



Psychology NEWS

Newsletter for Professional Board for Psychology





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CHAIRPERSON'S MESSAGE



Our country is in the midst of the deadly COVID-19 crises which is ravaging societies across the globe. No one saw it coming and could not have prepared for a disaster of this proportion. The changes being implemented are going to have an unprecedented impact on us – now and well into the future. We will be gripped by fear and uncertainty for a very long time. Psychologists and psychology practitioners have many skills and abilities to help our society in our current time of need and beyond. We can also make a significant contribution in many other areas, in addition to our traditional role of counselling and therapy, by using our scientific training and ‘change management skills’ to benefit both organisations and people in our society. Many colleagues and professional psychological associations have already magnanimously stepped forward and offered *pro bono* services

and resources to our communities in need. Online counselling and therapy, training and support is available nationally to the population at large and to healthcare practitioners, emergency workers and support staff who keep the essential services available during the lockdown. Links to these resources are accessible on most psychology associations/ societies, HPCSA and National and Provincial Department of Health websites.

The HPCSA also relaxed some of the clauses in the telehealth guidelines, for the period of the crises, so that online engagements may take place and to allow healthcare workers as well as users to support the call for non-essential travel and contact. We invite all our practitioners to work together in this time of crisis and help our country to adjust to a new normal as quickly as possible.

Our Board has been extremely busy during our term and we can report that most matters have been resolved and addressed. A lot of time was dedicated to the revision, development and updating of all critical documents, policies and guidelines to bring them in line with the developments taking place in education, legislation and the profession. Minimum Standards for the Education and Training (previously SGB documents) have been revised and updated. We also prepared a clear policy and guideline for the National Board Examinations for candidates. These and other documents are available on the Board's website and we encourage all practitioners and training institutions to familiarise themselves with these documents especially the critical changes. We include in this newsletter some articles that highlight these changes.

The long awaited (more than 30 years) promulgation of the regulations relating to the category of neuropsychology has been completed and a register for neuropsychology has started. The Neuropsychology Review Panel is busy vetting applications for Board examination and grandfathering for neuropsychology. A notice was sent to all practitioners and information is also included in this newsletter.

The matter regarding scope of practice was finally concluded on 13 September 2019 with the issuing of the Government Gazette Notice No. 1169.

The Board had engaged in comprehensive discussions and investigations regarding scope of practice. A report of these findings was published and is available on our website. In the report several recommendations were made to deal with the irregularities in the profession. Two key suggestions, among other recommendations, was the need for grandfathering to remedy existing inconsistencies and correctly fit a practitioner's practice to their training and a new framework for psychological training to be relevant to the needs of our country and fit for purpose. These recommendations will address and remedy many of the issues that plague our profession and heralds a new and exciting era to make the profession relevant. Much work has been done in these two domains and we hope that we can

begin engaging stakeholders constructively about these issues. We particularly encourage our young professionals to get involved in this process.

Understanding the role of the regulator still remains an issue for our practitioners and training institutions and there is a need to increase and improve the ways in which to address this. The value of stakeholder engagements cannot be overstated and we have increased and improved our stakeholder engagements and collaboration over these past 4 years.

Now more than ever before, we call on the members of our profession to band together and volunteer skills and expertise to address the crisis we are facing.

Stay safe

Chairperson of the Professional Board for Psychology

Prof. Basil J Pillay, Clinical Psychologist

REVISED MANDATE OF THE PSYCHOMETRICS COMMITTEE OF THE PROFESSIONAL BOARD FOR PSYCHOLOGY

Various options for test classification by the Professional Board for Psychology were considered over a period of time and there was confusion on the role of the Board in terms of the evaluation and classification of psychometric tests and instruments.

The Psychometrics Committee of the Professional Board was inundated with enquiries related to the High Court Judgment on the current practice of the Psychometrics Committee of evaluating and certifying psychological assessments. The High Court Judgment stated that “certify” was not the same as “classify” and should not be used interchangeably.

Based on legal advice, the High Court Judgment was referred to the Professional Board, HPCSA, the Minister of Employment and Labour, and the President of the Republic. The Committee was evaluating psychological tests before the amendment of the Employment Equity Act. However, the interpretation of the court judgment within the profession was that the Professional Board should classify tests and not evaluate tests.

It was clear that no legislative framework was mandated to the Professional Board to issue a certificate once a test was approved, the Professional Board was only legally mandated to publish a list of classified tests.

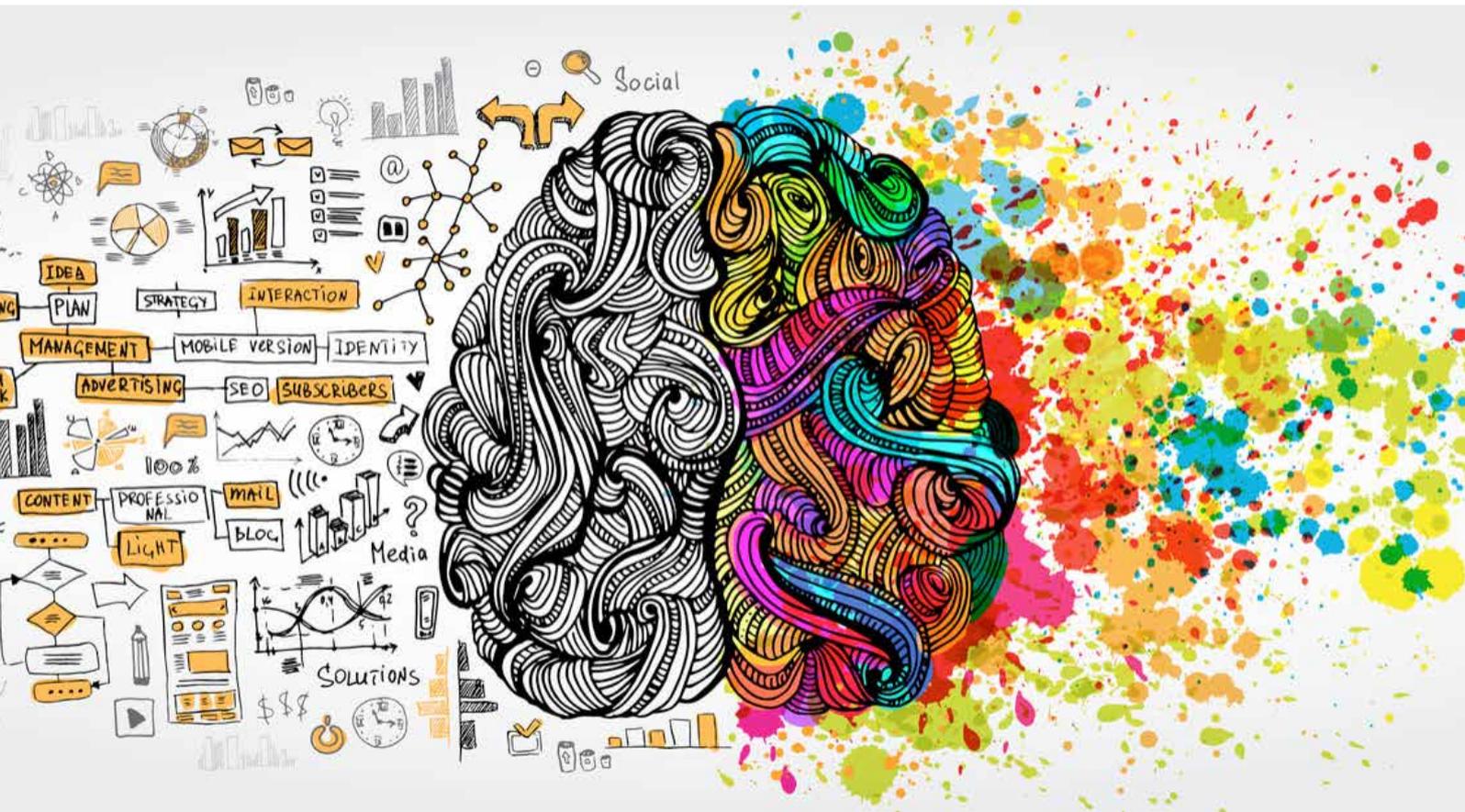
It was not within the mandate of the Professional Board to quality assure psychological assessments. Assessments, test publishers and practitioners should be held accountable for the quality of tests. Practitioners should be ethically obligated to ensure that tests are used with fairness and psychometric properties are up to standard.

