

# **The Swedish Process for the European Test User Certificate in Work and Organizational Assessment**

## **Introduction**

The Swedish process for the European Test User Certificate (Level 2) in Work and Organizational assessment is based on the current EFPA Test User Standards (2013). The certification involves an assessment conducted by STP.

For the past 10 years, STP has been conducting assessments of competence in test use using standards based on the old UK BPS Level A/B standards. Now this has been updated to conform to the new EFPA Test User Standards (2013). The Swedish version of the EFPA standards can be found on the STP website [[www.stpsverige.se](http://www.stpsverige.se)].

The following documentation is intended to supplement that which is available on the website and to demonstrate how the STP has approached the process of assessing test user competence in compliance with the 2013 EFPA Test User Standard.

## **The Assessment Day**

The administration of the assessment of the candidates is carried out by STP and the Assessment is done during one whole day - The Assessment Day. The dates of Assessment Days are advertised on the STP web page in the beginning of spring and fall. Applications have to be submitted by candidates at least 4 weeks ahead of the Assessment Day.

## **The Assessors**

An assessor is a person that:

1. Is a STP Certified Test User.
2. Has been working as a Test User in the work and organizational assessment field for at least 5 years.
3. Has been verified to assess candidates for the EFPA Test User certificate by the National Awarding Committee (NAC) – see Document 3.

During the Assessment Day, each candidate is assessed by two assessors. These are selected to ensure that one is a specialist in psychometrics and the other an experienced test use practitioner. There is a maximum of eight candidates for each Assessment Day.

### **The candidates**

To be eligible for an Assessment Day, candidates must have an academic degree. It is not necessary that they have a degree in psychology.

### **Contents of the Assessment Day**

Prior to attending the Assessment Day, candidates have to have complete a theoretical written exam at home in their own time. The home assignment consists of 10 questions. The questions are of a descriptive character (see Appendix 1).

The Assessment Day consists of 4 parts (see Document 1 for details).

1. The results of the written home exam are verified using a short written exam. with similar questions on the supervised Assessment Day (Exam).
2. The review and evaluation of a test manual (Review).
3. The description of an assessment case (Case).
4. Discussion on complex ethical and feedback issues (Discussion).

It is necessary for a candidate to satisfy the examiners that they pass in all four parts and that they have covered the full range of knowledge and skills encompassed by the EFPA Test User Standards.

Candidates who 'pass' the Assessment Day have to agree to follow the EFPA Code of Good Practice in Testing (see appendix 5) and to maintain their competence as well as meeting any administrative requirements prior to be entered onto the Register of Certified Test Users.

### **The Register of Certified Test Users**

All certified test users are listed on the STP web site and this register is open to the public.

The web page is administered by STP and the Swedish Psychological Association.

### **Compliance with EFPA requirements**

The Certification procedures and the working of the Swedish NAC are designed to be compliant with the EFPA Rules Governing Certification Procedures, Version 1.1. (EFPA Board of Assessment document ref # 036b, March 2012).

All registered are required to maintain their competence while registered as European Test User Certificate holders and to agree to periodic re-assessments of competence or submission of evidence of practice if and when required, in conformance with the EFPA Test User regulations. To obtain the Certificate they also sign a declaration to follow the EFPA Code of Good Practice for Psychological Testing. (Appendix 5)

European Test User Certificates are valid for a maximum period of six years as specified in the EFPA EuroTest Regulations. After this time candidates will be required to re-validate their qualification.

### **Attached documents describing the Swedish certification system**

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| <b>Document 1</b>    | describes the different parts of the Assessment Day and how these are related to the EFPA Test User Standard requirements. |
| <b>Document 2</b>    | gives a breakdown of the Assessment Day components in terms of what they cover in the EFPA Test User Standard.             |
| <b>Document 3</b>    | describes the Swedish National Awarding Committee (NAC)  |
| <b>Appendix 1- 4</b> | are examples from the Assessment Day and the pre-Assessment Day examination.   |
| <b>Appendix 5</b>    | is the EFPA Code of Good Practice that the candidates will sign.   |

## Document 1

Document 1 describes the different parts of the Assessment Day and how these are related to the 2013 EFPA Test User Standard requirements.

