

## **Performance Requirements, Context definitions and Knowledge & Skill specifications for the three EFPA levels of test user qualification**

*Version date: 10-3-2012*

The EFPA-EAWOP European Standards for test use have been used to define qualifications that relate to three levels of competence:

1. Test administration under well defined conditions.
2. Test use of a limited number and range of instruments in well-defined conditions (such as assessment for job selection, assessment of children with learning difficulties etc).
3. Specialist use of tests for in-depth assessments and in providing guidance and advice to others on the use of tests.

The following outlines are intended to be *illustrative* of the sort of roles covered by each level. These are not intended to cover all possibilities.

### **Assistant Test User - Test administrator (EFPA Level 1)**

An individual who uses specific tests in well-defined and constrained contexts, under the supervision of a more experienced test user. One who operates within organizational policies and directives on testing and test use. Choice of tests and details of how they are to be used and applied is outside the person's competence.

- Able to administer and use specific tests under the supervision of a person qualified at a higher Level in clearly constrained settings.
- Not able to make choices about which tests should be used or provide interpretations of test scores beyond those provided in standard reports.
- Have awareness of broader issues related to testing and test use, of limitations and value of using tests, and know when to seek more expert help.

### **Test user (EFPA Level 2)**

For qualifications in the work area, this would typically be someone working in an HR department, employment agency or within a consultancy offering testing services. They may be involved in testing for personnel selection, development or career guidance and advice. For the educational area, this might be a teacher with responsibility for special educational needs assessment. In health-related (such as Clinical or Health Psychology) areas this could cover a wide range of roles where testing forms a limited but important part of that role (e.g. routine assessment carried out by psychiatric nurses, tests used by speech therapists etc as well as routine assessment procedures carried out by clinical, counselling or health psychologists).

- Has an understanding of the technical psychometric qualities of tests sufficient for their use but not for test construction.
- Can work independently as a test user in a specified and limited range of settings.
- Has the necessary knowledge and skills to interpret a limited range of specific tests.
- Is not able to make choices about which tests should be used (beyond choices between those tests on which they are qualified) nor able to provide interpretations of test scores beyond those based on the documentation provided for test users or provided in standard reports.

### **Specialist in Tests and Testing (EFPA Level 3)**

This person will typically be an experienced psychologist who has, within their main area of practice, specialised in testing and test use and who uses tests as a core part of their practice.

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They may have specialised in relatively specific areas of testing or contexts of application (e.g. assessment of children, assessment for leadership development etc) but will be expected to have built this on a broad base of knowledge and skills. Specialists in testing, as the term implies, may be particularly qualified to offer one or more of the following services:

- The provision of advice and consultancy on testing.
- Training others in test use.
- Test construction.
- The provision of expert evidence relating to test use in court cases.

Level 3 does not require sufficient expertise in methodology to construct and develop tests, but people with such expertise would be covered by this level.

## **The performance requirements**

The emphasis of these standards is for good practice. They are aimed at people who use tests and testing as part of their work as a practitioner. These are not standards for academic researchers or methodologists in the area of testing.

The performance requirements are appended as Annex 1. They have been designed to be generic. The same set of requirements is used in all qualifications, with changes being made to the context and knowledge & skills specifications that relate to them. Level 1 and Level 2 qualifications do not include all the requirements. Columns L1, L2, and L3 indicate at which level requirements are covered. For Units 1 and 2 it will be necessary to consider performance against the requirements at each level. Unit 3 can be covered at Level 1 and Level 2 and would not normally need to be re-assessed at Level 3.

This document should be considered in conjunction with the specifications of knowledge and skills associated with each Level and the context within which the qualification is based (e.g. assessment relating to health and social care, work, education or other setting).

## **Specifications of context**

Detailed specifications (Annex 2) are defined covering the key variables that define the range of situations that should be covered within an assessment context. These have been defined for the use of tests in work, education, and health & social care related settings. Other context specifications can readily be defined by considering the variables (e.g. types of tests used, reasons for using tests, test candidates etc) listed in these specifications and amending them accordingly

## **Knowledge and Skills**

Knowledge and skill specifications need to be defined for each qualification. These take the Level and Context into account and provide a description of the 'inputs' required to underpin competence. The knowledge and skills specifications for Level 1, 2, and 3 qualifications in Work related contexts and for Level 3 qualifications in Education and Health & Social Care related contexts are appended as Annex 3.

***The contents of the three annexes represent the current status of development of these qualifications as of the version date***

## **Assessment**

*Assessment of Knowledge and skills*

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Knowledge can be assessed using conventional summative assessments (i.e. written examinations) employing a range of techniques – multiple choice questions, short answer questions, essay style answers etc.

Skills should be assessed through observation of performance in real or role-play situations. Assessment of the knowledge and skills detailed below can be used as evidence to support ratings of competence on the performance criteria (see above).

*Assessment of competence*

Assessment of competence should be carried out by a suitability qualified assessor, who should judge the evidence presented by the candidate in relation to each of the standards below in terms of whether that evidence is sufficient to judge the candidate as competent to practice without direct guidance or supervision. Typically assessment will be based on a number of practice scenarios, each of which may provide evidence covering a number of the performance requirements. It is not expected, nor recommended, that each criterion be assessed individually.

For each criterion, a rating of the Level attained should be provided:

- 0: Not yet competent; no evidence or insufficient evidence provided.
- 1: Competent to practice under supervision but not independently
- 2: Competent to practice independently in a specified context across a specified and limited range of assessment procedures.
- 3: Competent to practice independently across one or more contexts with competence of test use in a wide range of assessment procedures and a high level of expertise in one or more specific areas of practice.

A record of the assessment should be kept and where a candidate fails to reach the required rating of competence, the assessor should be able to explain what further development is required.

The range of contexts within which the candidate has been assessed should also be recorded and the assessor should make a judgement as to when the variety is sufficient to infer competence to operate independently across the specified range of contexts.

- 1. For a Level 1 candidate, all ratings should be 1 or higher.
- 2. For a Level 2 candidate, all ratings should be 2 or higher.
- 3. For a Level 3 candidate, all ratings should be 2 or higher, with ratings of 3 in areas where expertise is being claimed. A level 3 candidate would be expected to show greater depth and breadth of competence than one at Level 2.

## Annex 1: Performance Requirements

Note: References to ‘client’ relate to the client as defined in the Context statements for the relevant qualification. Thus clients may be organizations or functions within an organization as well as or instead of individuals.

The shaded areas indicate which of the Performance Requirements are necessary for each of the three levels of qualification.

