

## PROFESSIONAL BOARD FOR PSYCHOLOGY

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### EXAMINATION POLICY FOR PSYCHOLOGISTS, REGISTERED COUNSELLORS AND PSYCHOMETRISTS

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FORM 255

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## 1 INTRODUCTION

The development of the National Board Examinations Policy is in line with the objectives of the Professional Board for Psychology as outlined in section 15A of the Health Professions Act, 1974 (Act No. 56 of 1974), which entails, amongst others, to assist in the promotion of the health of the population of the people of South Africa; to maintain and enhance the dignity of the relevant health profession and the integrity of the persons practicing such profession; to guide the relevant health professions and to protect the public.

One of the Professional Board instruments, among others, in its endeavour to attain its objectives, including, the determination on whether a practitioner possesses adequate professional knowledge, skills and competencies to practice his/her profession, is the National Board Examination.

The examinations of the Professional Board for Psychology are conducted in terms of the provisions of Health Professions Act, 1974 (Act No. 56 of 1974), and the resolutions of the Examinations Committee, including council's rules and regulations, as approved by the Executive Committee of the HPCSA.

In addition, and in terms of section 17 (1) (a), of the Health Professions Act, 1974 (Act No. 56 of 1974), no person shall be entitled to practice within a Republic as a Psychologist or an Intern Psychologist or any profession registrable in terms of the Act, unless he or she is registered in terms of this Act.

## 2 DEFINITION OF TERMS

**Examinations-** means a method of assessing the standard and/ or the skills and knowledge level achieved by a candidate in a discipline or profession.

**Dissertation-** means a written scientific report on research which is one of the requirements for obtaining a Master's degree.

**Examiner-** means a person appointed by the Professional Board to ascertain whether the specific outcomes of a qualification and its underpinning programme have been achieved. An examiner should therefore be suitably qualified to assess learning at a specific level, with suitable training as his / her qualification being one hierarchical level higher in the same discipline than the level of paper / subject to be assessed.

**Invigilator-** means any person who supervises candidates during examinations, including any member of the Board or temporary staff specially appointed and trained for that purpose. The primary task of the invigilator is to ensure that the examinations rules are adhered to at all times.

**Misconduct-** means any unacceptable act or deed (examples indicated under 5.7 Fraud Dishonesty and other misconduct).

**Moderation-** means the process that ensures that the assessment of outcomes has been fair, valid and reliable.

**Moderator-** means a person accredited by the Higher Education Quality Committee (as the Higher Education ETQA) and appointed by the Examinations Committee for measuring the specific outcomes achieved for a qualification and its underpinning programme; where such moderator should be suitably qualified to moderate learning at a specific level and have suitable assessor training; and where such suitable qualification shall be one hierarchical level higher in the same discipline than the level of the paper / subject.

**Qualification-** means the formal recognition and certification of learning achievement conferred by an accredited provider and signifies and formally certifies the demonstrated achievement of a person by means of a planned and purposeful combination of learning outcomes at a specified level of performance.

**Re-checking-** means the administrative checking of the allotting of marks in the examination answer sheet, by the Examinations Coordinator and the candidate.

**Re-marking-** means the re-marking of an examination answer sheet / book by the moderator and is subject to the payment of a fixed fee (about 50% of examination fee) by the candidate.

### 3 PURPOSE OF THE EXAMINATIONS

- a) The South African Qualifications Authority (SAQA) framework requires that examinations and/or assessments be based on minimum objective criteria/outcomes.

The National Examination is predicated on minimum competency and ethical standards within the South African context, legislation and international best practice in the profession.

- b) The Examinations of the Board are **NOT** open book examinations. Each examination is a three-hour written paper of 100 marks. There are examination papers for:
- i. Clinical psychology;
  - ii. Counselling Psychology;
  - iii. Educational Psychology;
  - iv. Industrial Psychology;
  - v. Research Psychology;
  - vi. Registered Counsellors;
  - vii. Psychometrists (independent practice);
  - viii. Psychometrists (supervised practice).

**NOTE:**

- The examination papers for Psychologists contain only paragraph questions
  - The examination papers for Registered Counsellors and Psychometrists contain multiple-choice questions and paragraph questions.
- c) It is the responsibility of the candidate to ensure that he/she receives the correct examination paper from the invigilator.
- d) The following persons are required to pass the National Examination of the Board:
- i. All newly qualified practitioners i.e. Psychologists (including clinical psychologists), Registered Counsellors and Psychometrists are required to write the National Board Examinations before applying for registration;
  - ii. All persons who have exceeded the timeframes for registration as determined by the Board;
  - iii. All persons whose names were erased from the registers for 2 years or more and who have not practised their profession and wish to restore their names to the register; (Kindly refer to the [HPCSA Restoration Policy and requirements](#)).
  - iv. All foreign qualified persons.

## 4 CRITERIA FOR APPROVAL OF APPLICATIONS

### 4.1 Proof required of applicants for the Board Examinations

a) All candidates who intend to write the Board Examinations are required to submit a duly completed:

- Application Form 260 for Psychologists
- Application Form 225-PC for Psychometrists or Form 225-RC for Registered Counsellors

The application forms should be accompanied by:

- i. Proof of payment (please ensure that a correct fee is paid). The proof of payment must reflect your surname, registration number and contact telephone number. The Professional Board will not accept responsibility for exclusion of a candidate from the list of candidates due to non-receipt of proof of payment by the HPCSA.
- ii. Proof of payment of the examination fees, (e.g. a deposit slip) must be submitted together with the examination application form. In its endeavour to ensure safety for its clients and employees, The Health Professions Council of South Africa (HPCSA), implemented 'no cash on premises' policy with effect from 1 August 2006. Deposits must be made to:

**BANK DETAILS:**

Account: HPCSA  
Bank: ABSA,  
Branch: Arcadia, Pretoria,  
Account No.: 0610-000-169,  
Branch code: 33-49-45

**NOTE: Your name, registration/reference number and ID number must be clearly indicated on the deposit slip.**

- iii. The Psychology Board determines the examination fee annually.
  - iv. Incomplete application forms will not be processed and will be returned to candidates.
  - v. Applications received after the closing date will not be considered.
  - vi. An admission letter issued by the Board will be the only acceptable proof that a candidate is registered for the examination.
- b) Requirements for Psychometrists under Supervised Practice wishing to write the Independent Practice Board Examination for change of category purposes;

- i. Psychometrists registered under Supervised Practice should work for a period of three (3) years before they may be allowed to write the Independent Practice Examinations and register as such;
  - ii. A report from the Supervisor confirming that the candidate has worked under supervision for three (3) years to be included in the application to write the Board Examination and to change the category to Independent Practice;
- c) Cancellation of an application to sit for the examination should be done in writing and should be emailed to [psychexams@hpcsa.co.za](mailto:psychexams@hpcsa.co.za) . Cancellation will result in forfeiture of the examination fee (the fee is levied to recover administrative costs)
  - d) If the applicant changes either their address or contact details before the examination the onus is on the candidate to notify the administrative staff in writing of such changes.
  - e) Written notification of change of address or contact details must be received not later than two weeks before the examination for which application has been made.