The Assessment Day is constructed so that both theoretical knowledge and practical implementation of that knowledge is assessed.

A theoretical written home exam is sent out 3 weeks before the Assessment Day and finished sent back to the Assessors 1 week before.

The Assessment Day consists of 4 different parts.

1. The theoretical written home exam is followed up by a short written exam with similar questions on the Assessment Day.
2. Review and evaluation of a test manual.
3. Description of an assessment case that has been sent in beforehand by the candidate.
4. Discussion on complex ethical and feedback issues.

## Description of the Assessment Day

### 1. The written examinations: “Exam”

The written home examination consists of 10 questions to be answered at home and 5 similar questions that are answered at the Assessment Day. The questions are of a descriptive and investigative character.

(Examples of questions are given in Appendix 1 and 2.)

The knowledge that is assessed in the written exams covers:

*Psychometric theories and models:*

Classical test theory, Reliability and Validity Norms and standardisation

*Concept of latent traits or true scores and measurement error*

*Psychological theories and models of:*

Cognitive ability, Personality, Motivation, attitudes, beliefs and values, other constructs used in testing in the occupational context, Other constructs used in testing in this occupational context,

*Theories and models relating to the application of testing in the workplace:*

Utility theory – costs, benefits and risks associated with different models of testing

*Facts, data and information about:*

Different scale types (normative, ipsative) and item response formats and their effects on interpretation.

General knowledge of relevant testing methods and instruments.

*Methods, techniques and procedures relating to:*

Assessment needs analysis, job and task analysis and competency profiling

Knowledge of scales used, characteristics of the norm or comparison groups, guidance on the use and interpretation of the scale scores

*Scientific method and evidence based approach to assessment*

*Test scoring:*

Conversion of raw scores to standard scores. Computation, where appropriate of composite scores using standard formulae and equations, evaluation skills.

### Evaluation of Written exams

Home exam answers are awarded 1 point/ question. For a grade of pass a minimum of 7 points is required. If the candidate has less than 7 points, the home exam will have to be improved before the candidate qualifies for the Assessment Day. The Control exam answers are awarded 1 point per question. A minimum of 4 points is required for a grade of pass.

## 2. Review and evaluation of a test manual: “Review”

The candidates will have the EFPA criteria for evaluation of a test as help in the examination. The reason to use a test manual is to not only have a theoretical approach but also to assess the ability to use the knowledge in practice. It is to ensure that the candidate knows what to look for and being able to interpret it. (Examples of questions are given in Appendix 3)

The knowledge that is assessed in the review exercise covers:

*Psychometric and theories and models*

Classical test theory, Reliability and Validity Norms and standardisation

Fairness and bias in testing.

*Psychological theories and models*

Cognitive ability and Personality, Motivation attitudes beliefs and values.

Other construct used in testing in the occupational context.

*Theories and models relating to the application of testing in the workplace*

Utility theory - costs, benefits and risks associated with different modes of testing

Workplace competencies performance management personal development, career choice and selection and recruitment

*Knowledge of the specific manual/test used*

Theoretical or conceptual basis, Limitation on use and on interpretation Knowledge of scales used, characteristics of the norm or comparison groups, Guidance on the use and interpretation of the scale scores.

*Research and study skills:*

Search skills for locating information about tests and testing and about specific test updates

*Facts, data and information about:*

Different scale types and item response formats and their effect on scale score interpretation. General knowledge of relevant testing methods and instruments.

*General test interpretation skills*

Instrument specific interpretation skills

Evaluation of review of test manual:

Essential Psychometric parameters (reliability, validity and norm groups) must be described and evaluated. Theoretical basis for the test must be stated. Evaluation of positive and negative aspects of the test must be addressed.

### 3. Description of an assessment case: “Case”

The candidate will have to describe an actual practical testing case that he or she has had. The assessment case is used to get a practical description of skills to how the theoretical knowledge is used. The candidate will have to send in a description of a case before the Assessment Day. At the Assessment Day a short verbal account of the assessment case is given. Questions are being asked about choice of method, rationale for choice of method, how test data was gathered and how the results were interpreted and weighted. The candidate shall also describe how different types of information about the assessment participant were integrated, i.e. assessment data, interview results and other types of data.