With this view, the Professional Board for Psychology revised the mandate of the Psychometrics Committee to be in line with HPCSA regulatory framework and it was resolved that the Psychometrics Committee will deal with all matters pertaining to test classification (not evaluation), the education and training of psychometrics and psychological assessment.

Classification will entail verifying whether a test was psychological or not. To this end, practitioners and publishers should submit the full test manual that states the construct(s) tapped by the test, evidence of psychometric properties, an indication as to whether the item content was culturally appropriate. No costs would be attached to test classification by the Professional Board in future.

The Psychometrics Committee was therefore mandated to-

- Classify any device, instrument, questionnaire, apparatus, method, technique or test aimed at the evaluation of emotional, behavioural and cognitive processes or adjustment of personality of individuals or groups of persons, or for the determination of intellectual abilities, psychopathology, personality make-up, personality functioning, aptitude or interests by the usage and interpretation of questionnaires, tests projections or other techniques or any apparatus, whether of SA origin or imported and to report thereon to the Professional Board.
- Ensure the annual publication of a list of psychological tests/psychometric instruments classified by the Professional Board.
- Develop training guidelines/standards related to psychometrics and psychological assessment that can inform and be used in the accreditation of qualifications, universities and internship programmes, when setting the national Board examinations, and for continuing professional development purposes.
- Develop guidelines for ethical practice related to test use and psychological assessment and how to assess whether a psychological test meets the required standards.
- Develop minimum requirements/standards for psychological tests.



GUIDELINES FOR THE TEACHING OF PSYCHOMETRICS

South Africa's complex and controversial political history has resulted in trends in psychometric testing and training which is imbued with discriminatory practices. In lieu of this fact, there is a need to train students on psychological tests that are applicable to the South African population. Part of the solution to this, is to revisit test selection and ways in which psychometrics are being taught at universities. This comes in light of the fact that due to the limited number of South African measures, university departments that offer training in Psychology and Psychometrics, opt to train students on international measures. Whilst these measures may have sound reliability and validity, we have to be cognisant of the cultural appropriateness and contextual realities of the individual. The teaching of psychological assessment should go beyond administering and scoring of tests, but should encompass solid psychometric and contextual knowledge

in order to provide an assessment practice that is free from bias. Fostering a sense of cultural competence alongside a strong psychometric knowledge base, should be encouraged as this will enable the student to administer tests that are appropriate for a given population.

The following guidelines should assist academic departments in the training of psychometrics:

THEORETICAL AND SCIENTIFIC BASIS

- All psychology professionals should have a sound understanding of classical psychometric theory concepts, including but not limited to:
 - Measurement scales: Nominal, Ordinal, Interval and Ratio
 - Students must be able to recognise flaws in test items such as: ambiguous items,

- items that may be misunderstood by other cultures, items with no correct answer and items with multiple correct answers.
- Basic probability theory and the normal distribution.
- The importance of the mean and standard deviation.
- The meaning and properties of the different types of standard scores and how they are derived from the mean and standard deviation: Stens, Stanines, T-scores, IQ-scores, Percentiles.
- Standard error of measurement and how to implement it practically.
- Correlation – what it means and what data are required to calculate correlations.
- Significance levels of correlations versus the size of the correlation coefficient – how to interpret it.
- Reliability.
- Different types of reliability.
- How different reliability coefficients are calculated.
- The meaning of internal consistency reliability and its relationship to validity.
- The importance of variance in calculating reliability and validity.
- Understand the impact of test length on internal consistency reliability.
- Understand the impact of the number of options in a Likert scale on internal consistency reliability.
- The impact of restriction of range on calculated metric properties.
- Understand response sets and test construction techniques used to minimise them.
- Understand the difference between normative and ipsative (forced-choice) measurement and interpret test results appropriately.
- Students must be able to evaluate the quality of criterion data derived from questionnaires, performance appraisals and other performance data.
- Recognising the limitations of in-house studies (restriction of range and pre-selected samples) to determine metric properties of tests.
- Students must learn basic questionnaire construction skills.
- Students must be able to review and evaluate test manuals and documentation to determine whether a test is good enough to use.
- Students must understand the difference between bias and fairness.
- Students must understand the concept of adverse impact.
- Students must understand the concept of differential item functioning.
- Students must understand exploratory factor analysis as it relates to the validity of tests.
- Students must understand confirmatory factor analysis as it relates to the construct equivalence of tests across cultures.
- Students must understand the factors other than the properties of the test itself that can influence the reliability and validity of measurement, and how to conduct an assessment process to optimise the probability of fair and accurate measurement.
- Students must have a basic understanding of Item Response Theory, since these tests are constructed differently and their metric properties are calculated differently.
- Students must understand that standardisation and norms are not applicable to Item Response Theory-based tests in the same way as they are applicable to tests based on classical psychometric theory.

- Students must understand when Item Response Theory-based tests are more appropriate to use than classical psychometric tests.
- While students do not necessarily need to be able to conduct psychometric research themselves, they must be able to evaluate the quality and credibility of studies in this domain.