## 4.2 Requirements for Admission to sit for the Board Examinations

It is the responsibility of the candidate to ensure that all the requirements for admission to sit for the Board Examination and for registration purpose outlined below are complied with.

- (a) Recently qualified candidates must hold a professional HPCSA accredited qualification for the category in which they wish to register.
- (b) Persons with qualifications obtained outside the Republic of South Africa are subject to the following conditions:
  - i. In accordance to section 25 (1), of the Act, Act No. 56 of 1974, the Minister of Health may, in consultation with the Council, by regulation provide that any person who hold such qualification as the council may, for the purpose of registration in a category in terms of this subsection, accept by virtue of the fact that such qualification, in the opinion of the Council indicates a satisfactory standard of professional education, may be registered in terms of this section, and thereupon the Council may in its discretion, but subject to any regulations which the Minister may make register such person.
  - ii. In terms of section 25 (2), the Council may require a person who holds a qualification referred to in subsection (1) above, and who applies for registration in terms of this section, to pass to the satisfaction of the Council, on a date and at a place determined by the Council, an evaluation contemplated in subsection 25 (3) before person appointed by the Council, for the purpose of determining whether such person possesses adequate professional knowledge and skill and whether he or she is proficient in any of the official languages of the Republic.
  - iii. In terms of section 25 (3) of the Act, Act No. 56 of 1974, the Council may from time to time determine the nature of the evaluation which shall be conducted for the purpose of subsection 25 (2) above, and the fees which shall be paid by persons who present themselves for such evaluation, the requirements for

admission to the evaluation, and any other matter relating to such evaluation, including the number of attempts.

- c) Persons who fail to register with Council within 2 years after they have received their qualifications subject to additional requirements as determined by the Board.
- d) Health practitioners whose names have been off the relevant registers for a period of more than two years, whether the removal was in terms of subsection 19 (1) (a)/(b)/(c)/(d)/(e) of the Health Professions Act, and who wish to have their names restored on the register.
- e) Intern Psychologists:
  - i. during the final 3 months of the internship program and on condition that section C of application Form 260 is duly completed by the supervising Psychologist;
  - ii. on condition that section b of the application Form 260 is duly completed by the University, and the Master's dissertation of the candidate has been passed.

Any person who wishes to write examinations of the Professional Board for Psychology, must complete and sign the official examinations application form (forms 225 and / or 260), pay the prescribed examination fee and, unless they have already done so, submit documentary evidence that they have satisfied all the requirements for administered to write National Board examinations.

- f) It is important that the written application for examinations (in forms 225 and 260) and the proof of payment of the prescribed examinations fee are received by HPCSA on or before the closing date, that is, on or before the 15 December, for February examinations session, on or before the 30 April, for June examinations session, and on or before the 31 August, for October examinations session.

### **4.3 Examination accommodation for candidates with disabilities**

- (a) The Board Examination is intended to test the candidates' ability to apply knowledge and skills relevant to a specific registration category. Accordingly, it is the policy of the Board to accommodate individuals with disabilities during the administration of the examinations to the extent that such accommodations are timeously (i.e. two months before the date of the examination) requested, reasonable, consistent with the nature and necessitated by the applicant's disability. Special request of this nature must accompany applications for registration for examination.
- (b) Special requests referred to in (a) above shall require the applicant to describe with specificity the special need requested and submit documentation, prepared by a qualified Professional, which states the Applicant's inability to take the Board examination without the special request and reasons as to why the special request is being made.
- (c) The Professional Board reserves the right to have any special request together with all documentation evaluated by a Professional. The Board may at its discretion, require the applicant to provide additional information relating to the disability and may require the applicant to submit such further information to enable the Board to take an informed decision.



## 5 COMPILATION OF EXAMINATION PAPERS

### 5.1 Responsibility of the Board

- a) In terms of section 15B (b) of the Health Professions Act, (Act No. 56 of 1974), a Professional Board may appoint examiners and moderators, conduct examinations and grant certificates, and charge such fees in respect of such examinations or certificates as may be prescribed.
- b) The responsibility for compilation of the examination papers for the various categories of registration rests with the Examination Committee of the Professional Board. The Professional Board reserves the right not to disclose the names of the examiners.
- c) The Examinations Committee will appoint examiners from a pool of examiners retained by the Board in accordance with the criteria and guidelines determined from time to time by the Professional Board provided the examiners appointed are experienced and registered in the same registration category.
- d) Examiners should abide by the policies on confidentiality and code of conduct for examiners
- e) The professional Board does not provide workshops for candidates who wish to sit for the Board examination.

### 5.2 Dates and Venues

- a) The examinations are conducted on the first Wednesday of February, June and October of each year in all the major centres, i.e. Cape Town, Port Elizabeth, Bloemfontein, Durban, Johannesburg, Pretoria and Polokwane,
- b) The closing dates for applications to write the examination are as follows:
  - 15 December for the February examination
  - 30 April for the June examination
  - 31 August for the October examination
- c) The Professional Board will do everything possible to arrange for examinations at each of the above-mentioned examinations centres but, if a suitable arrangement cannot be made at a particular centre, the Professional Board reserves the right to change the examinations centre. The affected candidates will be advised accordingly in writing a month prior to the exam. Examination venue details are subject to change without notice. Candidates are therefore advised not to assume that examinations venue details are the same as during previous examinations.
- d) The Professional Board shall assume no responsibility for incorrect information on examination arrangements, given by unauthorized persons. The day and time determined for an examination should be carefully observed and adhered to.

- e) The Examination sessions commence at 09h00 and end at 12h00. The prescribed duration of an examination session is indicated on the examination question paper and no candidate may exceed the time limit. All answer books, answer sheets and question papers must be handed to the invigilator immediately after the time expires. NOTE: The candidates' examination answers will not be marked if all or part of answer books, answer sheets and question papers are not returned to the invigilator.
- f) Candidates must submit their requests for change of Examination venue to the Examinations Coordinator two weeks before the Examination date, in order to allow Administration sufficient time to make necessary amendments.

### 5.3 Responding to the examination

- a) As indicated earlier the exam is designed to assess the application of knowledge rather than the ability to regurgitate theories or material learned. It is for this reason when a question asks for a discussion; candidates are expected to respond in paragraph form at providing a discussion in respect of the question.
- b) Merely listing information does not respond to the question.
- c) Candidates are expected to demonstrate competency to apply knowledge through the ability to discriminate between the most relevant and appropriate solution(s) from the general and or irrelevant.
- d) A list of the [reading material for the national examination](#) is listed in Section 9 of this document.

