

European Test User Standards for test use in Work and Organizational settings

VERSION 1.92

Prepared by

the European Federation of Psychologists' Associations

and

**the European Association of Work and Organizational
Psychologists**

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These standards are the outcome of a two-year project undertaken jointly by EFPA and EAWOP during the period 2003 to 2005.

They have undergone minor changes and modifications since having been accepted by the EFPA General Assembly in Granada, July 2005, as the basis for further development.

It is anticipated that a revision will be published following the July 2007 Prague EFPA General Assembly

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What is the purpose of these standards?

The standards have been developed to provide the basis for qualifications in test use. They are intended to provide a general European level 'benchmark' against which local national qualification systems can be compared or audited. It should be noted that they are a reference document and not intended to be 'read' like a book. In their present form they are, intentionally, repetitive in terms of content. It is assumed that they will provide the source for more user-friendly documents as work progresses on their implementation.

What is a test?

In line with the International Test Commission's guidelines on test use, the terms 'test' and 'testing' should be interpreted broadly. The present test user standards will be relevant either in part or in whole for people using tests and for those using assessment procedures that are not called 'tests' but which meet the following criteria. From the ITC Guidelines:

- Testing includes a wide range of procedures for use in psychological, occupational and educational assessment.
- Testing may include procedures for the measurement of both normal and abnormal or dysfunctional behaviours.
- Testing procedures are normally designed to be administered under carefully controlled or standardised conditions that embody systematic scoring protocols.
- These procedures provide measures of performance and involve the drawing of inferences from samples of behaviour.
- They also include procedures that may result in the qualitative classification or ordering of people (e.g., in terms of type).

Any procedure used for 'testing', in the above sense, should be regarded as a 'test', regardless of its mode of administration; regardless of whether it was developed by a professional test developer; and regardless of whether it involves sets of questions, or requires the performance of tasks or operations (e.g., work samples, psycho-motor tracking tests).

Many of these test user standards will apply also to other assessment procedures that lie outside the domain of 'tests'. They may be relevant for any assessment procedure that is used in situations where the assessment of people has a serious and meaningful intent and which, if misused, may result in personal loss or psychological distress (for example, job selection interviews, job performance appraisals, diagnostic assessment of learning support needs).

What is a test user?

The standards are intended for those who use tests in their professional practice as applied to the world of work. As such they are directed primarily towards:

- The purchasers and holders of test materials intended for use in work settings;
- Those responsible for selecting such tests and determining the use to which they will be put;
- Those who administer, score or interpret the tests;
- Those who provide advice to others on the basis of test results (e.g., recruitment consultants, career counsellors, trainers, succession planners);
- Those concerned with the process of reporting test results and providing feedback to people who have been tested.

The standards are not intended to cover every type of assessment technique (e.g., unstructured or semi-structured interviews, assessed group activities) or every situation in which assessment occurs. Yet many of the standards are likely to be applicable in assessment

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situations and for purposes more general than those concerned primarily with psychological testing (for example, the use of assessment centres for employment placement or selection, semi-structured and structured interviews, or assessment for selection, career guidance and counselling).

Why Test User Standards are needed?

Within the work and organizational field, there is increasing interest in Europe in the development of test user standards and qualifications. This interest arises not only from the psychology profession but also from allied professions, like human resources management.

At present there is little if any uniformity across Europe in terms of test user qualification standards or processes. In some countries people can obtain almost any instrument without any training or formal qualification, in others very high standards of competence are set and people are expected to demonstrate that they can meet these standards before publishers will supply them with materials.

As mobility of test users increases and as the use of test by multinationals across European borders increases, so it has become increasingly important to define some benchmark standards both for test quality and for competence in test use. It is also important for publishers of tests, who operate globally, to be able to set comparable standards for supply in different countries. If they do not, there is the danger of 'grey markets' emerging where poorly qualified test users buy in one country and then use in another.

The EFPA Standing Committee on Tests and Testing (SCTT) has already produced and published standards for the quality of tests. The present Standards for test use were developed jointly with EAWOP.

Local national test user qualification systems have been developed in a number of European countries (UK, Sweden, Finland, Germany and Norway). Those countries and others have expressed a desire for there to be some higher level coordination of these projects.

The work of the joint EFPA-EAWOP European Working Group (EWG) sprang from this need and has attempted to address the complex task of defining a meaningful set of standards of competence in test use that can be used as a benchmark for a range of very different national approaches to test user qualification and certification.

The present version of these Standards is the result of a two-year programme of development and Europe-wide consultation.

What these Standards are about?

The standards are about competence in test use. They endeavour to define what people need to know and do, what skills are required and what understanding is required for safe and competent use of a limited range of tests in a variety of occupational settings or contexts (e.g. personnel selection; assessment for management development; guidance for career development; etc). Because testing is such a broad and diverse topic, it is very important for standards processes to make clear the limits of the qualifications that they define. Any qualifications that might be based on these standards need to reflect the realities of practice in the field.

The basis chosen for the Standards was the International Test Commission's (ITC) International Guidelines on Test Use (Bartram, 2001; ITC, 2001). These have become widely accepted as defining best practice in test use, and have been adopted by a number of

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psychological associations and translated into many different languages. While these provide a good structure for standards, the ITC Guidelines are not sufficiently specific to provide the basis for qualifications. Consequently, the EFPA-EAWOP Working Group modified and expanded the ITC Guidelines into a more detailed format. The format adopted is as follows.

