

EUROPEAN FEDERATION
OF PSYCHOLOGISTS'
ASSOCIATIONS
EFPA



STANDING COMMITTEE
OF
TESTS AND TESTING
CONVENOR : DAVE BARTRAM

REPORT TO THE
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IN ISTANBUL

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EFPA
STANDING COMMITTEE ON
TESTS AND TESTING (SCTT)

REPORT TO THE EFPA EXECUTIVE COMMITTEE WITH RECOMMENDATIONS REGARDING
LEVEL 2 ACCREDITATION AND THE DEVELOPMENT OF A LEVEL 3 SPECIALISED
CERTIFICATE IN TESTS AND TESTING

DAVE BARTRAM, SCTT CONVENER,

EXECUTIVE SUMMARY

The EFPA Standing Committee on Tests and Testing (SCTT) was established in 1999 (Rome) to carry on the work of the previous Task Force on Tests and Testing (1995-1999). Following the path initiated by the Task Force, the main goal of the SCTT continues to be that of organizing and promoting actions aimed at improving psychological testing practices in Europe. During these past years the Task Force and latterly the SCTT have developed a range of projects and actions with this goal in mind. Notably these have included the development of Test Review Criteria and the development of Test User standards with a three-level qualification model (see SCTT Report to the 2009 GA for more details).

Currently 25 of the 35 EFPA member associations have nominated representatives on the SCTT. This is an active committee with good levels of attendance and participation at meetings (the November 2010 Valencia meeting had 21 attendees and the April 2011 London meeting had 16). In addition a lot of work is done between meetings by working groups (which involve members and others) and some of the individual members. The Convener would like to take this opportunity to thank all of those who have contributed their time and expertise to furthering the aims of the SCTT over the past two years. A list of members is attached as Annex 2.

The scope of the SCTT is very broad. For the purposes of this report, we focus on two specific activity streams relating to test user qualification:

1. The implementation of Level 2 qualifications in test use and the outcome of the Level 2 accreditation pilot project.
2. Report on the feasibility of a Level 3 EFPA Specialist Certificate in tests and testing for holders of the EuroPsy.

In addition we report on:

3. Progress of the ISO 10667 standard for assessment in work and organizational settings and the proposal for an ISO standard for test quality.
4. Progress of the second European survey of psychologists' use of tests.
5. Progress on the revision of the EFPA Test Review criteria.
6. Plans for the 'Tests and Testing' stream at the 2011 ECP in Istanbul.

The following 12 recommendations are made

RELATING TO MEMBERSHIP OF THE SCTT

It is recommended that:

1. The Council of the International Test Commission be invited to nominate one of its members to act as EFPA SCTT liaison and that person will sit as an *ex officio* observer member of the SCTT.

RELATING TO THE IMPLEMENTATION OF THE LEVEL 2 QUALIFICATION IN TEST USE

It is recommended that:

2. To avoid confusion between the process of accrediting Level 2 qualifications in Test Use and the awarding of EuroPsy and EuroPsy-related qualifications, and confusion with the EuroPsy European Awarding Committee, the EAC-T be known as the Test User Accreditation Committee (TUAC).
3. The accreditation procedures piloted during 2009-2011 by the EAC-T be approved for use in future accreditations.
4. The EAC-T's accreditation of the British Psychological Society's Level 2 qualification in occupational test use be confirmed.
5. A levy of 5 Euros per certification be made by EFPA for the issue by a Member Association of Level 1 or 2 certificates bearing the EFPA accreditation logo.
6. The TUAC be formally constituted as a sub-committee of the SCTT and the TUAC be empowered to approve future accreditation applications and renewals.
7. The current Level 2 test user qualification initiatives of Norway, Spain, Denmark and Sweden be supported by the TUAC and initiatives from other countries be encouraged.

RELATING TO THE PROPOSAL FOR A LEVEL 3 SPECIALIST QUALIFICATION IN TESTS AND TESTING FOR HOLDERS OF THE EUROPSY

It is recommended that:

8. The draft model for a Level 3 specialist qualification linked to the EuroPsy, as set out in this report, be approved by the General Assembly as the basis for further action.
9. For 2011-2013, the SCTT focuses on developing the current draft specification for a Level 3 qualification and supports the development of national qualifications that meet this specification. This will provide time to refine the Level 3 concept and to get a better idea of where the demand and market is for EuroPsy linked certification.
10. The above developments ensure that people who obtain such national Level 3 qualifications could be grand-parented into a EuroPsy related scheme as and when they obtained the EuroPsy.
11. The current EuroPsy Standard Requirements Framework for Specialist Certificates be reviewed in the light of the need for more flexibility to accommodate the likely qualification routes for EuroPsy certified psychologists seeking a Level 3 Specialist Certificate in Tests and Testing.
12. That a member of the Level 3 working party acts as a liaison with the EFPA EuroPsy EAC to develop all the documentation required for the proposed Level 3 qualification.