RECOMMENDATIONS

More than one book on psychometrics should be studied, not at an introductory level. At least one book on psychometrics and assessment should be of South African origin.

Students should study the appropriate research designs and statistical analyses for cross-cultural research, especially with reference to test bias, equivalence and fairness.

Students should be sensitised to South African academic journals relevant to psychometrics, and they should at least read and discuss some articles on psychometrics published in these journals.

Students should be taught how to use the basic statistical functionality in spreadsheet programmes such as Excel for simple descriptive statistics, norms calculation and correlations and they should be made aware of free and open source statistical software appropriate to psychometrics such as, for instance, Jmetrik, PSPP and R.

PRACTICAL TRAINING

All psychology professionals should be trained in all the modes of test administration appropriate to their scope of practice – for instance: One-on-one individual assessment, group testing using pencil and paper, individual or group testing using computers with a test administrator present, remote testing using the internet with appropriate safeguards and professional practices.

Students should not be trained to rely exclusively on computerised test administration, they should be able to conduct assessments with and without supporting technology, as appropriate to the assessment being used and the respondents being assessed.

Psychology professionals who assess persons against the requirements of occupational roles, whether for vocational guidance, selection or development, should be able to analyse the requirements of the role, define the necessary competencies and relate measured dimensions to those competencies appropriately. They should be able to critically evaluate competency models and the mapping of competencies to measured dimensions to ensure that the links are at least conceptually correct and that the weighting of scales is balanced and justifiable. They should be taught to be appropriately critical of prediction models and not to simply accept them as a given.



Students should understand the importance of establishing the professional relationship before testing commences, regardless of the mode of assessment and the size of the assessment project.

Students should be able to brief respondents appropriately before assessment takes place without coaching them.

Students should be able to assess whether a person is fit to be assessed and identify persons who are not in a physical or mental condition to be fairly and accurately tested. They should know when it is not appropriate to test a person and when alternative qualitative assessment methods should rather be used.

Students should be able to make behavioural observations during assessment where this is possible and to make appropriate notes. They should be able to use these notes as additional qualitative information when interpreting assessments.

Students should be able to obtain informed consent, considering the age and background of the respondent, their capacity to consent, ensuring that consent is fully informed, obtained in an appropriate manner and that a record of the consent is obtained. Students should be aware of the need to obtain consent that allows the results to be used for validation research. Students should be able to design and/or modify consent forms appropriately if existing forms do not meet the requirements.

Students should obtain practical experience in running assessment projects of various sizes. They should be able to select the test battery appropriate to the respondents and the purpose of the assessment, to budget for the project, coordinate the logistics, delegate appropriately and deliver the finished reports on time and up to standard.

Students must be taught appropriate interviewing skills for their scope of practice and the respondents they need to assess. They should be able to do an intake interview, an interview to verify the accuracy of information obtained

from psychometric tests, and a final feedback to the respondent and a feedback interview to a stakeholder (Who could be a teacher, parent, employer or other professional). The tone and level of the feedback must be appropriate to the intended recipient and appropriate interpretive aids must be used, without distorting the results.

All psychology professionals should be able to produce an integrated report based on several different assessments, also integrating qualitative information obtained from interviews and other sources. The interviews must be conducted in an appropriate style for the recipient of the feedback and must be clear and understandable to the intended recipient. Students must be taught not to rely exclusively on computer-generated reports, although these may be utilised in the production of an integrated report.

Students should be taught how to maintain appropriate security over personal information, assessment results and assessment materials and equipment. They should be able to do this for electronic assessments, pencil and paper test materials and apparatus tests where appropriate.

TRAINING ON SPECIFIC TESTS

It is recognised that accreditation training for some tests can be very expensive. However, students should understand the need for accreditation training when test distributors require this.

Students should be exposed to a range of measures and should be taught to select tests appropriately, considering several alternatives and choosing the most appropriate one for the purpose and the respondent group.

Students should be exposed to tests that measure all the important constructs relevant to their scope of practice, preferably more than one test per type of construct (For instance, more than one ability battery, more than one personality test and more than one interest questionnaire, etc.)

RECOMMENDED READING LIST

GENERAL PSYCHOMETRICS

Allen, M. J., & Yen, W. M. (1979/2002). *Introduction to measurement theory*. Prospect Heights, IL: Waveland Press.

Crocker, L. M., & Algina, J. (1986). *Introduction to classical and modern test theory*. NY: Holt, Rinehart, & Winston.

Foxcroft, C., & Roodt, G. (Eds.). (2005). *An introduction to psychological assessment in the South African context* (2nd ed.). Goodwood, Cape Town: Oxford University Press.

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Raykov, T., & Marcoulides, G. A. (2011). *Introduction to psychometric theory*. New York, NY: Routledge.

Rust, J., & Golombok, S. (2009). *Modern psychometrics, third edition: The science of psychological assessment* (3rd ed.). New York, NY: Routledge.

Urbina, S. (2004). *Essentials of psychological testing*. Hoboken, NJ: John Wiley & Sons.

FACTOR ANALYSIS

Brown, T. A. (2015). *Confirmatory factor analysis for applied research* (2nd ed.). New York, NY: Guilford Press.

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Schumacker, R. E., & Lomax, R. G. (2010). *A beginner's guide to structural equation modelling* (3rd ed.). New York, NY: Routledge.

Thompson, B. (2004). *Exploratory and confirmatory factor analysis: Understanding concepts and applications*. Washington, DC: American Psychological Association.

MODERN MEASUREMENT THEORY

Bond, T. G. & Fox, C. M. (2007). *Applying the Rasch model* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Embretson, S. E., & Reise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum Associates.

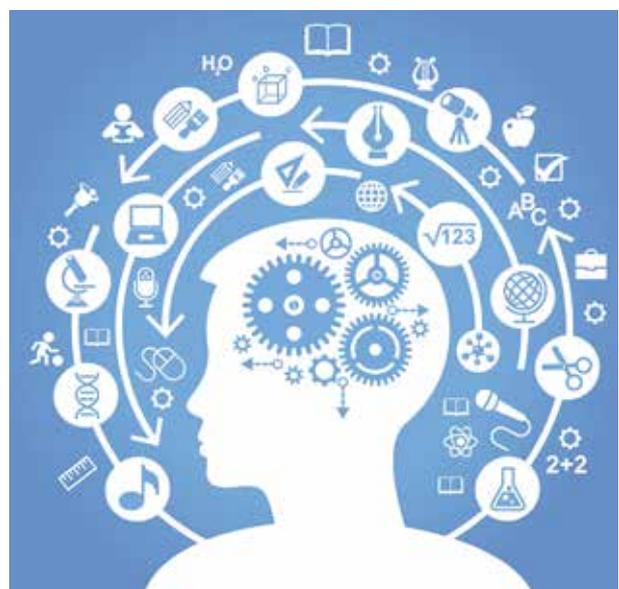
Fan, X. (1998). Item response theory and classical test theory: An empirical comparison of their item/person statistics. *Educational and Psychological Measurement*, 58(3), 357-381.

