to provide services (how a psychologist works: e.g., to set the goal of intervention, a psychologist must know the principles of professional ethics and be communicative). The third axis marks a psychologist's professional development stage relating to their ability to perform psychological activities independently. The model of a psychologist's framework competencies assumes that a professionally independent psychologist should develop in all areas.

Figure 1 illustrates the model of a psychologist's core competencies.

**Figure 1**

*Cube Model of Psychologist Competencies, based on Rodolfa et. al. (2005), adapted by the EFPA working group on EuroPsy componentise 2021-2023 (EFPA 2025, p. 23). Reprinted thanks to the courtesy of the European EuroPsy Committee.*



Importantly, the competencies have been precisely defined and described regarding learning outcomes. This enables a standardised and reliable assessment of readiness to practise independently as a psychologist after a one-year internship, which takes place during the process of applying for EuroPsy certification in a similar way to academic education.

The content of the set of competencies mainly covers issues that are familiar and used in the education of psychologists in Poland. However, some areas are not obvious (e.g., those related to evidence-based practice). The main objective of the new system is to systematise it and introduce tools for assessing professional competencies, which is essential for at least three reasons.

Firstly, it is a valuable tool for assessing the professional competence of psychologists in obtaining EuroPsy certification, carried out by a supervisor at the end of postgraduate training. Thanks to this, it is possible to strive to ensure the best and most objective indicators increase their reliability and, as far as possible, standardise them for all those who perform such a qualification.

Secondly, the competence system is an essential complement to the academic education framework for psychologists (described in a separate annex to the EuroPsy regulations).

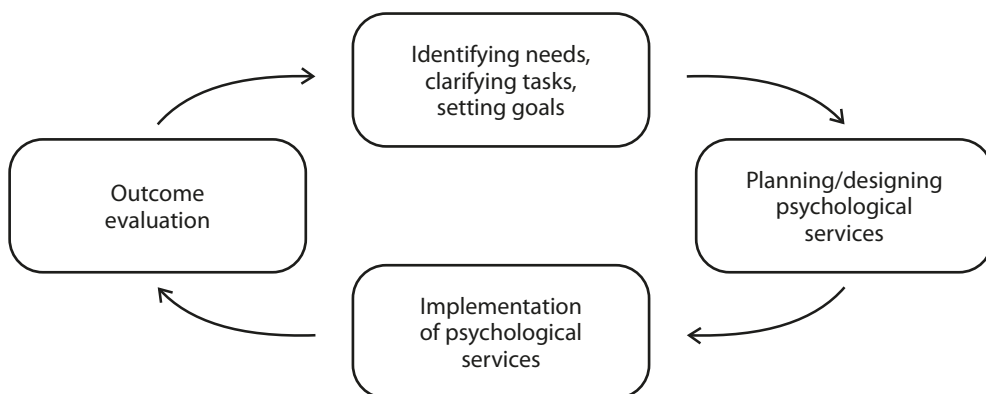
Thirdly, the competency model shows graduates at the beginning of their career as psychologists an essential and inherent part of their professional path, namely the need for continuous development and learning. This model allows them to self-diagnose and identify their own educational needs. An honest and objective self-assessment of their competencies as psychologists will help them supplement their weaker areas and guide their further continuous professional development.

## Functional Competencies

As mentioned above, competencies are divided into functional and foundational competencies. The first group of competencies corresponds to the psychologist's work process and can be illustrated by a cycle diagram (Figure 2).

**Figure 2**

*Functional Competences as Elements of the Psychologist's Service Process (According to EFPA 2025, p. 29)*



Four areas of activity undertaken by psychologists have been identified in terms of functional competencies.

### ***A. Need Identification, Contract/Task Clarification Goal Setting***

In the first stage of activities, i.e. identifying needs and setting goals, psychologists are expected to be able to locate, assess and analyse clients' needs and assess risks, gather information about the situational context to obtain the client's informed consent to action, explain the client's expectations and enter into a contract with them, as well as set goals for action. The necessary knowledge of a psychologist in this area includes knowledge of the basic principles of psychology, mental health issues, typical and atypical human functioning, as well as psychopathology and maladaptive behaviours in clinical and non-clinical contexts.

The psychologist's skills should include: establishing psychological contact with clients in various emotional states, interviewing, listening, observing, gathering, and understanding additional information from the environment. If necessary, the psychologist draws on supplementary academic knowledge at this stage. In addition, a psychologist should have skills such as organising information and drawing conclusions to determine further actions, whereby these actions and the resources necessary for their implementation should be agreed with the client (or other stakeholders, e.g., parents).

