



The Professional Board for Psychology

# **Minimum standards for the training of Industrial Psychology**

February 2019

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| <b>QUALIFICATION:</b> | <b>Board Approved Master's Qualification</b>                 |
| <b>FIELD:</b>         | Economic and Business Sciences or Health and Social Sciences |
| <b>SUB-FIELD:</b>     | Management, Health or Social Sciences                        |
| <b>NQF LEVEL:</b>     | 9  |
| <b>CREDITS:</b>       | Minimum of 180 credits                                       |

### **RATIONALE AND PURPOSE FOR THE QUALIFICATION**

The qualification is aimed at producing competent, ethical and professional industrial psychologists who can meet the psychological needs of the people living in South Africa.

The Professional Master's degree in Industrial and Organisational Psychology is aligned to the National Framework for Human Resources for Health in South Africa and the National Qualification Framework for Education and is responsive to the psychological needs of the South African population.

In as much as there is common psychology practices that overlap, this competency document details the practitioner's education and training and confines the scope specific to the category of Industrial Psychology. These competencies, as specified by Rule 21 of the Ethical Rules of Conduct for Practitioners Registered under the Health Professions Act 56 of 1974, confines the scope to areas of the profession to which industrial psychologists have knowledge, skills and experience to practise lawfully, safely and effectively, meeting specified standards. Each accredited programme in professional psychology is understood to be specific to the education and training of a set of competencies for a particular registration category. If joint teaching is offered between programmes, the training institution has to ensure that such joint teaching does not exceed 25% of the curriculum time and/or curriculum.

The qualifying practitioner will be registered with the Health Professions Council of South Africa (HPCSA) as an Industrial Psychologist in Independent Practice.

### ***Definition of Industrial and Organisational Psychology***

Industrial and Organisational Psychology is the science and practice of professionals who function in organisational and occupational settings with an aim to ethically explain, assess and influence human behaviour and its reciprocity at individual, group and organisational levels, with all efforts directed at human flourishing and the sustainable development of all affected stakeholders.

### **RECOGNITION OF PRIOR LEARNING**

The recognition of prior learning (RPL) is within the ambit of higher education institutions. However academic and training programmes have to satisfy the minimum requirements and competencies stipulated by the Board.

### **ACCESS TO THE QUALIFICATION**

Admission to an accredited programme in Industrial and Organisational Psychology is open to applicants in possession of a recognised Bachelor degree with a major in Psychology and an Honours degree in Psychology, or an accredited Bachelor of Psychology degree; and who satisfy other requirements as stipulated by the training institutions.

### **MINIMUM COMPETENCIES**

The following exit level outcomes (ELO) must be achieved by the applicant to be awarded the qualification<sup>1</sup>:

#### **1. Problem Diagnostic and Intervention Planning**

- a) Ability to conduct needs and risk analyses, assess client requirements and priorities as they relate to the understanding, changing and enhancement of individual, group or organisational behaviour, well-being and effectiveness.
- b) Ability to define the goals and outcomes of industrial-organisational psychological interventions by applying knowledge, techniques, analytical skills and insight into the context of the world of work.
- c) Ability to define and set goals for interventions, communicate these effectively and identify criteria for effectiveness and goal achievement.

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<sup>1</sup> These competencies apply to the M1/M2 years as well as the internship year of professional training.

## **2. Intervention Design**

- a) Apply appropriate knowledge and insights of the South African population and psychological measurement theories and techniques to design or develop unbiased and fair assessment instruments and methods.
- b) Have knowledge of the theory and practice of more than three evidence based models of psychological therapy.
- c) Analyse the design requirements for instruments and methods to be used for assessment and/or interventions.
- d) Ability to design and/or develop client centred services, instruments or techniques.
- e) Ability to design or adapt tests, instruments, systems and methods using sound research methodology, psychological measurement theory and an understanding of assessment best practices in the context of work settings.
- f) Ability to conduct studies to compare instruments (e.g. tests, ratings scales), techniques and methods, and to calculate feasibility, reliability, validity and lack of biased.
- g) Ability to conduct studies to evaluate the effectiveness, client satisfaction, user friendliness and cost-benefits of a service, instrument or technique.

## **3. Psychological Assessment**

- a) Ability to diagnose and assess human behaviour in a variety of workplace-related settings by applying knowledge, theories and techniques of psychology and psychometrics.
- b) Ability to use a range of psychometric and other assessment tools for determining potential and/or suitability for training, development and employment in particular settings and occupations.
- c) Select and apply instruments, techniques and methods for individual assessment of personality, ability, workplace related psychopathology (for example trauma, stress and burnout), competence, motivation and performance.
- d) Select and apply techniques and methods for group assessment of perceptions, attitudes and behaviours related to careers and people management practices.
- e) Select and apply techniques and methods for organisation-level assessments of perceptions, attitudes and behaviours related to structure, culture and management.

- f) Select and apply instruments, techniques and methods for the determination of workforce characteristics or organisational structure and context (for example organisational design or job analysis to determine behavioural success criteria).
- g) Procedurally refer individuals to appropriate professionals in a variety of contexts and systems.