Format of the Standards

The ITC Guidelines have been re-cast into three Units, each containing a number of specific Standards:

Unit 1	Take responsibility for ethical test use
Standard: 1.1	Act in a professional and ethical manner
Standard: 1.2	Ensure you have the competence to use tests
Standard: 1.3	Take responsibility for your use of tests
Standard: 1.4	Ensure that test materials are kept securely
Standard: 1.5	Ensure that test results are treated confidentially
Unit 2	Follow good practice in the use of tests
Standard: 2.1	Evaluate the potential utility of testing in an assessment situation
Standard: 2.2	Choose tests appropriate for the situation
Standard: 2.3	Give due consideration to issues of fairness in testing
Standard: 2.4	Analyse and interpret results appropriately
Standard: 2.5	Communicate the results clearly and accurately to relevant others
Standard: 2.6	Review the appropriateness of the test and its use
Unit 3	Follow good practice in the administration of tests
Standard: 3.1	Make necessary preparations for the testing session
Standard: 3.2	Administer the tests properly
Standard: 3.3	Score the test results accurately

For each Unit, relevant aspects of the occupational context are defined and the knowledge and skills required are outlined. Within each Unit, each standard is defined in terms of what performance is required of the competent test user and the more specific contexts to which the competence relates. In addition there is a specification of the knowledge and skills that underpin competence in relation to the Standard.

The format used is inevitably repetitious, as it is intended to allow users to access the standards in various ways. Thus the occupational context is defined at the unit level and then, the relevant parts of it are repeated for each standard.

Future version of the standards will be prepared that remove this repetition and make it easier to 'read' the standards as a single document.

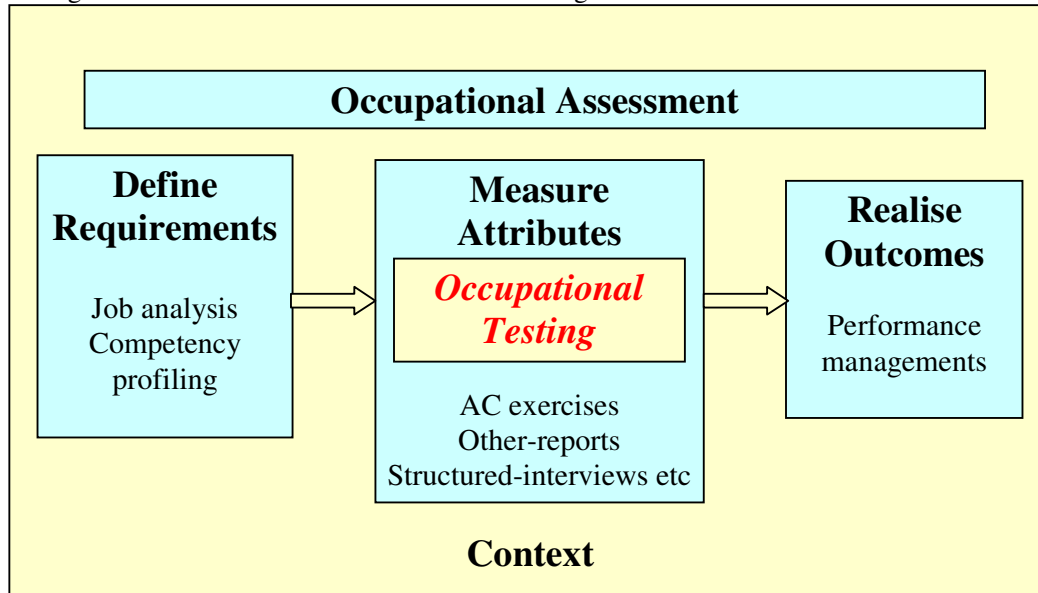
A GLOSSARY has been produced to clarify the definition of terms used in the Standards. The Glossary is provided as a separate document.

Putting the test use into context

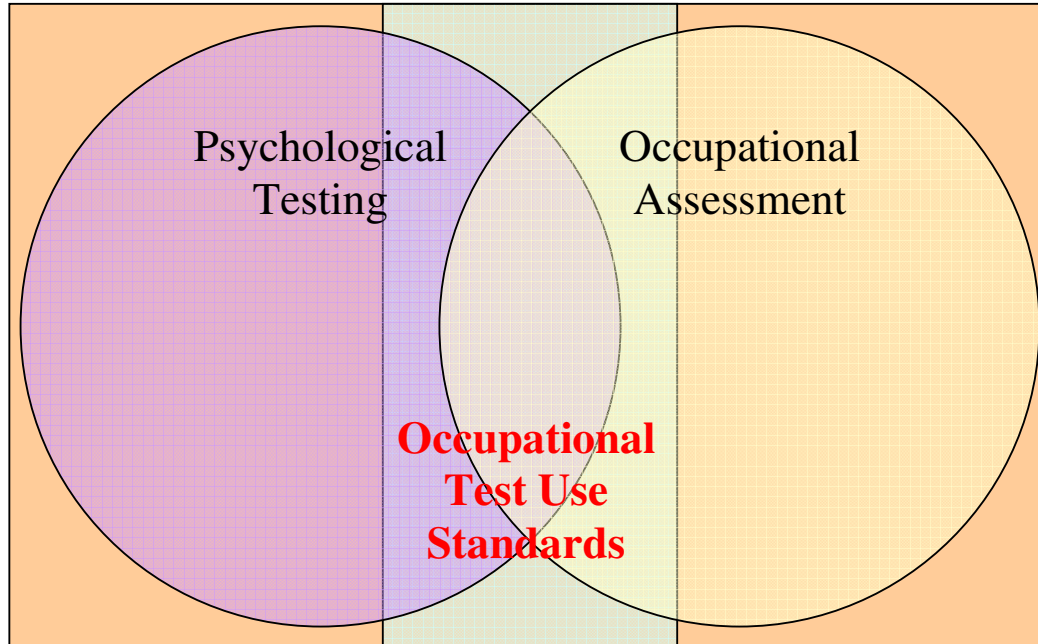
Psychological test use typically forms part of a larger assessment process in work settings. This process starts with an analysis of needs to define the assessment requirements. Test may then be used as one of a number of assessment methods. The outcome of the assessment is then used to realise some outcome. Psychological testing may constitute no more than 20% of this process. However, it is a relatively 'high tech' process compared to other occupational assessment methods. Qualification in test use is likely to be of general benefit in that it emphasis constructs like reliability and validity that are important for all forms of assessment.