### 5.4 Required Pass Mark and Language

- a) The pass mark for the examinations is 70%.
- b) The examinations will be conducted in **English only**.

NOTE: Answers provided by candidates in any language other than English will not be marked

### 5.5 Examination Results

The results of the examinations will be available in **± 6 weeks** after the date of the examination and will be communicated to candidates in writing.

### 5.6 Complaints and/or Requests for remark of Examination Papers

- a) Candidates may apply for a remark of their examination papers once only. The written application has to be submitted to the Board within two weeks from the receipt of examination results.

- b) The fees payable for a remark is 50% of the examination fee.
- c) Candidates who have any grievances regarding the examination are at liberty to submit their grievances in writing to the Board for consideration by the Examination Committee of the Board. Grievances have to be submitted to the Board within one week after date of the examination.
- d) Results of the examination remark shall be available to the candidates four weeks after the closing date of applications for a re-mark.
- e) The Board is committed to the provision of quality service to its clients and stakeholders and has adopted a best practice policy .The Board has developed a framework for handling complaints which includes the following procedures for lodging a complaint:
- i. A “complaint” is recognized as any expression of dissatisfaction with a service offered or provided by the Board and may be lodged by any aggrieved party.
  - ii. A complaint shall be made, e-mail or in writing through any of the contact details.
- f) Elements of the Board Complaints Management Policy
- i. Commitment

The Board is committed to efficient and effective complaints management and involves:

- Staff at all levels of the Board, including senior management;
- Welcomes, suggestions and feedback as an opportunity to improve services; and has adopted documented policies.

Complaints management is incorporated in the organisation’s strategic and operational planning processes and included statistical references in annual reports. This includes the number of complaints received the amount of time taken to resolve the complaints; and service improvements, where relevant, made as a result of the complaints received.

ii. Fairness

The complaints process aims to be fair to all parties involved with the complaint. All complaints will be treated as legitimate and investigated without prejudice. Complainants and respondents will be afforded natural justice throughout the complaint process. Natural justice incorporates the following principles:

- The person who is the subject of concern must know all the allegations in relation to their behaviour.
- The person who is the subject of concern must have a full opportunity to put their case.
- All parties to the complaint must have the right to be heard.
- All relevant submissions and evidence must be considered.

- Matters which are not relevant must not be taken into account.
- The decision-maker must be fair and just.

### iii. Resources

The Board has appointed the Accreditation and Quality Assurance Committee operations manager as a complaints coordinator. This person is empowered to deal with complaints at the first point of contact and possesses.

- A position in the Board that ensures that decisions and recommendations are not distorted or delayed by passing through many levels;
- Unhindered access to all relevant information;
- Recognised competence within the Board to act with tact, discernment and to resolve issues raised.
- A strong, continuous improvement focus; and
- Broad knowledge of the HPCSA and its people.

### iv. Visibility

The Board has a commitment to making the complaints management process highly visible by promoting it internally and externally. Complaints management is promoted through our website which details the manner in which complaints may be made and has the Board's contact details. It is also promoted via the Annual Report and relevant brochures.

### v. Access

Complaint management mechanisms will be easily accessible to all complainants. The complaints management process and information is:

- Easy to find;
- Easy to use;
- Easy to understand; and
- Available in a variety forms of communication and formats.

### vi. Legislation

In considering the application of the essential element of "access" to complaints management, the Board takes into account the requirements of relevant legislation including the:

- Constitution of the republic of South Africa
- The Health Professions Act, 1974 (Act No. 56 of 1974)

- The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)

vii. Assistance

The Board is aware that it is obliged to provide assistance to complainants who wish to lodge complaints, should it be requested.

Responsiveness

Complaints will be dealt with promptly, courteously and in accordance with their urgency. The Board has set timeframes for the resolution of complaints and will publicize these in our website. On receipt of a written complaint the complainant will be contacted within a maximum of 5 working days with feedback on the investigation process. Complaints will be resolved in a maximum of 30 working days where possible.

ix. Charges

Complaints handling shall be at no charge to the complainant, subject to statutory requirements. However, the normal charges relating to Access of Information requests will apply.

x. Remedies

The Board has policies on the provision of remedies which can be determined and implemented under the complaints management process. These take into account the circumstances of the case, legal obligations and good industry practice and may include refunds, apologies or other compensation.

xi. Data collection

A systematic record of complaints and their outcomes is in place to facilitate and to monitor the progress of complaints and identify repetitive complaints. These are maintained in electronic and hard copy correspondence files.

xii. Systemic and recurring problems

Any identified systemic problems will lead to a review of systems and processes to identify and rectify the problem.

xiii. Accountability

The Board incorporated its complaints management into the strategic and operational planning process and includes reference to it in annual reports.

xiv. Reviews

The complaints management process will be reviewed periodically to ensure efficient delivery of effective outcomes.

xv. Complaints Lodging process

Complaints may be lodged in writing by registered mail or e-mail to the following contact details:

## 5.6 Fraud Dishonesty and other misconduct

- a) If it shall appear to the Board that there is credible evidence which would establish that the candidate has:
- i. Either by omission or commission falsified the application or proof required for admission to the Board Examination or misrepresented the applicants eligibility to sit for the Board Examination;
  - ii. Either by omission or commission falsified documentation submitted in support of a special request under paragraph 2.3 of this policy or served such documentation under false pretences;
  - iii. Brought unauthorised items or materials into the Examination room or otherwise violated the Board's Examination security policy;
  - iv. Opened a question paper or reviewed the questions prior to the announcement that the examination has begun, or otherwise violated any of the oral or written instructions given by the invigilators in connection with the administration of the Board Examination;
  - v. Possessed in any manner, reviewed and/ or utilised any authorised notes, books, recordings, electronically retrievable data or other unauthorised materials during the Board Examinations;
  - vi. Written or designated any answers to questions on the Board Examination prior to the announcement of the beginning of the examination session or written any answers or other information on the answer sheet after the announcement of conclusion of the session;
  - vii. Sought copied or used answers or information from or given answers or information to other candidate during the Board Examination;
  - viii. Removed any examination materials or notes made during the examination from the examination room;
  - ix. Memorised questions for the purpose of reporting and or reported the substance of questions to any person associated with any person or organization engaged in the preparation of the applicants to take the Board Examination or otherwise violated the upright protection to the Board Examination materials;
  - x. Engaged in fraud, dishonesty in connection with the administration of the Board Examination;