This Standing Committee report was accepted as the position of EFPA at the General Assembly in Istanbul, 9-10 July 2011.

INTRODUCTION

This report details the work carried out by the Standing Committee on Tests and Testing (SCTT) and, under its auspices, by the Working Group on Level 2 Test User Qualification (referred to as the European Accreditation Committee – Testing: EAC-T).

The SCTT met three times (Valencia, November 2010; London, April 2011 and Istanbul, July 2011) and the Working Group (EAC-T) five times (Stockholm, August 2009; London, December 2009; Valencia, November 2010; London, April 2011 and Istanbul, July 2011) between the 2009 and 2011 GAs.

Following the Convener's Report from the SCTT to the 2009 GA, the GA approved the following recommendations of the Executive Committee regarding actions for 2009-2011:

1. *That the [SCTT] Working Group complete its current work by carrying out a pilot implementation project within UK, Norway and Sweden (the three countries which are currently awarding certificates in test use that are aligned with the EFPA standards).*
 - a. *For this purpose, the current Working Group representatives from UK, Sweden and Norway should be invited to continue their work on the project.*
 - b. *Representatives from Denmark and the Netherlands, both of whom are planning to set up test user certification procedures in the near future, should be invited to join those from UK, Norway and Sweden, to form the inaugural European Accreditation Committee (Testing) – EAC-T.*
 - c. *The inaugural European Accreditation Committee should commence operation from 1st August 2009.*
2. *That, in parallel with this activity, the SCTT move ahead with developing Level 3 ('expert' level) certification as the basis for a Special Register associated with the EuroPsy through the establishment of a new Working Group set up under the auspices of the SCTT.*
3. *That a set of proposals for a EuroPsy Special Register be brought to the 2011 General Assembly.*
4. *That the SCTT together with the EFPA EC explore opportunities for European funding to support and hopefully accelerate the developments we have outlined.*
5. *That the issue of nomenclature be considered. At present we are using as 'working titles' Levels 1, 2 and 3. It is recognised that these are not aligned with the levels of the European Qualification Framework and there would be merit in making this alignment.*
6. *That the initial business plan survey, carried out in 2008, be extended to include all EFPA member associations and that from this and the results of the pilot, a detailed business plan be produced for 2011.*

Significant progress has been made. All actions apart from items [4] and [6] have been completed. Work on Item [5] has been included in the examination of the EuroPsy Special Register proposal (items [2] and [3]) and has involved a detailed examination of links between the EFPA Test User qualification specifications, the European Qualifications Framework and the ECTS and ECVET systems. A draft report on this has been discussed by the SCTT.

In addition the GA agreed that an interim report should be provided to the Executive Committee between GA meetings. This was submitted to the President in November 2010. It had been intended to provide this report in May 2010, following a planned meeting of the SCTT in Valencia in April. Unfortunately, due to the Icelandic volcano disruptions this meeting had to be re-scheduled for November. As this was a key meeting for all aspects of the work of the Committee, it was thought best to delay this report as well.

Following submission of the Interim Report the Convener met with the President, the EFPA Head Office Manager and the Chair of the EuroPsy European Awarding Committee on 9th April 2011.

This report will describe the outcome of the EFPA Level 2 pilot accreditation of Norwegian and UK Test User qualifications (Item [1] above) and will detail a proposal for the establishment of a Specialised Qualification in Test Use intended as a post-registration level qualification - that is, for Psychologists who have already obtained their basic EuroPsy (Items [2] and [3] above).

In addition to the above, the SCTT has been involved in other activities. These will be briefly reported on before the major items relating to Test User qualification are addressed.

ISO 10667: AN INTERNATIONAL STANDARD FOR ASSESSMENT IN WORK AND ORGANIZATIONAL SETTINGS.

This standard has now completed its period of public consultation as a Draft International Standard (DIS). Country comments were submitted to the Project Committee secretariat and were considered at the final project committee (PC230) meeting in Berlin in December 2010. At this meeting, the project committee produced the Final Draft International Standard (FDIS). By the time the General Assembly meet in Istanbul, the ISO standard should be published.