#### **4. Professional Practice**

Students need to acquire the ability to identify and implement:

- a) Objectives and comprehensive interventions of work or project plans.
- b) Interventions to enhance and or promote individual, group or organisational well-being and optimal functioning by applying knowledge, theories and techniques of psychology.
- c) Work in collaboration with other healthcare professionals as part of the implementation of psychological services and interventions that ensures career and workplace related adjustment.
- d) Person-orientated interventions that enhance optimal functioning of individuals, groups and organisations such as the implementation of selection practices that optimise the fit of individuals to organisations, jobs, leadership training, conflict resolution, mediation, coaching, career counselling and team development.
- e) Interventions to identify, understand and promote various aspects of psychological well-being and resilience, including the ability to provide short-term counselling as part of individual and systemic interventions such as post-trauma counselling, crisis counselling, and job stress related counselling.
- f) Facilitation interventions for individual and group processes to ensure effective organisational functioning.
- g) Interventions that introduce change in work environments
- h) Interventions that provide advice, training, support and consulting services
- i) The principles of psychology in consulting processes when implementing interventions with organisations, groups and individuals in a business setting.
- j) The use of instruments, techniques and methods for optimising working conditions that enhance individual, group or organisational functioning (for example, ergonomic workplace improvements, employee compensation, appraisal or performance management methodology and employment relations).
- k) Strategies that inform consumer behaviour

- l) Interventions that identify, understand and manage physical and psychological health challenges that influence employee capability and productivity.
- m) Scientific interventions and research in academic settings.
- n) Policies applicable to a variety of sectors and issues based on various aspects of psychological theory, research and services.

## **5. Research**

- a) Ability to apply knowledge, theories, methods and scientific techniques to conduct research and evaluate interventions in order to enhance practices and develop an in-depth understanding of human and organisational behaviour.
- b) Design, manage and conduct research and impact studies that contribute to psychological theory and practice.
- c) Plan for the evaluation of programmes and interventions in line with defined goals.
- d) Identify measurement criteria and data required for the evaluation of effectiveness and impact of interventions.
- e) Determine the feasibility of research interventions.
- f) Conduct analyses in the context of a research or evaluation study and formulate conclusions and recommendations based on the outcomes of the study.
- g) Conduct research in accordance with ethical and legislative parameters.

## **6. Communication and Reporting**

- a) Ability to apply knowledge, theories, methods and techniques to communicate the results of interventions and research to clients and other appropriate stakeholders taking ethical and confidentiality requirements into consideration.
- b) Provide verbal or written feedback on assessment and intervention results.
- c) Compile reports on the results of assessments and other intervention outcomes.
- d) Report on research and implement the findings of such research into policy and practice.

## **7. Continuous Professional Development (CPD)**

- a) Continuously enhance the professional credibility, personal development and effective practice management that lead to a sustainable future.
- b) Select appropriate strategies for dealing with challenges posed within the scope of practice.

- c) Contract and agree on commercial arrangements with clients for services and interventions within the appropriate legislative framework, professional standards and codes of ethics and conduct.
- d) Develop knowledge, techniques, methods or services that have the potential of fulfilling current or future clients' needs and generating new opportunities for growth.
- e) Update and develop primary and enabling competences, knowledge, and skills in accordance with changes in the field and the standards and requirements of the profession of psychology, national and local regulations.
- f) Establish and maintain relationships with other professionals and relevant organisations.
- g) Render professional consultation services.
- h) Establish and maintain relationships with clients, monitoring clients' needs and general satisfaction with outcomes and identify opportunities for future growth and improvement.
- i) Establish and manage a professional practice.
- j) Establish and maintain a system for quality assurance.
- k) Conduct and receive professional supervision.

## **8. Ethics**

- a) Demonstrate professional conduct.
- b) Work within the scope of Industrial and Organisational Psychology practice and competence.
- c) Observe the regulatory framework, professional standards and codes of ethics and conduct.

## **9. Legislation**

- a) Ability to acquire and apply knowledge of relevant legislation frameworks that influence psychological practice and research.

## **CRITICAL CROSS-FIELD OUTCOMES**

### **1. Assessment Criteria**

- a) Demonstrate an understanding of the world as a set of related systems as indicated in the range of activities of successful Industrial or Organisational

Psychologists and how these professionals contextualise themselves within the broader psychology and organisational environments.

- b) Collect, analyse, organise and critically evaluate information in the successful generation and execution of appropriate psychological services. Identifies and solves problems during the assessment and planning phases of interventions.
- c) Use critical and creative thinking skills in developing intervention options.
- d) Communicate effectively in both verbal and written ways when engaging with clients, other professionals, the broader public and other relevant stakeholders in all spheres of the practice appropriate to the required psychological services.
- e) Perform continuous self-assessment as indicated in the life-long learning activities and accompanying professional growth.
- f) Work effectively and establish good relationships with psychologists and other stakeholders as member of a team, group, organisation or community.
- g) Show cultural and aesthetic sensitivity through the acceptance and provision of high quality professional care across social contexts.
- h) Show personal and professional skills in the successful sourcing of evidence-based new/alternate and innovative methodologies.
- i) Organise and manage self to ensure successful interaction with clients.
- j) Show confidence and appropriately influence others when making presentations, giving advice or interacting with clients and other professionals.
- k) Show openness, flexibility and resilience when faced with new challenges, unfamiliar situations or interventions that are not going to plan.

## **INTEGRATED ASSESSMENT**

Formative and summative assessment strategies should be used throughout the qualification programme to ensure that exit level and cross critical outcomes are met.

Formative assessment may include:

- Tests
- Written and work integrated assignments
- Practical assessments, for example, client assessment
- Literature reviews
- Case studies
- Class presentations



- Seminars
- Peer evaluations
- Simulations in structured learning environments
- Learning portfolios
- Observations
- Self-evaluation.

Summative assessments include:

- Written examinations
- Oral examinations
- Practical examinations
- Supervisor reports
- Research-based dissertations
- Portfolios of evidence.

### **INTERNATIONAL COMPARABILITY**

This qualification, compared to similar qualifications internationally, produces a comprehensive and balanced practitioner, equipped to address issues of assessment, diagnosis, prevention and intervention regarding a wide range of individual, group and organisational impediments to optimal performance.

### **ARTICULATION POSSIBILITIES**

Horizontal and vertical articulation may be possible as determined by Universities' approved academic requirements.