A psychologist should be characterised by curiosity (genuine interest in the client's problem), openness, empathy, and a willingness to cooperate based on respect.

Compared to the previous version of the competency model, a new feature emphasizes the need to agree on a clear goal of cooperation with the client. Another innovation is risk analysis, a commonly used planning and decision-making tool, which has rarely been used in psychology until now.

### ***B. Planning/Designing Assessment, Intervention, Service, or Product***

The next step is to plan the action. The planning competence element is the ability to select interventions and strategies for implementation in a specific personal, cultural, and situational context. A competent psychologist can plan (select or design) an appropriate diagnosis, intervention, or service suitable for achieving a specific goal with a given client. When analysing the available options for action, the psychologist should formulate hypotheses about their effects to be verified during further work with the client.

The knowledge required at this stage includes: psychometrics, knowledge of theories explaining behaviour and changes within groups and organisations, as well as the theoretical significance of constructs that are measured or subjected to intervention (e.g., personality, emotions, cognitive and executive functions, team/organisational processes). The psychologist must be familiar with the specific methods and procedures proposed to the client and their limitations.

The characteristics and behaviours necessary in this area include concern (kindness and understanding of the client's emotional state), responsibility for

the client, flexibility in approach and thinking, and critical, reflective, and hypothesis-testing thinking about one's actions.

In addition to the classic set of knowledge, skills, and attitudes enabling professional planning of psychological interventions, the model includes an element rarely emphasised in education, namely a focus on hypothesis verification. When planning an intervention, a specific hypothetical state (e.g., causes of the problem, mechanisms of the situation, personality traits) should be assumed, which is then verified through the psychologist's evidence-based intervention. Variants of the intervention should also be considered in the event of their confirmation or falsification.

### ***C. Implementing Assessment, Intervention, Service, or Product***

While planning an action mostly requires knowledge of theory, implementing an action means putting your skills in working with clients to the test. According to the generally accepted definition, evidence-based practice is combining the best available knowledge with clinical experience (Levant et al., 2008), and it is at this stage that clinical experience is crucial. A psychologist's knowledge should include familiarity with the procedures that comprise the methods of diagnosis, intervention, or services used, particularly any difficulties that may arise and ways of overcoming them.

The required skills include implementing these methods and considering the client's conditions and specificities. A competent psychologist can recognise unexpected situations during their activities and manage them effectively, while achieving the set goal. During their activities, they verify the hypotheses they made when planning their activities so that their decisions are based on evidence.

The necessary qualities of a psychologist are conscientiousness, empathy, flexibility, patience, and openness, which enable them to conduct their activities in a manner adapted to the situation and the client.

It is worth noting the element mentioned earlier, namely the verification of hypotheses on which the action plan was based, based on evidence. Related to this is the ability to manage unexpected situations, because if the psychologist is aware of which of his assumptions are hypotheses (requiring verification), he can prepare for various scenarios. Then even the unexpected should not surprise him.

### ***D. Evaluation of Outcomes***

The fourth functional competence, related to the psychologist's work process, is the evaluation of results. In this case, obtaining feedback is crucial for gaining professional experience. As Levant et al. (2008) note, a necessary condition for clinical experience is the ability to observe the effects of one's decisions, diagnoses, or interventions.

The psychologist assesses the results of the process and its impact on the well-being of the recipient or the situation. Formative evaluation is carried out during the process. It may lead to correcting the action plan, while summative evaluation is carried out after completion and is intended to allow the psychologist



to improve their skills. In some cases, it may be necessary to repeat the entire process. Indicators of the effectiveness of psychological interventions may include psychological, organisational, or economic effects, depending on the context and objectives of the evaluation.

The knowledge needed to evaluate the effects belongs to the field of psychometrics and quantitative and qualitative research methods for collecting, analysing, and interpreting data.

The skills required include using evaluation designs, the ability to collect, analyse, and interpret data, and consideration of the cultural and ethical context of the intervention. Evaluating one's interventions also requires critical reflection and a pro-quality attitude in research planning.

The essential qualities of a psychologist are honesty (willingness to accept unfavourable evaluation results), flexibility (unbiased interpretation of data), and a pro-quality attitude.

Evaluation competence is the least systematically developed part of a psychologist's toolkit. Even during your studies, it is worth knowing that methodology is needed not only for writing your thesis, but also for conducting practical activities, supporting decisions, verifying assumptions (points B and C), and obtaining feedback necessary to build clinical experience. The second important element worth emphasising is the ethical assessment of the psychological process and its results.