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The present standards stress the importance of putting the use of tests into context; of basing the choice of them on a good definition of requirements; and of integrating the results of testing with other sources of information in realising outcomes.



Another way of looking at the way in which these standards have been positioned is given below.



These standards focus on those aspects of psychological testing that are used in occupational assessment. They do not claim to provide a qualification in psychology, only in the application of psychological testing to work settings.

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Similarly, they do not claim to cover all aspects of occupational assessment. Assessment centre design, the construction of group exercises, performance rating methods, different types of interview structure and so on all require their own special expertise.

How the standards relate to current qualifications in different countries

European countries differ in relation to test user qualification in two important regards.

There are some countries where the use of psychological tests is restricted to psychologists. This may be supported by law or practice or simply asserted as the desirable state of affairs by the local psychological association. For other countries, the use of tests by non-psychologist professionals is recognised and may also be supported by the local psychological association. In practice this diversity of practice represents a continuum with countries like Italy at one end where the psychological associations are supporting moves for a law to limit use of tests to psychologists, and countries like UK, Norway and Sweden, where the local psychological associations are working with other professional bodies to set standards and qualifications in test use.

In addition to the psychologist vs non-psychologist issue, countries differ in how they are tackling the issue of breadth in test user qualification. In Germany the approach has been to develop a broad qualification in occupational assessment (based on the DIN33430 standard). A similar approach has been adopted in Finland, but with a clear distinction between what psychologists and non-psychologists can do in this area. The UK, Sweden and Norway have focused on developing qualifications specifically in psychological test use. In the UK, for example, broader qualification in occupational assessment is available through other routes (e.g. from the Chartered Institute for Personnel and Development).

Related to the above differences in breadth are differences in approach to qualification. The current German and Finnish qualifications focus on the assessment of knowledge. They do not contain any requirement for the assessment of competence in terms of skills or application of knowledge in practice. The British, Swedish and Norwegian approaches, on the other hand adopt a competence- based approach to qualification and require potential test user to demonstrate knowledge, skill and understanding.

The present Standards are intended to provide a set of content against which all these various approaches can be mapped. Some will provide relatively complete mappings, others less so. It is not anticipated at this stage that every European test user qualification would, or should provide complete coverage of everything contained here.

The Standards

Unit 1	Take responsibility for ethical test use
Standard: 1.1	Act in a professional and ethical manner
Standard: 1.2	Ensure you have the competence to use tests
Standard: 1.3	Take responsibility for your use of tests
Standard: 1.4	Ensure that test materials are kept securely
Standard: 1.5	Ensure that test results are treated confidentially

Unit 2	Follow good practice in the use of tests
Standard: 2.1	Evaluate the potential utility of testing in an assessment situation
Standard: 2.2	Choose tests appropriate for the situation
Standard: 2.3	Give due consideration to issues of fairness in testing
Standard: 2.4	Analyse and interpret results appropriately
Standard: 2.5	Communicate the results clearly and accurately to relevant others
Standard: 2.6	Review the appropriateness of the test and its use

Unit 3	Follow good practice in the administration of tests
Standard: 3.1	Make necessary preparations for the testing session
Standard: 3.2	Administer the tests properly
Standard: 3.3	Score the test results accurately

UNIT 1 Take responsibility for ethical test use: Test user standards

Unit 1	Take responsibility for ethical test use
Standard: 1.1	Act in a professional and ethical manner
Standard: 1.2	Ensure you have the competence to use tests
Standard: 1.3	Take responsibility for your use of tests
Standard: 1.4	Ensure that test materials are kept securely
Standard: 1.5	Ensure that test results are treated confidentially

What is this unit about?	This unit is about taking responsibility for acting in an ethical manner
Who is this unit for?	This unit should be appropriate for all test users involved in or advising on individual assessments which include or might include the use of psychological tests.

Occupational Context:
<p>Testing of people for</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration

Knowledge required in this Unit		
Theories, models and principles of:	Facts, data and information about:	Methods, techniques and procedures relating to:
<p>Ethics and principles of good practice in testing including:</p> <ul style="list-style-type: none"> • Informed consent • Privacy and confidentiality <p>Ethics and principles of good practice in client relationships</p> <p>Principles of good practice and conduct regarding relationships with paying clients</p>	<p>EFPA Meta-code of ethics</p> <p>Psychological tests</p> <p>Good practice guides:</p> <ul style="list-style-type: none"> • ITC Guidelines on Test Use • ITC Guidelines on Computer-based testing and testing on the Internet/intranet • ITC Guidelines on test adaptation • Local and national good practice guides relating to testing and test use <p>Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing</p> <p>Law and Codes of Practice relating to equal opportunities, direct and indirect discrimination, employment law.</p>	<p>Assessment needs analysis</p> <p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance

UNIT 1 Take responsibility for ethical test use: Test user standards

Standard: 1.1		Act in a professional and ethical manner
	Performance required	Occupational Context
	You must ensure that you:	Testing of people for: <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance
a	Promote and maintain professional and ethical standards.	Testing of groups for <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes
b	Implement an explicit policy on testing and test use.	Stakeholders <ul style="list-style-type: none"> • Individuals • Organizations • Hiring managers • Recruitment consultants • HR specialists
c	Require people who work for or with you adhere to appropriate professional and ethical standards of behaviour.	Testing methods <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures)
d	Conduct communications and give feedback with due concern for the sensitivities of the test taker and other relevant parties.	Administration modes <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration
e	Represent tests and testing in an accurate and balanced manner in communications with and through the media.	
f	Avoid situations in which you may have or be seen to have a vested interest in the outcome of the test, or where the test might damage the relationship with your client.	

