

Psytech International

Occupational Assessment Course

Psytech International receives many enquiries relating to our well renowned Occupational Assessment Course. We understand that there are a number of factors that need to be taken into account before deciding upon your training provider. In order to make this process simpler, we have put together the following document to answer the most common questions that are asked. We expect that, having read this, you will have further questions, so please do not hesitate to contact us on 01525 720003 or email info@psytech.co.uk. We look forward to hearing from you.

Psytech Training

Psytech's Occupational Assessment course has been developed to satisfy the requirements of the British Psychological Society's Certificates of Competence in Occupational Testing. The course has been designed and developed with this syllabus in mind, but also according to well accepted principles of interactive learning. Learning is facilitated by way of pre-course work, lectures that utilise the latest in graphical presentation, group discussions and presentations and active participation in test administration, scoring, interpretation and feedback. Psytech's course has been presented both in the UK and overseas, for example, the United Arab Emirates and Hong Kong, yielding excellent reviews from course delegates everywhere.

Why the need for this course?

It has been conclusively demonstrated that Psychometric tests significantly improve human resource decisions and result in productivity gains, but this is only so if the tests are used in a **competent** manner. Inappropriate use of tests may totally negate their worth and lead to motivational deficits in those tested. In this course, Psytech provides you with an understanding of the limitations of tests, how they should be administered, scored, interpreted and feedback to candidates and decision-makers alike.

What is Level A?

The British Psychological Society has established the Level A qualification to cover the use of **ability and aptitude** tests in occupational settings. Some training courses provide Level A as a single course, followed at a later stage by Level B. Psytech is also able to do this subject to available places, however, most of our delegates opt for the intensive 6+1 day combined Level A and B course.

What is Level B?

Level B draws on the Level A component (and thus may only be studied following completion of Level A) and covers the competent use of **personality** measures in occupational settings. There are currently three subcategories to the Level B, Intermediate, Plus and Full.

The Intermediate Level B has been formulated principally, but not exclusively, for users of one or more substantive personality instruments, where assessment is not their primary role function.

The Level B Plus is a first step towards the Full Level B Qualification wherein the candidate demonstrates competence in the use of a personality measure that is substantially different from that used for the Intermediate qualification.

The Full Level B is aimed primarily at Chartered Psychologists and other professionals who require a broader, more general level of competence in applying assessment techniques in a wide range of situations.

Psytech's standard course provides, and the majority of alternative training providers offer, training and assessment to the Level B **Intermediate** qualification. For a small additional fee of £250 Psytech delegates are able to opt for the higher Level B **Plus** qualification. Psytech is one of the very few providers offering the B Plus option.

Does Psytech's combined course really only require a total of 7 days out of the office?

Yes! Psytech's Intensive course allows for delegates to complete the training workshop in a minimal amount of time. Our Level A/B combined course takes 6 days plus a one-day follow-up. Compare this to alternative courses available where you may need to anticipate being away from work for between 9 and 11 days.

How much does the combined Level A and B course cost?

Psytech carried out a review of Psychometric Assessment Courses in August 2002 and can report that for less than what some alternative providers charge for Level A, we provide Level A and B Intermediate as standard and you may even add Level B Plus as an option and still save over our competitor's Level A only fee!

The cost of our combined course, which includes Level A and Level B (Intermediate) is £1300 (add £250 for 4 night residential option and £350 for 6 night residential option). If you wish to be assessed to Level B Plus, please add a further £250. (Please add VAT to all of the above)

Why is Psytech's course so much cheaper than other reputable providers?

Psytech has many years of experience in delivering this course. The experience has enabled Psytech to be aware of subject areas that take longer for delegates to comprehend. Psytech devotes time as necessary to each area of the BPS syllabus. Some of the syllabus is not so amenable to workshop presentation and is able to be easily learned by self-study prior to or during the course. Psytech provides delegates with pre-course work and evening and weekend homework during the course. The

end result is an intensive course, that covers every aspect of the BPS syllabus, delivered professionally and competently by trainers dedicated to your success over a period of 6 days (plus one later follow-up day). The course is shorter in length than the majority of alternative providers and this is reflected in the fee we charge. Furthermore, most of Psytech's course delegates go on to become loyal Psytech clients, purchasing our psychometric assessments and utilising our GeneSys Assessment Software. Psytech values this potential relationship and has taken the longer-term into account when pricing the course.

I do not want to attend a combined course, can I do just Level A or B?

Yes, you can, but because the majority of individuals on our course opt for the combined course, we are only able to offer single Level places where a course has a complimentary delegate wishing to take only the other Level. Please contact us for more information on this option.

What is the maximum number of people on each course?

Psytech limits the number of places on each course to 20. Most courses run with a full compliment, so it is advisable to reserve your place early to avoid disappointment.

I have a large number of people in my organisation who need to be trained. Are there any discounts?

Depending on the size of your group, Psytech may either be able to negotiate a group discount or alternatively provide an in-house course especially tailored for your organisation. Please contact us for further information.

Why is there a follow-up day?

Psytech's combined course runs over a period of six days, always Wednesday, Thursday, Friday and Monday, Tuesday and Wednesday. There is a further follow-up day around 3-months after the main course. During the intervening three month period, delegates use their learned skills to administer, score, interpret and provide feedback on a number of personality tests. During the follow-up day, delegates present case studies of their testing experience and thus have the opportunity to converse with each other and discuss real-world test use and problem situations. Our delegates consider this final stage to be an invaluable experience in their development of competence. There is no further charge for the follow-up day, it is included in the fee for the combined course.

Do I need any particular qualifications in order to register for the course?

As indicated above, the course is intense, so you will need to be able to attend every day of the course and be dedicated to completing the homework on time. That will be particularly hard work if you have not been involved in training courses for some

time. In terms of educational qualifications we ask that you hopefully have some basic understanding of mathematical concepts (we provide a review of such concepts in the pre-course material) and that you have at least an average level of academic ability and speak and understand English well. Most of our delegates are involved in Human Resources or Consultancy, so generally, the above is not an issue. If you are concerned about this, please contact us for more information.

What happens if I fail?

Generally, delegates do not fail! This is a competency-based course. Psytech's assessors need to see evidence of your competence in and understanding of Psychometric testing and related concepts. If you complete the pre-course work, read the course manual, do the homework and apply yourself fully during the course, the chances are, that at worst, we will simply ask you to complete some extra work to provide evidence of competence in areas that may be lacking. Psytech is dedicated to your success, so as long as you are too, you will not fail!

So, assuming I pass, what can I do with my newfound knowledge and competence?

You will have a thorough understanding of the principles of psychometric assessment of personality and ability. You will comprehend the limitations of tests and be able to evaluate any test on the market. You will be able advise your managers or clients on the effective use of tests, create a testing policy for your organisation based on current legislation and be able to choose an appropriate test for a given situation. You will most notably be competent in the administration, scoring, interpretation and feedback of psychometric assessments.

Successful completion of Level A will enable you to apply to the British Psychological Society to be added to their Register of Competence in Occupational Testing Level A and to purchase ability and aptitude tests from a large number of UK and international publishers, including, but not limited to Psytech. Similarly, successful completion of Level B will enable you to apply to the British Psychological Society to be added to the Level B Register of Competence and to purchase a large number of measures of personality, interests and values from Psytech and other publishers. You will be able to purchase any Psytech product upon successful completion of the combined course, however, some other publishers do require additional training/conversion courses to enable you to use their personality tests.

Am I given anything to keep?

- † † Pre-course manual
- † † Psytech bag containing stationary and full course manual covering all presentations and eliminating the need to take extensive notes.
- † † Personality questionnaires such as the 15FQ+ or OPP (provided on loan until you demonstrate Level B competence)
- † † A Psytech Occupational Assessment Course Certificate
- † † Ability to download free Psytech test manuals from our website

- † † Free membership of our online testing service
- † † A voucher for a 10% discount off your first Psytech order

I have a question not covered above!

Please feel free to contact us on 01525 720003 or email info@psytech.co.uk and we will answer any further questions and address any potential concerns. We are also happy to refer you to previous course delegates should you wish to discuss the course with them.

Choose Psytech

- † † Less time out of the office**
- † † Less expense**
- † † Group discounts and special in-house rates**
- † † Discount voucher for use with first order**
- † † Internationally experienced and interested tutors**
- † † Professionally written, step-by-step, course manual**
- † † Unbiased approach to occupational testing**
- † † Practical exposure to Internet-testing**
- † † Exposure to computer-based testing**
- † † Free test manual downloads**
- † † Free membership of our online testing service**
- † † Option to be assessed for Level B Plus**
- † † Free post-course assistance where necessary**
- † † Excellent course reviews**
- † † Fully verified by the British Psychological Society**
- † † Excellent training facilities and related accommodation**



Register of Competence
in Occupational Testing

General Information Pack

Certificate of Competence in
Occupational Testing (Level A)

Psychological Testing Centre
St Andrews House
48 Princess Road East
Leicester LE1 7DR, UK

Tel 0116 252 9530
Fax 0116 247 0787
E-mail rcot@bps.org.uk
www.psychtesting.org.uk

Incorporated by Royal Charter
Registered Charity No 229642



Psychological Testing Centre
www.psychtesting.org.uk

The Society has recently established a Psychological Testing Centre to consolidate its activities in the areas of psychological testing. As part of the services offered by the Centre the Society is developing a website which will provide information, guidance and links to test takers, test users and test publishers alike. The website can be found at <http://www.psychtesting.org.uk>

Level A covers general foundations of testing, and the performance skills associated with test administration and interpretation of ability tests.

Level B complements Level A. It increases the scope of the scheme to cover personality assessment, and the interpretation and use of personality tests.

Together, Level A and Level B provide a set of standards which define the competent user of psychological tests in occupational settings.

Details of Level B are available from the Society or on our website.

Other relevant FREE publications are available on our website or by contacting the Society:

- *Psychological Testing: A Users Guide*
- *Non-evaluative list of UK test publishers*
- *Leaflet describing the BPS Review of Ability and Aptitude Tests (Level A) for use in Occupational Settings*
- *Leaflet describing the BPS Review of Personality Assessment Instruments (Level B) for use in Occupational Settings*

The Society holds no other information on Tests, other than those which appear in the above two Reviews.

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General Information

Training

To obtain a Certificate of Competence in Occupational Testing (Level A) you must first undertake training and then have your competence affirmed by an Assessor (that is, a Chartered Psychologist whose assessment methods have been verified by the Society). In many cases Trainers are also Assessors, but not necessarily so.

A list of training courses is published in each issue of the *Selection & Development Review* and a list of Assessors is obtainable on the website: www.psychtesting.org.uk. Before starting any training, you should check with the Trainer that the course will lead to eligibility for the issue of a Certificate, and that the Assessor holds a current Assessor's Certificate.