	Performance required: Ensure that you:	Level 1	Level 2	Level 3
<b>Unit 1</b>	<b>Take responsibility for ethical test use</b>			
<b>Standard: 1.1</b>	<b>Act in a professional and ethical manner</b>			
<b>A</b>	Promote and maintain professional and ethical standards.			
<b>B</b>	Implement an explicit policy on testing and test use.			
<b>C</b>	Require people who work for or with you adhere to appropriate professional and ethical standards of behaviour.			
<b>D</b>	Conduct communications and give feedback with due concern for the sensitivities of the test taker and other relevant parties.			
<b>E</b>	Represent tests and testing in an accurate and balanced manner in communications with and through the media.			
<b>F</b>	Avoid situations in which you may have or be seen to have a vested interest in the outcome of the test, or where the test might damage the relationship with your client.			
<b>Standard: 1.2</b>	<b>Ensure you have the competence to use tests</b>			
<b>A</b>	Work within the limits of scientific principle and empirical evidence.			
<b>B</b>	Have sufficient knowledge of test theory and psychometrics for the use you will make of tests.			
<b>C</b>	Know the limits of your own competence and operate within those limits in terms of contexts of testing, testing methods used and modes of administration.			
<b>D</b>	Keep up with relevant changes and advances relating to the testing methods you use and with advances in the tests you use.			
<b>E</b>	Set and maintain high personal standards of competence.			

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F	Keep up with relevant changes and developments in tests and testing and in areas of legislation and policy that may impact on your use of tests.			
<b>Standard: 1.3</b>	<b>Take responsibility for your use of tests</b>			
A	Only offer testing services, modes of administration and testing methods for which you are qualified.			
B	Accept responsibility for the choice of tests used, and for the recommendations made.			
C	Provide clear and adequate information to participants in the testing process about the ethical principles and legal regulations governing psychological testing.			
D	Ensure other parties are informed of their duties of responsibility and accountability regarding legal, contractual and ethical codes			
E	Accept the duties of responsibility and accountability regarding legal, contractual and ethical codes.			
F	Ensure that there is informed consent and that the nature of the contract between test-taker (or responsible person) and tester is clear and understood.			
G	Be alert to any unintended consequences of test use.			
H	Avoid doing harm or causing distress to those involved in the testing process.			
<b>Standard: 1.4</b>	<b>Ensure that test materials are kept securely</b>			
A	Safeguard access to test materials e.g. store test materials securely and control access to them.			
B	Respect copyright law and agreements that exist with respect to a test including any prohibitions on the copying or transmission of materials in electronic or other forms to other people, whether qualified or otherwise.			
C	Protect the security of the test e.g. by not coaching individuals on actual test materials or other practice materials that might unfairly influence their test performance.			
D	Ensure that test techniques are not described publicly or in other ways placed in the public domain in such a way that their usefulness is impaired			
<b>Standard: 1.5</b>	<b>Ensure that test results are treated confidentially</b>			
A	Specify who will have access to results and define levels of confidentiality.			
B	Explain levels of confidentiality to individuals before tests are administered.			

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<b>C</b>	Limit access to results to those with a right to know.			
<b>D</b>	Obtain the relevant consents before releasing results to others.			
<b>E</b>	Protect data kept on file systems so that only those who have a right of access can obtain them.			
<b>F</b>	Establish clear guidelines as to how long identifiable personal test data are to be kept on file.			
<b>G</b>	Remove names and other personal identifiers from databases of results that are archived for research use, development of norms or other statistical purposes.			

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	Performance required: Ensure that you:	Level 1	Level 2	Level 2
<b>Unit 2</b>	<b>Follow good practice in the use of tests</b>			
<b>Standard: 2.1</b>	<b>Evaluate the potential utility of testing in an assessment situation</b>			
<b>A</b>	Base decisions about testing on a thorough analysis of the client's requirements, ensuring that you fully understand the assessment need.			
<b>B</b>	Establish that the constructs being measured are relevant for the assessment need			
<b>C</b>	Assess advantages and disadvantages of using tests instead of or with other sources of information or alternative assessment strategies			
<b>D</b>	Produce a reasoned justification for the use of tests in relation to:			
	• assessment methods			
	• modes of administration,			
	• stakeholders • and reasons for testing.			
<b>E</b>	Conduct a risk assessment with regards to assessment method security, legal issues and protection of intellectual property in relation to:			
	• testing methods			
	• testing conditions			
	• modes of administration,			
	• context, • stakeholders.			
<b>F</b>	Consider how other sources of information might be used together with or instead of the tests.			
<b>G</b>	Can explain to the relevant stakeholder the utility associated with the use of tests and other methods of assessment.			
<b>Standard: 2.2</b>	<b>Choose tests appropriate for the situation</b>			
<b>A</b>	Examine current information covering the range of potentially relevant and available tests (e.g., from specimen sets, independent reviews, expert advice), before selecting a test to use.			
<b>B</b>	Consider which tests, if any, are appropriate for the assessment contexts			

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<b>C</b>	Choose tests based on an evaluation of the technical and user documentation and other available information to ensure that the test's scope, reliability, validity, standardisation, fairness, accessibility, language or dialect version, practicality and acceptability are appropriate to the identified assessment need.			
<b>D</b>	Agree the choice of tests, administration conditions and administration modes and inform relevant stakeholders.			
<b>E</b>	Respond to requests from test takers by providing sufficient information to allow them to understand why the test was chosen.			
<b>F</b>	Agree applications of results and confidentiality and security of the personal data and inform relevant stakeholders.			
<b>Standard: 2.3</b>	<b>Give due consideration to issues of fairness in testing</b>			
<b>B</b>	Evaluate any potential for bias in the test given the testing context and conditions, for the various groups that will be tested.			
<b>C</b>	Check:			
	i. that the modes of administration are appropriate			
	ii. that the constructs being assessed are meaningful in each of the groups represented			
	iii. that evidence is available on possible group differences in performance on the test.			
	iv. that there is validity evidence to support the intended use of the test in the various groups and that the effects of any group differences not relevant to the main purpose of assessment (e.g., differences in motivation to answer, malingering, or reading ability) are minimised.			
v. that the context, culture and language of the test is appropriate(given that suitable accommodations may need to be made where necessary).				
<b>D</b>	Interpret guidelines relating to the fair use of tests in the context of local policy and legislation.			
<b>E</b>	Make appropriate arrangements for test takers with disabilities.			
<b>F</b>	Ensure that test administrators are aware of issues of fairness and take them into account before during and after administration.			
<b>G</b>	Check that administrators:			
	i. Implement accommodations for test takers with disabilities appropriately			
	ii. Can communicate proficiently with the test taker in an appropriate language.			