Hambleton, R. K., & Swaminathan, H. (1984). *Item response theory*. Boston, MA: Kluwer-Nijhoff.

Hambleton, R., K., Swaminathan, H., & Rogers, H. J. (1991). *Fundamentals of Item Response Theory*. Newbury Park, CA: Sage.

Reise, S. P. (2009). The emergence of item response theory models and the patient reported outcomes measurement information systems. *Austrian Journal of Statistics*, 38(4), 211-220.

Rupp, A. A., & Zumbo, B. D. (2006). Understanding parameter invariance in unidimensional IRT models. *Educational and Psychological Measurement*, 66(1), 63-84.





RELIABILITY

Henson, R. K. (2001). Understanding internal consistency reliability estimates: A conceptual primer on coefficient alpha. *Measurement and Evaluation in Counseling and Development, 34*, 177-189.

Thompson, B. (2003). *Score reliability: Contemporary thinking on reliability issues*. Thousand Oaks, CA: Sage.

Streiner, D. L. (2003a). Starting at the beginning: An introduction to coefficient alpha internal consistency. *Journal of Personality Assessment, 80*(1), 99-103.

Streiner, D. L. (2003b). Being inconsistent about consistency: When coefficient alpha does and doesn't matter. *Journal of Personality Assessment, 80*(3), 217-222.

Zimmerman, D. W., Zumbo, B. D., & Lalonde, C. (1993). Coefficient alpha as an estimate of test reliability under violation of two assumptions. *Educational and Psychological Measurement, 53*(1), 33-49.

TEST CONSTRUCTION

McGrath, R. E. (2005). Conceptual complexity and construct validity. *Journal of Personality Assessment, 85*(2), 112-124.

Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). *Scaling procedures: Issues and applications*. Thousand Oaks, CA: Sage.

GENERAL STATISTICS

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed). New York: Holt, Rinehart & Winston.

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.

CROSS-CULTURAL ASSESSMENT AND EQUIVALENCE TESTING

Van de Vijver, F., & Leung, K. (1997). *Methods and data analysis for cross-cultural research*. Thousand Oaks, CA: Sage.

Van de Vijver, F., & Hambleton, R. K. (1996). Translating tests: Some practical guidelines. *European psychologist, 1*(2), 89.

Van, de Vijver, & F., & Leung, K. (2011). Equivalence and bias: A review of concepts, models, and data analytic procedures. *Cross-cultural research methods in psychology*.

Van de Vijver, F., & Poortinga, Y. H. (1997). Towards an integrated analysis of bias in cross-cultural assessment. *European Journal of Psychological Assessment, 13*(1), 29.

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Wu, A. D., Li, Z., & Zumbo, B. D. (2007). Decoding the meaning of factorial invariance and updating the practice of multi-group confirmatory factor analysis: A demonstration with TIMSS data. *Practical Assessment, Research and Evaluation, 12*(3), 1-26.

Zumbo, B. D. (2003). Does item-level DIF manifest itself in scale-level analyses? Implications for translating language tests. *Language testing, 20*(2), 136-147.

BEST PRACTICE GUIDELINES

Muñiz, J., & Bartram, D. (2007). Improving international tests and testing. *European Psychologist, 12*(3), 206

RECENT AMENDMENTS TO THE EXAMINATIONS POLICY- FORM 255

The Examinations Committee is one of the Committee structures of the Professional Board for Psychology and is mandated with the oversight responsibility of ensuring the effective facilitation of the National Board Examinations for Psychological Professionals.

The Examinations Committee contributes to the strategic objectives of the Board to ensure that there are up-to-date and applicable rules, Regulations, guidelines and policies as reflected in the Examinations Policy-Form 255 and the quality assurance of the National Board Examinations in accordance with procedures and set standards.

In order to guide the Psychology profession, the Committee has accommodated the needs of candidates with particular challenges to ensure effective management of the Board Examinations. Recently a provision was made for the following concessions which were approved by the Professional Board in 2019:

1. Examination Concessions

The Board recognises that a reasonable accommodation of persons with impairment that result in disability is necessary to ensure that the Board Examinations are fair. Disability in this context is defined as an 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.

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.

Candidates should submit the application for examination concessions along with their application to write the Board Examination and attach supporting documents from the relevant healthcare professional. Candidates would be required to provide a request for the examination concessions and the terms and conditions signed by the candidates before the examination. These applications would serve at the Examinations Committee for approval. For more details refer to the Examinations Policy (Form 255).

2. Evaluation of the Board Examination Processes

The Examinations Committee resolved that an evaluation form for candidates to assess the quality of the Board Examination processes should be developed. The purpose of the evaluation form (Form 270) is intended to assist the Board to identify areas of improvement in order to meet the candidate's expectations concerning the Examination processes. The Evaluation Form of the Examination will be distributed by e-mail to all candidates who have been approved to write the Board Examination, Candidates are requested to evaluate the examination processes by completing Form 270 online immediately after the examination session.

The Board is committed to improving the quality and experience of the National Board Examinations and thereby ultimately ensuring that qualified and competent psychological practitioners obtain professional registration.