The benefits of the scheme

The main benefits of the scheme are that it:

- provides the potential test user with a clear specification of what he/she needs to know and be able to do, to use tests properly;
- provides the holder access to most ability tests and interest inventories and a range of careers guidance materials;
- provides the students on training courses with a set of specific objectives which they can match against the content of their training course;
- provides evidence of qualification which should be 'transferable' between various providers of training in testing and between the various publishers and other suppliers of test materials – as its form and content is not dependent on specific tests, publishers or trainers;
- provides a form of national certification of competence in occupational testing, which employers will be encouraged to recognise as necessary for the proper use of psychological testing within their organisations. If employers can be encouraged to stipulate that testing may only be carried out in their organisations by or under the direction of suitably qualified people, there should be significant improvements in professional standards in testing.

The adoption of the scheme has positive benefits for teaching of psychology in that it encourages the inclusion of relevant teaching and training at both postgraduate and undergraduate levels. The scheme also places the responsibility for judging competence squarely on the shoulders of Chartered Psychologists – who are accountable should they act outside their areas of competence.

The Level A Certificate does not qualify people in the use of personality assessment instruments. The Steering Committee has developed a checklist of competences for a Level B qualification. This is similar in format to the one presented here for Level A, but concerns topics such as: theories of personality; methods of assessing personality; knowledge of the major self-report inventories; interpretation and feedback skills, and so on. This provides a general qualification in personality assessment which needs to be supplemented with specialist training in particular instruments (e.g. the I6PF, OPQ, Myers-Briggs Type Indicator).

The Level A Certificate can be used as evidence of competence for people wishing to use or purchase test materials. As such, evidence that one has attained the required standard for all the essential elements of competence is deemed by the Society as being a necessary (but not sufficient) condition for access to test materials.

While publishers and suppliers of test materials cannot be bound by the Society, the Society encourages them to accept the Certificate as a basis for their registration of test users. Suppliers of tests may, of course, require evidence of additional areas of competence as being required for particular tests or may require users to have additional specialist training in the use of particular instruments. Any person who has the minimum competence defined by the standards should of necessity be in a position to appreciate the need for additional training where it is required.

To apply for the Certificate of Competence

You will need to have the Affirmation of Competence (on the back of the application form) completed by one or more suitably qualified people who should be Chartered Psychologists who hold either a Statement or Certificate of Competence in Occupational Testing and have had their assessment methods verified. The completed Affirmation should then be returned to the Society.

If you are a Chartered Psychologist with a current Practising Certificate, there will be no charge for the Certificate of Competence. If you are not a Chartered Psychologist holding a current Practising Certificate, please enclose payment of £65 with your application.

If you want your name to be entered on the Register of Competence in Occupational Testing, please enclose £20 for the first year's subscription, together with your payment for a certificate if applicable.

Certification Scheme – background and explanation

Preamble

The British Psychological Society Steering Committee on Test Standards has spent much of its time discussing the problem of how to ensure that those who use psychological tests do so to acceptable standards of competence. The Committee was assisted by representatives from three of the major UK test publishers, and subsequently this scheme has received the explicit support of the Chartered Institute of Personnel and Development (CIPD).

The following certification scheme was developed from these initial discussions and focuses specifically on occupational testing. The Scheme is presented here as an agreed package of measures that the Society has introduced. It was preceded by a process of consultation, comment and modification in the light of advice received.

The need for Certification arrangements

Considerable concern was expressed by members of the Steering Committee, the test publishers and many Occupational Psychologists about the growing problem of misuse and abuse of psychological testing in industry and commerce. These problems arose largely from the fact that purchasers of assessment materials and procedures often lacked the knowledge to make informed judgements about the worth of the products they were buying and the users of test materials were often inadequately trained – if trained at all – in their use and application.

Poorly designed tests and procedures with little or no validity were finding an increasing market amongst those who were in no position to discriminate between good and bad. In the long run this inevitably would have led to a backlash against testing. While the Society may be in no position to control the sharp practices of some non-psychologists in this area, it can act to: provide better guidance and control for psychologists who work in Occupational Psychology and better inform others who are likely to use psychological assessment procedures.

To avoid bringing testing into disrepute, the Society takes action directed towards:

- ensuring that any of its members who operate with psychological tests do so in a professional manner and to agreed explicit minimum standards of competence;
- providing some means of recognising those people who are competent such that others may have a means of distinguishing the competent from the incompetent;
- establishing minimum standards for training in the use of psychological testing.

General outline of the Certification Scheme

The Scheme provides an agreed set of standards relating to an individual's ability:

- to use psychological tests fairly and effectively within one or more of those areas of application covered by the Society's Division of Occupational Psychology; and
- to adhere to the codes of practice and professional conduct defined by the Society and other relevant bodies (e.g. the C.I.P.D).

The standards have been designed to fulfil a number of functions, including:

- the provision of criteria which may be used in assessing an individual's competence to use psychological tests;
- guidance for those who may wish to employ users of tests or who may be approached by users or purveyors of tests.

Detailed specifications of standards of competence cover the following areas:

- **Relevant underpinning knowledge** – especially in the nature and theories of ability, the area of psychometrics and theory of mental testing.
- **Task skills** – relating to the performance of relevant activities such as test administration, provision of feedback to candidates and clients.
- **Task management skills** – required to achieve overall functional competence: organising assessment procedures, control and security of materials, etc.
- **Contingency management skills** – to deal with problems, difficulties, breakdowns in routine, dealing with candidates' questions during test administration, etc.
- **Contextual skills** – relating to the appropriate integration of psychological testing with other aspects of the job role – e.g. knowing when to use tests and when not to.
- **Instrumental skills** – relating to specific assessment procedures or instruments – such as use of computer-based assessment procedures.

Outline of the procedures

A Checklist of Competences in Occupational Testing (Level A) appears later in this pack. This checklist defines a major set of categories of knowledge and skills relating to the use of psychological tests.

The competences are those which are regarded as 'essential' and define the minimum levels of competence required for any test user. The list of competences is regarded as exhaustively defining the minimum standards required.

Thus, these cover the basic knowledge and skills which are necessary for all forms of psychological testing – whether paper-and-pencil or computer-based.

Any person who has met the standards required for ALL the items on the Checklist is eligible to apply to the Society for *The British Psychological Society Certificate of Competence in Occupational Testing (Level A)*.

Who will be responsible for assessing an individual's competence?

Assessing is the responsibility of a suitably qualified Chartered Psychologist. He or she is a Chartered Psychologist who has been certificated as a competent user of occupational tests (i.e. has a Statement or Certificate of Competence in Occupational Testing) and who has access to sufficient evidence and experience in relevant areas to assess the competence of the person in question.

Who will be subject to control on test use?

Any person wishing to make use of psychological tests in an occupational setting – be they psychologists or non-psychologists. The label 'psychologist' is being used to refer to any person eligible for Graduate Membership of the Society – not just to Chartered Psychologists.

In general, current undergraduate courses in psychology provide students with little knowledge of testing and psychometrics and frequently no direct experience of, nor training in, the use of tests – and yet the graduates from such courses may have relatively unrestricted access to assessment materials and are subject to exemptions from training requirements on the basis of their status rather than their competence. It is wholly inappropriate that we should continue to allow access to test material on such a basis. While there are many areas where the Society does not have the power to act, this is one area where we will put our own house in order. In doing this, the Society is seen to be practising what it preaches and hence is in a stronger position to encourage others, through their professional organisations, to enforce similar requirements.

The scheme provides mechanisms to ensure that anyone who, as a member of the Society, uses occupational tests and offers services involving the use of such tests possesses the Society's Certificate or Statement of Competence in Occupational Testing.

In all cases, it will be the responsibility of a Chartered Psychologist to assess the competence of the person concerned.

It must be stressed that the qualification is not a qualification in psychology, but a qualification in psychological testing.

How will the standards be maintained?

By providing an explicit common set of criteria for judging competence, the system leads to more uniform standards across training courses.

However, it is important to note that the criteria do NOT stipulate how training should be carried out, nor are they intended to act simply as definitions of training course contents. They stipulate what people should be able to do and know – regardless of how they acquire that knowledge and skill.

Further control is provided through the Society by the fact that the Chartered Psychologist, who completes and signs the Checklist, is accountable to the Society. This accountability is for their own actions. Actual responsibility for misuse or abuse of tests must lie with the test user.

Verification of assessment methods

A system is in place to verify the assessment materials and activities used by Assessors to affirm applicants for the Certificate of Competence.

The verification process has been set up to aid the development of nationwide standards for assessment and considers only the assessment materials and activities used by the Assessors. It **does not** directly consider the methods of training or the qualities of the Assessor.

Assessors are all Chartered Psychologists who also hold a Statement or Certificate of Competence in Occupational Testing and are obliged to abide by the Code of Conduct for Chartered Psychologists.

When the verification has been completed, Assessors are issued with an Assessor's Certificate which confirms that their assessment materials and activities have been verified by The British Psychological Society. These certificates must be available for inspection by applicants.

The Society, in collaboration with the test publishers and training course organisers, will put in place procedures to monitor the success of the scheme. Because of its voluntary nature, the scheme can work only with the goodwill and support of others outside the Society, in particular the test publishers.

The Society reserves its position to make changes and introduce additional procedures for monitoring and maintaining standards if necessary.

How does the Certification procedure operate?

Timing

The scheme began to operate in 1991. *Statements* of Competence in Occupational Testing were issued to competent users of occupational tests registered with one or more of the major test publishers before 1 January 1991 and to those who became recognised as competent during the six month period up to 1 July 1991. The issuing of *Statements* has now been phased out. *Certificates* of Competence were issued from 1 July 1991 onwards when the conditions outlined in the next section were met.

Normal conditions for Certification

Any person who can provide 'proof of general competence' is eligible to receive a Certificate and, in addition, if they so wish, to have their name placed on a Register of Competence in Occupational Testing on payment of the relevant fees.

Proof of general competence is provided by production to the Society of the Affirmation of Competence form on which a signature from a 'qualified person' has been obtained against each of the units on the list. This checking-off procedure is known as an 'Affirmation of Competence'. Advisory notes to Chartered Psychologists who are intending to sign an 'Affirmation' appear later in this pack.

A 'qualified person' for this purpose is a Chartered Psychologist who holds an Assessor's Certificate (Level A).

Test use

The Society is encouraging test publishers and distributors to supply relevant tests for use in occupational settings only to people who hold a Certificate or Statement of Competence in Occupational Testing.

Charges

The Society charges a once only fee of £65 for the award of each Certificate. However, the fee is waived for Chartered Psychologists who hold annual Practising Certificates qualifying for a Certificate of Competence in Occupational Testing (such people having already paid registration fees to the Society to have their qualifications recognised).

For an additional £20 a year holders of Certificates (and Statements) of Competence in Occupational Testing may join the Register of Competence in Occupational Testing which is maintained by the Society.

NB: It is not possible to have an entry on the Register without applying for a Certificate.

The Register of Competence in Occupational Testing

The Society makes positive efforts to encourage employers only to use competent test users, and the Register is their basic source guide to check the credentials of individuals they intend to consult or employ.

Selection & Development Review (SDR) is published six times a year under the aegis of the Society's Division of Occupational Psychology. The annual fee for entry to the Register is £20. Registrants automatically receive *SDR* free and are encouraged to contribute to the publication. *SDR* is one way for competent test users to keep in touch with developments in the field. There is no facility for advertising tests, courses or services beyond the existing paid listing of appropriate upcoming courses in *SDR*.