- xi. Sat for the Board Examination without having a Bona Fide intention to seek registration to practice in South Africa; or
  - xii. Compromised or disrupted the process for admission to or administration of the Board Examination;
- b) The Board shall serve written charges to such candidates by mail at the last address provided to the Board by the candidate, stating with particularity the facts upon which such charges are based. The candidates' results shall be withheld pending at determination of the severity of the charges by the Board.
  - c) The candidates shall within a period of 30 days after service of the charges be granted an opportunity to respond to such charges. Such a response shall identify the specific charges disputed by the candidate, who shall set forth any evidence which can be adduced by the candidate in the contradiction of such charges. The applicant may include in such written response a request that a hearing be held.
  - d) In the event of the candidate not submitting a written response as provided in paragraph c), the Board shall deem the facts presented in the written charges to be true
  - e) In the event of the candidate not requesting a hearing and the Board does not on its own accord determine to conduct a hearing, the Board shall make a determination based on the evidence submitted;
  - f) The Board shall have the authority to determine a sanction to be applied based on the severity of the allegations/ offences and inform the candidate accordingly
  - g) Sanctions to be applied by the Board may include but not limited to:
    - i. Nullification of the Examination taken by the candidate
    - ii. Disqualification of the candidate from sitting for another examination for a period not exceeding five years from the date of such determination;
    - iii. Invalidation or striking of one or more answers of the examination taken by the candidate, or reduction of the candidates final score by one or more points
  - h) The Board shall notify the candidate of its decision in writing within a period of 30 days from the date of the hearing of the charges
    - i. The candidate shall be entitled to representation by an Attorney at his or he own expense at every stage of the proceedings.

## 5.7 Viewing of Examination Scripts

- (i) Candidates will be allowed to view their examination scripts at the HPCSA's offices by appointment only;
- (ii) Viewing of scripts will be conducted under supervision of Board Secretariat;
- (iii) Candidates will be allowed to view their scripts during the first seven working days following the date which the Board Examination Results were released;
- (iv) Candidates will be allowed to view scripts for the applicable examination period only;

- (v) Valid proof of identification would be required for candidates to be allowed to view their scripts;
- (vi) Examination scripts may only be viewed by the candidates who wrote the Board examination and no third persons will be allowed to view the scripts;
- (vii) As a precautionary measure copies of the examination scripts will be made available for viewing - candidates will not be allowed to view original scripts;
- (viii) Candidates will not be allowed to remove the scripts from the HPCSA's premises and will not be allowed to make copies of the examination scripts;
- (ix) Candidates who are dissatisfied with their mark after viewing of scripts may apply for a re-mark; the examination scripts would then be marked by different markers - appointed by the board and the results thereof would be final.

## 5.8 Re-examinations

Candidates who are unsuccessful in the examination may repeat the examination for a maximum of 6 times within a **two-year time frame**. The candidates are required to advise the Board in writing on or before the closing date of the specific examination of their intention to re-write the examination.

## 5.9 Re-marking

The re-marking of examinations shall be subject to the following conditions:

- a) Only when the application for a re-mark has been received by the Board within the given time frame.
- b) The person appointed to re-mark a script shall not be the same person who conducted the marking of the candidate's script.
- c) The marker shall be registered in the same category for which the board examination was administered.
- d) Re-marked scripts will only reflect that the candidate has passed or failed, it will not give the percentage attained after re-marking.
- e) The highest mark between the original mark and remark result will be accepted as the final mark.
- F) Condonement of Candidates who have narrowly failed the Board Examination will be at the Moderators discretion.



# 6 MODERATION AND POLICY PROCEDURES

## 6.1 Purpose of the Moderation Policy

- a) The purpose of this document is to provide guidelines for both internal and external moderation of the assessment of candidates. Moderation forms an integral part of the quality assurance functions of the Professional Board to ensure universally acceptable and credible admission of practitioners into the profession of Psychology. This highlights the critical importance of putting in place a sound moderation process within the Profession.
- b) Moderation is a quality assurance process which serves as a surety that an assessment of a candidate was conducted in a consistent, accurate and well-designed manner. Moderation ensures that all moderators assessing the candidates are using comparable assessment methods and are making similar and consistent judgments about candidates' performance.
- c) Moderation which is conducted by or within the Professional Board for Psychology is conducted for the following reasons:
- To verify that assessments are fair, valid, reliable and practicable;
  - To lend credibility to the assessment system;
  - To ensure the ethical behaviour of candidates and moderators;
  - To identify the need to redesign assessments if required;
  - To encourage assessments to be at the level of national standards;
  - To evaluate the performance of moderators;
  - To assist moderators to improve their skills levels through participation;
  - To provide procedures for the de-registration of unsatisfactory moderators;
  - To provide feedback to the Board and Universities regarding the overall performance of candidates.
- d) The appointment of moderators will be conducted by the Chairperson of the Professional Board in consultation with the Chairperson of the Examinations Committee.

## 6.2 Type of Moderation

### 6.2.1 Internal moderation

It is therefore important for a Board to have individuals who are going to manage its internal moderation systems. Such individuals are tasked with the following duties:

- a) Establish systems to standardize assessment, including plans for internal moderation;
- b) Monitor consistency of assessment records;
- c) Through sampling, check the design of assessment materials for appropriateness before they are used, monitor assessment processes, check candidates' evidence, check the results and decisions of markers for consistency;
- d) Liaise with external moderators; and
- e) Provide appropriate and necessary support, advice and guidance to markers.
- f) To report on the process of internal moderation in accordance with a template prescribed by the Board.

### 6.2.2 External moderation

External moderation is a process conducted by an 'outsider' to ensure that the assessments of the same examination are consistent, accurate and well-designed.

External moderation involves:

- a) Checking that the systems required to support the administering of the examinations across the examination sites are appropriate and working effectively;
- b) Providing advice and guidance to markers;
- c) Maintaining an overview of the marking process;
- d) Checking that all staff involved in assessment or marking are appropriately qualified and experienced;
- e) Checking the credibility of assessment methods and instruments;
- f) Checking internal moderation systems;
- g) Through sampling, monitoring and observing assessment processes and candidates' evidence to ensure consistency across Boards; and
- h) Checking the markers decisions with regard to the allocation of marks.
- i) To report on the process of external moderation in accordance with a template prescribed by the Board.

### 6.2.3 Methods of Moderation

A combination of methods is used in the moderation exercise. Following are some of these methods:

- a) Revision exemplars of assessment and benchmarking material against established criteria;
- b) Doing statistical moderation;
- c) Conducting external assessments which will serve as a moderation instrument and could possibly justify moderations;
- d) Common assessment activities and assessment guides;

## 6.3 The Moderation Process

### 6.3.1 Pre-assessment moderation

In some instances, particularly in cases of internal moderation, it is necessary to conduct a pre-assessment moderation. This activity helps to create conditions under which moderation can be conducted smoothly.

Pre-assessment moderation helps to establish whether:

- a) The task to be assessed gives opportunity for the learner to demonstrate the requirements of the unit standard or qualification;
- b) The instructions to the learner contained in the task are clear;
- c) The assessment schedule states what evidence is to be collected; and
- d) The assessment schedule states how judgment of competency will be made.