PERFORMANCE AND ACHIEVEMENTS OF THE BOARD AGAINST ITS KEY PERFORMANCE AREAS DURING THE PAST YEAR

Key Performance Areas	Board's Performance
1. Leadership/ Governance	<p>1.1 The Board developed a strategic plan which addressed its mandate in terms of the Health Professions Act, 1974 (Act 56 of 1974) (as amended) and which was reviewed and updated at each Board meeting and also aligned to the Risk Assessment process. The Strategic Plan of the Board was developed to realise the Board's mission to provide applicable relevant legislation, standards, processes, guidelines, policies and procedures by committing to achieve goals such as to regulate and guide the profession, provide advisory services, promote advocacy and stakeholder engagement and efficiency of Board functioning. These goals were expanded and operationalised in an operational plan that assisted in the distribution of duties and action plans of the relevant Committees of the Board. Each Committee's mandate is linked to the Board's strategic objectives thus making valuable input in realising the Board's 2015-2020 vision.</p> <p>1.2 Committees of the Board and their mandates:</p> <ol style="list-style-type: none"> a. The Executive Committee's mandate is to deal with and consider all matters relating to Psychology arising between meetings of the Professional Board within the current policy parameters, or as would be determined from time to time by the Professional Board; b. The Education, Training and Registrations Committee's mandate is to deal with all matters relating to the education and training of persons within the profession under the ambit of the Board; Continuing Professional Development and drafting and implementation of policy related to education and training; c. The core mandate of the Accreditation and Quality Assurance Committee is to support and advise the education and training institutions and conduct site visits providing supportive and developmental guidance to ensure that standards are maintained; d. The Psychometrics Committee's mandate is to deal with all matters pertaining to test classification, the education and training of psychometrics and psychological assessment; e. The Examinations Committee is dealing with policy matters and all matters relating to the National Board Examinations for the Psychology Profession, including the appointment of markers, moderators and examiners as well as approval of examination results before such results are released to the candidates; f. The Committee of the Preliminary inquiry is authorised within the current policy parameters as determined by the Board, to deal with all matters relating to preliminary inquiries regarding complaints in terms of section 41(2), determination of accounts in terms of section 53 and fines in terms of section 42(8) of Act 56 of 1974 and to report thereon to the Professional Board.

Key Performance Areas	Board's Performance
<p>2. Management Systems and Processes</p>	<p>The Board developed regulations, policies, criteria, guidelines for the following:</p> <p>i. Education and Training and Internships</p> <p>Minimum standards for the education and training of all categories</p> <p>Guidelines for Internship Training (Form 160)</p> <p>Specific guidelines for internship programmes for the different categories were also developed and reviewed:</p> <ul style="list-style-type: none"> • Form 105: Counselling Psychology • Form 104: Clinical Psychology • Form 218: Industrial Psychology • Form 107: Research Psychology • Form 242: Educational Psychology <p>ii. Registration and Restoration</p> <p>Registration and Restoration guidelines were developed for Registered Counsellors (Form 258) and Psychometrists (Form 94) Available on the website: https://www.hpcsa.co.za/?contentId=0&menuSubId=52&actionName=Professional%20Boards</p> <p>iii. CPD</p> <ul style="list-style-type: none"> • The Board specific CPD guidelines were developed and published on https://www.hpcsa.co.za/?contentId=0&menuSubId=18&actionName=Core%20Operations • An annual meeting was held with CPD Accreditors regarding CPD compliance and to sensitise the information contained in new CPD guidelines. <p>iv. Professional Conduct and Ethics</p> <p>An Ethics Task Team has reviewed Annexure 12 of the Ethical Rules of Conduct. A draft was presented at Board meeting in 2019 and further opportunity was provided to practitioners for input.</p>
<p>3. Education and Training</p>	<p>3.1. Psychology programmes</p> <p>The Board reviews and aligns the education and training programmes of the profession under its ambit with national imperatives, e.g. HRH Strategy, NHI Policy and the legislation and policies of the NDoH, DHET, CHE, NQF levels as follows:</p> <p>a. Accredited Psychology Programmes are aligned to HEQSF of DHET. Institutions also report annually according to a template form on transformation, throughput and need for increased output in line with HRH Plan.</p> <p>3.2 Evaluations of institutions</p> <p>a. Guidelines for evaluation and accreditation of programmes are developed and reviewed regularly.</p> <p>b. Self-Assessment Forms (SERs) are completed by institutions before the evaluations are conducted every 5 years. The cycle for evaluations is every 5 years and maintained unless the institution requests postponement.</p> <p>c. Institutional reports are submitted within two months of the evaluation by the Board. If there are challenges experienced with institutions not meeting the minimum standards for education and training an improvement plan is submitted immediately by the institution and tracked for progress.</p> <p>d. A list of accredited institutions are available on the following link: https://www.hpcsa.co.za/?contentId=0&menuSubId=52&actionName=Professional%20Boards</p> <p>e. Most of the evaluation fees were recovered from the institutions on a cost recovery basis. The shortfall in excess of the threshold was carried by the Board.</p>



Key Performance Areas	Board's Performance
4. CPD	The Board has a representative attending Council CPD meetings.
5. Registration and Restoration	<p>The Board processed the following Form 91 applicants that applied for registration as:</p> <p>Non-South African citizens with foreign qualifications: 6</p> <p>Non-South African citizens with South African qualifications: 0</p> <p>South African citizens with foreign qualifications: 0</p> <p>Two cases of restoration were presented to the Board, one relating to CPD non-compliance and one due to non-payment of annual fees.</p>
6. Professional Conduct	The Committee of the Preliminary Inquiry handled a total of 57 cases of which two were referred to the Professional Conduct Committee.
7. Communication and Stakeholder Interaction	<p>i. The Board approved a Stakeholder Communication and Engagement Strategy in September 2018 and facilitated the commemorating of World Mental Health Day on 10 October each year.</p> <p>ii. The Board interacted with stakeholders through the following ways:</p> <ul style="list-style-type: none"> • Stakeholder engagement meetings i.e. Consultation meeting with an educational institution which required guidance from the Education, Training and Registrations Committee of the Board. • Attendance of Stakeholder Congresses and Conferences: PYSSA & SIOPSA. • E-mails, SMSs and website Announcements to update the profession of Board developments and announcements; Board statement on the scope of profession, Guidelines for the teaching of Psychometrics, Commencement of Community Service (Clinical Psychology); Revised mandate of the Psychometrics Committee, Regulations on Neuropsychology and a Survey on the use of Computerised testing was conducted. • Board Newsletter: An annual newsletter covering Board activities in terms of revised policies and guidelines is published at the end of each financial year. • Practitioner Roadshows: The Board was represented at various HPCSA Practitioner Roadshows held during the 2019/2020 period. • To Commemorate the mental health awareness month, in October 2019; an e-mail signature relating to the 2019 theme “working together to prevent suicide – A day for 40 seconds of action” was designed and placed on the HPCSA's e-mail addresses. Green ribbons were also distributed to staff members for awareness. • Meetings with forums or different groups. • Engagement with international bodies, the Board is now an affiliated member of the International Test Commission to keep abreast with developments and international standards. • Participation in inter-board forums: • Website – The Psychology website portal is updated on a regular basis.
8. Risk Management	The Board has been actively applying risk mitigating measures in order to provide one of the crucial risks of the Board of not meeting the needs of protecting the public due to misalignment between the scope of practice and best practice. This has been done through the Board's tireless effort to achieve its strategic objective of clearly defined Scopes of practice and profession that meets the needs of the public.

