



EFPA
HEAD OFFICE
GRASMARKT 105/39
B – 1000 BRUSSELS
BELGIUM
headoffice@efpa.eu
www.efpa.eu

EuroTest-WO

European Certificates for Psychological Test Use in Work and Organizational Settings

Prepared by the European Federation of Psychologists' Associations (EFPA) Board of
Assessment's Test User Accreditation Committee (TUAC)

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Foreword

The present document contains the rules governing a system for the improvement of standards of test use in Europe by means of a procedure for accrediting European Certificates in Psychological Test Use (*EuroTest*), which may be awarded to any person who can demonstrate that they meet the European Federation of Psychologists' Associations' (EFPA) Standards relating to test user knowledge, skills, competence and ethical conduct.

The system recognises three distinct levels of competence in test use, reflecting the major differences found in practice in the application of testing in work and organizational settings.

The proposal was developed under the auspices of the EFPA Standing Committee on Tests and Testing (SCTT) – now the Board of Assessment - by a project team composed of psychologists who represent a large number of EFPA member associations.

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1. Preamble

The present document represents a step forward in promoting the mobility of test users and the access of clients to assessment services of high quality across Europe. Building on the International Test Commission Guidelines on Test Use and the development from them of the EFPA Standards on Test Use, it aims to create a process that will serve as the basis for evaluating and accrediting the test user certification procedures implemented across the different countries of the EU. The present document focuses on the basic European Certificate for Test Use in Work and Organizational settings (*EuroTest-WO*), whilst acknowledging that Certification covering test use in other settings (e.g. education or health) may be developed in the future.

Aim

During the development of the present proposal considerable attention has been devoted to the variety of education, training, work and regulatory settings that currently exist in Europe and that impact on procedures for training in test use and controls or restrictions on who has access to those. The aim of the *EuroTest-WO* is to set an entry level standard with regard to dependent and/or independent practice, for test users who are using tests for assessment in work and organizational contexts. This standard defines minimum requirements, which individual practitioners are likely to exceed. The *EuroTest* does not represent a licence to use tests and is not intended to supersede or replace any national licensing rules or practices that relate to access to test or use of tests. To the degree that the standard implied in the *EuroTest* is felt to be meaningful in different national settings, it is hoped that it will be taken into account in future changes of licensing or statutory regulation.

Background

Why Test User Standards are needed?

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

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

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

The Test User Standards have been developed to provide the basis for qualifications in test use. They are intended to provide a general European level 'benchmark' against which local national qualification systems can be compared or audited. The present Standards for test use were developed jointly by EFPA and EAWOP.

Local national test user qualification systems have been developed in a number of European countries (e.g. UK, Sweden, Finland, Germany and Norway). Those countries and others have expressed a desire for there to be some higher level coordination of these projects. The work of the joint EFPA-EAWOP European Working Group (EWG) sprang from this need and has attempted to address the complex task of defining a meaningful set of standards of competence in test use that can be used as a benchmark for a range of very different national approaches to test user qualification and certification.

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

What is a psychological test?

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

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

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

The present qualifications are intended to apply to competence in test use in relation to the use of psychological tests as defined above. However, many of the test user standards could be applied more broadly to other assessment procedures that lie outside the domain of 'tests'. They may be relevant for any assessment procedure that is used in situations where the assessment of people has a serious and meaningful intent and which, if misused, may result in personal loss or psychological distress (for example, job selection interviews, job performance appraisals, diagnostic assessment of learning support needs). See Appendix II for further discussion of this issue.

What is a test user?

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

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

The term test user, at its most advanced level will also cover those involved in the design and development of tests.

The EuroTest Certification scheme recognises three different levels of competence in tests use. Certificates can be awarded for Levels 1, 2 or 3, where:

Level 1: Competent to practice in a limited range of conditions, but only under supervision of the Level 2 or Level 3 certified user.

Level 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.

Level 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.

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.

Test administrator (Level 1)

An individual who uses specific tests in well-defined and constrained contexts, such as routine recruitment and selection procedures or standardised development programmes. Operates within organisational 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. Interpretation of tests is limited to information provided in standard reports and to guidelines provided on how to use test information together with other assessment data in decision making.

- Able to administer and use specific tests under the supervision of a person at Level 2 or 3, or 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.

Intermediate level test user (Level 2)

Typically works in an HR department, employment agencies or within consultancies offering testing services; may be involved in testing for personnel selection, development or career guidance and advice.

- 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 limited range of settings.
- Has the necessary knowledge and skills to interpret a limited range of specific tests.

Specialist test user (Level 3)

This person will be an experienced occupational psychologist, work & organizational psychologist or equivalent professional who has specialised in test use and will have completed a number of training courses relating to a variety of different tests and types of tests. Some users in this category may come from related professions (e.g. HR) having a background in psychology (e.g. master's degree in psychology) and having acquired the necessary additional psychological knowledge and skills through their professional practice.

