



Nova Scotia Board of Examiners in Psychology

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Language Proficiency Policy

Under the Psychologists Act, applicants for full Registration (15 (4) d) or for Candidate Registration (16 (3) d) are required to be able to speak and write either English or French with reasonable fluency.

If the applicant's first language is not English or French, and he or she has taken a language proficiency test recently (within two years), applicants will be asked to submit their test results as part of the application process with the ACPRO Portal. This requirement may also be informally considered throughout the Board's review of the materials submitted with the Application for Registration package that is completed as part of the process with the ACPRO Portal. As well, during the Transfer Interview (if applicable), the committee may consider language proficiency. If there are difficulties noted, the applicant may be required to make arrangements to demonstrate language proficiency requirements by:

1. Providing documentary evidence in the form of a transcript that is sent directly from the university to the Board, or the applicant may provide a written statement to the Board that such information was provided by the university when he/she applied through the ACPRO portal./ The transcript must indicate that he or she has completed his or her highest level psychology degree in: Canada; the United States of America; the United Kingdom; the Republic of Ireland; Australia; New Zealand or France; or
2. Providing verification in the form of a signed letter sent directly from the educational institution where his/her psychology degree was completed to the Board that verifies that the language of instruction, supervision and clinical practice was entirely in English or French; this may be provided as a hard-copy original document, fax or PDF; or
3. Providing a report, directly from the language testing agency to the Board, as a hard-copy original document, PDF or a fax, that she or he has achieved the minimum scores indicated on one of the standardized language fluency tests approved by the Board. An applicant must meet minimum scores in each area of one test and test results will be considered valid for two years from the date the test was administered.

TESTS AND MINIMUM SCORES REQUIRED TO MEET THE LANGUAGE FLUENCY REQUIREMENT – NOVA SCOTIA BOARD OF EXAMINERS IN PSYCHOLOGY

English

Test TOEFL internet based test (iBT)

Writing: 27
Speaking: 24
Listening: 24
Reading: 24

IELTS (Academic)

Writing: 7
Speaking: 7
Listening: 7
Reading: 7

CanTEST

Writing: 4.5
Speaking: 4.5
Listening: 4.5
Reading: 4.5

French

TESTcan

Writing: 4.5
Speaking: 4.5
Listening: 4.5
Reading: 4.5

Test d'évaluation du français (TEF)

Writing: 349
Speaking: 349
Reading: 233
Listening: 280

or

4. Providing to the BOARD other compelling evidence of language fluency. This could be, for example, evidence that the applicant was registered and practiced in an English or French practice environment for a minimum of the equivalent of two years full-time, which could be confirmed through proof of registration sent directly from the psychology regulatory body, letters(s) from employer(s) or supervisor(s) etc. All such documentation must be sent directly to the Board as a hard-copy original document, PDF or a fax.

5. An applicant may be exempted from the requirement if he or she cannot meet it through the means described in 1, 2, or 4 above and has a documented disability (see Footnote 1) that would affect his or her ability to meet the requirement by completing a

standardized language fluency test, as described in 3. Such exemption will be considered on a case-by-case basis by the Registration Committee.

Footnote 1:

The NS Human Rights Act defines “disability as”

- (l) *“physical disability or mental disability” means an actual or perceived*
- (i) *loss or abnormality of psychological, physiological or anatomical structure or function,*
 - (ii) *restriction or lack of ability to perform an activity,*
 - (iii) *physical disability, infirmity, malformation or disfigurement, including, but not limited to, epilepsy and any degree of paralysis, amputation, lack of physical co-ordination, deafness, hardness of hearing or hearing impediment, blindness or visual impediment, speech impairment or impediment or reliance on a service dog as defined in the Service Dog Act, a guide dog, a wheelchair or a remedial appliance or device,*
 - (iv) *learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,*
 - (v) *condition of being mentally impaired,*
 - (vi) *mental disorder, or*
 - (vii) *dependency on drugs or alcohol;*