Registrant's details are held on the Society's database. Details are available to enquirers who mention a person by name, but not available as part of a more general listing.

Names and addresses of Chartered Psychologists who appear on the Register and whose verification methods have been confirmed by the Society appear on the appropriate list of Assessors.

If you wish to check if a person is or is not on the Register, please contact the RCOT desk on direct line no: 0116 252 9530. For a list of Assessors visit our website at www.psychtesting.org.uk or contact the RCOT desk.

Introduction to the Checklist

The checklist

This Checklist defines those things which the Society considers you should know and be able to do in order to use psychological tests fairly, properly and in a professional manner. It does not cover everything you should know – it covers the minimum requirements for using most group ability tests and a range of career guidance instruments. As a general introduction to psychological testing you should also read *Psychological Testing – A User's Guide* (available on our website).

Reading through *Psychological Testing – A User's Guide* and the Checklist of Competences should help to make you aware of what you do and do not know or understand about psychological testing. The Checklist also provides you with a means of evaluating the content and coverage of any training course you might attend.

While self-assessment using the Checklist may give you some insights into your own degree of competence and training needs, formal assessment of your competence must be carried out by a Chartered Psychologist who holds a Certificate or Statement of Competence in Occupational Testing (Level A). When you have obtained signatures for all seven units on the Checklist of Competences, you will be eligible to receive your own Certificate of Competence in Occupational Testing (Level A). To apply for your Certificate, you should complete the personal details on the application form and send it, together with the appropriate registration fee, to the Society.

Satisfying the requirements set out in the Checklist does not give you the right to obtain and use whatever materials you wish, nor can it be counted as a formal qualification in psychology. The Certificate can be used as evidence of competence when you apply to publishers to register as a qualified test user. However, each publisher may quite properly require additional information or evidence or require you to attend special training courses for certain instruments. As a test-user, you are responsible for ensuring that you do not act outside your own areas of competence; you are responsible for the way you use tests and for what happens to information obtained with them.

The Checklist covers seven Units of Competence. A Unit is a coherent group of specific competences. Anyone who meets the requirements of all seven Units, will be eligible for the award of Certificate of Competence in Occupational Testing (Level A).

Test Administration Certificate

Some people may wish only to administer Level A tests (as opposed to interpreting test data, or communicating test data to others). The Society is introducing a Test Administration Certificate for such persons. This includes elements from Unit 5, on test administration, as well as some elements from Unit 1, concerned with knowing what psychological tests are, and some elements from Unit 7, relating to storing new or completed test material. Please visit our website for further information on this development. (www.psychtesting.org.uk)

General descriptions of the Units of Competence

LA UNIT 1. Psychological testing: defining assessment needs

The UNIT deals with the general categorisation of types of assessment instrument and covers the underlying psychological theory and background to ability testing. Issues of job and task analysis are covered insofar as they relate to the delineation of assessment (as opposed to training) needs. Competence in job analysis is NOT assumed, though an ability to evaluate critically the results of job analyses is.

The next two UNITS concern the relevant underpinning knowledge and understanding required to make proper use of psychological tests.

LA UNIT 2. The basic principles of scaling and standardisation

This deals with the fundamental statistical concepts required to use psychological tests. Most undergraduate psychology courses will have covered this material, as will some other social science degree courses.

LA UNIT 3. The importance of reliability and validity

Considerable stress is based on understanding a number of essential concepts in psychometrics.

The remaining Units focus on practical issues relating to test administration, relationships with clients and candidates, use of test information and so on. Each is seen as a necessary precursor to the next.

LA UNIT 4. Deciding when psychological tests should or should not be used as part of an assessment process

This covers the selection of tests and their appropriateness within specific assessment situations.

LA UNIT 5. Administering tests to one or more candidates and dealing with scoring procedures

This is very much a skill-based unit with the stress on people's competence to follow good professional practices in test administration, ensuring the maintenance of standard conditions and fairness.

LA UNIT 6. Making appropriate use of test results and providing accurate written and oral feedback to clients and candidates

Stress is placed on competence in the interpersonal skills required to provide face-to-face feedback of test results as well as the oral and written communication skills required to convey highly technical information in lay terms accurately, fairly and sensitively.

LA UNIT 7. Maintaining security and confidentiality of the test materials and the test data

This deals with issues of security and confidentiality which are of central importance in the professional relationship between test user, candidate and client.

Notes

In the following Checklist:

- 'assessee' refers to the person whose competence is being assessed;
- 'client' is used to refer to the 'commissioning agent' – the person or organisation for whom the test is carried out;
- 'candidate' refers to the person who is tested. In some situations (e.g. career guidance), the client and the candidate may be the same person.

Checklist of Competences in Occupational Testing (Level A)

LA UNIT 1. Psychological testing: Defining the assessment needs

Can the Assessee:

- Describe the distinction between tests assessing 'maximum' performance (ability, attainment, etc.), and those assessing 'typical' performance (personality, interests, etc.).
- Distinguish between tests of attainment and ability.
- Differentiate between norm-referenced, criterion-referenced and domain-referenced (e.g. mastery tests, workplace competence assessment procedures) measures.
- Explain what a work-sample test is and how it is used.
- Give examples of each type of test as used in occupational psychology.
- Describe the distinction between measures of general and specific ability – with illustrative examples.
- Describe how measures of ability are more or less influenced by environmental factors and give examples.
- Describe the relationship between job analysis or other procedures for defining selection criteria and the production of a person specification for a job.
- List, for each characteristic of a person specification, one or more possible methods of assessment.
- Describe how job knowledge and information on work performance are important for the proper use of tests in career guidance.

LA UNIT 2. The basic principles of scaling and standardisation

Can the Assessee:

- Construct a frequency distribution (histogram or frequency polygon) from a set of sample raw scores.
- Calculate the mean and the standard deviation (SD) of these scores.
- Relate the mean and SD to positions on the measurement scale underlying the histogram.
- Describe the relationship between the mean, median and mode of a distribution and the way their relative locations vary with the shape of the distribution.
- Describe the ways in which the means and SD of samples may vary when they are drawn from the same population.
- Describe the relationship between the Standard Error of the mean of a sample of observations and the size of the sample.
- Describe what confidence limits are and demonstrate how they are computed from a sample mean and its SD.
- Use tables of areas under the normal distribution to convert Z-scores into percentiles and percentiles into Z-scores.
- Describe different scaling properties of raw-scores, standardised scores and percentile scores and give illustrative examples of each type of scale.
- Using the mean and SD, convert raw scores into non-normalised Z-scores, T-scores, stens and stanines and vice versa.
- Using norm tables, find percentile equivalents of raw scores and then obtain both Z-scores and T-scores from normal distribution tables.
- Explain the difference between ipsative and non-ipsative scale scores.

LA UNIT 3. The importance of reliability and validity

Can the Assessee:

- Explain the notion of correlation as a measure of the degree of relationship between two measures.
- Define the conditions under which correlation is maximised (both positively and negatively) and minimised.
- Provide reasonable rough estimates of the correlation coefficients represented by various bivariate scattergrams.
- Describe the basic premises of classical test theory – that actual measures are 'fallible' scores which contain a 'true' score and a random error.
- Explain in outline the methods of estimating reliability (internal consistency, test re-test – same or alternate form) and describe their relative pros and cons.
- Describe why test scores are unreliable (e.g. measurement error, scoring error, situational factors, item sampling, etc.).
- Describe how reliability is affected by changes in the length of a test.
- Describe how reliability is affected by range restriction and how to adjust for such effects.
- Compute limits for different levels of confidence from raw and standard scores using the standard error of measurement.
- Compute the standard error for the difference between two scale scores and for the sum of two scale scores.
- Describe how the degree of correlation between two scale scores affects the reliability of (a) their sum, (b) the difference between them.
- Express the basic notion of Generalisability Theory – that reliability concerns the degree to which one can generalise from results obtained under one set of conditions to those which would be obtained under another.
- Describe and illustrate the distinctions between face, content, construct and criterion-related validity.

LA UNIT 4. Deciding when psychological tests should or should not be used as part of an assessment process

Can the Assessee:

- Describe the law relating to direct and indirect discrimination on the grounds of gender, community group or disability in recruitment and selection.
- Use test publishers' catalogues, specimen sets and other reference materials to identify one or more instruments potentially suitable for a particular function.
- Identify, for each test, information in the test manual which relates to the test's rationale, reliability, validity, its norms and any specific restrictions or limitations on its areas of use.
- Identify relevant practical considerations (ease of administration, time required, special equipment needed, etc.).
- Examine any restrictions on areas of use (e.g. age; cultural or ethnic limitations; ability range, etc.) and make an appropriate judgement as to whether the test could be used.
- Compare information presented about the test's validity with relevant aspects of the assessment specification and make an appropriate judgement about their fit.
- Examine the norms and make a suitable judgement about their appropriateness in terms of representativeness and sample size.
- Identify whether use of the test would meet the mandatory requirements of the Equal Opportunities and Sex Discrimination and Disability Discrimination legislation.

- With reference to technical recommendations and restrictions regarding the test (including copyright), decide on the specific adjustments, including a recommendation not to use, that could reasonably be made to a test's administration to accommodate any disability encountered. The importance of not compromising the test's technical qualities should be given due regard.
- Explain how one would assess the benefits and/or losses associated with using psychological tests as part of some personnel decision-making process.
- Describe the way in which information about a test (especially predictive validity data) can be used to reduce the risks associated with personnel decisions.
- Make a final selection of test(s) which demonstrates a proper weighting of all the available evidence about the appropriateness of psychological testing given the assessment specification.

LA UNIT 5. Administering tests to one or more candidates and dealing with scoring procedures

Does the Assessee:

- Plan test sessions with due regard to the maximum numbers of candidates who can be assessed in one session and the maximum duration of each session.
- Ensure that any equipment (e.g. computer) is operating correctly and sufficient test materials are available for use by the candidate.
- Ensure, where re-usable materials are being used, that they are carefully checked for marks or notes which may have been made by previous candidates.
- Arrange a suitable quiet location for carrying out the testing and arrange the seating and desk space to maximise comfort and minimise the possibilities of cheating. Inform the candidates of the time and place well in advance and ensure they are adequately prepared – where relevant – for what they will be required to do and why.
- Brief candidates on the purpose of the test session and put them at their ease while maintaining an appropriately business-like atmosphere.
- Enter the candidate's personal details in the test session log, together with relevant details of what assessment instruments were used, and what provision was made for any special needs.
- Check to ensure all candidates have the necessary materials.
- Use standard test instructions and present them clearly and intelligibly to the candidates.
- Provide the candidates with sufficient time to work through example test items.
- Make careful checks to ensure proper use of the answer sheet and response procedures.
- Deal appropriately with any questions which arise without compromising the purpose of the test.
- Explain any time limits and ensure that during the test candidates maintain silence to avoid distracting others.
- Make clear that once the test has begun no further questions can be answered.
- Adhere strictly to test-specific instructions concerning pacing and timing.
- Collect all materials when each test is completed.
- Carry out a careful check against the inventory of materials to ensure that everything has been returned.
- Lock all materials away in a secure place.

