

APPENDIX 18 TUNING-EUROPSY PROJECT - PROFESSIONAL COMPETENCES

FOUR TYPES OF PROFESSIONAL COMPETENCE OF PSYCHOLOGISTS IN THE TUNING EUROPSY PROJECT

1. GENERIC COMPETENCES

GENERIC COMPETENCES in Tuning Project Psychology ¹		
Instrumental competences	Interpersonal skills	Systemic competences
<p>Dealing with information: Effectively gather information from books and journals; effectively gather information from documents; effectively gather information from others; design and conduct interviews; design and conduct surveys; document;</p> <p>Communication: Read and write; give audiovisual presentations; report orally and in writing; communicate effectively 2-way; interpret people's intentions;</p> <p>Metacognition Logical reasoning; critical thinking; application of various problem solving strategies; evaluation of new developments;</p>	<p>Teamwork</p>	<p>Self-organization: setting goals; assessing needed resources; planning activities; organizing activities; monitoring own progress and performance;</p>

2. **Primary competences** related to profession-specific psychological content of professional practice in the form of twenty primary competencies grouped into six functional categories of professional activities according to the tasks performed by all psychologists at the individual, group or societal level² :

Primary competences	Descriptors
A. TARGET SPECIFICATION	
Needs analysis	Interaction with clients to set goals for intervention/service.
Objective	Gathering information on the client's needs using appropriate methods until clarification of meaningful further activities Propose and negotiate goals with client, set acceptable and feasible goals, and establish criteria for evaluating goal achievement at a later date.
B. ASSESSMENTS	Identify relevant characteristics of individuals, groups, organizations, and situations using appropriate methods.
Individual assessments	Conduct an assessment using interviewing, testing, and observation of individuals in a setting relevant to the required performance.
Group assessments	Conduct an assessment using interviewing, testing, and observation with groups in a setting relevant to the required service.

¹ Tuning-EuroPsy: Reference Points for the design and delivery of degree programmes in Psychology p.46, p.55 <http://www.deusto-publicaciones.es/deusto/pdfs/tuning/tuning27.pdf>

² Ibidem p. 51ff

Organizational assessments	Conduct an assessment using interview, questionnaire, and other methods and techniques appropriate to analyze organizations in an environment relevant to the service being requested.
Situation assessments	Conducting an assessment using interviews, questionnaires and other methods and techniques suitable for analyzing situations in an environment relevant to the service requested.
C. DEVELOPMENT	Developing services or products based on psychological theories and methods for use by clients or psychologists.
Service or product definition & needs analysis	Define the purpose of the service or product, identify relevant stakeholders, analyze requirements and constraints, create specifications for the product or service taking into account the environment in which the service or product will be used.
Service or product design	Designing or adapting services or products according to requirements and constraints, taking into account the environment in which the service or product will be used.
Service or product testing	Testing the service or product and evaluating its feasibility, reliability, validity, and other characteristics, taking into account the environment in which the service or product will be used.
Service or product evaluation	Evaluation of the service or product in terms of benefits, client satisfaction, ease of use, cost, and other aspects relevant to the environment in which the service or product will be used.
D INTERVENTION	Identify, prepare, and implement interventions appropriate to achieve set goals using results of diagnostic and developmental activities.
Intervention Planning	Develop an intervention plan suitable to achieve the set objectives in an environment relevant to the service demanded.
Direct person centered intervention	Application of intervention methods that directly affect one or more individuals, according to the intervention plan, in a setting relevant to the service being demanded.
Direct situation-centered intervention	Application of intervention methods that directly affect selected aspects of the situation, according to the intervention plan, in a setting relevant to the service being demanded.
Indirect intervention	Use intervention methods that enable individuals, groups, or organizations to learn and make decisions in their own best interest in an environment relevant to the service being demanded.

Service or product implementation

Introducing services or products and promoting their proper use by clients or other psychologists.

E EVALUATION

Determine the appropriateness of the interventions in terms of adherence to the intervention plan and achievement of the set goals.

Evaluation Planning

Design a plan for evaluating an intervention, including criteria derived from the intervention plan and goals set, in a setting relevant to the service being demanded.

Evaluation measurement

Select and apply measurement techniques appropriate to the implementation of the assessment plan in an environment relevant to the service being demanded.

Evaluation analysis

Conduct analyses according to evaluation plan and draw conclusions for the effectiveness of interventions in a setting relevant to the service being demanded.

F COMMUNICATION

Provide information to clients in a manner that meets client needs and expectations.

Give feedback

Provides feedback to clients through appropriate verbal and/or audiovisual means in a setting relevant to the service being requested.

Write report

Write reports to inform clients of the results of evaluations, service or product developments, interventions, and/or evaluations in a setting relevant to the service being requested.

3. **General competences enabling for professional practice³** are nine competences that according to Tuning-Europsy are acquired in practice and together with the primary competences are necessary for the acquisition of professional competence.

Enabling competences	Descriptors
CAREER STRATEGY	Selecting an appropriate strategy to address posed problems based on reflection on the professional situation and one's own primary competencies.
LIFELONG PROFESSIONAL DEVELOPMENT	Update and develop one's primary and enabling competencies, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, as well as national and European regulations (e.g., EFPA- regulations on EuroPsy).
PROFESSIONAL RELATIONSHIPS	Build and maintain relationships with other professionals and relevant organizations.
RESEARCH AND DEVELOPMENT	Develop new interventions, products, and services that potentially meet current or future client needs and generate new forms of professional activity or business.

³ Ibid p.61

MARKETING & SALES	Make current or potential clients aware of current and new products and services, contact clients, make business offers, market services, offer services after the service/marketing has been performed.
RESOURCE MANAGEMENT	Build and maintain relationships with (potential) clients, monitor client needs and satisfaction, identify opportunities to expand professional activity or business.
PRACTICE MANAGEMENT	Design and manage the practice leading to services, whether as a small business or as part of a larger private or public organization, including financial, human resources, operational, employee management offerings
QUALITY ASSURANCE	Establish and maintain a system for quality assurance of professional practice as a whole.
SELF-REFLECTION	Critical self-reflection on one's own professional practice and competencies as a core characteristic of professional competence.

4. **Research skills** for the professional role of scientist-practitioner or researcher ⁴

Competences	Decriptors
LITERATURE RESEARCH RESEARCH DESIGN	Hypothesis formulation and testing Formulation of research questions, research strategies, research design issue (reliability, validity, replication); research designs (experimental, cross-sectional, longitudinal, case study, comparative, etc.); ethical issues. Data collection (qualitative and quantitative)
RESEARCH DATA COLLECTION (QUALITATIVE AND QUANTITATIVE)	Collection of research data (qualitative and quantitative), including experimental methods, case study, interviews, questionnaire.
DATA ANALYSIS (QUALITATIVE AND QUANTITATIVE) WRITE REPORT	Analyze research data statistically. Analyze research data qualitatively Writing a research report or articles and other written documents.
DISSEMINATE RESEARCH	Provide feedback from research and make oral presentations in a variety of contexts.

⁴ Ibidem p. 63