### 6.3.2 Moderation

The moderation exercise should be divided into five stages which are encompassed in the moderator standard, namely:

- i. Plan and prepare for moderation;
- ii. Conduct moderation;
- iii. Advise and support the markers;
- iv. Report, record and administer moderation and;
- v. Review moderation systems and processes.

### 6.3.2.1 Plan and prepare for moderation

During this stage, the following activities are carried out:

- a) It is confirmed that a moderation system is in place and planning and preparation activities are aligned with moderation system requirements.
- b) The scope of the moderation is confirmed with the relevant parties.
- c) The scope and nature of assessment is planned to ensure the manageability of moderation and to enable a fair judgment to be passed on the assessments under review.
- d) The contexts of the assessments under review are clarified with the moderators or the assessment agency, and special needs are taken into consideration.
- e) It is established whether the moderation processes are sufficient to deal with all common forms of evidence. Relevant documentation is prepared in line with the moderation system requirements and in such a way as to ensure that moderation decisions are clearly documented.
- f) The availability and readiness for use of the required physical and human resources are ensured. Logistical arrangements are confirmed with the relevant role-players prior to the moderation.
- g) Moderation techniques are described and compared in terms of strengths, weaknesses and applications with a view to uphold the principles of assessment and the need for manageable, credible and reliable moderation.

### 6.3.2.2 Conduct Moderation

During this stage, the following activities are carried out:

- a) Moderation is conducted in accordance with the moderation plan. Unforeseen events are handled without compromising the validity of the moderation exercise.
- b) The assessment instruments and process are checked and judged in terms of their appropriateness, fairness, validity and sufficiency for assessment. It is established whether the assessment task gave opportunity for the learner to demonstrate the requirements of the examination as well as whether the instructions were clear to the learner.
- c) Assessment decisions are confirmed, and this enables the Professional Board's requirements for consistency to be achieved. The type of evidence that was to be collected as well as the manner in which judgment of competence was to be done are verified.
- d) The special needs of candidates are confirmed to have been provided for without compromising the required standards.
- e) It is ensured that the proportion of assessment decisions selected for verification meets the Board's requirements for consistency and reliability as well as the cost-effective use of time and resources.

- f) Key principles of assessment are described in terms of their importance and effect on the assessment and the application of the assessment results.
- g) A variety of assessment methods are described and compared in terms of strengths, weaknesses and applications.

#### **6.3.2.3 Advise and support markers**

During this stage, the following activities are carried out:

- a) It is ensured that the nature and quality of advice facilitates a common understanding of the relevant questions asked and issues related to their assessment by markers.
- b) It is ensured that the nature and quality of advice promotes assessment in accordance with good assessment principles and enhances the development and maintenance of quality management systems in line with Professional Board's requirements.
- c) All communications are conducted in accordance with relevant confidentiality requirements.

#### **6.3.2.4 Report, record and administer moderation**

During this stage, the following activities are carried out:

- a) Moderation findings are reported to designated role-players within agreed time-frames (seven working days) and according to the Professional Board's requirements for format and content.
- b) Records are kept and maintained in accordance with Professional Board's requirements.

Confidentiality of information relating to candidates, moderators and markers is preserved in accordance with the requirements of the Professional Board.

#### **6.3.2.5 Review moderation systems and processes**

During this stage, the following activities are carried out:

- a) The strengths and weaknesses of the moderation systems and processes are identified in terms of their manageability and ability to make judgments on the quality and validity of assessment decisions. To this end, the following is verified:
  - i. Whether the assessment activity and schedule were applied as approved and/or stated in the material;
  - ii. Whether evidence was collected as per the assessment schedule; and
  - iii. Whether the learner's performance was judged as stated in the assessment schedule or is consistent with the standard or question asked by the examiner.

- b) Recommendations on moderation systems and processes are made to facilitate their improvement in line with the HPCSA's requirements and the overall manageability of moderation.
- c) The entire moderation process is reviewed with the view to enhance the credibility and integrity of the examination system.

## 6.4 Requirements for Moderators

The attributes that internal moderators should have, differ from Board to Board. However, the following generic requirements could apply to internal moderators across Boards.

An internal moderator must:

- a) Be competent in the profession in which he/she wishes to moderate. The competence must be at or above the level of the standard or qualification in question.
- b) Be an experienced assessor within his/her area of knowledge and expertise and should be an individual in whom other moderators have confidence.
- c) Have undergone training in moderation.
- d) Have a high level of interpersonal and communication skills.

External moderators will have to meet the following requirements in order to qualify for registration and appointment by the Professional Board for Professional Board for Psychology.

An external moderator must:

- a) Have met the requirements of the moderator standard.
- b) Be able to demonstrate competence in relation to specified profession, at or above the level of the qualification in question.
- c) Have credibility among moderators and within their area of knowledge and expertise.
- d) Have a high level of interpersonal and communication skills.

## 6.5 Verification process

- a) Verification is the process whereby the moderation process is checked and judged on the basis of the following aspects:
  - i. Consistency and rigour;
  - ii. Compliance with Professional Board's examination policy, processes and criteria; and
  - iii. Compliance with the assessment criteria.

- b) The verification process helps with the identification and justification of weaknesses, strengths and trends in the moderation process. This information provides a basis for making recommendations for the improvement of the moderation processes, thus promoting the objectives of quality assessment and the existence of a credible recognition system. The verification process comprises the following activities:
- i. Plan and prepare for verification;
  - ii. Conduct verification;
  - iii. Evaluate the verification plan and processes;
  - iv. Checking that all the staff involved in moderation are appropriately qualified and experienced.
  - v. Checking the credibility of moderation methods and instruments.
  - vi. Checking both internal and external moderation.
  - vii. Checking moderators' decisions.
  - viii. Record and report verification findings and recommendations; and
  - ix. Advice and support moderators and examiners.
- c) The verification system will be managed by examination committee of the Professional Board.

# 7 CODE OF CONDUCT FOR MARKERS AND MODERATORS

The purpose of this code of conduct is to instil public and professional confidence in the marking and moderation processes of examinations scripts. Markers and moderators are obliged to abide by this code of conduct and professional guidelines as may be determined from time to time by the Professional Board.

## 7.1 Conduct and Performance

- a) Professionalism – markers and moderators appointed by the Professional Board shall conduct all duties and activities in a professional manner that would reflect favourably upon them and the Professional Board.
- b) Honesty – markers and moderators shall be honest in dealing with examination candidates, the Professional Board and other professionals involved in the marking process.
- c) Diligence – markers and moderators shall be diligent in the performance of their duties and apply all the rules and guidelines determined by the Professional Board fairly and uniformly without advocacy for or accommodation of any special interests.
- d) Excellence – markers and moderators shall perform all duties to the best of their ability so as to ensure fair and equitable marking of examination scripts.
- e) Confidentiality – markers and moderators shall keep all discussions relating to the process of marking and moderation of examinations confidential and shall undertake not to disclose any information (written or unwritten) to unauthorised parties without written permission of the Professional Board for Psychology.
- f) Fairness – markers and moderators shall undertake to treat all candidates fairly and shall undertake to treat all candidates equally.