At the Berlin ISO meeting in December 2010, Sverre Nielsen (Norway) proposed the idea of a formal proposal to ISO for a standard on psychological tests. This was supported by the PC 230 committee. The Norwegian Standards Institute is now preparing a proposal which it will forward to ISO and offer to be the secretariat for it if accepted. This should come as a proposal to members later this year.

SECOND EUROPEAN SURVEY ON TEST ATTITUDES OF PSYCHOLOGISTS

At its meeting in 2009, the SCTT agreed to repeat its 1999 survey on the attitudes of psychologists to test use: ten years after the first survey. The project has been managed by Arne Evers (the Netherlands), Jose Muniz (Spain), and the present author (Dave Bartram). As before, wide participation from the countries represented on the SCTT has been obtained. Much of the content remained the same as the earlier survey to allow for comparisons between the two surveys. However, new content was included to cover advances in testing, such as the use of online delivery. It is important to know if and how attitudes within the profession have changed over the past decade. 12,606 professional psychologists from 17 countries participated in this survey.

A paper has been prepared and submitted to *The European Psychologist* for publication. This is undergoing its final revision. Presentations have also been made at conferences including the ITC Conference in 2010 in Hong Kong and one is scheduled for the 2011 ECP in Istanbul.

The International Test Commission (ITC) has expressed interest in extending this work to non European countries, and data are already being collected in Brazil and six other South American countries. It was agreed at our meeting in Valencia that we would collaborate with the ITC to extend this work.

THE EFPA TEST REVIEW CRITERIA: AN UPDATE

At the November 2010 SCTT meeting:

- It was agreed that the SCTT set up a small working group to consider the need for revision to the EFPA Test Review criteria. This working group will be led by Arne Evers (Netherlands) and it is proposed that it will include Test Review experts from UK, Norway, Spain and Germany. At the April 2011 Meeting of the SCTT a progress report was provided and it was agreed to expand the working group to include Anders Sjoberg (Sweden) and Andreas Høstmælingen (Norway). The working group will bring its recommendations to the July 2011 meeting of the SCTT.

- As noted earlier there was interest in an ISO standard for tests at the ISO 10667 Project Committee meeting in Berlin in December, 2010. This project would be likely to take a further three or four years and so does not affect the need for a review and update of the current EFPA test review criteria.

OTHER MATTERS

The Convener has submitted an invited paper on the work of the SCTT for the forthcoming special issue of *The European Psychologist*.

In September 2010, the EFPA SCTT Convener and the Chair of the BPS Committee on Test Standards (Pat Lindley) were invited contributors to meetings and a conference on testing held in Chelyabinsk, South Urals, and to a meeting with the Russian Psychological Society in Moscow. The outcome of a meeting with the Presidium of the Russian Psychological Society was an agreement by Russia to pursue the EFPA test user qualification model.

The SCTT, through the Convener and Canan Sumer (Turkey), has been working on the tests and testing stream in collaboration with the ITC at the forthcoming Istanbul ECP.

The SCTT will meet in July 2011 (in Istanbul) a few days prior to the EFPA GA.

MEMBERSHIP OF THE SCTT

Currently 25 of the 35 EFPA members have nominated representatives on the SCTT. This is an active committee with good levels of attendance and participation at meetings (the November 2010 Valencia meeting had 21 attendees and the April 2011 London meeting had 16). In addition a lot of work is done between meetings by working groups and some of the individual members.

The work on developing Test User standards and much other work of the SCTT has drawn on and developed the work of the International Test Commission (ITC). There have also been very close informal links between the ITC and SCTT over the years of the SCTT's existence (both SCTT conveners have been ITC Presidents, and the current Convener is Secretary of the ITC). It was agreed that it would be of benefit to the SCTT to invite the ITC Council to provide an *ex officio* member of SCTT to formalise the already close links and liaison between the work of the SCTT and the ITC and to more proactively inform the ITC of the work the SCTT is doing. Therefore we recommend that:

- 1. The Council of the International Test Commission be invited to nominate one of its members to act as the EFPA SCTT liaison and that person will sit as an *ex officio* observer member of the SCTT.**

TEST USER QUALIFICATIONS

GENERAL BACKGROUND

This report builds on the work that has been carried out through the EFPA SCTT by a series of working groups over the past eight years on the development of test user standards. It will be recalled that this has proceeded in a sequence of two year phases with intervening reports on progress to the General Assembly. Essentially the phases have covered:

1. Design and development of the standards (2003-2005);
2. Design of a three-level qualification model based on the standards (2005-2007);
3. Development of qualification accreditation procedures (2007-2009);
4. A pilot project to accredit UK and Norwegian Level 2 qualifications (2009-2011);
5. Examination of the feasibility of developing a special qualification (Level 3) for psychologists on the EuroPsy Register (2009-2011).