The description will have to cover:

1. The problem: A description of the client’s problem and in what context the assessment has to be done. The need for an assessment in relation to the job analysis and what variables have to be assessed.
2. Rationale and method: The logical ground for selection of assessment methods to assess the different variables. The evidence for why the methods have been selected and how they are weighted in the overall assessment decision. Description of cut offs if they have been used and from what evidence.
3. How the person is invited and informed of the assessment.
4. How data is collected and the procedure for the practical fulfilment of the assessment.
5. Result: How the calculation and/or the combination of data is done.
6. Conclusions and recommended decision Description of the process for drawing conclusions and how these are leading to recommendations to the client.
7. How the feed-back to the candidate is done
8. How and to whom the feed-back to the client is done.
9. How the test material is handled and stored.
10. What method is being used for systematic evaluation of the assessments.

The description of the Assessment Case will practically show knowledge of:

*Theories, models and principles of:*

Scientific method and evidence-based approach to assessment

Professional and ethical standards in testing

Principles of good practice in testing including: 1. Informed consent 2. Privacy and confidentiality

Ethics and principles of good practice in client relationships including conduct regarding paying clients

Psychological contract between test-taker and other parties involved in the test process

Test use policies

Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.

*Facts, data and information about:*

Knowledge of own competence, limitations and qualifications

Up-to-date knowledge of testing methods and tests in general use in the occupational field, changes in testing, specific tests one uses

Legal, contractual and ethical codes.

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

*Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing*

Risks associated with different modes of test administration and storage methods

Good practice codes relating to the management of personal data

Copyright law and related restrictions on distributions of materials

*Law and Codes of Practice relating to equal opportunities, direct and indirect discrimination, employment law.*

Best practice on making allowances for various forms of impairment of disability.

*Methods, techniques and procedures relating to:*

*Assessment needs analysis*

Job and task analysis, competency profiling

*Knowledge of specific tests used*

Theoretical or conceptual basis, Limitation on use and on interpretation, Knowledge of scales used, Characteristics of the norm or comparison groups, Guidance on the use and interpretation of the scale scores.

*Essential Skills*

Integration of testing into broader assessment procedures

Relating job descriptions to person specifications,

Communication with people from differing backgrounds and circumstances

*Interpersonal skills.*

Test administration

*Management of testing materials*

General administration

General skills associated with managing issues and problems that might arise in testing sessions

Test administration process skills relating to different types of tests and conditions of administration

*Test scoring*

Use of scoring keys and self-scoring test forms

Conversion of raw scores to standard scores

Computation, where appropriate, of composite scores using standard formulae and equations.

Use of norm tables

Aberrant response patterns

*General test interpretation skills*

The possible impact of assessment on test takers

The possible impact of mode of administration on the quality of test results

The possible impact of anxiety on test performance Context related interpretation skills

Instrument specific interpretation skills

*Written and oral communication*

Rapport building

Report writing

*Providing feedback*

Integration of test results with other assessment outcomes for reports.

Bringing together and documenting of tests scores and other assessment data for reports.

Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings, assessment centre ratings etc)

Co-operation skills

Evaluation skills

The case description will have to contain 3 different parts: Before, during and after the testing. The actions described will have to comply with the standard. The evaluation of the case is rated by the assessors independently. Both assessors must approve the case.

#### 4. Complex ethical and feedback issues: “Discussion”

These issues are covered by a discussion on difficulties and ethical issues connected to an assessment process. It could focus on the need to understand professional and ethical considerations according to the standard. (Examples of the questions are given in Appendix 4.)

The knowledge that is assessed in the discussion covers:

*Professional and ethical standards in testing*

Principles of good practice in testing including:

Informed consent

Privacy and confidentiality

Ethics and principles of good practice in client relationships including conduct regarding paying clients

Psychological contract between test-taker and other parties involved in the test process.