The Learning Specification	
Essential Knowledge	Essential Skills
Professional and ethical standards in testing Professional issues and debates relating to use of tests in occupational settings Testing and test use policies	Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties. Ability to present tests and testing in a positive and balanced manner.

UNIT 1 Take responsibility for ethical test use: Test user standards

Standard: 1.2		Ensure you have the competence to use tests	
The Occupational Standard			
	Performance required	Occupational Context	
	You must ensure that you:	Testing of people for:	
a	Work within the limits of scientific principle and empirical evidence.	<ul style="list-style-type: none"> Recruitment and selection Organizational or team fit Identification of development needs Career advice and guidance 	
b	Have sufficient knowledge of test theory and psychometrics for the use you will make of tests.	Testing of groups for	
c	Know the limits of your own competence and operate within those limits in terms of contexts of testing, testing methods used and modes of administration.	<ul style="list-style-type: none"> Team development Competencies audit Other organizational purposes 	
d	Keep up with relevant changes and advances relating to the testing methods you use and with advances in the tests you use.	Testing methods	
e	Set and maintain high personal standards of competence.	<ul style="list-style-type: none"> Psychological tests of ability (maximum performance measures) Psychological tests of personality, motivation etc (typical performance measures) 	
f	Keep up with relevant changes and developments in tests and testing and in areas of legislation and policy that may impact on your use of tests.	Administration modes	
		<ul style="list-style-type: none"> Individual vs Group Paper-based, equipment-based and multi-media testing Online (internet/intranet) vs offline computer-based testing Open, Controlled, Supervised or Managed administration 	

The Learning Specification	
Essential Knowledge	Essential Skills
Scientific method.	Research and Study skills (for maintaining knowledge)
Knowledge of own competence, limitations and qualifications	Learning from experience
Up-to-date knowledge of	Self-reflection
1. testing methods and tests in general use in the occupational field, changes in testing	Self-awareness
2. specific tests one uses	Search skills (for locating information about tests and testing)
3. relevant developments in legislation and policy	

UNIT 1 Take responsibility for ethical test use: Test user standards

Standard: 1.3		Take responsibility for your use of tests	
The Occupational Standard			
	Performance required	Occupational Context	
	You must ensure that you:	Testing of people for:	
a	Only offer testing services, modes of administration and testing methods for which you are qualified.	<ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance 	
b	Accept responsibility for the choice of tests used, and for the recommendations made.	Testing of groups for	
c	Provide clear and adequate information to participants in the testing process about the ethical principles and legal regulations governing psychological testing.	<ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes 	
d	Ensure other parties are informed of their duties of responsibility and accountability regarding legal, contractual and ethical codes	Participants	
e	Accept the duties of responsibility and accountability regarding legal, contractual and ethical codes.	<ul style="list-style-type: none"> • Test taker • Organizational representatives • Hiring manager • Recruitment consultant • Career advisor 	
f	Ensure that there is informed consent and that the nature of the contract between test-taker (or responsible person) and tester is clear and understood.	Testing methods	
g	Be alert to any unintended consequences of test use.	<ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) 	
h	Try to avoid doing harm or causing distress to those involved in the testing process.	Administration modes	
		<ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration 	

The Learning Specification	
Essential Knowledge	Essential Skills
Ethical principles and legal regulations relating to psychological testing.	Production of test-taker contracts
Psychological contract between test-taker and other parties involved in the test process.	Communication skills
Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.	Ability to maintain and manage appropriate professional relationships with participants
Legal, contractual and ethical codes.	

UNIT 1 Take responsibility for ethical test use: Test user standards

Standard: 1.4		Ensure that test materials are kept securely	
The Occupational Standard			
Performance required		Occupational Context	
<p>You must ensure that you:</p> <p>a Safeguard access to test materials e.g. store test materials securely and control access to them.</p> <p>b Respect copyright law and agreements that exist with respect to a test including any prohibitions on the copying or transmission of materials in electronic or other forms to other people, whether qualified or otherwise.</p> <p>c Protect the security of the test e.g. by not coaching individuals on actual test materials or other practice materials that might unfairly influence their test performance.</p> <p>d Ensure that test techniques are not described publicly or in other ways placed in the public domain in such a way that their usefulness is impaired</p>		<p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration 	

The Learning Specification	
Essential Knowledge	Essential Skills
<p>Copyright law and related restrictions on distributions of materials</p> <p>Risks associated with different modes of administration and storage methods</p>	<p>Management of testing materials</p> <p>Management of data, filing and data storage</p>

UNIT 1 Take responsibility for ethical test use: Test user standards

Standard: 1.5		Ensure that test results are treated confidentially	
The Occupational Standard			
	Performance required	Occupational Context	
	You must ensure that you:	Testing of people for:	
a	Specify who will have access to results and define levels of confidentiality.	<ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance 	
b	Explain levels of confidentiality to individuals before tests are administered.	Testing of groups for	
c	Limit access to results to those with a right to know.	<ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes 	
d	Obtain the relevant consents before releasing results to others.	Testing methods	
e	Protect data kept on file systems so that only those who have a right of access can obtain them.	<ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) 	
f	Establish clear guidelines as to how long identifiable personal test data are to be kept on file.	Filing systems	
g	Remove names and other personal identifiers from databases of results that are archived for research use, development of norms or other statistical purposes.	<ul style="list-style-type: none"> • Computerised • Paper-based 	
		Administration modes	
		<ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration 	

The Learning Specification	
Essential Knowledge	Essential Skills
Data Protection legislation	Communication skills Management of data, filing and data storage
Good practice codes relating to the management of personal data	
Procedures for ensuring security of paper and computer-based personal data records.	
Anonymisation of data records.	