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.

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).

Guiding principles

A number of guiding principles underlie this proposal for the *EuroTest* European Certificates in Test Use in which the European Standard is embedded. These principles aim to:

- 1) promote the availability of competent test use across Europe. Every citizen and any institution should be able to obtain assessment that involve the use of tests from a competent and qualified professional, and the system should help to achieve this objective.
- 2) protect consumers and citizens in Europe through the assurance of quality and to protect the public against unqualified providers of testing services.

- 3) promote the mobility of test users by enabling them to practise anywhere in Europe, provided that they have the proper qualifications and meet local rules.
- 4) ensure that the *EuroTest* is 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 European (as well as national) ethical standards for test users.
- 5) ensure that the *EuroTest* system is fair and avoids favouring or disfavouring practitioners on the basis of national or other differences in educational or professional background, and that it recognizes high service quality as a prevailing principle. This implies that the *EuroTest* will not pose specific requirements concerning the structure or format of the academic education, training courses or other competence development procedures, or the nature and organisation of the opportunities for developing competence in practice.
- 6) endorse a commitment to the active maintenance of competence. For this reason the *EuroTest* is 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.
- 7) respect national rules which relate to test use which are already in place.

2. Rules concerning *EuroTest*, the European Certificates for Test Use in Work and Organizational Settings

European Certificates for Test Use in Work and Organizational Settings (henceforth *EuroTest*) are intended to represent standards of performance which informs clients, employers and colleagues that the holder can be considered to have gained the necessary competences for the provision of assessment services involving test use. *EuroTest* aims to set a common standard of competence in all the countries where it is issued.

EuroTest can be awarded to individuals who meet the conditions specified in these Rules.

A person in possession of *EuroTest* will be referred to as a “Registered *European Test User (Level X)*”, where X is defined as one of three levels of competence.

Section A. *EuroTest*

Article 1 *EuroTest*¹ embodies a set of standards for practitioner test users as described in Appendix II.

Article 2 Individual test users are eligible to be listed in the Register of *EuroTest* (henceforth the Register) and to hold a *EuroTest* if they have

1. obtained a nationally recognised title or qualification in test use, provided the curriculum covers the content specified in the EFPA Standards and fits the framework as described in Appendix II, and provided that the title or qualification has been accredited by the EFPA Test User Accreditation Committee for this purpose, and their nationally recognised title or qualification is valid and current at the time they apply for the *EuroTest*, and
2. have submitted a pledge in writing to the relevant National Awarding Committee that they subscribe to the principles of professional conduct set out in the EFPA Code of Good Practice on Psychological Testing (see Appendix VI) and will conduct professional activities in accordance with the code of ethics of relevant national professional associations in the individual’s country or countries of practice.

Article 3 The *EuroTest* is dependent upon maintenance of the relevant nationally recognised title or qualification and is valid for a period of up to 6 years subject to the conditions defined in Article 10.

Article 4 For purposes of revalidation, the *EuroTest* can be re-issued to all certificate holders who show that they satisfy the following requirements:

¹ European Certificates in Test Use from here on refers to the European Certificates for Test Use in Work and Organizational Settings (*EuroTest-WO*), as described in the Preamble.

- a) They apply for renewal at least one year before the date of expiry of the Certificate (i.e. no later than the end of the fifth year) to allow time for any renewal procedures to be completed prior to expiry of the Certificate. They are able to show evidence of maintenance of professional competence in the form of a specified number of hours of practice per year as a test user, continued education or professional development as indicated in Appendix III.
- b) They have re-affirmed their pledge in writing to their National Awarding Committee that they subscribe to the principles of professional conduct set out in the EFPA Code of Good Practice on Psychological Testing (see Appendix VI) and will conduct professional activities in accordance with the code of ethics of relevant national professional associations in the country of practice.

Article 5 The *EuroTest* Certificate will be similar in meaning and appearance to the model presented in this document.

Article 6 The *EuroTest* Registration Details will contain information on the competences examined and the roles and contexts within which the Registered *EuroTest* Certificate holder is qualified.

Article 7 The information in Article 6 will be included in the Register (Article 2).

Article 8 The Registered *EuroTest* holder is deemed competent to practice as a test user, at the level specified in the certificate and within the professional context(s) mentioned in the Registration Details, in as far as there are no restrictions from national rules in the country concerned. This applies in all EFPA member states, and in any other country that has accepted the *EuroTest* and these Rules.

Article 9 The *EuroTest* is not a licence to practice. There are some countries where national rules restrict the use of some or all categories of psychological test to specific specialists, such as registered or licensed psychologists.