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	iii. Observe tests takers and identify any difficulties they may have with the test process			
	iv. Document any administration problems or deviations from standard procedures.			
<b>H</b>	Analyse and interpret scores with due regard for fairness and equity issues.			
<b>Standard: 2.4</b>	<b>Analyse and interpret results appropriately</b>			
<b>A</b>	Produce an interpretation of the results that takes account of available information about the test taker with due regard to the testing context, conditions, methods and modes; the technical qualities of the test; and the assessment need.			
<b>B</b>	Choose suitable norm or reference groups as appropriate for the context in which testing took place and the testing methods used			
<b>C</b>	Choose scale types and derived scores relevant to the intended use of the test scores e.g. standard scores, percentiles.			
<b>D</b>	Consider reasonable alternative interpretations			
<b>E</b>	Produce an interpretation of the results that takes account of available information from other sources or other methods of assessments.			
<b>F</b>	Give due consideration to the available evidence of the technical properties of the test for members of the test takers' relevant demographic groups.			
<b>G</b>	Take account of the possible impact of prior experience on the test			
<b>G2</b>	Consider possible impacts of any test-taker medication, where relevant, on test results.			
<b>H</b>	Avoid over-generalising the results of one test			
<b>I</b>	Ensure that invalid conclusions are not drawn from comparisons of scores with norms that are not relevant to the people being tested or are outdated.			
<b>J</b>	Take account of any individual or group variations from standard procedures in test administration.			
<b>K</b>	Use computer generated reports appropriately in interpretation and with due regard for their technical qualities.			
<b>L</b>	Be prepared to justify the use of computer generated reports and deal with challenges in legal situations			
<b>Standard: 2.5</b>	<b>Communicate the results clearly and accurately to relevant others</b>			
<b>A</b>	Identify relevant others who may legitimately receive test results.			
<b>B</b>	Discuss results with test takers and relevant others in a constructive and supportive manner.			

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<b>C</b>	Agree final recommendations with relevant others			
<b>D</b>	Communicate results to agreed recipients			
<b>E</b>	Provide written or oral reports for relevant interested parties, with the informed consent of the test takers, or their legal representatives.			
<b>F</b>	Use a form and structure for a report that is appropriate to the context of the assessment.			
<b>G</b>	Include within written reports a clear summary, and when relevant, specific recommendations.			
<b>H</b>	Ensure that the technical and linguistic levels of any reports are appropriate for the level of understanding of the recipients.			
<b>I</b>	Explain how the importance of the test results should be weighted in relation to other information about the people being assessed.			
<b>J</b>	Make clear that the test data represent just one source of information and should always be considered in conjunction with other information.			
<b>K</b>	When appropriate provide decision-makers with information on how results may be used to inform their decision			
<b>Standard: 2.6</b>	<b>Review the appropriateness of the test and its use</b>			
<b>A</b>	Monitor and periodically review change over time in the populations of individuals being tested and any criterion measures being used.			
<b>B</b>	Monitor test data for evidence of adverse impact and re-evaluate the legal and equity issues arising in using the test and check that best practice is being followed.			
<b>C</b>	Participate in formal validation studies where possible and practical.			
<b>D</b>	Assist in updating information regarding the norms, reliability and validity of the test by providing relevant test data to the test developers, publishers or researchers.			
<b>E</b>	Re-evaluate the use of a test if changes are made to its form, content, or mode of administration.			
<b>F</b>	Re-evaluate the evidence of validity if the purpose for which a test is being used is changed.			

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NB It is expected that all of this will have been covered prior to Level 2 or Level 3 qualification being sought.

	<b>Performance required:</b> Ensure that you:	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Unit 3</b>	<b>Follow good practice in the administration of tests</b>			
<b>Standard: 3.1</b>	<b>Make necessary preparations for the testing session</b>			
<b>A</b>	Provide relevant parties in a timely manner with clear information concerning the purpose of testing, how the results will be used and data management arrangements.			
<b>B</b>	Provide guidance on ways in which test takers might best prepare for the test session, and the procedures to be followed.			
<b>C</b>	Check that the test is appropriate for the linguistic or dialectic group of the test taker.			
<b>D</b>	Send test takers approved practice, sample, or preparation materials where these are available and where this is consistent with recommended practice for the tests concerned.			
<b>E</b>	Explain clearly to test takers their rights and responsibilities.			
<b>F</b>	Gain the informed consent of test takers or their representatives before any testing is done.			
<b>G</b>	Explain, when testing is optional, the consequences of taking or not taking the test to relevant parties so that they can make an informed choice.			
<b>H</b>	Make the necessary practical arrangements for the test sessions.			
<b>I</b>	Ensure test centres or locations are available and are suitable in terms of comfort and facilities			
<b>J</b>	Ensure that staff who will be involved in the administration are competent.			
<b>K</b>	Inform the test taker of the testing context and conditions			
<b>L</b>	Prepare the testing methods, equipment and materials			
<b>M</b>	Make arrangements for the testing of people with disabilities			
<b>Standard: 3.2</b>	<b>Administer the tests properly</b>			
<b>A</b>	Welcome test-takers and brief them in a positive fashion, and act to reduce their anxiety.			
<b>B</b>	Provide appropriate assistance to test takers who show signs of undue distress or anxiety.			
<b>C</b>	Carry out administration procedures as specified in test manuals.			

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<b>D</b>	Deal appropriately with any questions, technical or personal problems or issues arising during the testing session.			
<b>E</b>	Observe and record deviations from test procedures.			
<b>F</b>	Ensure the security and safety of testing materials and that all materials are accounted for at the end of each testing session			
<b>G</b>	Adhere strictly to the directions and instructions specified in test manuals while making reasonable accommodations for persons with disabilities.			
<b>Standard: 3.3</b>	<b>Score test results accurately</b>			
<b>A</b>	Score test results according to standardised procedures where scoring is not automated.			
<b>B</b>	Generate normed and derived scores according to documented procedures associated with the testing method.			
<b>C</b>	Uses procedures to screen test results to recognise improbable or unreasonable scores. Checks score scale-conversions and other clerical procedures for accuracy.			
<b>D</b>	Clearly and accurately labels scales and provides clear identification of norms, scales types, and equations used.			

## **ANNEX 2: Specifications of contexts.**

Qualifications are defined by Level and by Context. For any particular Level, the qualification holder should be able to operate competently at the specified level in one or more contexts including the following.

### **Work Contexts**

1	Testing of people for
1.1	Recruitment and selection
1.2	Organizational or team fit
1.3	Identification of development needs
1.4	Career advice and guidance
1.5	Other organizational purposes
1.6	Promotion and advancement
2	Testing of groups for
2.1	Team development
2.2	Competencies audit
2.3	Other organizational purposes
2.4	Organizational audit (e.g. Work conditions, engagement etc)
3	Testing methods
3.1	Maximum performance measures (e.g. achievement measures, psychological tests of ability)
3.2	Typical performance measures (e.g. employee surveys, psychological tests of personality)
4	Test administration modes
4.1	Individual vs Group
4.2	Paper-based, equipment-based and multi-media testing
4.3	Online (internet/intranet) vs offline computer-based testing
4.4	Open, Controlled, Supervised or Managed administration
5	Participants (people actively involved in the process)
5.1	Test taker
5.2	Organizational representatives
5.3	Hiring manager
5.4	Recruitment consultant
5.5	Career advisor
5.6	Carers