*Legal contractual and ethical codes*

Swedish legislation in the test area,

*Test use policies*

ITC Guidelines on Test Use and Computer based testing

Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.

*Methods, techniques and procedures relating to security of*

Paper and Computer based personal data, copyright materials and intellectual property.

Saving of data in different organisations (public-private)

*Facts, data and information about:*

Data protection legislation

Risks associated with different modes of test administration and storage methods

Good practice codes relating to the management of personal data

*Essential skills*

*Research and study skills for maintain knowledge*

*Communication skills*

Evaluation complex ethical and feed back issues:

The group discussion is lead by one assessor (a maximum of 4 candidates per assessor.) The issues must be thoroughly addressed by each candidate. The challenges will have to be considered and suggestions how to deal with them will have to be given. Each candidate will have to give examples from their own work. There is a pass or fail for each candidate given by the assessor.

#### Summary of the evaluated parts

For a grade of pass, each subpart must separately be given a grade of Pass. Completion assignments may be given if anything is missing to be able to get a certificate. The result of the Assessment Day is given by e-mail 7 days at the latest after the Assessment Day was completed.

## Document 2

Document 2 gives a breakdown of the Assessment Day components in terms of what they cover in the EFPA Test User Standard.

The Swedish assessment system assesses candidates' ability in both theory and practice through:

1. A theoretical written home **exam** that is followed up by a short written exam with similar questions on the Assessment Day.
2. **Review** and evaluation of test manual.
3. Description of an assessment **case**.
4. **Discussion** on complex ethical and feedback issues.

The Assessment Day is described in Document 1.

### Mapping of the Assessment Day parts to EFPA Test User Standards

The following table describes how the different parts of the Assessment Day cover the standards.

EFPA Standards	1 Exam	2 Case	3 Review	4 Discussion
<b>Take responsibility for ethical use</b>				
1.1 Act in professional and ethical manner		x		<b>x</b>
1.2 Ensure you have competence to use tests	<b>x</b>	x	x	
1.3 Take responsibility for you use of tests		<b>x</b>		x
1.4 Ensure that test materials are kept securely		<b>x</b>		x
1.5 Ensure that test results are treated confidentially		<b>x</b>		x
<b>Follow good practice in the use of tests</b>				
2.1 Evaluate the potential utility of testing in an ass. sit.	<b>x</b>			
2.2 Chose tests appropriate for the situation		x	<b>x</b>	
2.3 Give due consideration to fairness in testing	x	x		<b>x</b>
2.4 Analyse and interpret results appropriately	<b>x</b>	x	x	
2.5 Communicate the results clearly and accurately		<b>x</b>		
...				
2.6 Review the appropriateness of a test and its use		x	<b>x</b>	
<b>Follow good practice in the administration of tests</b>				
3.1 Make necessary preparation for the testing session		<b>x</b>		
3.2 Administer the test properly		<b>x</b>		
3.3 Score the results accurately		<b>x</b>		

**x** main source of information X additional source of information

(see Document 1 for further information on the methods)

The following table describes how the different parts of the Assessment Day cover the Knowledge and skills for the different Units.

<b>Knowledge and skills required for Unit 1</b>	Method of assessment
<b>Theories, models and principles of:</b>	
Scientific method and evidence-based approach to assessment.	Exam Case
Professional and ethical standards in testing	Case Discussion
Principles of good practice in testing including:	Case Discussion
- Informed consent	Case Discussion
- Privacy and confidentiality	Exam Case Discussion
Ethics and principles of good practice in client relationships including conduct regarding paying clients	Discussion
Psychological contract between test-taker and other parties involved in the test process.	Case Discussion
Test use policies	Case Discussion
Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.	Case Discussion
<b>Facts, data and information about:</b>	
Knowledge of own competence, limitations and qualifications	Discussion Case
Up-to-date knowledge of	
1. testing methods and tests in general use in the occupational field, changes in testing	Case
2. specific tests one uses	Case
3. relevant developments in legislation and policy	Exam
Legal, contractual and ethical codes.	
- ITC Guidelines on Test Use	Discussion Case
- ITC Guidelines on Computer-based testing and testing on the Internet/intranet	Discussion
- EFPA Meta-code of ethics	Discussion Case
- Local and national good practice guides relating to testing and test use	Case Discussion

Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing	Case
- Data Protection legislation	Exam Discussion
- Risks associated with different modes of test administration and storage methods	Discussion Case
- Good practice codes relating to the management of personal data	Discussion Case
- Copyright law and related restrictions on distributions of materials	Exam Case
Law and Codes of Practice relating to equal opportunities, direct and indirect discrimination, employment law.	Exam Case
- Best practice on making allowances for various forms of impairment of disability.	Case
<b>Methods, techniques and procedures relating to:</b>	
Procedures for ensuring security of paper and computer-based personal data records.	Case Discussion
Procedures for ensuring security of copyright materials and intellectual property.	Case Discussion
Procedures for the anonymisation of data records.	Case Discussion
<b>Essential Skills</b>	
Research and Study skills (for maintaining knowledge)	
- Learning from experience	Case Discussion
- Self-reflection	Discussion
- Self-awareness	Discussion
- Search skills for locating information about tests and testing and about specific test updates	Review Case Discussion
Ability to maintain and manage appropriate professional relationships with participants	
- Production of test-taker contracts	Case Discussion
- Production of test use policies	Case Discussion
Communication skills	
- Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties.	Case Discussion
- Ability to present tests and testing in a positive and balanced manner.	Case Discussion
Procedures for the management of testing materials – security and storage	Case Discussion
Procedures for the management of data, filing and data storage	Case Discussion
<b>Knowledge and skills required for Units 2 and 3</b>	
	Method of assessment

Concept of latent traits or true scores and measurement error	Exam
Psychometric theories and models:	
- Classical Test theory	Exam Review
- Reliability and Validity	Exam Review
- Norms and standardisation	Exam Review
- Fairness and bias in testing	Exam Review Discussion
Psychological theories and models of	
- Cognitive ability	Exam Case Review
- Personality	Exam Case Review
- Motivation	Exam Case Review
- Attitudes, beliefs and values	Exam Case Review
- Other constructs used in testing in this occupational context	Exam Case Review
Theories and models relating to the application of testing in the workplace:	
- Utility theory - costs, benefits and risks associated with different modes of testing	Exam Review
- Workplace competencies	Case Review
- Performance management	Case Review
- Personal development	Case Review
- Career choice	Case Review
- Selection and recruitment	Exam Case Review
<b>Facts, data and information about:</b>	
- Different scale types (normative, ipsative) and item response formats (forced choice, open, rating) and their effects on scale score interpretation General knowledge of relevant testing methods and instruments	Exam Review Discussion
<b>Methods, techniques and procedures relating to:</b>	
Assessment needs analysis	
- Job and task analysis	Exam Case
- Competency profiling	Exam Case
Knowledge of specific tests used:	

- Theoretical or conceptual basis,	Case Review
- Limitation on use and on interpretation	Case Review Discussion
- Knowledge of scales used,	Exam Case Review
- Characteristics of the norm or comparison groups	Exam Case Review
- Guidance on the use and interpretation of the scale scores.	Exam Case Review
<b>Essential Skills</b>	
Assessment needs analysis	
- Relating job descriptions to person specifications	Case
Integration of testing into broader assessment procedures	Case
Communication with people from differing backgrounds and circumstances	Case
Interpersonal skills.	Case
Test administration	
- Management of testing materials	Case Discussion
- General administration	Case Review
- General skills associated with managing issues and problems that might arise in testing sessions	Case Discussion
- Test administration process skills relating to different types of tests and conditions of administration	Case Review Discussion
- Management of data, filing and data storage	Case Discussion
- Procedures for checking for clerical errors.	Case
Test scoring	
- Use of scoring keys and self-scoring test forms	Review Case
- Conversion of raw scores to standard scores	Exam Case Review
- Computation, where appropriate, of composite scores using standard formulae and equations.	Exam Case
- Use of norm tables	Case Review
- Aberrant response patterns	Case Discussion
General test interpretation skills	
- The possible impact of assessment on test takers	Case