UNIT 2 Follow good practice in the use of tests: Test User Standards

Unit 2	Follow good practice in the use of tests
Standard: 2.1	Evaluate the potential utility of testing in an assessment situation
Standard: 2.2	Choose tests appropriate for the situation
Standard: 2.3	Give due consideration to issues of fairness in testing
Standard: 2.4	Analyse and interpret results appropriately
Standard: 2.5	Communicate the results clearly and accurately to relevant others
Standard: 2.6	Review the appropriateness of the test and its use

What is this unit about?	This unit is about following good practice in choosing, using and interpreting psychological tests
Who is this unit for?	This unit should be appropriate for all test users involved in or advising on individual assessments which include or might include the use of psychological tests.

Occupational Context:
<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration

Knowledge required in this Unit		
Theories, models and principles of:	Facts, data and information about:	Methods, techniques and procedures relating to:
<p>Test-related theories and models:</p> <ul style="list-style-type: none"> • Classical Test theory • Item Response Theory • Fairness and bias in testing • Reliability and Validity • Meta analysis and validity generalisation • Generalisability theory <p>Psychological theories and models of</p> <ul style="list-style-type: none"> • Cognitive ability • Personality • Motivation • Attitudes, beliefs and values • Other constructs used in testing in this occupational context <p>Theories and models relating to testing in the workplace:</p> <ul style="list-style-type: none"> • Workplace competencies • Performance management • Personal development • Career choice • Selection and recruitment <p>Ethics and principles of good practice in testing including:</p> <ul style="list-style-type: none"> • Informed consent • Privacy and confidentiality 	<p>Psychological tests</p> <p>Good practice guides:</p> <ul style="list-style-type: none"> • ITC Guidelines on Test Use • ITC Guidelines on Computer-based testing and testing on the Internet/intranet • ITC Guidelines on test adaptation • Local and national good practice guides relating to testing and test use <p>Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing</p> <p>Law and Codes of Practice relating to equal opportunities, fairness.</p> <p>Employment law</p>	<p>Assessment needs analysis</p> <p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes

UNIT 2 Follow good practice in the use of tests: Test User Standards

Standard: 2.1 Evaluate the potential utility of testing in an assessment situation	
Performance required	Occupational Context
<p>You must ensure that you:</p> <p>a Base decisions about testing on a thorough analysis of the client's requirements, ensuring that you fully understand the assessment need.</p> <p>b Establish that the constructs being measured are relevant for the assessment need</p> <p>c Assess advantages and disadvantages of using tests instead of or with other sources of information or alternative assessment strategies</p> <p>d Produce a reasoned justification for the use of tests in relation to:</p> <ul style="list-style-type: none"> • assessment methods • modes of administration, • stakeholders • and reasons for testing. <p>e Conduct a risk assessment with regards to assessment method security, legal issues and protection of intellectual property in relation to:</p> <ul style="list-style-type: none"> • testing methods • testing conditions • modes of administration, • context, • stakeholders. <p>f Consider how other sources of information might be used together with or instead of the tests.</p> <p>g Can explain to the relevant stakeholder the utility associated with the use of tests and other methods of assessment.</p>	<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Stakeholders</p> <ul style="list-style-type: none"> • Individuals • Organizations • Hiring managers • Recruitment consultants • HR specialists <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration

The Learning Specification	
Essential Knowledge	Essential Skills
<p>Job and task analysis</p> <p>Competency profiling</p> <p>Legal and best practice requirements relating to confidentiality and security of personal data</p> <p>Costs, benefits and risks associated with different modes of testing</p> <p>Intellectual property rights and copyright law</p> <p>Guidelines of relevant national and international professional bodies</p> <p>Utility theory</p>	<p>Job and task analysis methods</p> <p>Competency profiling methods</p> <p>Relating job descriptions to person specifications</p> <p>Risk assessment</p> <p>Cost-benefit analysis</p>

UNIT 2 Follow good practice in the use of tests: Test User Standards

Standard: 2.2 Choose tests appropriate for the situation	
Performance required	Occupational Context
<p>You must ensure that you:</p> <p>a Examine current information covering the range of potentially relevant tests (e.g., from specimen sets, independent reviews, expert advice), before selecting a test to use.</p> <p>b Consider which tests, if any, are appropriate for the assessment contexts</p> <p>c Choose tests based on an evaluation of the technical and user documentation and other available information to ensure that the test's scope, reliability, validity, standardisation, fairness, accessibility, language or dialect version, practicality and acceptability are appropriate to the identified assessment need.</p> <p>d Agree the choice of tests, administration conditions and administration modes with relevant stakeholders.</p> <p>e Respond to requests from test takers by providing sufficient information to allow them to understand why the test was chosen.</p> <p>f Agree applications of results and confidentiality and security of the personal data with relevant stakeholders.</p>	<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Criteria of appropriateness</p> <ul style="list-style-type: none"> • Scope or coverage • Reliability • Validity • Norms • Fairness • Acceptability to stakeholders • Practicality in terms of admin, cost etc <p>Stakeholders</p> <ul style="list-style-type: none"> • Individuals • Organizations • Hiring managers • Recruitment consultants • HR specialists <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration

The Learning Specification	
Essential Knowledge	Essential Skills
<p>Relevant testing methods and instruments</p> <p>Validity and reliability Meta analysis and validity generalisation Measurement error Classical Test Theory Item Response Theory Norms and standardisation Differential item functioning and test bias</p> <p>Psychometric properties of testing instruments.</p> <p>Legal and practice requirements relating to confidentiality and security of personal data</p>	<p>Assessment needs analysis</p> <p>Negotiating and agreeing testing procedures with stakeholders.</p> <p>Integration of testing into broader assessment procedures</p> <p>Use of assessment matrix to map constructs being assessed against methods of assessment</p>

UNIT 2 Follow good practice in the use of tests: Test User Standards

Standard: 2.3 Give due consideration to issues of fairness in testing		
	Performance required	Occupational Context
	You must ensure that you:	Testing of people for: <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes
a	Avoid the use of stereotypes in test selection, administration and interpretation	Testing of groups for: <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes
b	Evaluate any potential for bias in the test given the testing context and conditions, for the various groups that will be tested.	Various groups differing in terms of <ul style="list-style-type: none"> • gender, • cultural background, • education, • ethnic origin, • religion • age • sexual orientation • language • any disability • social exclusion
c	Check: <ol style="list-style-type: none"> i. that the modes of administration are appropriate ii. that the constructs being assessed are meaningful in each of the groups represented iii. that evidence is available on possible group differences in performance on the test. iv. that there is validity evidence to support the intended use of the test in the various groups and that the effects of any group differences not relevant to the main purpose of assessment (e.g., differences in motivation to answer, or reading ability) are minimised. v. that the context, culture and language of the test is appropriate. 	Testing methods <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures)
d	Interpret guidelines relating to the fair use of tests in the context of local policy and legislation.	Administration modes <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration
e	Make appropriate arrangements for test takers with disabilities.	Appropriate arrangements for: <ul style="list-style-type: none"> • Hearing, visual or motor impairments • Learning disabilities, dyslexia • Those being tested in a language that is not their first language
f	Ensure that test administrators are aware of issues of fairness and take them into account before during and after administration.	
g	Check that administrators: <ol style="list-style-type: none"> i. implement accommodations for test takers with disabilities appropriately ii. can communicate proficiently with the test taker in an appropriate language. iii. Observe tests takers and identify any difficulties they may have with the test process iv. Document any administration problems or deviations from standard procedures. 	
h	Analyse and interpret scores with due regard for fairness and equity issues.	

UNIT 2 Follow good practice in the use of tests: Test User Standards

The Learning Specification	
Essential Knowledge	Essential Skills
<p>Relevant testing methods and instruments</p> <p>Validity and reliability</p> <p>Meta analysis and validity generalisation</p> <p>Measurement error</p> <p>Classical Test Theory</p> <p>Item Response Theory</p> <p>Norms and standardisation</p> <p>Differential item functioning and test bias</p> <p>Psychometric properties of testing instruments.</p> <p>Legal and practice requirements relating to equal opportunities and disability</p> <p>ITC test adaptation guidelines</p> <p>Impact of various disabilities on test taking performance.</p> <p>Best practice on making allowances for various forms of impairment of disability.</p>	<p>Communication with people from differing backgrounds and circumstances</p> <p>Interpersonal skills.</p>

UNIT 2 Follow good practice in the use of tests: Test User Standards

Standard: 2.4		Analyse and interpret results appropriately
	Performance required	Occupational Context
	You must ensure that you:	Testing of people for:
a	Produce an interpretation of the results that takes account of available information about the test taker with due regard to the testing context, conditions, methods and modes; the technical qualities of the test; and the assessment need.	<ul style="list-style-type: none"> Recruitment and selection Organizational or team fit Identification of development needs Career advice and guidance Other organizational purposes
b	Choose suitable norm or reference groups as appropriate for the context in which testing took place and the testing methods used	Testing of groups for:
		<ul style="list-style-type: none"> Team development Competencies audit Other organizational purposes
c	Choose scale types and derived scores relevant to the intended use of the test scores e.g. stens, percentiles.	Test taker information
d	Consider reasonable alternative interpretations	<ul style="list-style-type: none"> age, gender, schooling, culture other factors
e	Produce an interpretation of the results that takes account of available information from other sources or other methods of assessments.	Testing methods
f	Give due consideration to the available evidence of the technical properties of the test for members of the test takers' relevant demographic groups.	<ul style="list-style-type: none"> Psychological tests of ability (maximum performance measures) Psychological tests of personality, motivation etc (typical performance measures)
g	Take account of the possible impact of prior experience on the test	Other sources of information
h	Avoid over-generalising the results of one test	<ul style="list-style-type: none"> Assessment and development centre exercises Structured interviews Biodata and related inventories Simulations and behavioural (e.g. work) samples
i	Ensure that invalid conclusions are not drawn from comparisons of scores with norms that are not relevant to the people being tested or are outdated.	Administration modes
j	Take account of any individual or group variations from standard procedures in test administration.	<ul style="list-style-type: none"> Individual vs Group Paper-based, equipment-based and multi-media testing Online (internet/intranet) vs offline computer-based testing Open, Controlled, Supervised or Managed administration
k	Use computer generated reports appropriately in interpretation and with due regard for their technical qualities.	