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6	Stakeholders (people with some interest in the process and its outcomes)
6.1	Individuals
6.2	Organizations
6.3	Hiring managers
6.4	Recruitment consultants
6.5	HR specialists
7	Filing systems (for data and materials)
7.1	Computerised
7.2	Paper-based
7.3	Other
	<b><i>Occupational setting contexts related to specific standards</i></b>
10	Criteria of appropriateness of tests [Standard 2.2: Choose tests appropriate for the situation]
10.1	Scope or constructs to be covered
10.2	Target groups
10.3	Reliability
10.4	Validity
10.5	Norms
10.6	Fairness
10.7	Acceptability to stakeholders
10.8	Practicality in terms of admin, cost etc
11	Various groups differing in terms of [Standard 2.3: Give due consideration to issues of equity in testing]
11.1	Gender,
11.2	Cultural background and ethnic origin
11.3	Education,
11.4	Faith and religion
11.5	Age
11.6	Sexual orientation
11.7	Language
11.8	Disability
11.9	Social exclusion
11.10	Socio-economic status
11.11	Political orientation
12	Arrangements for [Standard 2.3: Give due consideration to issues of equity in testing]:
12.1	Hearing, visual or motor impairments
12.2	Learning difficulties – e.g. Dyslexia, dyscalculia
12.3	Learning disabilities – e.g. global intellectual disability

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12.4	Those being tested in a language which is not their first language
13	Test taker information [Standard 2.4: Analyse and interpret results appropriately]
13.1	Age,
13.2	Gender,
13.3	Education,
13.4	Culture
13.5	Other factors (such as work experience)
14	Other sources of information [Standard 2.4: Analyse and interpret results appropriately]
14.1	Line manager reports
14.2	Assessment/Development Interview
14.3	Other structured interviews
14.4	Observation.
14.5	Data from performance management/appraisal
14.6	360 degree feedback data
14.7	Self-report questionnaire data.
14.8	Assessment/development centres
14.9	Other structured methods
15	Clients [Standard 2.5: Communicate the results clearly and accurately to relevant others]
15.1	Individuals
15.2	Those commission the assessment
15.3	Any other relevant professionals (e.g. HR)
16	Recipients of reports [Standard 2.5: Communicate the results clearly and accurately to relevant others]
16.1	The test taker
16.2	The sponsoring agent
16.3	Relevant third parties
17	Technical problems and issues [Standard 3.2: Administer the tests properly]
17.1	Suitability of location and testing environment
17.2	Computer system crashes
17.3	Absence of equipment or equipment failure
17.4	Managing testing interruptions and unexpected incidents
18	Personal problems and issues [Standard 3.2: Administer the tests properly]
18.1	Illness or sickness

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18.2	Use of medicines and other substances (including withdrawal phenomena)
18.3	Mental state including other psychological factors (previous negative or positive experiences of testing).
18.4	Session interruptions or disruptions
18.5	Withdrawal of consent
18.6	Mental capacity issues

## **Educational contexts**

1	Testing of people across the life span for purposes of individual or group assessment:
1.1	Attainment
1.2	Ability
1.3	Social competence
1.4	Intervention planning and evaluation
1.5	Screening
1.6	Legal purposes (providing evidence in tribunals)
1.7	Well-being
1.8	Eligibility for services or resources
1.9	Other purposes?
1.10	Counselling and Guidance
2	Testing for the purposes of service delivery audit:
2.1	Provision of data to inform educational policy provision
3	Testing methods:
3.1	Maximum performance measures (e.g. achievement measures, psychological tests of ability, measures under time-pressure)
3.2	Typical performance self-report measures (e.g. Personality, emotional, behavioural, social competence, self-esteem, well-being, learning style, etc)
3.3	Typical performance' informant-report measures (e.g. Conner's questionnaire for parents and teachers)
3.4	Structured observational measures
4	Test administration modes:
4.1	Individual vs Group
4.2	Paper-based, equipment-based and multi-media testing
4.3	Online (internet/intranet) vs offline computer-based testing
4.4	Open, Controlled, Supervised or Managed administration
4.5	Questionnaire vs performance measures
5	Participants (people actively involved in the process):
5.1	Test takers
5.2	Paid and informal carers, family members, staff (statutory and voluntary sector) advocates and interpreters
5.3	Clients and informants
5.4	Test administrators
5.5	Educational, health and social care professionals

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5.6	Voluntary sector workers
5.7	Educational, legal and vocational professionals
6	Stakeholders (people with some interest in the process and its outcomes):
6.1	Parents, carers, partners, spouse; other professionals; individuals; friends and family
6.2	Statutory and voluntary organizations
6.3	Assessment commissioners
7	Filing systems (for data and materials):
7.1	Computerised
7.2	Paper and Pencil
7.3	Other
	<b><i>Educational setting contexts related to specific standards</i></b>
10	Criteria of appropriateness of tests [Standard 2.2: Choose tests appropriate for the situation]
10.1	Scope or constructs to be covered
10.2	Target groups
10.3	Reliability
10.4	Validity
10.5	Norms
10.6	Fairness
10.7	Acceptability to stakeholders
10.8	Practicality in terms of admin, cost etc
11	Various groups differing in terms of [Standard 2.3: Give due consideration to issues of equity in testing]
11.1	Gender,
11.2	Cultural background and ethnic origin
11.3	Education,
11.4	Faith and religion
11.5	Age
11.6	Sexual orientation
11.7	Language
11.8	Disability
11.9	Social exclusion
11.10	Socio-economic status
11.11	Political orientation

**EFPA Standards for Test Use:****Work, Education, and Health & Social Care, Levels 1, 2 and 3**

12	Arrangements for [Standard 2.3: Give due consideration to issues of equity in testing]:
12.1	Hearing, visual or motor impairments
12.2	Learning difficulties – e.g. Dyslexia, dyscalculia
12.3	Learning disabilities – e.g. global intellectual disability
12.4	Those being tested in a language which is not their first language
13	Test taker information [Standard 2.4: Analyse and interpret results appropriately]
13.1	Age,
13.2	Gender,
13.3	Education,
13.4	Culture
13.5	Socio-economic status
13.6	Other factors
14	Other sources of information [Standard 2.4: Analyse and interpret results appropriately]
14.1	Staff/carer reports
14.2	Assessment Interview, informant report,
14.3	Other structured interviews
14.4	Observation.
14.5	Educational, medical, family, personal, social history
14.6	Behavioural analysis
14.7	Self-report questionnaire data.
15	Clients [Standard 2.5: Communicate the results clearly and accurately to relevant others]
15.1	Individuals and family members
15.2	Commissioners and others depending on the outcome
15.3	Referrers and other professionals
15.4	Professional supervisor
16	Recipients of reports [Standard 2.5: Communicate the results clearly and accurately to relevant others]
16.1	The test taker
16.2	Referring agent: Education, Social Services, Legal, Voluntary Sector or other depending on national arrangements.
16.3	Relevant third parties
17	Technical problems and issues [Standard 3.2: Administer the tests properly]
17.1	Suitability of location and testing environment
17.2	Computer system crashes
17.3	Absence of equipment or equipment failure

**EFPA Standards for Test Use:**

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17.4	Managing testing interruptions and unexpected incidents
18	Personal problems and issues [Standard 3.2: Administer the tests properly]
18.1	Illness or sickness
18.2	Use of medicines and other substances (including withdrawal phenomena)
18.3	Mental state including other psychological factors (previous negative or positive experiences of testing). Anxiety, depression, ASD, ADHD.
18.4	Session interruptions or disruptions
18.5	Withdrawal of consent
18.6	Mental capacity issues