The standards that were developed in 2003-2005 are about competence in test use. They define what people need to know and do, what skills are required and what understanding is required for safe and competent use of a limited range of tests in a variety of practice settings or contexts (e.g. personnel selection; assessment of special educational needs in children; mental health assessments; guidance for career development; etc). The standards define both the inputs (knowledge requirements, skills training) and outputs (competencies as performance requirements).

Because testing is such a broad and diverse topic, it is very important for standards to make clear the limits of the qualifications that they define. Any qualifications based on these standards need to reflect the realities of practice in the field. The initial development focused on test use in occupational or work settings. More recent work has expanded the coverage to include assessment in health, education and forensic settings.

The basis chosen for the Standards was the International Test Commission's (ITC) International Guidelines on Test Use (ITC, 2001). These have become widely accepted as defining best practice in test use, and have been adopted by a number of psychological associations and translated into many different languages. While these provide a good structure for standards, the ITC Guidelines are not sufficiently specific to provide the basis for qualifications. Consequently, they were modified and expanded into a more detailed format.

FORMAT OF THE STANDARDS

The ITC Guidelines were re-cast by EFPA into three Units, each containing a number of specific Standards of Competence:

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

For each Unit, relevant aspects of the occupational context (e.g. types of tests used, purposes for which testing is carried out, demographics of test taker populations, modes of administration etc.) are defined and the

knowledge and skills required are outlined¹. Within each Unit, each standard is defined in terms of what *performance* is required of the competent test user and the more specific *contexts* to which the competence relates. In addition there is a specification of the *knowledge and skills* that underpin competence in relation to the Standard.

The Qualification scheme developed in 2005-2007 recognises three different levels of competence in tests use.

1. Assistant Test User
2. Test User
3. Specialist in Tests and Testing

These qualifications can be awarded, where someone can demonstrate that they are:

- 1: Competent to practice in a limited range of conditions, but only under supervision of the Level 2 or Level 3 qualified user (see Assistant Test User: EFPA Level 1)
- 2: Competent to practice independently within a limited range of conditions and competent to practice outside that range under the supervision of a Level 3 user (see Test User: EFPA Level 2)
- 3: Competent to practice independently across a wide range of conditions within the relevant context (i.e. work and organizational assessment settings). While not all Level 3 users may be competent to design and develop tests, some may go on to develop expertise in these more advanced technical areas (see Specialist in Tests and Testing: EFPA Level 3)

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)

- 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.

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.

TEST USER (EFPA LEVEL 2)

- 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.

¹ Detailed documentation describing the standards and the input and output requirements has been submitted to the EFPA General Assembly on previous occasions and the interested reader is referred to Annexes to the 2007 and 2009 SCTT GA Reports.

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).

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. They may have specialised in relatively specific areas of testing 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.

GUIDING PRINCIPLES

Many of the standards are likely to be applicable in assessment situations and for purposes more general than those concerned primarily with psychological testing (for example, the use of assessment centres for employment placement or selection, semi-structured and structured interviews, or assessment for selection, career guidance and counselling). Two guiding principles underlie the qualification scheme. These principles aim:

1. To ensure that qualifications are awarded on the basis of: (a) demonstrated competence in the performance of the professional roles associated with test use during supervised practice; (b) endorsement of relevant national Member Association and EFPA ethical standards for test users.
2. To endorse a commitment to the active maintenance of competence. For this reason qualifications are awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of evidence of continuing professional practice and competence.

The three levels are progressive. The person who seeks a Level 3 qualification will have to be able to demonstrate or have demonstrated that they also meet the requirements for Levels 1 and 2.

OUTCOME OF THE LEVEL 2 ACCREDITATION PILOT

In 2007 the GA adopted a revision to the 2005 Version of the EFPA Standards for Test Use and agreed that a Working Group should be set up to look into the implementation of a procedure for accreditation of national test user certification schemes. Accreditation was to be carried out by EFPA. A working group was subsequently established with the agreement of the EFPA Executive Committee and included representation from the UK (Patricia Lindley), Norway (Sverre Nielsen), Sweden (Mattias Lundberg) and Denmark (Anne Thrane). Andreas Klug was appointed by EAWOP as their liaison on the Group.