UNIT 2 Follow good practice in the use of tests: Test User Standards

The Learning Specification	
Essential Knowledge	Essential Skills
<p>General knowledge of the psychometric properties of testing instruments.</p> <p>Knowledge of specific tests used: theoretical or conceptual basis, technical documentation and guidance on the use and interpretation of the scale scores.</p> <p>Knowledge of different scale types (normative, ipsative) and item response formats (forced choice, open, rating) and their effects on scale score interpretation.</p> <p>Knowledge of scales used, the characteristics of the norm or comparison groups, and the limitations of the scores</p> <p>Norms and standardisation</p> <p>Different types of standard score scales and methods of converting between them.</p>	<p>Test scoring</p> <p>Conversion of test raw scores to standard scores</p> <p>Bringing together and documenting of tests scores and other assessment data for reports.</p> <p>Computation, where appropriate, of composite scores using standard formulae and equations.</p> <p>Use of norm tables</p> <p>General test interpretation skills</p> <p>Interpretation of ipsative instruments</p> <p>Context related interpretation skills</p> <p>Instrument specific interpretation skills</p> <p>Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings, assessment centre ratings etc)</p>

UNIT 2 Follow good practice in the use of tests: Test User Standards

Standard: 2.5		Communicate the results clearly and accurately to relevant others
	Performance required	Occupational Context
	You must ensure that you:	Testing of people for:
a	Identify relevant others who may legitimately receive test results.	<ul style="list-style-type: none"> Recruitment and selection Organizational or team fit Identification of development needs Career advice and guidance Other organizational purposes
b	Discuss results with test takers and relevant others in a constructive and supportive manner.	
c	Agree final outcomes and reports with relevant others	Testing of groups for:
d	Communicate results to agreed recipients.	<ul style="list-style-type: none"> Team development Competencies audit Other organizational purposes
e	Provide written or oral reports for relevant interested parties, with the informed consent of the test takers, or their legal representatives.	Clients
f	Use a form and structure for a report that is appropriate to the context of the assessment.	<ul style="list-style-type: none"> Individuals Organizations Hiring managers Recruitment consultants
g	Include within written reports a clear summary, and when relevant, specific recommendations.	Recipients
h	Ensure that the technical and linguistic levels of any reports are appropriate for the level of understanding of the recipients.	<ul style="list-style-type: none"> The test taker The client Relevant third parties
i	Explain how the importance of the test results should be weighted in relation to other information about the people being assessed.	Testing methods
j	Make clear that the test data represent just one source of information and should always be considered in conjunction with other information.	<ul style="list-style-type: none"> Psychological tests of ability (maximum performance measures) Psychological tests of personality, motivation etc (typical performance measures)
k	When appropriate provide decision-makers with information on how results may be used to inform their decision	Administration modes
		<ul style="list-style-type: none"> Individual vs Group Paper-based, equipment-based and multi-media testing Online (internet/intranet) vs offline computer-based testing Open, Controlled, Supervised or Managed administration

The Learning Specification	
Essential Knowledge	Essential Skills
General knowledge of the psychometric properties of testing instruments.	Written and oral communication
Knowledge of specific tests used	Rapport building
Validity and reliability	Report writing
Meta analysis and validity generalisation	Providing feedback
Measurement error	
Classical Test Theory	Integration of test results with other assessment outcomes for reports.
Item Response Theory	
Norms and standardisation	
Differential item functioning and test bias	

UNIT 2 Follow good practice in the use of tests: Test User Standards

Standard: 2.6		Review the appropriateness of the test and its use
	Performance required	Occupational Context
a	You must ensure that you: Monitor and periodically review change over time in the populations of individuals being tested and any criterion measures being used.	Testing of people for: <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes Testing of groups for: <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes
b	Monitor test data for evidence of adverse impact and re-evaluate the legal and equity issues arising in using the test and check that best practice is being followed.	
c	Participate in formal validation studies where possible and practical.	
d	Assist in updating information regarding the norms, reliability and validity of the test by providing relevant test data to the test developers, publishers or researchers.	
e	Re-evaluate the use of a test if changes are made to its form, content, or mode of administration.	
f	Re-evaluate the evidence of validity if the purpose for which a test is being used is changed.	

The Learning Specification	
Essential Knowledge	Essential Skills
General knowledge of the psychometric properties of testing instruments. Knowledge of specific tests used Validity and reliability Norms and standardisation	Communication with test developers, publishers and researchers (criteria: d, c; in line with standards 1.5, 2.3) Co-operation skills (criteria: d, c; in line with standards: 1.5.) Evaluation skills (criteria: b, e, f) Monitoring skills (criteria: a, b) Management of data, filing and data storage (criteria: d) Search skills for finding information about test updates (criteria: e, f; in line with standards: 1.2.)

UNIT 3 Follow good practice in the administration of tests: Test User Standards

Unit 3	Follow good practice in the administration of tests
Standard: 3.1	Make necessary preparations for the testing session
Standard: 3.2	Administer the tests properly
Standard: 3.3	Score the test results accurately

What is this unit about?	This unit is about following good practice in administering psychological tests
Who is this unit for?	This unit should be appropriate for all those involved in the administration of tests to individuals or groups.