## Health and social care contexts

1	Testing of people across the life span for purposes of individual or group assessment:
1.1	Current psychological status (and/or needs...) of the client through appropriate intervention (e.g. Assessment of mood, impact of physical illness, cognition, capacities, personality or functional status).
1.2	Impact of impairment
1.3	Pre-and post-intervention status
1.4	Risk (to self or others)
1.5	Occupational health
1.6	Medico-legal purposes (expert witness opinion and mental capacity)
1.7	Changes (e.g. improvement or deterioration of function)
1.8	Eligibility for service
1.9	Functional adaptation to life context
1.1	Neuropsychological function
2	Testing for the purposes of service delivery audit:
2.1	Health and social care services delivery and quality of care
2.2	Informing health and social policy
2b	Testing for research and development:
2.3	Health-care research
2.4	Informing health and social policy (epidemiology and public health)
2.5	Other organizational purposes (e.g. epidemiology and public health surveys, organisational effectiveness?)
3	Testing methods:
3.1	Maximum performance measures (e.g. achievement measures, psychological tests of ability, measures under time-pressure, neuropsychological tests of cognitive function)
3.2	Typical performance self-report measures (e.g. mood assessments, psychological tests of personality). (e.g., measures of mood, symptom inventories, identity and personality)
3.3	Typical performance' informant-report measures (e.g. mood assessments, psychological tests of personality)
3.4	Structured observational measures

**EFPA Standards for Test Use:****Work, Education, and Health & Social Care, Levels 1, 2 and 3**

3.5	This does <i>not</i> include intrusive physiological testing (e.g. forensics - polygraph, PPG, urine testing for substance abuse etc).
4	Test administration modes:
4.1	Individual vs Group
4.2	Paper-based, equipment-based and multi-media testing
4.3	Online (internet/intranet) vs offline computer-based testing
4.4	Open, Controlled, Supervised or Managed administration
4.5	Questionnaire vs performance measures
5	Participants (people actively involved in the process):
5.1	Test takers
5.2	Paid and informal carers, family members, staff (statutory and voluntary sector) advocates and interpreters
5.3	Clients and informants
5.4	Test administrators
5.5	All health and social care professionals
5.6	Voluntary sector workers
5.7	All educational, legal and vocational professionals
6	Stakeholders (people with some interest in the process and its outcomes):
6.1	Partners, Spouse; Parents, carers, other professionals; Individuals; Friends family
6.2	Statutory and voluntary organizations (e.g. health, CJs, Education, social Services and 3rd sector providers)
6.3	Assessment commissioners (such as occupational health clinics, courts, public protection agencies, etc)
7	Filing systems (for data and materials):
7.1	Computerised
7.2	Paper and Pencil
7.3	Other
	<b><i>Health and social care setting contexts related to specific standards</i></b>
10	Criteria of appropriateness of tests [Standard 2.2: Choose tests appropriate for the situation]
10.1	Scope or constructs to be covered
10.2	Target groups

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10.3	Reliability
10.4	Validity
10.5	Norms
10.6	Fairness
10.7	Acceptability to stakeholders
10.8	Practicality in terms of admin, cost etc
11	Various groups differing in terms of [Standard 2.3: Give due consideration to issues of equity in testing]
11.1	Gender,
11.2	Cultural background and ethnic origin
11.3	Education,
11.4	Faith and religion
11.5	Age
11.6	Sexual orientation
11.7	Language
11.8	Disability
11.9	Social exclusion
11.10	Socio-economic status
11.11	Political orientation
12	Arrangements for [Standard 2.3: Give due consideration to issues of equity in testing]:
12.1	Hearing, visual or motor impairments
12.2	Learning difficulties – e.g. Dyslexia, dyscalculia
12.3	Learning disabilities – e.g. global intellectual disability
12.4	Those being tested in a language which is not their first language
13	Test taker information [Standard 2.4: Analyse and interpret results appropriately]
13.1	Age,
13.2	Gender,
13.3	Education,
13.4	Culture
13.5	Other factors
14	Other sources of information [Standard 2.4: Analyse and interpret results appropriately]
14.1	Staff/carer reports
14.2	Clinical Interview, informant report,
14.3	Structured interviews
14.4	Observation.
14.5	Medical, family, personal, social history
14.6	Analogue assessments

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14.7	Simulations and behavioural (eg. Work samples) e.g. self-care or other functional activities. Domiciliary visit report, behavioural analysis, quasi-experimental analysis
14.8	Self-report questionnaire data.
15	Clients [Standard 2.5: Communicate the results clearly and accurately to relevant others]
15.1	Individuals and family members
15.2	Commissioners and others depending on the outcome
15.3	Referrers and other professionals (e.g. MDT)
15.4	Professional supervisor
16	Recipients of reports [Standard 2.5: Communicate the results clearly and accurately to relevant others]
16.1	The test taker
16.2	Referring agent: Social Services, Education, Civil and Criminal Courts, Forensic Services, Legal, Voluntary Sector
16.3	Relevant third parties
17	Technical problems and issues [Standard 3.2: Administer the tests properly]
17.1	Computer system crashes
17.2	Absence of equipment or equipment failure
17.3	Managing testing interruptions and unexpected incidents
18	Personal problems and issues [Standard 3.2: Administer the tests properly]
18.1	Illness or sickness - Systemic factors (infection, nutrition/hydration, SATs)
18.2	Use of medicines and other substances (including withdrawal phenomena)
18.3	Mental state including other psychological factors (previous negative or positive experiences of testing). Anxiety, depression, post-trauma sequelae, mood, psychological disorder, psychotic presentation
18.4	Session interruptions or disruptions
18.5	Withdrawal of consent
18.6	Mental capacity issues

## **Annex 3: Knowledge and Skills.**

Definitions of depth of knowledge and understanding:

1. The person should be aware of the concept or construct such that they are able to provide a simple definition of it. E.g. they can explain that validity is concerned with what a test measures and know that it is different from reliability.
2. The person should understand the importance and relevance of the concept or construct and be able to explore it in some detail. E.g. could explain that validity is about what a test score means, why this important and how important validity needs to be supported by empirical evidence.
3. The person should be able to work with the concept or construct in a critical fashion. E.g. know that validity study have limitations and that statements about the validity of a test are contingent on the quality of the studies carried out. Would be able to read a non-technical summary of a validity study (as typically reported in the technical manual of a test), understand it and be able to evaluate its worth.
4. The person should have a deeper working knowledge and understanding of the concept or construct. They would be at a level one would expect from a graduate student. E.g. they know about validity, different designs of validity study and their pros and cons, understanding the limitations placed on validity by criterion measurement issues etc. Would be able to read a relatively technical account of a validity study and critically evaluate it.

The following tables contain the current specifications of knowledge and skills required for Level 1, 2, and 3 qualifications in Work contexts and for Level 3 qualifications in both Educational and Health & social Care contexts.