	Discussion
- The possible impact of mode of administration on the quality of test results	Case Discussion
- The possible impact of anxiety on test performance Context related interpretation skills	Case Discussion
Instrument specific interpretation skills	Review Case
Written and oral communication	Case Discussion
Rapport building	Case Discussion
Report writing	Case Discussion
Providing feedback	Case Review Discussion
Integration of test results with other assessment outcomes for reports.	
- Bringing together and documenting of tests scores and other assessment data for reports.	Review Case Discussion
- Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings, assessment centre ratings etc)	Exam Case Discussion
Co-operation skills	Case
Evaluation skills	Exam Case Discussion

## **Document 3**

### **The Swedish National Awarding Committee (NAC)**

#### **1. Function of the NAC**

NAC is formally responsible for awarding the European Test User Certificate. This is delegated to the NAC by TUAC (The Test User Accreditation Committee). The NAC is responsible for entering the awarded individuals into the Register of the Society's Qualified Test Users on the Web page of STP (under the web page of the Swedish Psychological Association, SP).

#### **2. Responsibilities of the NAC**

The National Awarding Committee (NAC) reports to TUAC and has delegated authority within the policy framework. The NAC will comply with the EFPA Code of Good Practice for Psychological Testing (see Appendix 5 ).

NAC is responsible for originating all documentation related to standards and qualifications such as:

- Update and revise the standards in Swedish, when changes have been made.
- Procedures for assuring the quality of assessments of competence.
- Procedures for re-examination after a 6 years period
- Decision on the fees to be paid by applicants for qualifications

In relation to qualifications that meet the EFPA criteria for accreditation, the NAC is responsible for submitting the Society's test user Qualification procedures and rules for approval by the EFPA European Accrediting Committee.

#### **3. Appeals**

The National Awarding Committee is to deal with any appeals made by individuals who have been refused a qualification. There is a possibility for re-examination. The appeal should be sent to the chair of NAC, who shall put it on the NAC agenda. Assessors who evaluated a candidate cannot take part in the NAC handling of the appeal.

#### **4. Administration**

Administrative and secretarial support for the NAC is provided by STP and SP. Their responsibilities are:

- To keep a public record of people awarded the Eurotest Qualifications
- To enter and withdraw names on the list and to make necessary modifications to ensure its accuracy.

#### **5. Composition of the NAC**

The NAC consists of a Chairperson and four other Members. The Chairperson is appointed by STP/SP. The Chairperson shall be a person with good reputation in the field of Test and Testing. Committee members may serve for a term of up to four years, once renewable. The five members represent the relevant professional contexts within which test use is certified nationally and provide a balance between those working as practitioners and those with specialist expertise in psychological assessment or psychometrics.

Members of the Awarding Committee cannot also be members of the EFPA European Accrediting Committee. A member of the EFPA European Accrediting Committee may be appointed to act as an advisor to the NAC.

The Awarding Committee shall meet as or when required. The Chairperson shall schedule and invite to the meetings.

NAC has to prepare an annual report on the activities to TUAC.

## Appendix 1

### Home exam (example items)

1. Define the reliability of a test. Name at least three different methods for assessing the reliability of a test.
2. Describe construct validity and criterion validity, differences and similarities.
3. Describe, in words, the general principles for using factor analysis, both when designing a test and evaluating tests and test batteries, e.g. analysis of validity.
4. Describe two models/theories of general mental ability/intelligence which have served as foundation for different tests. Name at least one test for each model/theory. Analyse the applicability of each model for personnel selection.
5. Describe two models/theories of personality which have served as foundation for different tests. Name at least one test for each model/theory. Analyse the applicability of each model for personnel selection.
6. When using personality tests, it is vital to take into account the truthfulness and sincerity of the answers. Many attempts have been made to deal with this issue. Discuss how this problem might be resolved, exemplifying with personality tests. Name at least three (3) different methods.
7. What are the pros and cons of personality tests? What would be suitable fields of application? What could generally be said about the validity and reliability of personality tests in comparison to tests of general mental ability/intelligence?
8. What does the standardisation of a test entail? Also, describe the 5-6 most frequently used standard scales including mean and standard deviation, and how to convert values from one scale to another.
9. Describe SEM, Standard Error of Measurement – what it is and when to use it.
10. Describe the current legislation pertaining to assessment in the field of work.