## **Foundational Competencies**

The second group of competences covers the main aspects of psychological knowledge, skills, and attitudes that are essential components of professionalism throughout the psychological process, thus determining all functional competences. A self-employed psychologist must demonstrate the following foundational competencies:

- Competences related to ethics, professional standards, and law,
- Communication and relational competences,
- Continuing Professional Development – CPD competences,
- Science and research competences,
- Collaboration competences,
- Individual and cultural differences competencies,
- Digital/Information and communication technology competences,
- Self-reflection and self-care competences.

## **Competencies Related to Ethics, Professional Standards, and Law**

It is assumed that a professional psychologist knows and can apply the principles of professional ethics and law, resolve ethical and procedural dilemmas, and understands the relationship between ethics and quality assurance in their own and their colleagues' psychological activities. The essential knowledge they



should possess includes familiarity with the EFPA meta-code of ethics, national codes, conventions, legal regulations, and professional and scientific standards.

Skills related to applying codes in professional practice include, in particular, resolving dilemmas and making decisions regarding ethics and quality management. The qualities required in this area are responsibility, respect for others, honesty and reliability, conscientiousness, and reflectiveness in decision-making (criticism and reasoning focused on testing hypotheses).

In the area of ethics-related competences, the link between ethics and quality management, the treatment of correct rational reasoning, hypothesis testing (implicitly based on evidence), and criticism as ethical attitudes is worth noting (APA, 2006).

## **Communication and Relational Competencies**

Interpersonal skills are a prominent part of a professional psychologist's toolkit. In the proposed scheme, their key elements include establishing a working alliance, adopting perspective, the ability to communicate one's thoughts and knowledge, and maintaining professional and personal boundaries. The necessary expertise includes understanding communication theory, relationships, and social interactions.

Communication and relationships are typical interpersonal skills (e.g., communicativeness, positive respect, empathy, consistency, alliance building, and responding to its breakdown). These competencies include obtaining informed consent for actions, communicating professionally while considering the interlocutor's characteristics, negotiating goals and means in psychological actions, resolving conflicts, exchanging constructive feedback, communicating professional content, and checking their understanding.

Essential characteristics include openness, honesty (especially in obtaining informed consent and contracts), a supportive attitude, and respect (accepting others as equals in professional interactions). Psychological intervention should be inseparable from the ability to communicate clearly and actively listen to the interaction partner, and more broadly, to manage the relationship. There is often an imbalance between the psychologist and the client regarding knowledge or understanding of the mechanisms at work, but it is always a meeting between two equal individuals.

## **Continuous Professional Development (CPD Competencies)**

Professional development is a psychologist's responsibility because the specialist knowledge required goes beyond the scope of study programmes, and psychology as a science constantly evolves. Deepening and increasing one's competencies is also a competence: knowing what and where to learn. Psychologists must recognise their training needs, plan their development, achieve their goals, and evaluate their results.

Professional development (lifelong learning) includes various activities, such as filling gaps in knowledge, improving scientific and technological qualifications, flexibly adapting practice to current knowledge, engaging in supervision, and collaborating with the professional community.

Professional development requires knowledge of the current state of science, methodological skills with particular emphasis on one's area of activity, issues of diversity and multiculturalism, and principles of cooperation with other specialists. Ethical skills are also crucial in the area of professional development.

The necessary skills include searching for and updating knowledge, identifying development needs, asking questions, analysing, and critically comparing information.

Openness, curiosity, cooperation, goal orientation, innovation, reflectiveness, and proactivity support continuous professional development.

A professionally independent psychologist knows their weaknesses and actively analyses their environment, adapting their work methods to a changing world. In this sense, efficient and flexible career planning is one of the most critical competencies.

## **Scientific and Research Competencies**

In psychological practice, some situations require systematic and methodical problem-solving. Scientific literature is necessary daily; therefore, its critical application requires an understanding and ability to evaluate the research process. Decisions based on evidence require crucial reasoning and integrating the best available scientific knowledge with clinical practice and experience. A psychologist's tools (diagnostic methods, intervention techniques, and supervision) must have a scientific basis, so it is essential to be familiar with advances in psychological science.

Knowledge in this area includes understanding the structure of scientific decision-making processes, testing hypotheses and solving problems, and familiarity with qualitative and quantitative research methods.

The scientific skills of a practising psychologist include searching for, critical reading, understanding, and evaluating scientific psychological literature, the ability to formulate hypotheses and research questions in everyday psychological practice, collecting and analysing qualitative and quantitative data to test hypotheses or explore research questions, and using data to develop one's own reflections and improve practice.