Key Performance Areas	Board's Performance
<p>9. Financial Management</p>	<p>Monthly expenditure/ financial statements of the Board are presented at each meeting of the Board and its structures. Half-yearly budget assessments are done in October to assess the expenditure in line with budget provision and strategic objectives.</p> <p>No over expenditure or unauthorised expenditure was incurred during the period of reporting.</p>
<p>10. Administrative Support</p>	<p>The Board experienced serious capacity constraints in terms of human resources resulting from the change in the organisational structure due to half the capacity removed to other Divisions.</p>
<p>11. Challenges and Highlights</p>	<p>Challenges:</p> <ul style="list-style-type: none"> a. Training institutions and practitioners demands and poor understanding of the role of the regulator. b. Delays in registration processes. c. Eradicating the backlog of accreditations and evaluations of academic and practical training organisations. d. Medical aids not paying certain psychology categories for services rendered. e. Drafting of Guidelines for evaluations and accreditation of academic and practical training programmes. f. Lengthy delays in the filling of vacant positions on the Board. <p>Highlights:</p> <ul style="list-style-type: none"> a. Value of stakeholder engagements. b. Development of policies, Minimum standards for education and training (SGB documents) guidelines, etc. c. Improvement in Board Administrative efficiency. d. Stakeholder engagements and collaboration. e. Minimising the backlog on accreditations and evaluations. f. Developing practice guidelines for educational psychologists. g. The appointment of CPD accreditors and evaluations of such accreditors. h. Clear policy for National Board Examinations process. i. A fruitful process around development of the Strategic Plan. j. Conducting a Risk Assessment process and mitigation measures. k. A good relationship with the Board Management and Secretariat l. Promulgation of regulations relating to the category of Neuro-psychology. m. Clarification of the issue regarding scope of practice, communication distributed to the Profession advising that the 2008 scope of regulations would remain in force.



DEVELOPMENT OF EXAMINATION STUDY GUIDELINES FOR THE NATIONAL BOARD EXAMINATIONS

The Examinations Committee of the Professional Board continuously works towards improving the National Board Examination processes and to support candidates in preparing for the Board Examination.

The purpose of the National Board Examination is not to be seen as a punitive mechanism or means of gatekeeping, however it is to protect both the profession and the public. Professionals who have successfully completed the Board Examination would have met the Boards competency requirements which allows them to register with the HPCSA and which validates their credibility and offers recognition in the health industry. Regulating the profession through the National Board Examination which assess skills, ethical knowledge and category specific competencies, assist the Board in realising the mission of the Health Professions Council of South Africa which is to attain “Quality

healthcare standards for all” by ensuring that they only register practitioners who have passed the Examinations which implies they have met the minimum healthcare standards for training and are competent to deliver quality healthcare to the community.

To support candidates in preparing for the Board Examination, the Committee developed category specific Examination Study Guidelines that will assist candidates to prepare for their examinations.

To ensure synchrony these Examination Study Guidelines are also provided to examiners so that they set examination questions in line with the guidelines. The newly developed guidelines and reading lists of reading material compiled for each category are accessible on <https://www.hpcsa.co.za/PBPsychology/Examinations>.



WHAT ARE THE FUNCTIONS OF THE HEALTH COMMITTEE?

In terms of the HPCSA's mandate of guiding the professions and protecting the public, the HPCSA is responsible for ensuring that healthcare practitioners are fit to practise their profession, free from any physical or mental impairment.

The Health Committee of Council was established in terms of Section 51 of the Health Professions Act 1974 (Act 56 of 1974) to regulate and advise any impaired practitioners or students registered in terms of the Act, who suffer from a mental or physical condition or the abuse of or dependence on chemical substances, which affects their competence, attitude, judgment or performance. In terms of Rule 25 of the HPCSA's Ethical Rules of Conduct, practitioners, interns and students must report impairment in themselves or a colleague to the HPCSA.

The Health Committee is composed of six (6) members constituted as follows:

- a. The Chairperson elected by Council from amongst its members
- b. A Psychiatrist elected by Council
- c. A Psychologist elected by Council
- d. A Psychologist appointed by Council in consultation with the Professional Board for Psychology
- e. A Psychiatrist, appointed by Council in consultation with the Medical and Dental Professions Board
- f. An Occupational Health Specialist appointed by Council

The Regulations Relating to Impairment of Students and Practitioners under the Health Professions Act, 56 of 1974 provide a detailed account of the role and responsibilities of the Health Committee of Council and these are summarised as reflected below:-

The Health Committee of Council is authorised to:-

- a. Establish policies and procedures and to enlist cooperation and support for the prevention or alleviation of circumstances which may lead to impairment in students and practitioners;

- b. Establish mechanisms and procedures for the early identification of impairment in students and practitioners;
- c. Implement procedures for handling crisis situations which may threaten patient safety and care;
- d. Undertake informal assessments of reports on alleged impaired students and practitioners, to make findings with regard to impairment and, if required, to impose conditions of registration or practice on such persons aimed at the protection of patients and treatment of impaired person;
- e. Appoint investigation committees on an ad hoc basis to undertake formal investigations into reports on alleged impairment in the absence of voluntary cooperation of students or practitioners, to make findings with regard to impairment and, if required, to impose conditions of registration or practice aimed at the protection of patients and treatment of impaired students or practitioners;
- f. Consider applications by students or practitioners who were found to be impaired to have their conditions of registration or practice amended or to have such conditions revoked;
- g. Oversee the implementation of treatment programmes of impaired students or practitioners and to review the position of each such student or practitioner at least every (3) years;
- h. Co-opt a member or members of a Professional Board to serve on an ad hoc basis on the Committee as and when particular input is required in respect of a specific profession or health professional registered under a particular Professional Board;
- i. Regularly review and make recommendations about changes to the terms of reference of the Committee;
- j. Obtain or perform an annual evaluation of the Committee's performance and make applicable recommendations.

The Secretariat of the Health Committee can be contacted by email at HealthCommittee@hpcsa.co.za or Tel 012 3383963.



PRESIDENTIAL HEALTH MERIT AWARD- PROF. SATH COOPER

As part of the 1st HPCSA Conference hosted in September 2019, the Council invited nominations from healthcare practitioners across all its health professions for the 2019 “Presidential Health Merit Awards”. These awards were aimed at acknowledging outstanding performance of individual practitioners. Nominations were based on the following criteria:

- Achievements across various areas of practice, which is aligned with Council’s vision of “quality and equitable healthcare for all”;
- Fulfilling Council’s core values: transparency, rationality, accountability, consistency, impartiality, fairness, respect, dignity, honesty, integrity, effectivity, professionalism, responsiveness, efficiency, the principles of “Batho Pele”, and patriotism;
- Provision of healthcare delivery, particularly in terms of enhancing access to healthcare for historically disadvantaged communities;
- Dedication to quality healthcare, outstanding performance, dedication, community involvement, and going beyond the call of duty;
- Their ambassadorial role in promoting healthcare;
- Their commitment and compliance to the principles of the Patient Rights Charter;
- Their contribution to sound professional behaviour and regulation.