## 7.2 Conflict of Interest

- a) Appearance of impropriety – markers and moderators shall avoid the appearance of impropriety even if no impropriety exists or is intended.
- b) Prohibited assignments – markers and moderators shall accept no assignments from academic or education and training institutions that are intended to bring the process of marking and moderation of the examination scripts into disrepute. Markers and moderators shall not be engaged with the marking or moderation of examination scripts of persons related to them as spouse, parent, son, daughter by blood or marriage. Markers and moderators shall not mark examination scripts of their own students.



- c) Unwarranted privileges – markers and moderators shall not use their official position to secure privileges for themselves, their families, business associates or any other person wherein they benefit directly or indirectly.

### **7.3 Co-operation in investigations**

Markers and moderators shall co-operate with the Professional Board in an investigation of the professional conduct of any marker or moderator.

### **7.4 Reporting of unethical practices**

Markers and moderators shall report to the Professional Board the unethical practices or actions of any marker or moderator.

### **7.5 Violations**

Violations of this code of conduct may result in disciplinary action being taken against any person by the Professional Board.

**THE PROFESSIONAL BOARD FOR PSYCHOLOGY HEALTH PROFESSIONS  
COUNCIL OF SOUTH AFRICA**

**DECLARATION OF CONFIDENTIALITY MARKING AND MODERATION  
OF BOARD EXAMINATIONS**

**DECLARATION OF CONFIDENTIALITY IN TERMS OF PROTECTION OF INFORMATION  
ACT 84 OF 1982 AS AMENDED BY INTELLIGENCE SERVICES ACT 38 OF 1994**

I \_\_\_\_\_ declare that I am appointed by the Professional Board of Psychology and the Health Professional Council of South Africa as a marker and moderator for the Board examination held on \_\_\_\_\_

I undertake that I shall not disclose or cause to be disclosed any and or all confidential information which will include:

1. Any Document deemed to be or treated as confidential by the Professional Board of Psychology and HPCSA
2. Any information which I know or reasonably should have known that it is held in confidence by the Professional Board of Psychology and HPCSA
3. Any information which has been entrusted in confidence to me by any person holding office under the HPCSA.
4. Any information which I have obtained or have access to by virtue of my position with HPCSA.
5. All material which include any other annexures, appendices or any other information incidental to the material while I am contracted to the Professional Board of Psychology and to HPCSA.

I am aware and understand that such information shall not be disclosed or cause to be disclosed unless in instances where an applicable regulation or legislation dictates as such or where a court of law compels me to do so.

It is also my understanding that any disclosure for any reasons other than above is unauthorised and constitutes a serious offence in terms of this declaration.

Signed at \_\_\_\_\_ on \_\_\_\_\_ this day of \_\_\_\_\_ 201..

Signature \_\_\_\_\_ Witness \_\_\_\_\_ Date \_\_\_\_\_

**THE PROFESSIONAL BOARD FOR PSYCHOLOGY HEALTH PROFESSIONS  
COUNCIL OF SOUTH AFRICA**

**DECLARATION OF INTEREST MARKING AND MODERATION OF  
EXAMINATIONS**

In order to avoid a potential or perceived conflict of interest you are advised that you are obliged to declare to the Examinations Committee such interests prior to the marking of examination papers.

PLEASE COMPLETE THE SECTION BELOW BY INDICATING THAT YOU DO NOT HAVE AN INTEREST OR DESCRIBING THE NATURE OF THE INTEREST

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Signed at \_\_\_\_\_ on \_\_\_\_\_ this day of \_\_\_\_\_ 2016

Signature \_\_\_\_\_ Witness \_\_\_\_\_ Date \_\_\_\_\_

## 8 REASONABLE ACCOMMODATION OF PERSONS WITH DISABILITIES

- 8.1 The Professional Board for Psychology recognises that a reasonable accommodation of persons with impairment that result in disability is necessary to ensure that the Board Examinations are fair. Disability is defined as the interaction between a person with impairment, and societal attitudinal and environmental barriers. Impairments are caused by injury, illness, trauma, and/or congenital factors resulting in physical, sensory, mental, emotional or cognitive conditions that are permanent, long lasting or recurring. If such impairments are disabling under ordinary Board Examination conditions, and likely to have a substantial negative impact on examination performance, which may prevent candidates from demonstrating that they have acquired the necessary competencies to enter the profession of psychology, then there may be grounds for granting any of the examination concessions described below.
- 8.2 On the recommendation of a suitably qualified and registered medical practitioner, occupational therapist and/or a psychologist, such a reasonable accommodation may include either one or all the following examination concessions:
- a. For disabilities that would very likely prevent a candidate from completing the examination in the time given, candidates may be given extra time of 15 minutes per hour (which is an extra 45 minutes for the usual three-hour written paper).
  - b. For disabilities that would very likely prevent a candidate from producing legible written answers in the time given, a laptop computer may be provided at the examination venue. In such cases, the computer may not be used to access the internet.
  - c. For disabilities that would very likely prevent a candidate from being able to read the examination paper correctly, a special copy of the examination paper with enlarged font size and/or an audio-recording of the instructions and questions may be provided at the examination venue.
- 8.3 The following are not considered as grounds for examination concessions:
- a. Conditions where there is unlikely to be any substantial impairment of examination performance as a result of the condition or the side-effect of prescribed medication to treat the condition.
  - b. Conditions that normally respond well to medication, such as epilepsy, attention deficit disorder, and attention deficit hyperactivity disorder, unless the examination concession is recommended by a medical practitioner on the basis of a medical assessment that has determined that the prescribed medication is not providing the expected relief or remedy.
  - c. Poor handwriting. However, if the candidate present with a diagnosed physical or neurological disorder that negatively impacting on their handwriting, an application for extra time and/or a concession to use a laptop computer will be considered, provided that such application is accompanied by the written

recommendation of an occupational therapist, neurologist, or other appropriate medical practitioner.