## Work Contexts: Level 1.

Knowledge and skills required for Unit 1	Depth required
<b>Theories, models and principles of:</b>	
Professional and ethical standards in testing	3
Principles of good practice in testing including:	3
Informed consent	3
Privacy and confidentiality	3
Test use policies	2
<b>Facts, data and information about:</b>	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. testing methods and tests in general use in the occupational field, changes in testing	2
2. specific tests one uses	2
3. relevant developments in legislation and policy	2
Legal, contractual and ethical codes.	
Data Protection legislation	2
Copyright law and related restrictions on distributions of materials	2
<b>Methods, techniques and procedures relating to:</b>	
Procedures for ensuring security of paper and computer-based personal data records.	2
Procedures for ensuring security of copyright materials and intellectual property.	2
<b>Essential Skills</b>	
Research and Study skills (for maintaining knowledge)	
Learning from experience	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties.	3
Ability to present tests and testing in a positive and balanced manner.	3
Procedures for the management of testing materials – security and storage	3
Procedures for the management of data, filing and data storage	2
<b>Knowledge and skills required for Units 2 and 3</b>	
<b>Essential Skills</b>	
Test administration	
Management of testing materials	2
General skills associated with managing issues and problems that might arise in testing sessions	3
Management of data, filing and data storage	2
Test scoring	
Use of scoring keys and self-scoring test forms	3
Conversion of raw scores to standard scores	3
Use of norm tables	3

**Work Contexts: Level 2.**

<b>Knowledge and skills required for Unit 1</b>	<b>Depth required</b>
<b>Theories, models and principles of:</b>	
Scientific method and evidence-based approach to assessment.	3
Professional and ethical standards in testing	4
Principles of good practice in testing including:	3
Informed consent	3
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding paying clients	3
Psychological contract between test-taker and other parties involved in the test process.	3
Test use policies	3
Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.	3
<b>Facts, data and information about:</b>	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. testing methods and tests in general use in the occupational field, changes in testing	3
2. specific tests one uses	4
3. relevant developments in legislation and policy	3
Legal, contractual and ethical codes.	
ITC Guidelines on Test Use	3
ITC Guidelines on Computer-based testing and testing on the Internet/intranet	2
EFPA Meta-code of ethics	2
Local and national good practice guides relating to testing and test use	3
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing	
Data Protection legislation	3
Risks associated with different modes of test administration and storage methods	3
Good practice codes relating to the management of personal data	3
Copyright law and related restrictions on distributions of materials	3
Law and Codes of Practice relating to equal opportunities, direct and indirect discrimination, employment law.	2
Best practice on making allowances for various forms of impairment of disability.	2
<b>Methods, techniques and procedures relating to:</b>	
Procedures for ensuring security of paper and computer-based personal data records.	3
Procedures for ensuring security of copyright materials and intellectual property.	3
Procedures for the anonymisation of data records.	3
<b>Essential Skills</b>	
Research and Study skills (for maintaining knowledge)	
Learning from experience	3
Self-reflection	3
Self-awareness	3

**EFPA Standards for Test Use:****Work, Education, and Health & Social Care, Levels 1, 2 and 3**

Search skills for locating information about tests and testing and about specific test updates	3
Ability to maintain and manage appropriate professional relationships with participants	
Production of test-taker contracts	2
Production of test use policies	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties.	3
Ability to present tests and testing in a positive and balanced manner.	3
Procedures for the management of testing materials – security and storage	3
Procedures for the management of data, filing and data storage	3
<b>Knowledge and skills required for Units 2 and 3</b>	<b>Depth required</b>
Concept of latent traits or true scores and measurement error	3
Psychometric theories and models:	
Classical Test theory	3
o Reliability and Validity	3
o Norms and standardisation	3
Fairness and bias in testing	3
Psychological theories and models of	
Cognitive ability	2
Personality	3
Motivation	2
Attitudes, beliefs and values	2
Other constructs used in testing in this occupational context	2
Theories and models relating to the application of testing in the workplace:	
Utility theory - costs, benefits and risks associated with different modes of testing	2
Workplace competencies	3
Performance management	2
Personal development	3
Career choice	2
Selection and recruitment	3
<b>Facts, data and information about:</b>	
Different scale types (normative, ipsative) and item response formats (forced choice, open, rating) and their effects on scale score interpretation General knowledge of relevant testing methods and instruments	3
<b>Methods, techniques and procedures relating to:</b>	
Assessment needs analysis	
Job and task analysis	3
Competency profiling	2
Knowledge of specific tests used:	
Theoretical or conceptual basis,	3
Limitation on use and on interpretation	3
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
<b>Essential Skills</b>	

**EFPA Standards for Test Use:  
Work, Education, and Health & Social Care, Levels 1, 2 and 3**

Assessment needs analysis	
Relating job descriptions to person specifications	2
Integration of testing into broader assessment procedures	3
Communication with people from differing backgrounds and circumstances	3
Interpersonal skills.	3
Test administration	
Management of testing materials	3
General administration	3
General skills associated with managing issues and problems that might arise in testing sessions	3
Test administration process skills relating to different types of tests and conditions of administration	3
Management of data, filing and data storage	3
Procedures for checking for clerical errors.	3
Test scoring	
Use of scoring keys and self-scoring test forms	4
Conversion of raw scores to standard scores	4
Computation, where appropriate, of composite scores using standard formulae and equations.	3
Use of norm tables	4
Aberrant response patterns	3
General test interpretation skills	
The possible impact of assessment on test takers	3
The possible impact of mode of administration on the quality of test results	3
The possible impact of anxiety on test performance Context related interpretation skills	3
Instrument specific interpretation skills	3
Written and oral communication	2
Rapport building	3
Report writing	3
Providing feedback	4
Integration of test results with other assessment outcomes for reports.	
Bringing together and documenting of tests scores and other assessment data for reports.	3
Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings, assessment centre ratings etc)	3
Co-operation skills	2
Evaluation skills	3

### **Work Contexts: Level 3.**

<b>Knowledge and skills required for Unit 1</b>	<b>Depth required</b>
<b>Theories, models and principles of:</b>	
Scientific method and evidence-based approach to assessment.	4
Professional and ethical standards in testing	4
Principles of good practice in testing including:	4
Informed consent	4
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding paying clients	4
Psychological contract between test-taker and other parties involved in the test process.	4
Test use policies	4
Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.	4
<b>Facts, data and information about:</b>	
Knowledge of own competence, limitations and qualifications	4
Up-to-date knowledge of	
1. testing methods and tests in general use in the occupational field, changes in testing	4
2. specific tests one uses	4
3. relevant developments in legislation and policy	4
Professional issues and debates relating to use of tests in occupational settings	2
Legal, contractual and ethical codes:	
ITC Guidelines on Test Use	4
ITC Guidelines on Computer-based testing and testing on the Internet/intranet	4
ITC Guidelines on test adaptation	4
EFPA Meta-code of ethics	4
Local and national good practice guides relating to testing and test use	4
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing	
Data Protection legislation	4
Risks associated with different modes of test administration and storage methods	4
Good practice codes relating to the management of personal data	4
Copyright law and related restrictions on distributions of materials	4
Law and Codes of Practice relating to equal opportunities, direct and indirect discrimination, employment law.	