Prof. Sathasivan (Saths) Cooper has significantly contributed to the HPCSA functioning, particularly with regards to the category of “service and mentorship”. He Chaired the Professional Board for Psychology at the Health Professions Council of South Africa (HPCSA) since 1999 for two terms and was also the Vice President of the Council. Since then he served in an external capacity on the Board and several Committees and still remained an active contributor and participant. Prof. Cooper

has been a key player in the transformation of the profession while participating with the regulatory body in all of these endeavours.

Prof. Cooper is the first psychologist from Africa to be elected an officer (Vice President in 2004) of the International Union of Psychological Science (IUPsyS) and he was elected IUPsyS President in July 2012, becoming the only psychologist from outside Western Europe and the USA to lead this prestigious international scientific and professional body. When his term expired in July 2016, Cooper was unanimously retained for an unprecedented two more years.

Throughout this time, he had supported and collaborated with the HPCSA at this international and global level. He also ensured that the HPCSA was represented and participated with the global stakeholders and key players.

Prof. Cooper was President of the Pan-African Psychology Union (PAPU, 2014-2019), immediate Past President of the International Union of Psychological Science (IUPsyS, 2018-2020), and Governing Board Member of the International Science Council (2018-2021). Cooper is a Fellow of the Psychological

Society of South Africa (PsySSA) and the National Academy of Psychology - India. He is an Honorary Fellow of the British and Irish Psychological Societies while also being appointed as Extraordinary Professor at the University of Pretoria and Visiting Professor at the University of Johannesburg.

As the last Vice Chancellor of the University of Durban-Westville (merged with the University of KwaZulu-Natal), he received citations and awards such as the inaugural IUPsyS *Achievement Against the Odds Award*, the International Association of Applied Psychology *Award for Distinguished Professional Contributions to the Advancement of Applied Psychology* and the American Psychological Association *Award for Distinguished Contributions to the International Advancement of Psychology*.

Based on the motivation submitted, the Professional Board for Psychology is of the overwhelming view that Prof. S Cooper has made a significant impact/influence on many individuals and organisations, including at international level and especially the HPCSA and its Professional Boards.

AN INVITATION FOR EXPERIENCED EXAMINERS, MARKERS AND MODERATORS TO SUBMIT CURRICULUM VITAE

The Professional Board for Psychology has been delegated the powers to appoint Examiners, Markers and Moderators, as provisioned for in terms of section 15b of the Health Professions Act 56 of 1974.

To ensure continuity in the examinations process, the Board invites practitioners to submit their CVs for consideration in order to assist the Board with facilitating and administering the National Board Examinations.

The criteria to be met include the following:

- 5 years' experience in academia
- 5 years' experience in teaching and training of professional psychology programmes at institutions of higher education
- Proof of registration with the HPCSA for three (3) years or more
- Proof of being registered in good standing or status.

For submission and more information please contact Ms Hilda Baloyi at HildaB@hpcsa.co.za of the Division: Education and Training.

ANNUAL FEES PAYABLE BY PSYCHOLOGICAL PRACTITIONERS FOR 2020/2021

The Health Professions Council of South Africa is a statutory body, established in terms of the Health Professions Act, 1974 (Act 56 of 1974) as amended by Act no. 29 of 2007 to protect the interest of the public and to guide the professions.

The Council is an autonomous organisation and does not receive grants or subsidy from Government or any other institution. As a regulator, the HPCSA is funded entirely by income generated from registered practitioners. These include income generated from annual, registration and other fees payable by practitioners.

The Council together with the twelve Professional Boards operating under its jurisdiction are

committed to the promotion of the health of the South African population, determining standards of professional education and training as well as setting and maintaining of fair standards of professional practice.

Annual fees are the main source of income for the Board and becomes due and payable in March of every year. These funds are used to facilitate the meetings, administrative and governance structures of the Board as well as stakeholder management and interaction.

The Board in September 2019 resolved that the annual fees for all registers under the ambit of the Professional Board for Psychology be increased with 9% as follows:

REGISTER	DESCRIPTION	ANNUAL FEES 2020
PS	Psychologists	R 2 360.00
PMT	Psychometrists	R 1 210.00
PM	Psycho Technicians	R 1 010.00
PS-IN	Intern-Psychologists	R 810.00
PRC	Registered Counsellors	R 1 210.00

Due to the impact of the COVID-19 pandemic, the due date for annual renewals of Registrations has been extended from 01 April 2020 to 30 September 2020 and practitioners should ensure that their annual fees are paid by 30 September 2020.

Practitioners should utilise the online payment portal for the renewal of their registration where

they will also access their annual practising certificate.

All annual practising certificates which expired on 31 March 2020 will be considered as valid until 30 September 2020. Practitioners may also access their portfolio using the HPCSA mobile app that is available on this link: <https://hpcsamobileapp.co.za/>

Banking details	
Account holder	Health Professions Council of South Africa
Bank	ABSA
Branch code	334945
Account no	405 003 3481
Swift code	ABSAZAJJ
Payment Reference	HPCSA registration no.
Proof of Payment e-mail to	finance@hpcsa.co.za



UPDATE ON THE REVIEW OF THE ETHICAL RULES OF CONDUCT

The Health Market Inquiry (HMI) identified certain rules in the Ethical Booklet No. 2 as they were perceived to be rigid, not permissive and had a potential to be anti-competitive. The rules which the HMI was questioning were as follows:

- Rule 7 - Fees and Commission;
- Rule 8 and 8A -Partnership and juristic persons; sharing of rooms;
- Rule 18 - Professional appointments; and
- Rule 23 A - Financial interests in hospitals.

The HMI further requested the HPCSA to review the rules for relevance and rationality and in the light of the above, the Human Rights and Professional Practice Committee facilitated a joint workshop with the Business Practice Committee to review Ethical Booklet No. 2 in its entirety.

A workshop was facilitated by Mr T Malatji of Malatji Kanyane Incorporated and the rules as per the request of the HMI and proposed amendments were considered. The amended rules were provided to the HMI for their input which were subsequently provided.

A subsequent workshop was held in August 2019 for the review of the HMI's input and the joint workshop recommended that the draft amended rules be presented to practitioners at the HPCSA 1st National Conference held in September 2019 to afford practitioners an opportunity to engage with the amended rules and make their input.

The Board was also in the final phase of the review of the Generic Ethical Rules and Annexure 12 specifically related to the profession of Psychology. As part of the consultation process a round table session was facilitated at the PsySSA Conference on the proposed review of the Ethical Rules of Conduct in September 2019 at Emperors Palace.