- Thank the candidates for their participation when the final test has been completed, and explain the next stage (if any) in their assessment to them.
- Make final entries in the test session log – including notes on any particular problems which arose during the session which might have affected a candidate's performance.
- Visually check answer sheets for ambiguous markings which could be obscured by scoring keys or cause problems with machine scoring systems.
- Demonstrate accurate use of a range of different hand-scoring keys and 'self-scoring' forms.
- Accurately transfer raw score marks to record cards.
- Use norm tables to find relevant percentile and/or standard scores and transfer these to the candidates' record cards.

LA UNIT 6. Making appropriate use of test results and providing accurate written and oral feedback to clients and candidates

Can the Assessee:

- Select appropriate norm tables from the test manual or supplementary material.
- Make appropriate use of information provided in the test manual about job-related cut-off scores.
- Either attach suitable cautions to interpretation of the results, or not use the test, where no relevant norms or cut-off tables are available.
- Give due consideration, where necessary, to the comparability between the candidate and any reference groups, the standard error of the group mean and the standard error of measurement of the candidate's scores.
- Present norm-based scores within a context which clearly describes the range of abilities or other relevant characteristics of the norm group they relate to.
- Describe the meanings of scale scores in terms which are accurate, reflect the confidence limits associated with those scores and are intelligible to the client and the candidate.
- Provide interpretations of scale scores paying due regard to the correlations which exist between each pair of scales and for the standard error of their difference.
- Make appropriate connections between performance on a test and characteristics in the original person specification.
- Compute composite test battery scores from weights given in a test manual.

Does the Assessee:

Provide feedback of information about results to the candidate which:

- is in a form appropriate to his or her understanding of the tests and the scales;
- describes the meanings of scale names in lay terms which are accurate and meaningful;
- provides the candidate with opportunities to ask questions, clarify points and comment upon the test and the administration procedure;
- encourages the candidate to comment on the perceived accuracy and fairness or otherwise of the information obtained from the test;
- clearly informs the candidate about how the information will be presented (orally or in writing) and to whom.

Provide written reports for the client and/or candidate which:

- presents in lay terms the rationale and justification for the use of the test.
- describes the meanings of scale names in lay terms which are accurate and meaningful;
- carefully explains any use of normed scores in relation to the ability range of the norm group; carefully justify any predictions made about future performance in relation to validity information about the test;
- gives clear guidance as to the appropriate weight to be placed on the findings.

LA UNIT 7. Maintaining security and confidentiality of the test materials and the test data

Does the Assessee ensure that:

- Clear descriptions are given to the candidate(s) prior to their assessment concerning: how their results are to be used; who will be given access to them; for how long they will be retained.
- All test data are kept in a secure place and that access is not given to unauthorised personnel.
- All test materials are kept in a secure place which is not accessible to people other than authorised test users.
- All mandatory requirements relating to candidate's and client's rights and obligations under the Data Protection Act are clearly explained to both parties.
- Where data are stored, the conditions of the Data Protection Act are abided by.
- Potential test candidates are not provided with prior access to test materials other than those specifically designed to help candidates prepare for their assessment.

Notes for Assessors and Trainers

General notes

- No formal assessment procedures have been identified, but the Society does publish *Guidance for Assessors*, updates of which will be announced in *Selection & Development Review*.
- No formal training requirements have been defined.

Assessments of competence must be carried out by a Chartered Psychologist who holds a current Assessor's Certificate.

The Assessor must initial each item on the Checklist. Where all the items on the Checklist for a Unit have been initialled, the Affirmation of Competence in that Unit should be signed and dated.

Training courses

Chartered Psychologists who direct training courses in Occupational Testing need to have obtained Statements or Certificates of Competence in Occupational Testing.

If ALL the competences are covered, the course may be advertised as:

- 'Providing training leading to fulfilment of requirements for The British Psychological Society Certificate of Competence in Occupational Testing (Level A).'

If SOME but not all of the competences are covered, the course may be advertised as:

- 'Providing training leading to partial fulfilment of the requirements for The British Psychological Society Certificate of Competence in Occupational Testing (Level A).'

Courses which are not under the direction of a Chartered Psychologist may not make any claims relating to The British Psychological Society Certificate.

Code of Good Practice for Occupational Testing

People who use psychological tests in occupational settings are expected by The British Psychological Society to:

- Take steps to ensure that they are able to meet all the standards of competence defined by the Society for the relevant Certificate(s) of Competence in Occupational Testing, and to endeavour, where possible, to develop and enhance their competence as test users.
- Monitor the limits of their competence in psychometric testing and not to offer services which lie outside their competence nor encourage or cause others to do so.
- Use tests only in conjunction with other assessment methods and only when their use can be supported by the available technical information.
- Administer, score and interpret tests in accordance with the instructions provided by the test distributor and to the standards defined by the Society.
- Store test materials securely and to ensure that no unqualified person has access to them.
- Keep test results securely, in a form suitable for developing norms, validation, and monitoring for bias.
- 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.
- 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.
- 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.
- 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.
- 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.

THE SOCIETY

The British Psychological Society was founded in 1901 and incorporated by Royal Charter in 1965.

Its principal objects are to:

- promote the advancement and diffusion of a knowledge of psychology pure and applied;
- promote the efficiency and usefulness of Members of the Society by setting up a high standard of professional education and knowledge;
- maintain a Code of Conduct for the guidance of Members;
- compel the observation of strict rules of professional conduct;
- maintain a Register of Chartered Psychologists.

The Society has more than 34,000 members and:

- has branches in England, Northern Ireland, Scotland and Wales;
- accredits nearly 700 undergraduate degrees;
- accredits nearly 100 postgraduate professional training courses;
- accredits higher degrees, in partnership with the Open University Validation Service;
- confers Fellowships for distinguished achievements;
- confers Chartered Status for professionally qualified psychologists;
- awards grants to support research and scholarship;
- publishes 10 scientific journals;
- publishes books, CD-ROMS, videos and other educational resources;
- publishes *The Psychologist* each month;
- publishes newsletters for its constituent groups;
- maintains a website;
- has international links with psychological societies and associations throughout the world;

- provides an information service for the news media and the public;
- has an Ethics Committee;
- provides service to the Disciplinary Board;
- maintains a Register of more than 9,500 Chartered Psychologists;
- prepares policy statements on matters of social policy;
- holds conferences, workshops, continuing professional development and training events;
- recognises distinguished contributions to psychological science and practice through individual awards and honours.

The Vision Statement of the Society plans that by 2006:

- there will be 50,000 members;
- the Society will have offices in the major constituent parts of the United Kingdom;
- the public at large will have a clear understanding of psychology as both a research and applied discipline;
- the Society will seek to influence public policy on matters relating to education, health, the family and the community;
- all its members will contribute so that the strengths and diversity of its membership are fully utilised.

The British Psychological Society
St. Andrews House
48 Princess Road East
Leicester LE1 7DR.

Tel: 0116 254 9568
Fax: 0116 247 0787

E-mail: mail@bps.org.uk
Web: www.bps.org.uk



Register of Competence in Occupational Testing

General Information Pack

Certificate of Competence in
Occupational Testing (Level B)

Psychological Testing Centre
St Andrews House
48 Princess Road East
Leicester LE1 7DR, UK

Tel 0116 252 9530
Fax 0116 247 0787
E-mail rcot@bps.org.uk
www.psychtesting.org.uk

Incorporated by Royal Charter
Registered Charity No 229642



Psychological Testing Centre
www.psychtesting.org.uk

The Society has recently established a Psychological Testing Centre to consolidate its activities in the areas of psychological testing. As part of the services offered by the Centre the Society is developing a website which will provide information, guidance and links to test takers, test users and test publishers alike. The website can be found at <http://www.psychtesting.org.uk>

Level A covers general foundations of testing, and the performance skills associated with test administration and interpretation of ability tests.

Level B complements Level A. It increases the scope of the scheme to cover personality assessment, and the interpretation and use of personality tests.

Together, Level A and Level B provide a set of standards which define the competent user of psychological tests in occupational settings.

Details of Level B are available from the Society or on our website.

Other relevant FREE publications are available on our website or by contacting the Society:

- *Psychological Testing: A Users Guide*
- *Non-evaluative list of UK test publishers*
- Leaflet describing the *BPS Review of Ability and Aptitude Tests (Level A) for use in Occupational Settings*
- Leaflet describing the *BPS Review of Personality Assessment Instruments (Level B) for use in Occupational Settings*

The Society holds no other information on Tests, other than those which appear in the above two Reviews.

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Level B Standards in Occupational Testing

Level B has been designed to complement Level A. Together they provide a set of standards which define the competent user of psychological tests in occupational settings. While Level A covers general foundations of testing and the performance skills associated with test administration and interpretation for group ability tests, Level B is intended to increase the scope to cover personality assessment and the interpretation and use of personality tests.

Level B Modularity

The Level B Verifiers' Group have resolved that Level B would comprise five modules as indicated below:

Modules B1 and B2 covering LB Units 1–5 for one personality measure – Intermediate Level B.

Module B3 covering LB Units 3–5 for a second personality measure – Intermediate Plus Level B.

Module B4 covering LB Units 6–9 and Module B5 Diary Record and Project Report – Full Level B.

Description of Level B

The Full Level B standards define:

- a broad knowledge base with expertise sufficient to evaluate a range of approaches;
- use of at least two appropriate instruments in a range of contexts;¹
- an actual appreciation of the role of formalised personality assessment procedures in occupational assessment;
- the ability to make informed recommendations and choices among instruments as to their suitability for use in various occupational settings.

Three Level B qualifications are available:

- an **Intermediate** level of qualification (Intermediate Level B) for people with sufficient foundation knowledge and expertise in the use of one appropriate instrument;
- an **Intermediate Plus** qualification for people with sufficient foundation knowledge and expertise in the use of a second or subsequent appropriate instrument;
- a **Full Level B** qualification signifying a level of general competence significantly broader than that of the person who has been trained only in the use of one specific personality assessment instrument.

As the nature of the instruments at Level B are more diverse than that of those at Level A, there are difficulties designing an all-encompassing general qualification. For these reasons Level B indicates (a) breadth of relevant knowledge and possession of certain core skills, together with (b) practitioner competence in the use of at least one (Intermediate Level B) or at least two (Full Level B) specific instruments.²

The knowledge and understanding relating to personality assessment has been divided into two broad aspects of competence for Level B: Foundation knowledge, and the knowledge and understanding required for Test Choice and Evaluation. Foundation knowledge is deemed to underpin the acquisition of competence in the use of specific instruments. Ideally, coverage of these foundation units would take place before, or as part of, test-specific training courses. However, the competence criteria do not make any formal stipulations about how competence is acquired or in what order elements are covered.

The knowledge and understanding required for Test Choice and Evaluation build on the foundation knowledge and the expertise in the use of assessment instruments. In training terms, coverage of these Units would most effectively follow on from training in the use of two or more specific instruments, usually after a period spent in gaining experience with those instruments.