**EFPA Standards for Test Use:  
Work, Education, and Health & Social Care, Levels 1, 2 and 3**

Best practice on making allowances for various forms of impairment of disability.	4
<b>Methods, techniques and procedures relating to:</b>	
Procedures for ensuring security of paper and computer-based personal data records.	4
Procedures for ensuring security of copyright materials and intellectual property.	4
Procedures for the anonymisation of data records.	4
<b>Essential Skills</b>	
Research and Study skills (for maintaining knowledge)	
Learning from experience	4
Self-reflection	4
Self-awareness	4
Search skills for locating information about tests and testing and about specific test updates	4
Ability to maintain and manage appropriate professional relationships with participants	
Production of test-taker contracts	4
Production of test use policies	4
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties.	4
Ability to present tests and testing in a positive and balanced manner.	4
<b>Knowledge and skills required for Units 2 and 3</b>	<b>Depth required</b>
Concept of latent traits or true scores and measurement error	4
Psychometric theories and models:	
Statistics	4
Classical Test theory	4
Reliability and Validity	4
Norms and standardisation	4
Differential item functioning and test bias	4
Item Response Theory	4
Adaptive testing	4
Fairness and bias in testing	4
Meta analysis and validity generalisation	4
Generalisability theory	4
Psychological theories and models of	
Cognitive ability	4
Personality	4
Motivation	4
Attitudes, beliefs and values	4

**EFPA Standards for Test Use:  
Work, Education, and Health & Social Care, Levels 1, 2 and 3**

Vocational interests	4
Other constructs used in testing in this occupational context	4
Theories and models relating to the application of testing in the workplace:	
Utility theory - costs, benefits and risks associated with different modes of testing	4
Workplace competencies	4
Performance management	4
Personal development	4
Career choice	4
Team performance	4
Human Resource planning	4
Training evaluation	4
Person-organization fit	4
Selection and recruitment	4
<b>Facts, data and information about:</b>	
General knowledge of the psychometric properties of testing instruments.	4
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant testing methods and instruments.	4
<b>Methods, techniques and procedures relating to:</b>	
Assessment needs analysis	
Job and task analysis	4
Competency profiling	4
Knowledge of specific tests used:	
Theoretical or conceptual basis,	4
Limitation on use and on interpretation	4
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
<b>Essential Skills</b>	
Assessment needs analysis	
Job and task analysis methods	4
Competency profiling methods	4
Relating job descriptions to person specifications	4
Risk assessment	4
Cost-benefit analysis	4
Negotiating and agreeing testing procedures with stakeholders.	4
Integration of testing into broader assessment procedures	4
Use of assessment matrix to map constructs being assessed against methods of assessment	4

**EFPA Standards for Test Use:  
Work, Education, and Health & Social Care, Levels 1, 2 and 3**

Communication with people from differing backgrounds and circumstances	4
Interpersonal skills.	4
Test administration	
Management of testing materials	4
General administration	4
General skills associated with managing issues and problems that might arise in testing sessions	4
Test administration process skills relating to different types of tests and conditions of administration	4
Management of data, filing and data storage	4
Procedures for checking for clerical errors.	4
Test scoring	
Use of scoring keys and self-scoring test forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	
Computation, where appropriate, of composite scores using standard formulae and equations.	4
Use of norm tables	4
Aberrant response patterns	4
General test interpretation skills	
The possible impact of assessment on test takers	4
The possible impact of mode of administration on the quality of test results	4
The possible impact of anxiety on test performance Context related interpretation skills	4
Instrument specific interpretation skills	4
Written and oral communication	4
Rapport building	4
Report writing	4
Providing feedback	4
Integration of test results with other assessment outcomes for reports.	
Bringing together and documenting of tests scores and other assessment data for reports.	4
Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings, assessment centre ratings etc)	4
Communication with test developers, publishers and researchers	4
Co-operation skills	4
Evaluation skills	4
Monitoring skills	4

### **Education context: Level 3**

<b>Knowledge and skills required for Unit 1</b>	<b>Depth Required</b>
<i>Theories, models and principles of:</i>	
Scientific method and evidence-based approaches to assessment.	4
Professional and ethical standards in testing	4
Principles of good practice in testing including:	4
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	4
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding paying clients	4
Psychological contract between test-taker and other parties involved in the test process.	4
Test use policies	4
Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.	4
<i>Facts, data and information about:</i>	
Knowledge of own competence. limitations and qualifications	4
Up-to-date knowledge of	
1. testing methods and tests in general use in the educational field, changes in testing	4
2. the specific tests one uses	4
3. relevant developments in legislation and policy	4
Professional issues and debates relating to use of tests in educational settings	4
Legal, contractual and ethical codes.	
International Test Commission Guidelines on Test Use	4
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	4
International Test Commission Guidelines on test adaptation	4
Guidance on Ethics and good practice issued by relevant national and international professional bodies	4
Local and national good practice guides relating to testing and test use, including guidelines issued by relevant professional and statutory bodies.	4
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing	
Data Protection and Freedom of Information legislation	4
Risks associated with different modes of test administration and storage methods	4

**EFPA Standards for Test Use:  
Work, Education, and Health & Social Care, Levels 1, 2 and 3**

Good practice codes relating to the management of personal data	4
Copyright law and related restrictions on distributions of materials	4
Relevant aspects of education and disability legislation.	4
Law relating to equal opportunities and discrimination	4
Best practice on making allowances for various forms of impairment or disability	4
<b>Methods, techniques and procedures relating to:</b>	
Procedures for ensuring security of paper and computer-based personal data records.	4
Procedures for ensuring security of copyright materials and intellectual property.	4
Procedures for the anonymisation of data records.	4
<b>Essential Skills:</b>	
Research and Study skills (for maintaining knowledge)	
Learning from experience	4
Self-reflection	4
Self-awareness	4
Search skills for locating information about tests and testing and about specific test updates	4
Ability to maintain and manage appropriate professional relationships with participants	
Production of test-taker 'contracts' (agreements with test takers regarding their rights and responsibilities)	4
Production of test use policies	4
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties.	4
Ability to present tests and testing in a positive and balanced manner.	4
<b>Knowledge and skills required for Units 2 and 3</b>	<b>Depth required</b>
<b>Theories, models and principles of:</b>	
Concept of latent traits or true scores and measurement error	4
Psychometric theories and models:	
Statistics	4
Classical Test theory	4
Reliability and Validity	4
Norms and standardisation	4