- 8.4 The recommendation should be based on an appropriate medical examination or a proper occupational or psychological assessment and should justify the examination concession or concessions that are necessary to ensure that the examination is fair.
- 8.5 Any recommendations by a medical practitioner, occupational therapist and/or psychologist submitted in support of an application for any of the examination concessions should not normally be older than 30 months from the date of application. However, in cases where the impairment is obviously permanent and substantially disabling, the Examination Committee may accept a recommendation made more than 30 months prior to the application date.
- 8.6 The decision to grant a concession lies with the Examination Committee alone and not with the medical practitioner, occupational therapist and/or psychologist who has made the assessment and recommendations that are submitted in support of the application. The Examinations Committee reserves the right to accept, reject or amend the recommendations of the medical practitioner, occupational therapist and/or psychologist. If necessary, the Examinations Committee may consult any healthcare practitioner for guidance without disclosing the identity of the candidate.
- 8.7 Previous concessions from other institutions do not in themselves guarantee automatic concessions for the Board Examinations. Prior concessions, however, can be submitted in support of the application. Applicants are therefore advised to submit evidence of prior concessions along with other supporting documentation.
- 8.8 Candidates who apply for any of the examination concessions should complete the prescribed form and attach all supporting documentation. This can be sent by email to EMAIL ADDRESS.
- 8.9 To ensure that the necessary practical arrangements can be made in time, a request for one or more of the stipulated concessions should normally be made to the Examinations Committee at least three months prior to the candidate's intended Board Examination date. If there is no meeting of the Examination Committee between the application and the examination date, the application may be considered by the Chair of the Examinations Committee in consultation with the committee secretariat.
- 8.10 Unless stated otherwise, granted concessions will apply for as long as the candidate is eligible to write the Board Examinations, which is two years.
- 8.11 Additionally, as far as possible, the Board will ensure that examination venues are able to accommodate all people, including those with limited mobility. This includes ensuring accessible parking, and wheelchair access to the venue and toilets.

**PROFESSIONAL BOARD FOR PSYCHOLOGY  
DISABILITY ASSESSMENT QUESTIONNAIRE  
(EXAMINATION CONCESSIONS)**

Please complete in detail ,in legible handwriting with certification and verification by a registered healthcare professional . This form should accompany your application to write the national board examination if you have indicates that you have a disability . All information contained in this form will remain with the Professional Board of Psychology and will remain confidential.

**FIRST NAMES (in full ,as per your ID document )**

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**SURNAME (as per your ID document)**

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**IDENTITY NUMBER**

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**HPCSA REGISTRATION NUMBER**

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<b>DATE</b>	
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<b>SIGNATURE</b>	
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**DISABILITY INFORMATION:**

(This section to be completed by a certified and professionally registered Health Professional ,who can confirm the disability status of the student and state what support the student requires in order to write the National Board Examination).

**Please tick applicable box with an X :**

Blind	Deaf-Blind	Hearing impaired	Physical disability	Neurodevelopment Disabilities
Chronic illness	Hard of Hearing	Partially sighted	Phycosocial Disabilities	Any other disability

**Please provide further details of the above seletced disability and how the requested support will benefit the candidate: (Please give a detailed explanation and provide a medical report) :**

**PRACTITIONER DETAILS :**

<b>(Dr, Prof, Mr, Mrs, Miss)</b>																						
	<b>Initials</b>																					
	<b>surname</b>																					

<b>PROFESSION</b>	
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<b>DATE</b>	
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<b>SIGNATURE</b>	
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Washington Group	Category of Disability	Description of Disability
Sensory Disability	<b>Blind</b>	No functional
	<b>Partially- sighted</b>	Functional vision with limitations that may be reduced through the use of electronic or manual low-vision devices. (vision cannot be fully corrected through the use of prescriptive lenses)
	<b>Deaf (capital D)</b>	Little or no hearing; generally, makes use of South African Sign Languages (SASL) and typically subscribes to Deaf Culture.
	<b>Deaf (lower case d)</b>	Little or no hearing, do not make use of Sign Language as a medium of communication makes use of various means such as speech, speech reading/cochlear implants or a combination of these. Aligns with impairment/disability and the hearing world.
	<b>Hearing Impaired</b>	None, little or some hearing; generally, makes use of appropriate hearing technology e.g. cochlear implants, Hearing Aids, and other assistive listening/living devices and typically uses verbal communication. Align themselves with impairment and the hearing world.
	<b>Hard of Hearing</b>	Persons with different degrees of hearing loss, who do not align with impairment and disability.
	<b>Deaf- Blind</b>	No functional vision and no hearing
Specific Learning / Developmental Disability	<b>Neurodevelopmental Disabilities</b>	Intellectual Disabilities Communication Disabilities, Language and Speech Disability (e.g. stuttering), Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder (ADHD), Specific Learning Disabilities.
Psychosocial / Psychiatric Disabilities	<b>Psychosocial Disability</b>	Such as depression, Schizophrenia
Physical Disability	<b>Physical Disability</b>	Loss of a limb or makes use of crutches, wheelchair User, Person with Cerebral Palsy
	<b>Chronic illness</b>	A long standing medical condition /illness that affects daily functioning. Such as Chronic Heart Condition, Chronic Diabetes Cancer.
Any disability not mentioned above	<b>Give details</b>	Any disability not mentioned above

Physical Disability of a Temporary Nature	<b>Temporary Disability: disability not longer than 6 months</b>	Physical Disability of a Temporary Nature
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# 9 EVALUATION OF EXAMINATION PROCESS

The following tool has been developed for completion by all candidates sitting for the National Board Examinations: Form 270

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

PROFESSIONAL BOARD FOR PSYCHOLOGY

EVALUATION OF EXAMINATION PROCESS

This evaluation form is NOT part of the examination and completion thereof is voluntary. You are not required to indicate your name or registration number on this form.

The Board strives to make the National Examination a meaningful experience for psychologists, registered counsellors and psychometrists entering the profession. In order to continuously improve this examination, the Board would welcome your comments and input on the Examination process.

From a scale of 1 to 5 where 1 is poor and 5 is Excellent, please rate the following:

a. Relevance of the examination questions

1	2	3	4	5
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b. Content of the examination (e.g. is the examination theoretical or practical orientated)

1	2	3	4	5
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c. Degree of difficulty of the examination:

1	2	3	4	5
---	---	---	---	---

d. Clarity of the examination questions:

1	2	3	4	5
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e. Time and marks allocated:

1	2	3	4	5
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f. Fairness of the examination:

1	2	3	4	5
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g. Appropriateness of the Examination Reading list:

1	2	3	4	5
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h. Examination venue and invigilators:

1	2	3	4	5
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i. Received correct confirmation letter with venue details on time:

1	2	3	4	5
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j. The overall Board examination experience:

1	2	3	4	5
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k. General Comments on your overall experience as per the above rating:

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PLEASE TICK THE RELEVANT BLOCK

I wrote the examination for –

Clinical Psychologists	
Counselling Psychologists	
Educational Psychologists	
Industrial Psychologists	
Research Psychologists	
Registered Counsellor	
Psychometrist Independent Practice	
Psychometrist Supervised Practice	

I wrote the Examination at the following venue–

Polokwane -	
Johannesburg	
Durban	
Bloemfontein	
Cape Town	
Pretoria	
Port Elizabeth	

Date: .....

# 10 CATEGORY SPECIFIC GUIDANCE FOR THE NATIONAL EXAMINATION

**Disclaimer:** The following reading list is provided to assist candidates preparing for the national psychology examination. Candidates preparing for the national psychology examination should use judgement about how to prepare for the examination and consult their supervisor. The recommended reading list is updated from time to time as new editions become available.