The Board in September 2019 resolved that-

- The proposed changes to the Ethical Rules of Conduct following the HMI inquiry be supported but that the details for the approval process by Council be defined with the involvement of a representative of the Board where the practitioner was being registered to clarify profession specific issues;
- A final opportunity be provided to practitioners to provide input to the proposed changes to the Ethical Rules of Conduct, including Annexure 12. The proposed amendments to the Ethical Rules were placed on the Board Website with a request for comment.

Once the final changes were made to the Ethical Rules of Conduct it will serve at a Board meeting for approval in 2020 before it can serve at the Council meeting with a view to make a recommendation to the Minister of Health for promulgation for a further period of comment by stakeholders for a period of three (3) months.

Further updates will be provided on progress.



OUTCOME OF THE REVIEW OF THE SCOPE OF THE PROFESSION OF PSYCHOLOGY

Following an extensive review process of the Scope of the Profession of Psychology and having considered all comments received from stakeholders, the Board resolved to advise the Minister not to proceed with the promulgation of the Regulations defining the Scope of the Profession of Psychology which include the various categories of psychology practitioners.

The repeal of the 2011 regulations by the High Court in effect meant that Regulation R 704 of 11 September 2011 fell away after 24 months. Regulation 993 of 16 September 2008 remained in place protecting the psychological acts that only registered psychology practitioners may perform.

On 13 September 2019, Dr ZL Mkhize, Minister of Health, issued a notice (Government Gazette No. 1169), after considering public comments received for the proposed Regulations Defining the Scope of the Profession of Psychology, published under Government Notice No. R. 101 in Government Gazette No. 41900 of 12 September 2018, not to proceed with the proposed Regulations. The notice further stipulated that the Regulations Defining the Scope of the Profession of Psychology published under Government Notice No. R. 993 in Government Gazette of 16 September 2008 remained in force.

The notice by the Minister was issued in response to the 2011 Amendment Regulations being declared invalid on procedural grounds by the Western Cape High Court in November 2016. However, the declaration of invalidity was suspended for a period of 24 months to allow the then Minister of Health to promulgate new regulations. This implied that the 2011 Amendment Regulation was still effective for the duration of the 24-month period or until the Minister promulgated new Regulations.

Practitioners are still required to perform any psychological act and practise according to the specific category or level of qualification in which they were registered. Rule 21 of the Ethical Rules of Conduct for Practitioners registered under the Health Professions Act 56 of 1974 is used to guide their professional acts in accordance with the education and training standards and competencies contained in the minimum standards for training of the different registers of psychological practitioners.

Practitioners are therefore advised that the **Regulations Defining the Scope of the Profession of Psychology published under Government Notice No. R. 993 in Government Gazette of 16 September 2008** will be the guideline for practitioners in terms of their scope of profession.



NEW ORGANISATIONAL DESIGN AND HPCSA CONTACT DETAILS

Following the Business Process Re-engineering (BPR) process undertaken, a Division: Executive Company Secretariat was established with the primary function to provide administrative and secretariat support to the Board and its Committees. These functions are performed by Deputy Company Secretaries, Committee Coordinators, Administrators and Secretaries.

A Department :Core Operations was established with the following Divisions:

1. Education and Training
2. Registration
3. Professional Practice

Education and Training Division

This division deals with the execution and operationalisation of decisions of the Board and its Committees in terms of –

- Education and Training
- Internships
- Applications for registration of non-SA qualified practitioners
- Examinations (SA and foreign qualified)
- Evaluation of higher educational programmes and intern facilities.

Registrations Division

All registration and restorations related matters are being dealt with by the Registrations Division.

Professional Practice Division

All matters related to scope, ethical and professional practice as well as CPD queries are dealt with by the Professional Practice Division.





Contact details for the relevant sections are reflected below:

NATURE OF QUERY	CONTACT
HPCSA Call Centre	Tel: (+27) 12 338 9300 E-mail: info@hpcsa.co.za
All registration related matters	Email: Registrations@hpcsa.co.za
Annual fee payments, Practising Cards, Restorations to the register following erasure or suspension from the register	Email: Registrations@hpcsa.co.za
Certified Extracts from the register. Certificates of Status, Verification of Licensure	Email: hpcsaacs@hpcsa.co.za
Applications for Registration (Foreign Qualified)	Ms Lesego Molefe Email: lesegom@hpcsa.co.za
Higher Educational Institutions (HEI) Evaluations, accreditation of programmes and other programme related issues	Ms Hilda Baloyi - Committee Coordinator Tel/Fax: (+27) 12 338 9362 Email: hildab@hpcsa.co.za
Internship Training and Education related matters	Ms Hilda Baloyi - Committee Coordinator Tel/Fax: (+27) 12 338 9362 Email: hildab@hpcsa.co.za
National Board Examinations, results and re-mark of examination scripts	Ms Hilda Baloyi Tel : (+27)12 338 9362 Email:Psychexams@hpcsa.co.za
Scope, ethical, practice related and CPD queries	Email: Professionalpractice@hpcsa.co.za
Lodging of complaints against registered practitioners	Email: Legalmed@hpcsa.co.za
HPCSA Ombudsman Office	Email: Ombudsman@hpcsa.co.za
Inspectorate Office- dealing with non- registered persons	Email: Inspectorate@hpcsa.co.za
Statistical Information and data bases	Email: Yvetted@hpcsa.co.za
Executive Company Secretariat	Board and Committee Secretariat, Policy Development, Review and updates, Legislative matters, Stakeholder engagement Secretary Email: vacant Mrs Zandile Bapela – Administrator Email: ZandileB@hpcsa.co.za Ms Portia Khati - Committee Coordinator Email: Portiak@hpcsa.co.za Mrs Adelle Taljaard - Deputy Company Secretariat Email: Adellet@hpcsa.co.za

GENERAL INFORMATION

For any information or assistance from the Council direct your enquiries to the Call Centre

Tel: 012 338 9300/01

Fax: 012 328 5120

Email: info@hpcs.co.za

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553 Madiba Street

Corner Hamilton and Madiba Streets

Arcadia, Pretoria

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Monday – Friday : 08:00 – 16:30

Weekends and public holidays – Closed

Certified Extracts from the register. Certificates of Status, Verification of Licensure

Email: lebogangm@hpcs.co.za

Email: stantonp@hpcs.co.za

Change of contact details

Email: records@hpcs.co.za

Scope, ethical, practice related and CPD queries

Email: Professionalpractice@hpcs.co.za

Service Delivery

Email: servicedelivery@hpcs.co.za

Tel: 012 3389301

Lodging of complaints against registered practitioners

Email: legalmed@hpcs.co.za

Statistical Information and data bases

Email: yvetted@hpcs.co.za

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Health Professions Council of South Africa