**EFPA Standards for Test Use:  
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Differential item functioning and test bias	4
Item Response Theory	4
Adaptive testing	4
Fairness and bias in testing	4
Meta analysis and validity generalisation	4
Generalisability theory	4
<i>The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.</i>	
Psychological theories and models of:	
Cognitive function and cognitive ability	4
Executive functioning	4
Motivation,	4
Attitudes, beliefs and values	4
Educational attainment	4
Social competence	4
Moral development	4
Development	4
Other constructs used in testing in this context	4
<i>Facts, data and information about:</i>	
General knowledge of the psychometric properties of testing instruments.	4
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant testing methods and instruments.	4
<i>Methods, techniques and procedures relating to:</i>	
Knowledge of specific tests used:	
Theoretical or conceptual basis,	4
Limitation on use and on interpretation	4
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
<i>Essential Skills:</i>	
Risk assessment	4
Cost-benefit analysis	4
Test administration	
Management of testing materials and equipment	4

**EFPA Standards for Test Use:  
Work, Education, and Health & Social Care, Levels 1, 2 and 3**

General administration of paper-based and computer-based questionnaires	4
General administration performance tests including computer based tests	4
General administration of individual and group administration	4
General skills associated with managing issues and problems that might arise in testing sessions, including issues relating to test taking motivation	4
Test administration process skills relating to different types of tests and conditions of administration	4
Management of data, filing and data storage	4
Procedures for checking for clerical errors.	4
Test scoring	
Use of scoring keys and self-scoring test forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	
Computation, where appropriate, of composite scores using standard formulae and equations.	4
Use of norm tables	4
Detection and interpretation of aberrant response patterns	4
General test interpretation skills	
The possible impact of assessment on test takers	4
The possible impact of mode of administration on the quality of test results	4
The possible impact of psychological, biological (health) and social factors on test performance Context related interpretation skills	4
Report writing	4
Providing feedback	4
Integration of test results with other assessment outcomes for reports.	
Bringing together and documenting of tests scores and other assessment data for reports.	4
Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings etc)	4
Instrument specific interpretation skills	4
Integration of testing into broader assessment procedures	4
Interpersonal skills:	
Written and oral communication	4
Negotiating and agreeing testing procedures with stakeholders.	4

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Communication with people from differing backgrounds and circumstances	4
Rapport building	4
Co-operation skills	4
Evaluation skills	4

## Health and Social Care context: Level 3

Knowledge and skills required for Unit 1	Depth required
<i>Theories, models and principles of:</i>	
Scientific method and evidence-based approaches to assessment.	4
Professional and ethical standards in testing	4
Principles of good practice in testing including:	4
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	4
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding paying clients	4
Psychological contract between test-taker and other parties involved in the test process.	4
Test use policies	4
Impact of socio-cultural and economic factors on possible unintended consequences of testing and test use.	4
<i>Facts, data and information about:</i>	
Knowledge of own competence. limitations and qualifications	4
Up-to-date knowledge of	
1. testing methods and tests in general use in the health and social care field, changes in testing	4
2. the specific tests one uses	4
3. relevant developments in legislation and policy	4
Legal, contractual and ethical codes.	
International Test Commission Guidelines on Test Use	4
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	4
International Test Commission Guidelines on test adaptation	4
Guidance on Ethics and good practice issued by relevant national and international professional bodies	4
Local and national good practice guides relating to testing and test use, including guidelines issued by relevant statutory regulatory bodies.	4
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual testing	
Data Protection and Freedom of Information legislation	4
Risks associated with different modes of test administration and storage methods	4
Good practice codes relating to the management of personal data	4

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Copyright law and related restrictions on distributions of materials	4
Relevant aspects of the National mental health and capacity legislation.	4
Best practice on making allowances for various forms of impairment of disability	4
Law relating to equal opportunities and discrimination	4
Best practice in making allowances for various forms of impairment or disability	4
<b>Methods, techniques and procedures relating to:</b>	
Procedures for ensuring security of paper and computer-based personal data records.	4
Procedures for ensuring security of copyright materials and intellectual property.	4
Procedures for the anonymisation of data records.	4
<b>Essential Skills:</b>	
Research and Study skills (for maintaining knowledge)	
Learning from experience	4
Self-reflection	4
Self-awareness	4
Search skills for locating information about tests and testing and about specific test updates	4
Ability to maintain and manage appropriate professional relationships with participants	
Production of test-taker 'contracts' (agreements with test takers regarding their rights and responsibilities)	4
Production of test use policies	4
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of test takers and other relevant parties.	4
Ability to present tests and testing in a positive and balanced manner.	4
<b>Knowledge and skills required for Units 2 and 3</b>	<b>Depth required</b>
<b>Theories, models and principles of:</b>	
Concept of latent traits or true scores and measurement error	4
Psychometric theories and models:	
Statistics	
Classical Test theory	4
Reliability and Validity	4

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Norms and standardisation	4
Differential item functioning and test bias	4
Item Response Theory	4
Adaptive testing	4
Fairness and bias in testing	4
Meta analysis and validity generalisation	4
Generalisability theory	4
<i>The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.</i>	
Psychological theories and models of:	
Cognitive function and cognitive ability	4
Executive functioning	4
Motivation,	4
Attitudes, beliefs and values	4
Purposeful deception	4
Personality and identity	4
Moral development	4
Development, psychopathology and basic neuropsychological conditions	4
Other constructs used in testing in this context	4
<i>Facts, data and information about:</i>	
General knowledge of the psychometric properties of testing instruments.	
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant testing methods and instruments.	4
<i>Methods, techniques and procedures relating to:</i>	
Knowledge of specific tests used:	
Theoretical or conceptual basis,	4
Limitation on use and on interpretation	4
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
<i>Essential Skills:</i>	
Risk assessment	4
Cost-benefit analysis	4
Negotiating and agreeing testing procedures with stakeholders.	4

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Integration of testing into broader assessment procedures	4
Communication with people from differing backgrounds and circumstances	4
Interpersonal skills.	4
Test administration	
Management of testing materials and equipment	4
General administration of paper-based and computer-based questionnaires	4
General administration performance tests including computer based tests	4
General administration of individual and group administration	4
General skills associated with managing issues and problems that might arise in testing sessions, including issues relating to test taking motivation	4
Test administration process skills relating to different types of tests and conditions of administration	4
Management of data, filing and data storage	4
Procedures for checking for clerical errors.	4
Test scoring	
Use of scoring keys and self-scoring test forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	
Computation, where appropriate, of composite scores using standard formulae and equations.	4
Use of norm tables	4
Detection and interpretation of aberrant response patterns	4
General test interpretation skills	
The possible impact of assessment on test takers	4
The possible impact of mode of administration on the quality of test results	4
The possible impact of psychological, biological (health) and social factors on test performance Context related interpretation skills	4
Instrument specific interpretation skills	4
Written and oral communication	4
Rapport building	4
Report writing	4
Providing feedback	4
Integration of test results with other assessment outcomes for reports.	
Bringing together and documenting of tests scores and other assessment data for reports.	4

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Relating test scores to other information that relates to measurement of the same constructs (e.g. interview ratings, assessment centre ratings etc)	4
Co-operation skills	4
Evaluation skills	4