Beyond Level A

Level A covers the basic underpinning knowledge of psychometrics and practical skills associated with the use of tests (administration, scoring and analysis). The practical elements of Level A focus on tests of 'maximum performance'. Level B extends this to include tests of 'typical performance' – especially those requiring interpretation in terms of psychological theories or models.

Level B is considered to incorporate and build on Level A. It is not an alternative qualification: the Level B standards do not, therefore, repeat elements contained in Level A except where matters covered at Level A need to be reconsidered in relation to issues associated with tests of 'typical performance', or where the basic issues of test choice and evaluation have to be faced.

¹ In general, an appropriate instrument is one, the use of which, can provide evidence of competence sufficient to cover all elements contained in Units 3, 4 and 5.

² Competence in the use of at least two instruments is necessary but not sufficient for a Full Level B qualification.

Although the main focus in the standards is on instruments designed to assess personality, most of the practical – and many of the knowledge-based – elements of Level B cover a broader domain (e.g. measures of interest, motivation, values, beliefs and attitudes).

Level B encompasses a number of broad issues, which build on the content of Level A:

- What makes the assessment of personality and interests different from that of ability/aptitude?
- How and why is personality assessment used?
- How can we ensure that assessment tools are used in an ethical and professional manner with due regard for their limitations and for the rights and responsibilities of assessor, candidate and client?

Some of these issues require broader, deeper knowledge, for example:

- the concept of a small number of common underlying dimensions of personality which are found across a wide range of self-report inventories
- the links between theories of personality and measures of personality.

Others are concerned with:

- extending practices;
- the role and use of feedback;
- ways of reporting information about personality and interests;
- ethical issues.

The standards in context

While the standards have been defined in generic terms, it needs to be recognised that they have to be ‘realised’ or contextualised in relation to specific instruments.

It is important here to distinguish between knowledge of various instruments and competence in the use of those instruments. For Level B, people should:

- Have knowledge of a broad range of different types of instrument – to provide a good frame of reference within which to locate particular ones (this knowledge is covered initially in Foundation Units 1 and 2 and developed further in Test Choice and Evaluation Units 6 to 9).
- Be able to demonstrate competence as a practitioner through their skill in using specific instruments (covered mainly in Test Use Units 3 to 5).

Clearly, the specific instruments used in training need to be of a sufficient standard to enable the competences to be met. Anyone who has trained people to meet the standards set out for Level B should then find it very difficult to persuade them to purchase poorly constructed or poorly validated tests! Thus, rather than specify actual instruments, the elements specify specific competences which can be evidenced through use of one or more particular instruments.

In short, the standards specify the generic competences. Evidence that someone meets these standards will need to be obtained from performance with appropriate specific instruments (together with relevant background and underpinning knowledge).

The structure of the Level B standards and qualifications

Level B follows a rather different pattern to that adopted for Level A. The Level B standards are divided into nine units grouped into three broad aspects of competence: Foundation knowledge; Test use; Test choice and evaluation.

With Full Level B the emphasis is on experience in the use of personality testing in a range of contexts i.e. the application of broad, in-depth knowledge skills and attitudes (e.g. ethical and equal opportunity considerations) across a range of occupational contexts.

For this reason it is necessary to submit additional evidence of practice and application of knowledge in the form of a Diary Record and Project Report.

Through the accumulation of relevant Units, people can obtain either the Level B Intermediate Certificate or the Level B Intermediate Plus Certificate or the Level B Full Certificate.

The Units define three broad aspects of competence:

- The **Foundation units** (Units 1 and 2 – Module B1) focus on the broad knowledge of assessment issues relating to personality which underpin competent use of personality assessment instruments. Units 1 and 2 cover the main body of knowledge and understanding required as a foundation for using personality assessment.

- The **Test Use units** (Units 3, 4 and 5 – Module B2) (and B3 in the case of a second instrument) concern the practical skills relating to using personality assessment in occupational settings. Unit 3 deals with test administration, Unit 4 with interpretation and Unit 5 with feedback. It is in relation to these units that evidence of competence in relation to at least two different appropriate instruments is necessary for the Level B Full Certificate, while one may be sufficient for the Level B Intermediate Certificate.
- The **Test Choice and Evaluation units** (Units 6 to 9 – Module B4) concern the knowledge and skills required for evaluating tests and the practical skills associated with making choices among them as to their fitness for purpose. Units 6 and 7 are more knowledge-based, dealing with measurement issues, test construction, reliability and validity. Unit 8 focuses on issues associated with computer-based assessment and Unit 9 with a practical appreciation of the situations under which personality assessment methods can be used and their limitations.

The Diary Record & Project Report constitute Module B5:

- The **Diary Record** consists of a record of activities and events in which the candidate has been involved and which are felt to contribute towards his/her competence at Level B Full. The Diary Record is a device in which the candidate shows a breadth of coverage of Units 6-9;
- The **Project Report** consists of a description of a work-based project (or projects) completed by the candidate since qualifying for the Intermediate and Intermediate Plus Certificates. The project work is broadly intended to enable the candidate to demonstrate the practical utilisation of the competences defined in Units 6-9, together with a depth of understanding in relation to issues that they raise. The requirement for project work also implies, and should enable the candidate to display, the integrated application of the competences to practical problems.

Quality assurance and verification of Assessors' methods

The verification system for Level A provides the mechanism necessary for assuring standards for assessment of competence for Level A. The same mechanism is used with Level B. *Guidance for Assessors Level B Units 1–5* and *Guidance for Assessors Level B Units 6–9* have been developed as part of the implementation process.

As with Level A, Chartered Psychologists wishing to assess people for Level B need to register with the Society as Assessors and agree to be subject to the verification and quality control procedures adopted by the Society.

One potential difficulty with the Level B Test Use Units will be the question of whether or not competence in use of a particular instrument can provide sufficient evidence of competence. This may be controversial in the case of some instruments. Wherever questions of adequacy of coverage, quality or quantity of evidence arise, such matters will need to be dealt with by negotiation, in the first instance, through the verification process. In due course, 'case law' will help establish a clear set of precedents.

However, it is important to stress that the focus for Level B Certification is on the evidence of competence provided by the test user and not on the technical merits or demerits of the test they are using to provide evidence of that competence. The latter will be addressed by the test reviewing process (e.g. the *BPS Review of Personality Assessment Instruments (Level B)*).

Statements of Competence in Occupational Testing Level B (grandparenting)

Statements of Competence in Occupational Testing (Level B) were issued only as an interim arrangement to enable the establishment of the Certificate, and *they are no longer available*.

Certificates of Competence in Occupational Testing Level B (see Figure 1)

Training

To obtain a Level B qualification you must first undertake a training course at the appropriate level, and then have your competences assessed and affirmed by an Assessor (that is a Chartered Psychologist whose assessment methods have been verified by the Society).

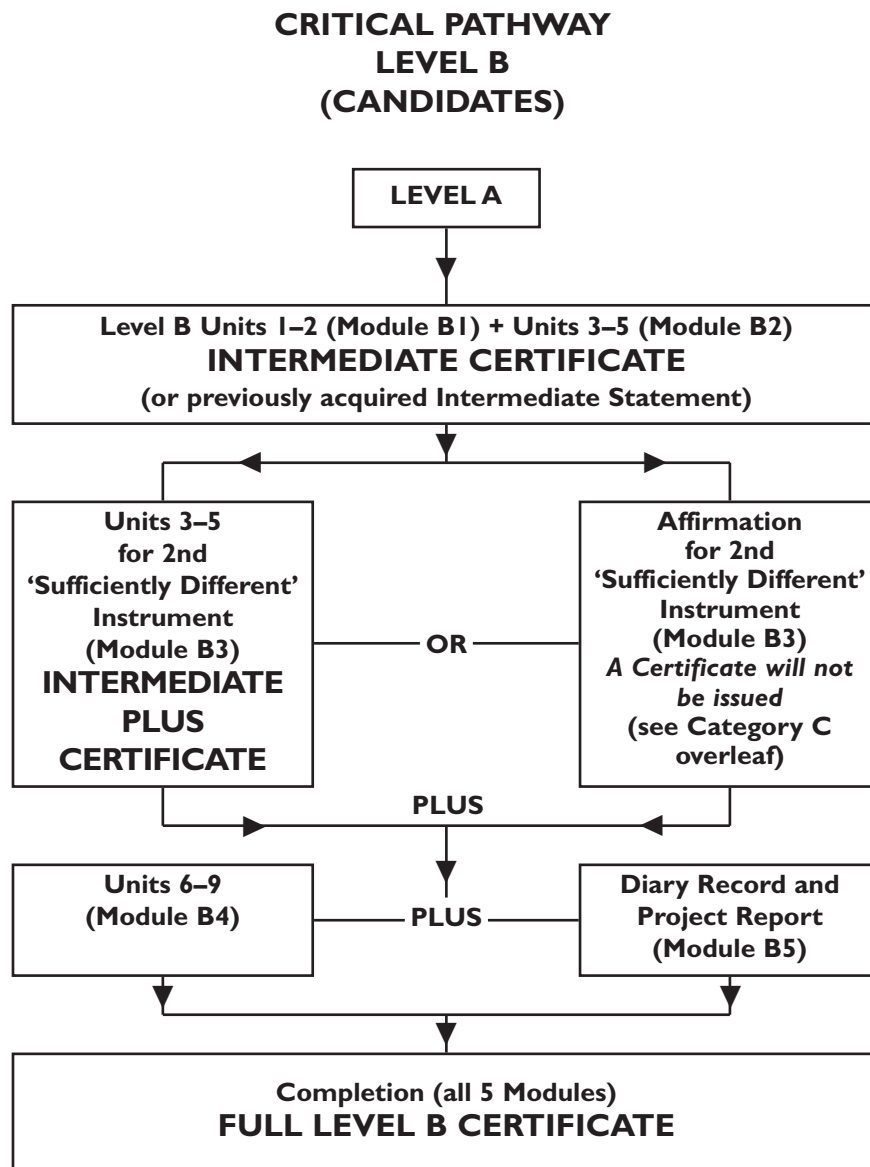
In many cases Trainers are also Assessors, but not necessarily so.

A list of training courses is published in each issue of the *Selection and Development Review* (SDR). Lists of Level B Intermediate and Level B Full Assessors are available from the Society’s website (www.psychtesting.org.uk) or through the Society’s office by contacting the RCOT Desk on direct line no. 0116 252 9530.

Before starting any training, you should check with the Trainer that the course will lead to eligibility for the issue of the appropriate Certificate and that the Assessor holds a current Assessor’s Certificate. The Certificate is available to those who have had their competences affirmed by Assessors who in turn have had their assessment methods verified for the appropriate Units of Competence.

Eligibility for an Intermediate Certificate

- Hold a Statement/Certificate of Competence in Occupational Testing Level A.
- Provide sufficient evidence to a Verified Assessor of competence across Units 1–5 of the Level B Units (Modules B1 and B2).