The Working Group first met in London in December 2007, and subsequently met in Copenhagen (April 2008), Oslo (September 2008), London (January 2009) and Santiago de Compostela (May 2009). The Working Group produced a set of detailed recommendations concerning the procedures that need to be followed for accreditation: to ensure that the national certification scheme is in line with the EFPA standards and to ensure that there is sufficient control over the quality of assessment of test user competence.

In addition, the working group produced detailed specifications of the standards and mapped these to their national schemes, where these are in place (i.e. for UK, Norway and Sweden). Similar specifications have been prepared for Levels 1 (i.e. test user under supervision) and 3 (i.e. independent test use in a wide range of situations and settings with specific areas of expertise).

A survey was carried out of the SCTT member association representatives to gauge the level of interest that there would be for European test user certification accreditation. The results of this indicated a high level of potential interest.

As noted earlier, following the 2009 GA it was agreed:

1. *That the Working Group complete its current work by carrying out a pilot implementation project within UK, Norway and Sweden (the three countries which are currently awarding certificates in test use that are aligned with the EFPA standards).*
 - a. *For this purpose, the current Working Group representatives from UK, Sweden and Norway should be invited to continue their work on the project.*
 - b. *Representatives from Denmark and the Netherlands, both of whom are planning to set up test user certification procedures in the near future, should be invited to join those from UK, Norway and Sweden, to form the inaugural European Accreditation Committee (Testing) – EAC-T.*
 - c. *The inaugural European Accreditation Committee should commence operation from 1st August 2009.*

PROGRESS:

The EAC-T was established, chaired by the SCTT Convener (Dave Bartram), with members from UK (Pat Lindley), Norway (Sverre Nielsen), Sweden (Eva Bergvall), Denmark (initially Anne Thrane and latterly Lars Michaelsen), and Spain (Ana Hernandez). The Netherlands interest in this has been deferred. The EAC-T had its first meeting in Stockholm in August 2009 and subsequently met in London in December 2009, Valencia in November 2010, and London in April 2011. It is due to meet again in Istanbul in July 2011.

In that time the BPS prepared and submitted documentation for consideration for accreditation. The documentation:

1. Described in detail the terms of reference for the National Awarding Committee,
2. Described the regulations governing the award of qualifications,
3. Detailed contents of the training modules for a qualification at Level 2 in Occupational Test Use, together with trainee assessment requirements for each module,
4. Described the quality assurance procedures that were in place for the assessment of candidates for the qualification
5. Mapped the input modular structure to the EFPA Standards of competence.

The procedure was for the submission to be made available to all members of the EAC-T but for two members who were not involved in the country concerned to be the lead reviewers. In this case the review was led by the members from Spain and Denmark. Their comments and issues they raised were discussed by the meeting and fed back to the UK. The documents were revised and the revised documents subject to the same process. The documentation was approved with some minor editorial improvements, which were carried out. The submission was finally approved by the EAC-T when it met in Valencia. ***It was agreed that the BPS should be permitted to award the Euro-Test Level 2 certificate subject to confirmation by the EFPA General Assembly in July 2011.***

The exercise was extremely valuable in helping to develop the documentation that is needed for the accreditation process. Most of the revisions were issues of clarification. It also became apparent that it is necessary to include a general document that provides a simple description of what is contained in the various documents that form the submission. The final structure of the documentation is explained in Annex 1. In outline it consisted of four documents:

- A General Introduction to the Submission which explained the role of the other documents.
- Document One: Terms of Reference for the Awarding Committee for Test User Qualifications (ACTUQ) and relationships with the BPS Committee on Test Standards (CTS) and the BPS Psychological Testing Centre (PTC).
- Document Two: Rules for the membership of the Register of the British Psychological Society's Qualifications in Test Use.
- Document Three: Occupational Test User Standards for Euro-Test Qualification.

The last of these is a large document detailing the contents of the various modules and their relationship to the EFPA standard. This also describes how modules are assessed and the sort of evidence of competence that is required from candidates for the qualification.

The EAC-T also approved the outline procedure presented by Norway for awarding the Euro-Test certificate at its meeting in November 2010. Norway agreed to submit detailed documentation later in 2011 once internal changes in the operation of the organisations involved in the certification procedures (i.e. DNV, STN and the Norwegian Psychological Association) had been finalised. This was pending at the time of writing this report. It is hoped that progress may be made in time for consideration by the EAC-T and SCTT when they meet in July in Istanbul and that an oral progress update can be provided to the General Assembly by the SCTT Convener in July.