The characteristics contributing to this competence include critical and hypothesis-oriented thinking, curiosity, openness, and conscientiousness.

As already mentioned, even practitioners are not exempt from scientific thinking. Evidence-based psychology involves using current scientific research and applying justified psychological measures consistent with knowledge and experience. The work of a psychologist requires constant verification of successive hypotheses, and knowledge and systematic methodological habits are an essential part of the toolkit.

## **Collaboration and Leadership Competencies**

An essential skill in basic competencies is teamwork, including in interdisciplinary teams, and the willingness to lead a team in tasks in which the psychologist has specialist knowledge, while striving to maximise the quality of services for clients.

This competence consists of knowledge in the following areas: areas of qualification and methods of related professions, models of supervision and intervention (group peer supervision), teamwork theory, group dynamics, and leadership.

The skills required of a psychologist include the ability to make joint decisions, adopt perspectives, resolve conflicts, manage change, and take leadership.

The expected characteristics are trust, openness, cooperation, and responsibility.

A psychologist is a professional with expertise in their professional tasks. Hence, an assertive attitude and taking responsibility for the team, where these competences are key to the activities carried out towards individual and social recipients, are essential elements of their professional profile.

## **Individual and Cultural Differences Competencies**

Diversity is becoming an increasingly visible context for psychological activities in Poland. Competences in this area (not only attitudes, but also knowledge and skills) are becoming essential in psychological practice.

These competences include adapting psychological activities to the individual circumstances of recipients and clients, which involves identifying, accepting, and respecting these differences, both personal and related to minority issues. Psychologists must be aware of their own values, beliefs, and experiences that may influence their actions. They should communicate effectively with clients and recipients in various individual and cultural contexts and be inclusive in their work with them. This allows them to avoid stereotyping people based on multiple socio-cultural factors, such as gender, gender identity, culture, ethnic origin, age, family background, religion, sexual orientation, and majority/minority status. Proper perception and respect for these factors enable the correct individualisation of psychological activities.

In this area of competence, the necessary knowledge includes understanding the theories of diversity, intercultural differences, personality, and cultural adaptation and inclusion.

The necessary skills include taking another person's perspective, self-reflection, identifying differences, managing diversity, and supporting others.

In this competence, more than in others, the right attitudes are key. Psychologists should be characterised by openness, empathy, curiosity, respect for other experiences, values, and knowledge, and proactivity towards improving the situation (not only of service users and clients, but also of their environment and society).

Cultural diversity in the environment is greater now than it used to be, and there are many indications that this trend will continue to grow. Although most

Polish psychologists were educated in the native tradition, or at best in a Western cultural and scientific environment, understanding cultural differences, respecting them, and the conscious, knowledge-based use of appropriate psychological tools are becoming increasingly important.

### **Digital/Information and Communication Technology Competences**

The COVID-19 pandemic and the associated restrictions on personal contact have forced psychological services to be provided via digital media. After this period, many activities are now being done remotely, more so than before the pandemic. Therefore, these activities should be reflected upon to identify the necessary competences in this area so that they can be supplemented. Psychologists using digital technologies must be aware of clients' diverse needs (sometimes more challenging to present remotely), data protection and cybersecurity rules, and the specifics of the client relationship at the stage of setting goals, planning activities, their implementation, and evaluation. Psychologists need knowledge of the legal and ethical principles of data management, boundary issues (specific to online communication), and the operation of software dedicated to supporting psychological diagnosis and intervention. Essential skills include applying data protection procedures, recognizing digital competencies, and using scientific data on digital tools. A necessary attitude for psychologists in this area is responsibility for all aspects of their work, including IT solutions, and flexibility.

New technologies expand the possibilities of a psychologist's work but also force us to redefine many elements of the profession. Remote contact with clients requires more skills than face-to-face meetings, and online diagnosis requires special preparation. In addition, issues of privacy and professional confidentiality become of paramount importance.

### **Self-Reflection and Self-Care Competencies**

Psychologists should be aware that their well-being can affect the quality of their work. The ability to perform their professional role depends on self-awareness, reflection on their functioning, and the ability to care for themselves during psychological practice. It is necessary to recognise one's thoughts, attitudes, and prejudices, correct mistakes (e.g., loss of distance and impartiality), and develop techniques for coping with difficulties, such as physical exercise, developing non-professional interests, or spiritual life.

Essential knowledge concerns assessing one's own professional risk and managing it appropriately. Psychologists recognise (also in themselves) indicators of mental health and job satisfaction. An appropriate value system and professionalism help to maintain professional stability. Appropriate qualities include mindfulness, acting according to one's emotions, and recognising one's thoughts. The skills that enable proper self-management are primarily self-observation,

analysis, reflection, and evaluation, but also the ability to build social networks: professional and personal, maintaining a balance between life and work, and resilience, i.e., the ability to cope with crises and the ability to return to balance.