For detailed guidance on Modules B4 and B5 see *Guidance for Assessors Level B (Units 6–9)*

Figure 1

Eligibility for an Intermediate Plus Certificate

- Hold a Statement/Certificate of Competence in Occupational Testing Level B Intermediate (Modules B1 and B2).
- Provide sufficient evidence to a Verified Assessor, of competence in Units 3–5 of the Level B Units (Module B3).

Please see Figure 2 and Figure 3 for routes to Level B Full.

ROUTES TO LEVEL B FULL

CATEGORY	APPLICANT	ASSESSOR
A. Intermediate Certificate or Statement holder – application form has or had one instrument , or family of instruments.	Specifies what the instrument was. Chooses a second instrument which is *‘sufficiently different’ and applies for Intermediate Plus Certificate.	Assesses and affirms Units 3–5 for Intermediate Plus Certificate.
B1. Intermediate Certificate holder – application form has two instruments which are *‘sufficiently different’ and signed off on two separate occasions .	Nominates what they want their first instrument to be. Specifies the second instrument and applies for an Intermediate Plus Certificate.	No action required by Assessor.
B2. Applicant assessed by the same Assessor on two *‘sufficiently different’ instruments on one affirmation form.	Nominates what they want their first instrument to be. Requests the Assessor to sign off Units 3–5 for a second instrument which should be *‘sufficiently different’ and applies for Intermediate Plus Certificate.	Ensures applicant has been fully assessed and affirmed on both instruments.
C. Intermediate Statement holder whose application was based on two or more *‘sufficiently different’ Level B instruments .	Nominates what they want their first instrument to be. Seeks affirmation of current and competent use of the second instrument. Sends completed affirmation to the Society Office (see Affirmation Form for Category C). NB: An Intermediate Plus Certificate will not be issued. If no Assessor is able to do this, candidate should seek assessment and affirmation (a training course is not necessarily essential). Applies for an Intermediate Plus Certificate.	Affirms current and competent use of second instrument for Units 3–5. (See Affirmation Form for Category C). Assesses and affirms competent use of a second instrument for Units 3–5 (a training course is not necessarily essential).

Figure 2

In all cases applicants will need to seek assessment and affirmation for Units 6–9, Diary Record and Project Report following any required training.

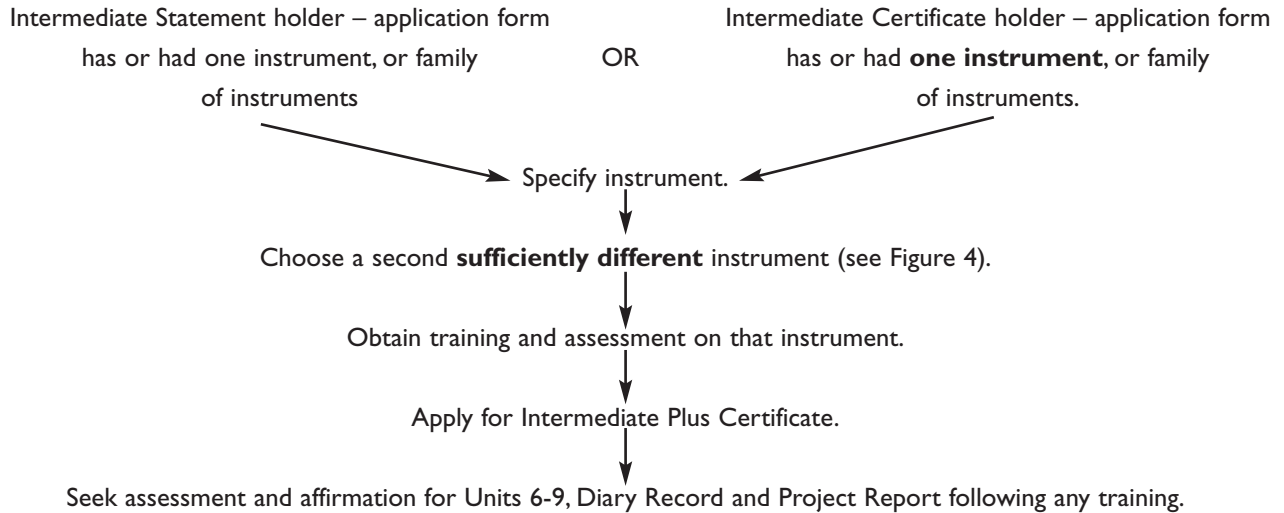
*Figure 4 on page 9 demonstrates the concept of ‘sufficiently different’ instruments.

ROUTES TO LEVEL B FULL

Upgrading from Level B Intermediate Statement or Certificate to Level B Full.

1. All assesseses need to decide which category (A, B or C on page 7) applies to them.

2. If Category A



3. If Category B

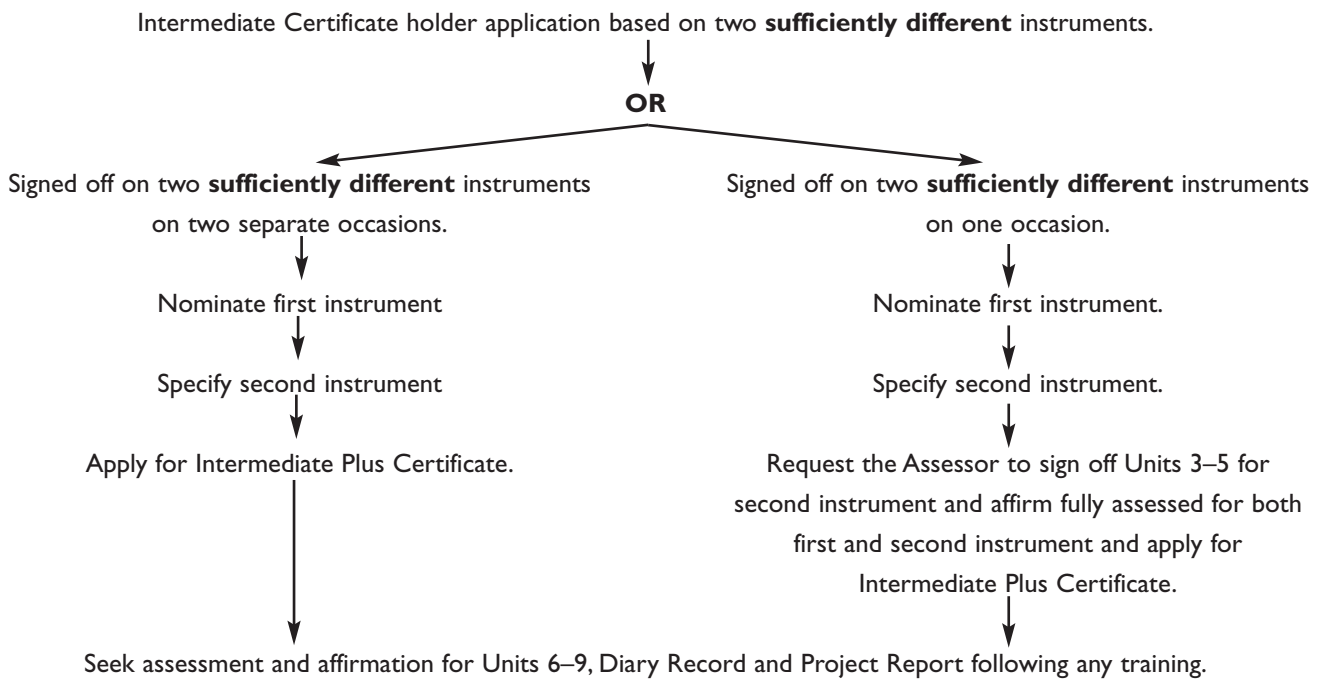


Figure 3

4. If Category C

Intermediate Statement holder – application based on two or more **sufficiently different** Level B instruments.

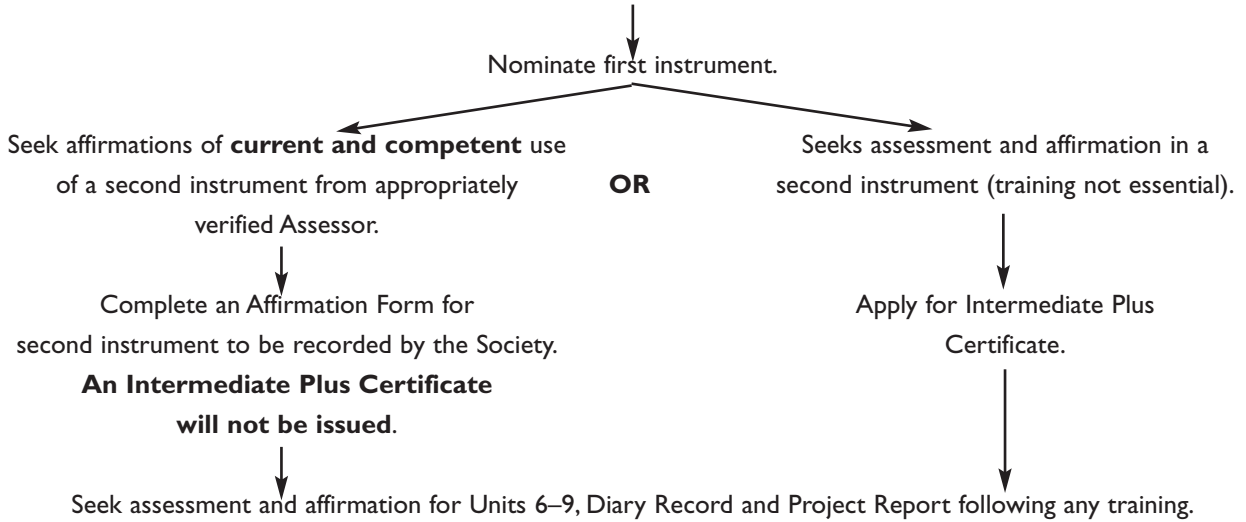


Figure 3 (continued)

Chart showing the concept of ‘Sufficiently Different’ Instruments

You may not offer an instrument from the same ‘family’ as your second instrument.

Classification criteria: Please circle all that apply for each instrument

Nominated first instrument	Second instrument
Small scale/multi-scale (more than five)	Small scale/multi-scale (more than five)
Orthogonal/oblique	Orthogonal/oblique
Normative/non-normative	Normative/non-normative
Type/trait	Type/trait
Data driven/construct based	Data driven/construct based
Self report/report by others	Self report/report by others
Specific occupational focus/ more general psychological focus	Specific occupational focus/ more general psychological focus
Individual/group	Individual/group
Personality/Personality plus cognitive style/motivation/values/ interests/beliefs/other	Personality/Personality plus cognitive style/motivation/values/ interests/beliefs/other

Figure 4

For any two instruments to be regarded as sufficiently different, the applicant is required to show differences on at least two criteria.

Measures belonging to the same 'family' would not usually be considered sufficiently different. Similarly, full and short forms of the same measure would not usually be considered sufficiently different.

The Assessor will need to affirm to the Society that the applicant is currently using the nominated second instrument and is competent to do so.