Discussions were held on 9th April with the SCTT Convener, the SCTT EC Liaison (Robert Roe), the Chair of the EuroPsy EAC (Ingrid Lunt) and the EFPA Head Office Manager (Sabine Stayaert). At those discussions, it was agreed that the fee for Level 2 accreditation be set at 5 Euros per person payable on initial award and on renewal. EFPA will not hold a central Register for Level 2 but will allow Member Associations to identify their qualifications as 'EFPA Accredited' and affix a special logo. So long as there is no cost for EFPA and the accreditation procedures are managed through the current Member Association supported EFPA committees, EFPA will not need to charge an accreditation fee.

A sample certificate has been prepared by Sabine Stayaert and the SCTT Convener and the procedure the BPS will need to follow to inform the EFPA office regarding the issue of certificates has been agreed.

The procedures that have been put into place have been designed to make very clear the difference between a national Member Association's qualification that has been accredited as meeting an EFPA standard (such as the current Level 1 and Level 2 test user qualifications) on the one hand and on the other hand a qualification awarded by EFPA. In the former case access to the qualification is governed by the Member Association and the EFPA accreditation requirements, but need not be restricted to psychologists. In the latter case the qualification would be restricted to psychologists, with the further qualification of the definition of a 'psychologist' as someone who has or is qualified to hold the EuroPsy.

RECOMMENDATIONS RELATING TO THE IMPLEMENTATION OF LEVEL 2 QUALIFICATIONS

It is recommended that:

- 2. To avoid confusion between the process of accrediting Level 2 qualifications in Test Use and the awarding of EuroPsy and EuroPsy-related qualifications, and confusion with the EuroPsy European Awarding Committee, the EAC-T be known as the Test User Accreditation Committee (TUAC).**
- 3. The accreditation procedures piloted during 2009-2011 by the EAC-T be approved for use in future accreditations.**
- 4. The EAC-T's accreditation of the British Psychological Society's Level 2 qualification in occupational test use be confirmed.**
- 5. A levy of 5 Euros per certification be made by EFPA for the issue by a Member Association of Level 1 or 2 certificates bearing the EFPA accreditation logo.**

6. **The TUAC be formally constituted as a sub-committee of the SCTT and the TUAC be empowered to approve future accreditation applications and renewals.**
7. **The current Level 2 test user qualification initiatives of Norway, Spain, Denmark and Sweden be supported by the TUAC and initiatives from other countries be encouraged.**

PROPOSAL FOR A LEVEL 3 SPECIALISED CERTIFICATE IN TEST USE FOR EUROPSY REGISTERED PSYCHOLOGISTS

This has been progressed through a one-day workshop of the whole SCTT (November, 2010, in Valencia) and a follow up meeting (April, 2011, in London). In between meetings work has been carried out and communicated by email. The following report on progress and recommendations are based on this work and also on discussions that were held in Brussels in April 2011 by the Convener, the President and EC SCTT Liaison (Robert Roe), the Chair of the EuroPsy EAC (Ingrid Lunt) and the EFPA Head Office Manager (Sabine Stayaert).

EUROPSY SPECIALIST CERTIFICATE IN TEST USE: PROGRESS REPORT

The proposal the SCTT were invited to explore was that of a EuroPsy Specialist Certificate in Tests and Testing as an add-on to the EuroPsy (EuroPsy “basic”). Therefore the EuroPsy Specialised Certificate would only be awarded by EFPA to psychologists holding EuroPsy (or receiving EuroPsy at the same time). While individual countries may wish to use the EFPA standards and qualifications model for local qualifications, these would not be eligible to be EFPA awards without the EuroPsy.

A considerable amount of progress has been made by the SCTT on this:

- We have produced an interim set of detailed standards defining the Performance Requirements and Knowledge and Skills relating to specialist test use in each of three contexts set out for the EuroPsy: Health, Education and Work.
- We have taken the current Standard Requirements Framework (SRF) for EFPA Specialised Certificates and demonstrated how a Level 3 Qualification could be defined that meets these requirements.

The main issues we have raised concern the current limited ‘market’ for such a specialised qualification given the early stages of the growth of adoption of the EuroPsy and the constraints imposed by the SRF.

In considering how this would relate to the SRF, we have noted that Level 2 qualification in Test Use is one that represents the minimum level of knowledge and skill we would expect of a psychologist who has just reached the level of development necessary for the EuroPsy and who uses tests and testing in his or her practice. As such we would expect the work required to obtain a Level 2 qualification to either have been covered during EuroPsy qualification or be additional to the post-EuroPsy Level 3 requirements.