Psychologists are their own tools of the trade, and to help others, they must maintain their own well-being, recognise the symptoms of exhaustion and burnout, and actively prevent them.

### **Challenges and Recommendations Related to the Implementation of the EFPA Psychologist Training Model in Poland**

As a member country of the EFPA, Poland can adopt the EuroPsy model into practice, but this process involves challenges. Below, we outline the potential difficulties associated with adapting the model to the national system of psychologist training and propose examples of recommended steps that should be taken to facilitate its implementation.

The post-diploma internship proposed in the current draft of the Act on the Profession of Psychologist and the Professional Self-Government of Psychologists fulfils the requirements of the EuroPsy principles to a certain extent. However, there are some differences. The internship recommended by EuroPsy lasts longer – it should comprise 1,500 hours (in the draft Act, it is 700–900 hours). In addition, the guidelines for professional development and expectations of the internship supervisor are also more specific and competence-oriented. The draft Act delegates the refinement of the details of the internship, the conditions for its successful completion, and the necessary documentation to the newly established National Council of Psychologists. The standards for describing and assessing a psychologist's competencies proposed by the EuroPsy system can be used in at least four areas of this process.

Firstly, the system of educating psychologists in Poland, which consists of completing a uniform five-year master's degree programme at a university, provides a solid theoretical foundation, but to a lesser extent covers the practical aspects of a psychologist's work, especially in the context of the competency standards promoted by EuroPsy. With a view to harmonising competency standards in all European countries that recognise EuroPsy, this article assumes that the study programme should include elements that shape specific competencies and that it would be reasonable to evaluate the programme in this respect. Particular emphasis should be placed on psychological diagnosis, psychological assistance, health prevention, research methodology, and ethics. For example, this process could be carried out in the form of a survey completed by graduates. This work aims to implement learning outcomes in line with EuroPsy standards.

Secondly, the competency model can serve as the basis for a student internship programme in psychology. A scheme in which students would familiarise themselves with the competency model before the internship, then pay attention

to these aspects during the internship, and finally discuss their developmental experiences during a summary interview with their internship supervisor, is a proposal for organising internships in which students can be more aware of the purpose of their education. We also recommend strengthening professional internships by expanding cooperation with institutions that accept interns.

Thirdly, in Poland, there is no rule requiring compulsory and supervised postgraduate training as an integral part of a psychologist's career path. However, under the EuroPsy programme, the training of psychologists includes a one-year professional internship comprising 1,500 hours of work under the supervision of an experienced psychologist (50 hours of meetings). To adapt the model to the Polish reality in this respect, the aim could be to guarantee access to supervision in accordance with EuroPsy requirements, which in turn would be achieved by introducing legal regulations taking into account the need to complete an internship. The emerging National Council of Psychologists (Article 17 of the draft Act) should specify detailed expectations for the postgraduate internship for psychologists. EuroPsy, based on a competency model, proposes both rules and documentation of the internship process, based on which uniform regulations for the evaluation of the intern's competencies can be developed for supervisors in the form of, among other things, forms and criteria for the assessment of professional practice, facilitating the documentation and verification of interns' competencies. The EuroPsy internship system is therefore a good reference point for developing standards.

Fourthly, the supervisor's opinion at the end of the internship regarding professional development and the possibility of continuing to practise the profession, which is the final document completing the process of developing professional independence, should include a comprehensive assessment of competencies. The competency model described above, with its versatility and detailed learning outcomes corresponding to individual competencies, is a ready-made template for such an opinion (of course, in some points it needs to be supplemented with elements characteristic of the Polish tradition).

As presented in this article, the EuroPsy programme promotes assessment based on fundamental skills and practical competences, rather than solely on the theoretical knowledge of psychology students. Therefore, developing a system for assessing student competence development documentation and self-assessment tools (e.g., keeping notes of one's observations) could meet the assessment needs closer to EuroPsy standards.

A natural consequence of the proposed measures should be training lecturers and mentors to prepare them to work with the competency-based system. This could also occur through participation in international educational projects, such as Erasmus+, which support exchanging experiences and harmonizing education.

The psychology community has high hopes for regulating professional standards by the Act on the Profession of Psychologists and the Professional Self-Government of Psychologists. At least partially aligning its provisions with the European Federation of Psychologists' Associations' recommendations will improve the psychology profession's standards in Poland.

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