NB: In the event of any discovery that applicants have fabricated any evidence of competence, they will be excluded from applying for a Full Level B Certificate. Further action may be taken if and when any code of conduct for Certificate holders is introduced.

Chartered Psychologists who are Assessors are reminded that under the Society's Code of Conduct they will be subject to disciplinary proceedings should they act beyond their verified competence.

Where there is any ambiguity regarding any aspect of the affirmation process, Assessors should contact the Senior Verifier for guidance.

Eligibility for upgrading to a Full Certificate

- Hold a Statement/Certificate of Competence in Occupational Testing Level B Intermediate (Modules B1 and B2).
- Hold an Intermediate Plus Certificate of Competence in Occupational Testing Level B (Module B3) or has obtained a signed Affirmation for a second sufficiently different instrument (see Affirmation form for Category C).
- Provide sufficient evidence to a Verified Assessor of competence in Units 6–9 (Module B4) plus a Diary Record and Project Report (Module B5).

Integrated assessment of Units 6–9 (Module B4) plus Diary Record and Project Report (Module B5)

Level B Intermediate is designed to provide practitioners with the minimum competence necessary to use a particular instrument for specific purposes. Full Level B is designed to produce competent decision makers. Full Level B represents considerable added value for test takers who need to be able to make evaluative judgements about personality based tests and testing across a full range of instruments and approaches and who need to be able to question and justify decisions in a rational and informed manner.

In addition, Full Level B is also necessary for those who wish to make appropriate and competent use of computerised administration and report generating systems.

Portfolio Evidence

Apart from evidence of competence in Units 6–9 candidates will also need to submit evidence that they have completed a portfolio which has also been assessed. The portfolio consists of two elements: the Diary Record and Project Report.

The Diary Record

Each of the relevant events and activities recorded in the record is given a date and described. As well as a simple, factual description, the candidate is required to reflect upon the learning which has taken place and record this along with its relationship to Units 6–9 (see Figure 2).

The Project Report

This may be based upon the completion of one major project, a number of minor projects or a combination of the two. The difference between a major and minor project is not simply one of scale, although this is likely to be a distinguishing feature. A major project is also likely to involve competences spread across a number of Units, while a minor project is more likely to be focused on one or two. Despite this difference, the Project Report as a whole provides an opportunity for the candidate to demonstrate a depth of understanding in relation to the Units.

The relationship between the Diary Record and the Project Report

The Diary Record is likely to contain, among other things, reference to the stages involved in completing the work associated with the Project Report. The Project Report itself, however, is likely to be more detailed, reflective and discursive than the Diary Record. Whereas the Diary Record provides a broad picture of the candidate's relevant experience since completing Intermediate Level B, together with a description of how this maps onto the competences, the Project Report is a method which enables the candidate to 'spotlight' and amplify specific aspects of their experience. By completing both, the candidate

has the potential to show that their practical activity since Intermediate Level B reflects both the breadth and depth of their understanding of Units 6–9.

An illustration of the Diary Record – sample page

Time period	Activity*	Personal learning outcome (summary of reflections on new learning)	Relationship to units and elements of competence	Project Report page reference (if relevant)
April 14	Attended 1 day workshop on computer-based assessment. Covered administration and report writing software. Different approaches to narrative writing compared.	Gained understanding of different approaches adopted by narrative systems and consolidated in note form: gained clearer grasp of ethical issues arising in different uses of narrative reports. Action point: intend to develop company policy to cover range of acceptable uses of narrative, and intend to write this up as minor project for Full Level B.	8.1, 8.2, 8.3, 8.4	To be decided
May 25	Assessed 4 candidates for a senior position (Sales Director) using range of ability tests and personality questionnaire (I6PF). Selected I6PF from 3 possible options. Wrote reports for both the candidates and the selection panel. Gave feedback to candidates on all psychometric measures used. Discussed outcomes of testing session with panel; advised on fit of candidates to job description and person spec provided. Discussed implications of choice of norms and equal opportunities issues.	Developed and wrote up rationale for selection of I6PF in this exercise. Main other advantage was to enable me to gain 'flying hours' in feedback and report writing. Two of the profiles associated with high MD scores – gained more experience for probing for work related evidence in these cases. Action point: need to work on presentation of scales to ensure value free descriptions offered. Action point: following discussion and request, need to provide guidance to HR Director on implications of mixed gender norming. Write this up as 2 minor projects – one on test choice, and one on policy development.	7, 9.1, 9.2 3, 4, 5 (2nd measure) 7.11	To be decided
	Read article '.....' on validity of personality questionnaires.	Wrote up summary of the issues in the validity debate re 'fishing expedition' concept. Action point: ask Full Level B Assessor for some input re 'hypothesis driven approach'.	7.5, 6, 7, 8	

* Activities may include relevant learning experiences such as attending a conference, participating in a training workshop, formal study, informal reading or any practical activity relevant to Units 6 to 9. Some of these activities will be described in greater detail in the candidate's Project Report.

Figure 5

The Register of Competence in Occupational Testing

The Society makes positive efforts to encourage employers only to use competent test users, and the Register is their basic source guide to check the credentials of individuals they intend to consult or employ.

Selection and Development Review (SDR) is published six times a year under the aegis of the Society's Division of Occupational Psychology. The annual fee for entry to the Register is £20. Registrants automatically receive *SDR* free and are encouraged to contribute to the publication. The Register is the best way for competent test users to keep in touch with developments in the field.

There is no facility for advertising tests, courses or services beyond the existing paid listing of appropriate upcoming courses in *SDR*.

Other services for registrants will be developed over time and as numbers increase.

Registrants' details are held on the Society's database. Details are available to enquirers who mention a person by name, but not available as part of a more general listing.

Names and addresses of Chartered Psychologists who appear on the Register and whose verification methods have been confirmed by the Society appear on the appropriate list of Assessors.

If you wish to check if a person is or is not on the Register, please contact the RCOT Desk on direct line no: 0116 252 9530. For a list of Assessors visit our website at www.psychtesting.org.uk or contact the RCOT desk.

Continuing professional development

Being on the Register is the best way for competent test users to keep in touch with developments in the field. Individuals not already on the Register, when awarded any Level B Certificate, will have to join the Register and will be expected to remain on it unless they inform the Society otherwise in writing.

Notes for Assessors

At Level B, *Guidance for Assessors* is published in two volumes:

- *Guidance for Assessors Level B Units 1–5 (Modules B1–B3)*
- *Guidance for Assessors Level B Units 6–9 (includes Diary Record & Project Report) (Modules B4 and B5)*

Each costs £20 and may be ordered from the Society.

No formal training requirements have been defined.

Affirmations of competence for Certificates must be carried out by Chartered Psychologists who hold a Certificate or Statement of Competence in Occupational Testing Level B and who have had their assessment practices Provisionally Verified or Confirmed. Verification information packs (Intermediate, Intermediate Plus and Full) may be obtained from the Society's Office.

The Assessor must initial each item on the Checklist. Where all the items on the Checklist for each UNIT have been initialled, the Affirmation of Competence in that UNIT should be signed and dated.

The Level B Units of Competence

The following are designed as an outline specification of assessment requirements; and hence they stress understanding the processes required to achieve relevant performance outcomes and not just the outcomes themselves.

Some general guidance on the level of competence expected is given in the introduction to each of the three aspects of competence.

The terms 'client' and 'candidate' are used as follows:

- Client – the person or organisation for whom the assessment is being carried out; generally, the person who has sponsored the assessment, who pays for it and who requires access to the information produced.
- Candidate – the person who is the subject of the assessment process.

Note that in some assessment contexts, the candidate and the client will be the same person (for example, in personal guidance on career development). In most other instances, the client and candidate will be different people.

Foundation Units 1 and 2 (Module B1)

The foundation units cover the general theory and underpinning knowledge deemed necessary to provide users with the breadth of understanding of personality assessment necessary to place the use of individual instruments in an appropriate context.

Foundation LB Unit 1. Personality theory

The assessee can:

- 1.1 Define 'personality' and explain the differences between implicit (personal, or everyday) and explicit (empirical, psychological) models.
- 1.2 Differentiate between temperament (personality), motivation (needs, interests and aspirations) values, attitudes, beliefs and ability.
- 1.3 Discuss ways in which genetic and environmental factors (such as culture and education) affect personality.
- 1.4 Describe the key differences between the psychometric, psychoanalytic, social-learning and humanistic approaches to describing and explaining differences in personality.
- 1.5 Describe and illustrate the type and trait based approaches to personality and explain the limitations of each.

Foundation LB Unit 2. Personality assessment

The assessee can:

- 2.1 Describe the main advantages and limitations of the main approaches to assessing personality and give an example of the type of measure obtained from each.
- 2.2 Outline the main sources of and opportunities for 'sabotage' or 'distortion' in assessment, associated with each approach.
- 2.3 Describe how such problems of bias can be controlled and/or limited.
- 2.4 Explain how problems of bias also apply to informal methods of personality assessment (e.g. in everyday social interaction, in interviews and so on).
- 2.5 Give examples of trait and state measures and explain the ways in which they differ.
- 2.6 Describe the 'Big Five' factor model of personality and give examples of how scales from two tests can be mapped onto the five factor model.
- 2.7 Define ipsative scaling and identify two instruments which use it.
- 2.8 Explain the dangers of reliance on spurious validity through, for example, 'Barnum effects', using the candidate's self-assessment of the validity, literal interpretation and acceptance of scale labels.
- 2.9 Give examples of pseudo-scientific assessment procedures which have high acceptability ('face validity') or appear convincing to the lay-person but which have little or no proven validity. Illustrate the dangers associated with their use.

Range: Coverage of approaches to personality assessment should include:

- (a) self-report procedures;
- (b) reports by others;
- (c) group or individual situational assessments;
- (d) projective measures;
- (e) observations of behaviour;
- (f) task performance measures (that is, 'objective' measures of personality);
- (g) physiological measures;
- (h) repertory grids.

Test Use: LB Units 3, 4 and 5 (Module B2 for first instrument and B3 for subsequent instrument(s))

Competence relating to Test Use should be assessed in relation to a specific substantive instrument or instruments. The focus of the assessment is on the assessee's competence as a practitioner to demonstrate a good understanding of the strengths and weaknesses of the instrument, to make appropriate use of it in different assessment contexts and to weight information obtained from it appropriately with other information about the candidate.

Test Use Units 4 and 5 require evidence of competence in interpretation and providing feedback to both clients and candidates in each of two types of context:

Client-oriented, assessment contexts (where the prime reason for the assessment is to provide the client or client organisation with information about the candidate):

- report to a client organisation for selection, promotion or inclusion/exclusion in a team;
- feedback to candidate(s) on the above.

Candidate-oriented assessment contexts (where the prime reason for the assessment is to provide the candidate with information about him or herself):

- report to a client on the development/career potential etc of a candidate;
- report to candidate(s) on the above.

It is realised that candidate-oriented situations may arise (a) where it is not appropriate to provide feedback to the client organisation, or (b) where the distinction between client and candidate does not apply as they are the same person.