## **Appendix 2**

### **Control exam**

1. Describe two types of reliability, differences and similarities.
2. Factor analysis is used frequently in the context of testing. Name a few areas of application and explain how factor analysis is used in these areas.
3. Describe the model of personality called Big Five or Five Factor Model.
4. Describe one hierarchical model of general mental ability/intelligence.
5. Name two different methods used to curb the tendency for self impression management in personality testing – outside of the various built-in test scales or measurements of response tendencies etc that might be part of the test itself.

Write down your answers using one A4 page maximum per question.

Time: 1 hour

## Appendix 3

### Review and evaluation of a test

On the basis of the test material and EFPA criteria (pp 24-27) you have received, answer the following questions. You should be prepared to give a verbal account of your answers.

1. For which purposes might NEO-PI-R and FRT, respectively, be used?  
Name areas of application and purpose.
2. Describe the psychological theory on which the test is based.
3. Explain how the test's reliability is evaluated. What consequences does this result in, when interpreting a test result?
4. Explain how the test's validity is evaluated. What consequences does this result in, when interpreting a test result?
5. Name one situation where the test should be used, and one where it should not.  
Explain why/why not.

## **Appendix 4**

### **Complex ethical and feed-back issues**

1. As the person being responsible for the usage of tests, in your company or in relation to a customer/employer, suggest a number of issues that you wish to emphasise when describing your field of expertise, your view on the usage of tests and what you can contribute.
2. There has, from time to time, been heated debate concerning the ethical aspects of tests measuring general mental ability/intelligence. Discuss which factors might contribute to the disfavouring of people with other ethnic/cultural backgrounds than that in which the test has been designed and developed. Also, discuss how this disfavouring might be counteracted.
3. Exemplify, from your own work, difficult situations and cases of assessments and testing and how you've managed them. For example; the issue of description versus prediction, criteria for comparisons, inter-rater reliability, Actuarial weighting of data or clinical interpretation of data and pros and cons of using cut-off scores in psychological testing.

## **Appendix 5**

*A copy of this has to be signed by the candidate in order to get the Certificate.*

### **THE EFPA CODE OF GOOD PRACTICE FOR PSYCHOLOGICAL TESTING**

People who use psychological tests are expected to:

#### **RESPONSIBILITY FOR COMPETENCE**

1. Take steps to ensure that they are able to meet all the standards of competence defined by EFPA for the relevant Certificate(s) of Competence in Testing
2. Endeavour to develop and enhance their competence as test users.
3. Monitor the limits of their competence in psychometric testing
4. Only offer services which lie within their competence and encourage and cause others to do so.
5. Ensure that they have undertaken any mandatory training and that they have the specific knowledge and skills required for each of the instruments they use.
6. Abide by local national rules and restrictions relating to the use of psychological tests

#### **PROCEDURES AND TECHNIQUES**

7. Use tests, in conjunction with other assessment methods, only when their use can be supported by the available technical information.
8. Administer, score and interpret tests in accordance with the instructions provided by the test distributor and to the standards defined by EFPA.
9. Store test materials securely and to ensure that no unqualified person has access to them.
10. Keep test results securely, in a form suitable for developing norms, validation, and monitoring for bias.

#### **CLIENT WELFARE**

11. Obtain the informed consent of potential test takers, making sure that they understand why the tests will be used, what will be done with their results and who will be provided with access to them.
12. Ensure that all test takers are well informed and well prepared for the test session, and that all have had access to practice or familiarisation materials where appropriate.
13. Give due consideration to factors such as gender, ethnicity, age, disability and special needs, educational background and level of ability in using and interpreting the results of tests.

14. Provide the test taker and other authorised persons with feedback about the results in a form which makes clear the implications of the results, is clear and in a style appropriate to their level of understanding.
15. Ensure test results are stored securely, are not accessible to unauthorised or unqualified persons and are not used for any purposes other than those agreed with the test taker.