The Level 3 qualification in Test Use builds on the EuroPsy foundation and is envisaged as a qualification that could formally recognize the continuing professional development of those psychologists who, as part of their practitioner role, have developed particular expertise in the area of tests and testing. We would envisage this being of interest to psychologists who may have five to ten years of development in practice since their initial qualification as a psychologist. It is anticipated that such a qualification would be of most interest in the field of occupational assessment. However, we also see benefits for encouraging the developments of standards of testing in educational assessment and in health-related assessment contexts.

The current model the SCTT is working on assumes that candidates for the Specialised Certificate in Tests and Testing will have covered all the requirements for Level 1 and Level 2 in their chosen context of practice as part of their EuroPsy certification. If they have not then these Level 1 and Level 2 requirements would need to be

completed as a condition of entry to the Specialised Certificate. It is proposed that where this is the case, such requirements can be met in parallel with those for the Level 3 qualification.

Assuming that Levels 1 and 2 are covered in the basic EuroPsy, an applicant for the Specialist Certificate (Level 3) would have to fulfil the following additional requirements:

- A period of post experience and training of at least 3 years during which time their practice was supervised for some part of the time. Supervision may need to be partly 'remote' and not all face-to-face. To meet the SRF, the total amount of relevant practice is assumed to be around 500 hours or about 3 hours per week over a 3 year period. For many people, the period of development may be longer (5 to 10 years) as this may represent the natural evolution of a specialization within one's area of practice rather than a conscious decision to 'take' a qualification.
- The total study requirement for Levels 1, 2 and 3 has been estimated at around 27 ECs: which represent just less than half a year of full time study. On the basis of the current work, 11 ECs would be covered by Levels 1 and 2 (i.e. as part of the EuroPsy). Study equivalent to an additional 16 ECs would therefore be required post-EuroPsy. Inputs for this study requirement can be provided by any entity so long as they are duly accredited for that purpose. It is not necessary for this component to depend wholly on university-based courses. Indeed, the practice elements are unlikely to be available from university sources. Spread over three years this represents the equivalent of around 8% of full time study.

ASSESSMENT

The modular structure of the qualification includes three types of module: Psychometrics; Psychological Knowledge; Practice.

- The first two of these are knowledge-based and can be assessed through conventional academic methods as part of the EC requirements.
- The practice requirements would be evidenced through submission of a log book with supporting reports from the candidate's supervisor or assessor.

RECOMMENDATIONS

In order to progress the work in parallel with the implementation of EuroPsy around Europe, it is recommended that:

- 8. The draft model for a Level 3 specialist qualification linked to the EuroPsy, as set out in this report, be approved by the General Assembly as the basis for further action.**
- 9. For 2011-2013, the SCTT focuses on developing the current draft specification for Level 3 qualification and supports the development of national qualifications that meet this specification. This will provide time to refine the Level 3 concept and to get a better idea of where the demand and market is for EuroPsy linked certification.**
- 10. The above developments ensure that people who obtain such national Level 3 qualifications could be grand-parented into a EuroPsy related scheme as and when they obtained the EuroPsy.**

The draft specification has used the Standard Requirements Framework (SRF) as the basis for specifying the requirements for a Level 3 qualification in tests and testing. However, the SRF was developed from the work carried out to design the Special Certificate in Psychotherapy. While the specific requirements of the SRF may have suited that specialism well, it had been found difficult to frame the requirements for tests and testing in these terms. We believe that it would be useful to revisit the original more flexible concept of 'Advanced Diplomas', proposed in the 2003 EFPA General Assembly, in the light of the need for more flexibility in the growth of further specialised certificates associated with the EuroPsy.

As a consequence it is further recommended that:

- 11. The current EuroPsy Standard Requirements Framework for Specialist Certificates be reviewed in the light of the need for more flexibility to accommodate the likely qualification routes for EuroPsy certified psychologists seeking a Level 3 Specialist Certificate in Tests and Testing.**
- 12. That a member of the Level 3 working party acts as a liaison with the EFPA EuroPsy EAC to develop all the documentation required for the proposed Level 3 qualification.**

ANNEX 1: OUTLINE OF THE UK SUBMISSION FOR LEVEL 2 OCCUPATIONAL TEST USER QUALIFICATION ACCREDITATION

BRITISH PSYCHOLOGICAL SOCIETY
OVERALL INTRODUCTION TO THE SUBMISSION
OF OCCUPATIONAL TEST USER STANDARDS
FOR EURO-TEST QUALIFICATION.