## 10.1 REGISTERED COUNSELLORS.

- i. Examination Policy (Form 255)
- ii. Framework for Education, Training, Registration and Scope of Registered Counsellors (Form 258)
- iii. Ethical Code of Professional Conduct - Generic ethical rules and annexure 12 - Form 223);
- iv. List of classified of tests (Form 207)
- v. Policy on the classification of psychometric measuring devices, instruments, methods and techniques (Form 208)
- vi. Policy Business Practice (Form 286)
- vii. HPCSA Good Practice Guide (HIV)
- viii. Relevant legislation
  - a. Chapter 2 of the Constitution of South Africa, (Act 108 of 1996) (obtainable from Council's website [www.hpcsa.co.za](http://www.hpcsa.co.za) /Health Related Acts);
  - b. National Health Act 2003 (Act 61 of 2003);
  - c. Health Professions Act 1974 (Act 56 of 1974);
  - d. Section 8 of the Employment Equity Amendment Act (Act 47 of 2013);
  - e. Labour Relations Act, (Act 66 of 1995);
  - f. Mental Health Act, 2009;
  - g. Children's Act,(Act 38 of 2005);
  - h. Child Justice Act,(Act 75 of 2008);
  - i. Criminal Procedure Act ,(Act 51 of 1977);
  - j. Promotion of Administrative Justice Act, (Act 3 of 2000);
  - k. Promotion of Access to Information Act ,(Act 2 of 2000);
  - l. Scope of Profession
- ix. DSM 5 and ICD 10 -coding system
- x. Any reading material and/or text books of the candidates' own choice that address the core competencies of the relevant registration category, as well as contextual issues such as HIV/AIDS, multi-culturalism, child abuse, human rights, etc.

## 10.2 PSYCHOMETRISTS

### **10.3 PSYCHOLOGISTS**

#### **10.3.1 EDUCATIONAL**

Please refer to [Board Examination Guidance – Educational Psychology](#)

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#### **10.3.2 CLINICAL**

Please refer to [Board Examination Guidance – Clinical Psychology](#)

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#### **10.3.3 COUNSELLING**

Please refer to [Board Examination Guidance – Counselling Psychology](#)

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#### **10.3.4 INDUSTRIAL**

- i. Examination Policy (Form 255)
  - ii. Ethical Code of Professional Conduct - Generic ethical rules and annexure 12 - Form 223);
  - iii. List of classified tests (Form 207)
  - iv. Policy on the classification of psychometric measuring devices, instruments, methods and techniques (Form 208)
  - v. Policy on undesirable business practice (Form 286)
  - vi. HPCSA Good Practice Guide (HIV)
  - vii. Relevant legislation
    - a. Chapter 2 of the Constitution of South Africa, (Act 108 of 1996) (obtainable from Council's website [www.hpcsa.co.za](http://www.hpcsa.co.za) /Health Related Acts).
    - b. National Health Act
    - c. Health Professions Act, 1974 (Act 56 of 1974);
    - d. Employment Equity Act, (Act 55 of 1998);
    - e. Labour Relations Act, (Act 66 of 1995);
    - f. Mental Health Act, 2002 (Act 17 of 2002)
    - g. Basic Condition of Employment Act ( Act 75 of 1997);
    - h. Criminal Procedure Act (Act 51 of 1977);
    - i. Promulgated Scope of Practice
    - j. Scope of Profession
  - viii. Any reading material and/or text books of the candidates' own choice that address the core competencies of the relevant registration category, as well as contextual issues such as HIV/AIDS, multi-culturalism, child abuse, human rights, etc.
-

### 10.3.5 RESEARCH.

- i. Examination Policy (Form 255)
- ii. Ethical Code of Professional Conduct - Generic ethical rules and annexure 12 - Form 223);
- iii. List of classified tests (Form 207)
- iv. Policy on the classification of psychometric measuring devices, instruments, methods and techniques (Form 208)
- v. Policy Business Practice (Form 286)
- vi. HPCSA Good Practice Guide (HIV)
- vii. Relevant legislation
  - a. Chapter 2 of the Constitution of South Africa, (Act 108 of 1996) (obtainable from Council's website [www.hpcsa.co.za](http://www.hpcsa.co.za) /Health Related Acts).
  - b. National Health Act (Note Section 71)
  - c. Health Professions Act, 1974 (Act 56 of 1974);
  - d. Employment Equity Act, (Act 55 of 1998);
  - e. Labour Relations Act, (Act 66 of 1995);
  - f. The South African Schools Act ,(Act 84 of 1996);
  - g. Mental Health Act, 2002 (Act 17 of 2002)
  - h. Children's Act,(Act 38 of 2005);
  - i. Child Justice Act, (Act 75 of 2008);
  - j. Basic Condition of Employment Act , (Act 75 of 1997) ;
  - k. Criminal Procedure Act,(Act 51 of 1977);
  - l. Promulgated Scope of Practice
  - m. Scope of Profession
- viii. Any reading material and/or text books of the candidates' own choice that address the core competencies of the relevant registration category, as well as contextual issues such as HIV/AIDS, multi-culturalism, child abuse, human rights, etc. e.g.

#### Suggested readings:

- a. Ethical Codes / Guidelines / Benchmarks

#### **International:**

- i. The Nuremberg Code:  
<http://ohsr.od.nih.gov/guidelines/nuremberg.html>
- ii. The Belmont Report:  
<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/belmont.htm>
- iii. The Declaration of Helsinki: <http://www.wma.net/e/policy/b3.htm>
- iv. The CIOMS International Ethical Guidelines for Biomedical Research Involving Human Subjects:  
[http://www.cioms.ch/frame\\_guidelines\\_nov\\_2002.htm](http://www.cioms.ch/frame_guidelines_nov_2002.htm)

#### **South Africa:**

- v. National Interim Health Research Ethics Committee. Ethics in Health Research: Principles, Structures and Processes. 2004. Accessible:  
<http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>

- b. Readings

- i. Emanuel EJ, Wendler D, Killen J and Grady C. What makes clinical research in developing countries ethical? JID 2004; 189: 930-937. Accessible: [http://www.sanpad.org.za/portal/index2.php?option=com\\_docman&task=doc\\_view&gid=35&Itemid=155](http://www.sanpad.org.za/portal/index2.php?option=com_docman&task=doc_view&gid=35&Itemid=155)
  
- ii. Tindana PO, Singh JA, Tracy SE, Upshur REG, Daar AS, Singer PA, Frohlich J, Lavery JC. Grand Challenges in Global Health: Community engagement in research in developing countries. PLoS Medicine 2007;4(9):e273.doi:10.1371/journal.pmed.0040273. Accessible: <http://www.plosmedicine.org/article/info:doi/10.1371/journal.pmed.0040273>