The evidence obtained must cover both of these types of context and include instances of verbal feedback to a candidate and instances of written feedback both to a client and to a candidate. The evidence should be collected under realistic working conditions.

Test Use LB Unit 3: Administration

The assessee can:

- Properly inform the candidate about the nature of the assessment, why it is being used, the conditions under which it will take place and the nature of the feedback they can expect to receive.
- Provide assurances about the confidentiality of the data, how it will be used and how it will be stored.
- Ensure that the candidate's informed consent has been obtained.
- Obtain relevant background information from the candidate.
- Demonstrate the ability to administer the instrument, showing due awareness of the need to establish positive rapport with the candidates, encourage the adoption of an honest open response and set an appropriate pace for the administration.
- Maintain appropriate records and data for audit and research purposes, ensuring that all personal identifiers are removed from publicly accessible data.
- Ensure that assessment data are not used for purposes other than those to which the candidate has given their consent.

Test Use LB Unit 4: Issues associated with Interpretation

The assessee:

- Can outline in non-technical terms the rationale underlying the instrument and the approach adopted and the stages gone through in its construction.
- Does not over-interpret 'chance' significance in tables of correlations produced from an instrument with a large numbers of scales.
- Shows an awareness of the issues involved in choosing suitable norm groups for the interpretation of scale scores.
- Interprets scale score profiles with due regard to the technical qualities of the instrument.
- Can comment on the effects of using: norms based on broad based samples versus those based on narrow ones (small variance); mixed gender or ethnic group versus single gender or ethnic group norms; occupationally-related versus general population norms.
- Relates the interpretation given to a score appropriately to the information provided about the instrument being used and to the nature of the scale and its mode of construction.
- Corroborates information about personality obtained from the instrument with information obtained from other sources.
- Makes appropriate use of any other relevant information (such as reports from other assessments of the candidate, self-assessments, peer-assessments etc) to aid the interpretation of results.

Test Use LB Unit 5: Providing feedback

The assessee:

- Demonstrates sufficient knowledge of the instrument to provide competent interpretation and oral feedback to at least two candidates in each case and to produce balanced written reports for:
 - (a) the candidate, and
 - (b) the client – where the assessment is being carried out for a third party.
- Provides non-judgmental oral feedback of results to candidates with methodical use of the feedback interview to help confirm/disconfirm hypotheses generated from the pattern of individual test results.
- Provides an indication to the candidate and to the client (when there is a third party involved) of the status and value of the information obtained and how it relates to other information about the candidate's personality.
- Produces written reports which integrate the information on personality with that on ability and other relevant aspects of the person to provide an overall balanced view related to the context for which the information is sought.
- Ensures that neither organisational nor personal decisions are based solely upon the interpretation of data from one personality inventory.

Range of assessment functions:

Client/organisation oriented: e.g. Selection, Promotion, Redundancy/Outplacement.

Candidate oriented: e.g. Individual personal development, Team development, Career Guidance, Counselling.

Test Choice and Evaluation LB Units 6, 7, 8 and 9 (Module B4)

These Units cover the knowledge and understanding deemed necessary for test users to make informed choices between instruments as to their suitability for various purposes. The focus in Unit 6 on test construction assumes a level of knowledge sufficient to make an informed evaluation of an instrument on the basis of reviews and information presented in its technical manual. The level of understanding and the practical skills required to design and construct tests are not required for Level B.

Unit 7 extends the coverage of reliability and validity issues dealt with in Level A and – as with all the Level B Units – assumes an underlying competence at Level A.

For Unit 9, evidence should be provided that the assessee has a knowledge base on which to make choices which is broader than that covered by the specific instruments on which their Test Use Units are based.

Test Choice LB Unit 6: Approaches to personality assessment and test construction

The assessee can:

- Give an example of an instrument based on each of the following approaches and describe how the instrument and approach are related: psychometric; psychoanalytic; social-learning and humanistic approaches to personality.
- Explain the implications of situationalist theories on the use and construction of personality measures and on the argument that generalised 'stable' dispositions can account for behaviour in different settings.
- Describe the role of personality theories in the design and interpretation of occupational interest inventories.
- Identify self-report questionnaires based on each of the following approaches: type, trait, humanistic. Describe the advantages and disadvantages of each one.
- Give examples of three different methods used to assess or control for 'sabotage' or 'distortion' effects in assessment and describe how these are used in practice.
- Describe (in non-mathematical terms) the general principles underlying factor analysis and explain its strengths and limitations as the basis for test construction.
- Give an example of one instrument which uses scales constructed using factor analysis and one which uses scales constructed using 'rational' criteria (e.g. on the basis of item content).
- Give an example of one instrument which is based on traits which are assumed to be correlated with each other and one which assumes the underlying traits are independent.
- Describe the evidence supporting the 'Big Five' factor model of personality and give examples of scales from different tests which either do or do not fit the model.
- Explain how profiles produced by ipsative instruments are affected by the number of scales on which they are based and illustrate with examples of two different tests.
- Explain in non-technical terms the main issues involved in the 'ipsative-normative' debate concerning when ipsative measures should and should not be used.

Test Choice and Evaluation: LB Unit 7. Validity and reliability issues

The assessee can:

- Explain the difference between dependability, stability and internal consistency.
- Explain how internal consistency is affected by trait breadth and explain the relative advantages and disadvantages of highly homogeneous versus broad scales.
- Explain the need for periodic reassessment and why information about personality may become 'outdated'.
- Describe the factors which contribute to unreliability in personality assessment, distinguishing between factors which affect variability in scores and factors which affect variability in the interpretations given to those scores.
- Provide a reasoned consideration of the evidence for validity associated with two different instruments in relation to their:
 - (a) content (i.e. internal) validity,
 - (b) construct validity, and
 - (c) criterion-related (i.e. external) validity.
- Give examples of two substantive criterion-related validity studies associated with personality or interest assessment instruments used in one or more areas of occupational assessment.
- Explain the relative merits of information obtained about the validity of a scale from validation against local criteria and from validity generalisation meta analysis.
- Understand issues associated with the validation and interpretation of (a) linear and (b) non-linear relationships between individual personality scales and external criteria.
- Describe examples of composite scores based on weighted combinations of scales (e.g. adjustment specification equations; criterion-referenced prediction equations; and so on) and show a clear appreciation of the difference between those which are actuarial (based on empirical data) and those which are clinical (conceptual or based on judgements about scale contents).
- Explain the importance of corroborating information about personality obtained using one type of instrument with information obtained from other sources to avoid misinterpreting 'method-variance' as 'trait-variance'.
- Discuss how current legislation and guidelines relating to fairness in the use of tests affect the use of personality measures in occupational settings.

Test Choice and Evaluation: LB Unit 8. Computer-based assessment and computer-generated reports

The assessee can:

- Discuss issues of test equivalence, reliability and test-taking attitude in relation to differences between paper-and-pencil and computer-based test administration procedures.
- Compare the relative advantages and disadvantages (in relation to reliability, validity, acceptability, cost and usability) of computer-generated interpretative reports with those written by human experts.
- Explain in outline the main techniques used by computer-based report generators to produce their reports.
- Describe how the validity of computer-generated personality reports can be formally assessed.
- Outline the practical and professional issues associated with the use of computer-generated reports:
 - (a) as an aid for the test user;
 - (b) as a report to the client; and
 - (c) as a report to the candidate.

Test Choice and Evaluation: Unit 9. When and how to use personality and interest assessment instruments

The assessee can:

- Evaluate the applicability and limitations of two instruments in relation to each of the range of assessment functions. In each case:
 - Discuss factors which limit the practicality and appropriateness of using various different types of instrument (ipsative, non-ipsative; self-report, behavioural etc).
 - Explain how and why information about personality and/or interests should and should not be used.
- With reference to at least three different assessment functions, for each one:
 - Identify and justify the use of one personality and/or interest assessment instrument.
 - Describe what corroborative information about personality and/or interests could be collected using other methods.
 - Discuss how current legislation and guidelines relating to fairness in the use of tests relates to the use of the instrument.

Range of assessment functions:

- (a) Selection;
- (b) Promotion;
- (c) Redundancy/Outplacement;
- (d) Individual personal development;

- (e) Team development;
- (f) Career Guidance;
- (g) Counselling.

Diary Record and Project Report (Module B5)

Diary Record

Project Report

Code of Good Practice for Occupational Testing

People who use psychological tests in occupational settings are expected by The British Psychological Society to:

- Take steps to ensure that they are able to meet all the standards of competence defined by the Society for the relevant Certificate(s) of Competence in Occupational Testing, and to endeavour, where possible, to develop and enhance their competence as test users.
- Monitor the limits of their competence in psychometric testing and not to offer services which lie outside their competence nor encourage or cause others to do so.
- Use tests only in conjunction with other assessment methods and only when their use can be supported by the available technical information.
- Administer, score and interpret tests in accordance with the instructions provided by the test distributor and to the standards defined by the Society.
- Store test materials securely and to ensure that no unqualified person has access to them.
- Keep test results securely, in a form suitable for developing norms, validation, and monitoring for bias.
- 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.
- 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.
- 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.
- 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.
- 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.

THE SOCIETY

The British Psychological Society was founded in 1901 and incorporated by Royal Charter in 1965.

Its principal objects are to:

- promote the advancement and diffusion of a knowledge of psychology pure and applied;
- promote the efficiency and usefulness of Members of the Society by setting up a high standard of professional education and knowledge;
- maintain a Code of Conduct for the guidance of Members;
- compel the observation of strict rules of professional conduct;
- maintain a Register of Chartered Psychologists.

The Society has more than 34,000 members and:

- has branches in England, Northern Ireland, Scotland and Wales;
- accredits nearly 700 undergraduate degrees;
- accredits nearly 100 postgraduate professional training courses;
- accredits higher degrees, in partnership with the Open University Validation Service;
- confers Fellowships for distinguished achievements;
- confers Chartered Status for professionally qualified psychologists;
- awards grants to support research and scholarship;
- publishes 10 scientific journals;
- publishes books, CD-ROMS, videos and other educational resources;
- publishes *The Psychologist* each month;
- publishes newsletters for its constituent groups;
- maintains a website;
- has international links with psychological societies and associations throughout the world;

- provides an information service for the news media and the public;
- has an Ethics Committee;
- provides service to the Disciplinary Board;
- maintains a Register of more than 9,500 Chartered Psychologists;
- prepares policy statements on matters of social policy;
- holds conferences, workshops, continuing professional development and training events;
- recognises distinguished contributions to psychological science and practice through individual awards and honours.

The Vision Statement of the Society plans that by 2006:

- there will be 50,000 members;
- the Society will have offices in the major constituent parts of the United Kingdom;
- the public at large will have a clear understanding of psychology as both a research and applied discipline;
- the Society will seek to influence public policy on matters relating to education, health, the family and the community;
- all its members will contribute so that the strengths and diversity of its membership are fully utilised.

The British Psychological Society
St. Andrews House
48 Princess Road East
Leicester LE1 7DR.

Tel: 0116 254 9568
Fax: 0116 247 0787

E-mail: mail@bps.org.uk
Web: www.bps.org.uk