PREAMBLE

In making an application for the Euro-Test qualification (EFPA Level 2), the British Psychological Society (the Society) submits three documents

- Terms of Reference for the Awarding Committee for Test User Qualifications (ACTUQ) and relationships with the Committee on Test Standards (CTS) and the Psychological Testing Centre (PTC). This is referred to hereafter as Document One (Doc 1)
- Rules for the membership of the Register of the British Psychological Society's Qualification in Test Use. This is referred to hereafter as Document Two (Doc 2)
- Occupational Test User Standards for Euro-Test Qualification. This is referred to hereafter as Document Three (Doc 3)

The content and purpose of the Documents

Document One: Terms of Reference for the Awarding Committee for Test User Qualifications (ACTUQ) and relationships with the Committee on Test Standards (CTS) and the Psychological Testing Centre (PTC).

This document describes the framework in which the award of the Euro-Test qualification in the UK will be managed and regulated.

It sets out the manner in which the Awarding Committee (ACTUQ) is positioned within the Society, its function, the extent of its responsibilities and its composition.

Document Two: Rules for the membership of the Register of the British Psychological Society's Qualification in Test Use.

This document describes the rules on which the Society's Qualifications in Test use are founded.

It sets out the rules for membership of the Register of the Society's Qualification in Test Use (hereafter referred to as the RQTU).

It provides background information which sets the Standards on which the qualification is based in the context of the Standards of the European Federation of Psychologists' Associations (EFPA) which in turn build on the International Test Commission Guidelines on Test Use.

It defines the terms of psychological test and test user, relates the levels of qualification to the European Qualification Framework and describes the roles covered at each level.

The rules are then set out in 25 Articles under the following headings:

- Competence in Test Use
- The Society's Awarding Committee and its responsibilities
- The procedure for obtaining one of the Society's qualifications in test use
- Appeal procedures
- Miscellaneous conditions

There are 6 appendices which cover

- I. Definitions
- II. Framework and minimum standards for certification
- III. Maintenance of competence
- IV. Guidance on assessment of competence
- V. Guidance on quality assurance
- VI. The Code of Good Practice for Psychological Testing

Document Three: Occupational Test User Standards for Euro-Test Qualification.

Document three sets out the standards on which the qualifications are based. The standards relate to use in the Work and Occupational field in which these qualifications are contextualised. Although it is possible that the standards may be contextualised into Health related and Educational settings, we understand that the EAC-T has currently no brief to recognise qualifications other than those in Occupational settings.

It describes the roles of the Test User at Levels One and Two of the EFPA Standards and the modules applicable to each of the qualifications. It maps the modules utilised by the Society in each of the qualifications to the EFPA Test User Standards. A detailed appendix gives details of the Modules as Standards specification and outline assessor guidance.

The three documents provide the detail of the Society's qualification structure, how it is regulated within the Society, the roles, responsibilities and terms of reference of those who are responsible for the registration of qualifications and the manner in which the modules map onto the EFPA Standards. Together they provide the Society's submission for the Euro-Test qualification.

ANNEX 2: MEMBERSHIP OF THE SCTT 2009-2011

Role	Name
EC Liaison	Robert Roe
EFPSA Liaison	Tugba Yilmaz
SCTT National Representatives:	
1. Austria	Paulino Jiménez
2. Belgium	Mark Schittekatte
3. Croatia	Krunoslav Matesic
4. Cyprus	Christina Ioannou
5. Czech Republic	Tomas Urbanek
6. Denmark	Anne Thrane replaced by Lars Michaelsen
7. Finland	Vesa Nevalainen
8. France	Claire Meljac
9. Germany	Carmen Hagemeister
10. Greece	Marina Manthouli
11. Hungary	Sandor Rozsa
12. Ireland	James Connolly
13. Lithuania	Grazina Gintilienė
14. Netherlands	Arne Evers
15. Norway	Jens Egeland
16. Poland	Aleksandra Jaworowska
17. Russia	Sergey B. Malykh
18. San Marino	Riccardo Venturini
19. Slovakia	Peter Halama
20. Slovenia	Dusica Boben
21. Spain	José Muñiz-Fernandez
22. Sweden	Orjan Frans
23. Switzerland	Klaus Dieter Hänsgen
24. Turkey	Canan Sümer
25. United Kingdom	Dave Bartram [Convener]
<u>European Accreditation Committee – Testing (EAC-T)</u>	
Chair	Dave Bartram
Denmark	Anne Thrane, replaced by Lars Michaelsen
Norway	Sverre L. Nielsen
Spain	Ana Hernandez
Sweden	Eva Bergvall
United Kingdom	Pat Lindley