Occupational Context:
<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration

Knowledge required in this Unit		
Theories, models and principles of:	Facts, data and information about:	Methods, techniques and procedures relating to:
<p>Ethics and principles of good practice in test administration</p> <ul style="list-style-type: none"> • Informed consent • Privacy and confidentiality 	<p>Psychological tests</p> <p>Good practice guides relating to test administration:</p> <ul style="list-style-type: none"> • ITC Guidelines on Test Use • ITC Guidelines on Computer-based testing and testing on the Internet/intranet • Local and national good practice guides relating to testing and test use <p>Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to testing</p> <p>Law and Codes of Practice relating to equal opportunities, direct and indirect discrimination, and employment law.</p>	<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes

UNIT 3 Follow good practice in the administration of tests: Test User Standards

Standard: 3.1 Make necessary preparations for the testing session		
	Performance required	Occupational Context
	You must ensure that you:	Testing of people for:
a	Provide relevant parties in a timely manner with clear information concerning the purpose of testing, how the results will be used and data management arrangements.	<ul style="list-style-type: none"> Recruitment and selection Organizational or team fit Identification of development needs Career advice and guidance Other organizational purposes
b	Provide guidance on ways in which test takers might best prepare for the test session, and the procedures to be followed.	Testing of groups for:
c	Check that the test is appropriate for the linguistic or dialectic group of the test taker.	<ul style="list-style-type: none"> Team development Competencies audit Other organizational purposes
d	Send test takers approved practice, sample, or preparation materials where these are available and where this is consistent with recommended practice for the tests concerned.	Testing methods
e	Explain clearly to test takers their rights and responsibilities.	<ul style="list-style-type: none"> Psychological tests of ability (maximum performance measures) Psychological tests of personality, motivation etc (typical performance measures)
f	Gain the explicit informed consent of test takers or their representatives before any testing is done.	Administration modes
g	Explain, when testing is optional, the consequences of taking or not taking the test to relevant parties so that they can make an informed choice.	<ul style="list-style-type: none"> Individual vs Group Paper-based, equipment-based and multi-media testing Online (internet/intranet) vs offline computer-based testing Open, Controlled, Supervised or Managed administration
h	Make the necessary practical arrangements for the test sessions.	
i	Ensure test centres or locations are available and suitably equipped.	
j	Ensure that staff who will be involved in the administration are competent.	
k	Inform the test taker of the testing context and conditions	
l	Prepare the testing methods, equipment and materials	
m	Make arrangements for the testing of people with disabilities	

The Learning Specification	
Essential Knowledge	Essential Skills
Relevant testing methods and instruments	<p>Written and oral communication</p> <p>Management of testing materials</p> <p>General administration</p>

UNIT 3 Follow good practice in the administration of tests: Test User Standards

Standard: 3.2 Administer the tests properly	
Performance required	Occupational Context
<p>You must ensure that you:</p> <p>a Welcome test-takers and brief them in a positive fashion, and act to reduce their anxiety.</p> <p>b Provide appropriate assistance to test takers who show signs of undue distress or anxiety.</p> <p>c Carry out administration procedures as specified in test manuals.</p> <p>d Deal appropriately with any questions, technical or personal problems or issues arising during the testing session.</p> <p>e Observe and record deviations from test procedures.</p> <p>f Ensure the security and safety of testing materials and that all materials are accounted for at the end of each testing session</p> <p>g Adhere strictly to the directions and instructions specified in test manuals while making reasonable accommodations for persons with disabilities.</p>	<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration <p>Technical problems and issues</p> <ul style="list-style-type: none"> • Computer system crashes • Loss of Internet/intranet connection <p>Personal problems and issues</p> <ul style="list-style-type: none"> • Illness or sickness • Anxiety • Session interruptions or disruptions

The Learning Specification	
Essential Knowledge	Essential Skills
<p>The possible impact of assessment on test takers</p> <p>The possible impact of mode of administration on the quality of test results</p> <p>The possible impact of anxiety on test performance.</p>	<p>General skills associated with managing issues and problems that might arise in testing sessions</p> <p>Test administration process skills relating to different types of tests and conditions of administration (group, individual; interactive non-interactive)</p> <p>Management of testing materials</p>

UNIT 3 Follow good practice in the administration of tests: Test User Standards

Standard: 3.3 Score test results accurately	
Performance required	Occupational Context
<p>You must ensure that you:</p> <p>a Score test results according to standardised procedures where scoring is not automated.</p> <p>b Generate normed and derived scores according to documented procedures associated with the testing method.</p> <p>c Uses procedures to screen test results to recognise improbable or unreasonable scores. Checks score scale-conversions and other clerical procedures for accuracy.</p> <p>d Clearly and accurately labels scales and provides clear identification of norms, scales types, and equations used.</p>	<p>Testing of people for:</p> <ul style="list-style-type: none"> • Recruitment and selection • Organizational or team fit • Identification of development needs • Career advice and guidance • Other organizational purposes <p>Testing of groups for:</p> <ul style="list-style-type: none"> • Team development • Competencies audit • Other organizational purposes <p>Testing methods</p> <ul style="list-style-type: none"> • Psychological tests of ability (maximum performance measures) • Psychological tests of personality, motivation etc (typical performance measures) <p>Administration modes</p> <ul style="list-style-type: none"> • Individual vs Group • Paper-based, equipment-based and multi-media testing • Online (internet/intranet) vs offline computer-based testing • Open, Controlled, Supervised or Managed administration

The Learning Specification	
Essential Knowledge	Essential Skills
<p>Test scoring procedures</p> <p>Norms and standardisation</p> <p>Aberrant response patterns</p>	<p>Use of scoring keys and self-scoring test forms</p> <p>Use of norm tables</p> <p>Conversion of test raw scores to standard scores</p> <p>Bringing together and documenting of tests scores and other assessment data for reports.</p> <p>Computation, where appropriate, of composite scores using standard formulae and equations.</p> <p>Management and filing of data</p> <p>Procedures for checking for clerical errors.</p>