Article 10 A *EuroTest* loses its validity either

- (i) after the date of its expiry or on non-payment of fees;
- (ii) or if the holder is no longer on the Register;
- (iii) or on the request of the holder, so long as the holder is not under investigation for infringement of the national code of practice or ethics and so long as the holder has not lost a national license, if applicable;
- (iv) or in the case that a test user is judged to have committed a violation of a professional code of practice or ethics and if a sentence or measure is imposed, either by a court of law or by a national committee on professional ethics, with the understanding that such withdrawal is suspended during any period in which there is an appeal pending against this measure or sentence;
- (v) or in the case of failure to maintain or renew the national qualification upon which the *EuroTest* certification is based.

Loss of validity of a *EuroTest* leads to the immediate removal of the record of the Certificate holder concerned from the Register.

Section B. Awarding Agencies

Article 11 The responsibility for awarding the *EuroTest* and entering an individual into the Register according to these Rules rests with the Test User Accreditation Committee (TUAC) of the EFPA Board of Assessment. This Committee delegates the authority to enter the name into the Register and to award the *EuroTest* in accordance with these Rules to a National Awarding Committee.

Article 12 TUAC consists of a Chairperson and at least four other Members. They are appointed for a term of up to four years, once renewable, by the Executive Council of EFPA. Where practical, the members will be from different countries within the EFPA member states, will represent the relevant professional contexts within which test use is certified and will provide a balance between those working as practitioners and those with specialist expertise in psychological assessment or psychometrics.

Article 13 TUAC is responsible for oversight of the *EuroTest* and its Rules and for ensuring that the Registration and award of the *EuroTest* occurs in accordance with these Rules.

Its tasks include the following:

- a) to approve the accreditation of national test user qualifications, on the basis of evidence submitted by the relevant National Awarding Committees,
- b) to provide guidance for the National Awarding Committees;
- c) to ensure that national bodies are interpreting the European standards in a similar way and to co-ordinate the work of the National Awarding Committees;
- d) to supervise the proper implementation of these Rules by each National Awarding Committee;
- e) to take steps towards the suspension of a National Awarding Committee if there is evidence of mismanagement or misuse of these Rules;
- f) to deal with appeals against decisions of National Awarding Committees;
- g) to prepare a report every two years for the Executive Council and the General Assembly of EFPA;
- h) to work with the national associations to remedy the causes of a suspension of any National Awarding Committee;
- i) to oversee the maintenance of the recording of information from national Registers of Test Use.

Article 14 In each country where the *EuroTest* is awarded there is a National Awarding Committee approved by the relevant EFPA member association with delegated authority to enter names into the Register and to award the *EuroTest*.

Article 15 The National Awarding Committee consists of a Chairperson and four other Members. They are appointed by the national body that has responsibility for the award of national certificates or qualifications in test use. This would normally be the EFPA member association (Appendix I). Where appropriate the EFPA member

association can delegate this responsibility subject to agreement by TUAC. Committee members may serve for a term of up to four years, once renewable. The five members represent the relevant professional contexts within which test use is certified nationally and provide a balance between those working as practitioners and those with specialist expertise in psychological assessment or psychometrics. Members of the National Awarding Committee cannot also be members of TUAC. A member of TUAC may be appointed to act as an advisor to a National Awarding Committee.

- Article 16 The responsibilities of a National Awarding Committee include the following:
- a) to stipulate the manner in which an applicant has to submit evidence of competence;
 - b) to issue guidelines for the assessment of competence;
 - c) to put in place procedures that will assure that assessments of competence meet the quality criteria set by TUAC;
 - d) to make available and publish a list of currently approved providers of competence assessment;
 - e) to advise training and development institutions on procedures for the assessment of competence that are necessary to meet the *EuroTest* standards;
 - f) to prepare a form on professional ethics to be signed by applicants;
 - g) to determine the fee for administrative costs to be paid by applicants;
 - h) to submit all national test user certification procedures and rules for approval to TUAC;
 - i) to deal with any appeals made by individuals who have been refused a *EuroTest* Certificate;
 - j) to keep a public record of people awarded the *EuroTest*;
 - k) to prepare an annual report of activities for TUAC;
 - l) to enter and withdraw names of Certificate holders in the Register and to make necessary modifications to ensure its accuracy.

Article 17 A National Awarding Committee that in the opinion of TUAC does not work in accordance with these Rules shall have its accreditation removed by TUAC until the failure to observe the Rules has been remedied. No *EuroTest* can be issued by a National Awarding Committee when its accreditation has been removed. A National Awarding Committee that has had its accreditation removed can appeal to EFPA to be reaccredited.

Section C. The procedure for obtaining the *EuroTest*

Article 18 In order to obtain the *EuroTest* Certificate the applicant must obtain a national certificate or qualification in test use that has been accredited by TUAC, through the National Awarding Committee, as meeting the requirements for the relevant level of *EuroTest*. The body awarding the certificate will do so under the auspices of the National Awarding Committee in the actual or intended country of practice.

Article 19 The applicant must sign a pledge that s/he will conduct professional activities in accordance with the principles of professional conduct set out in the EFPA Code of Good Practice on Psychological Testing (see Appendix VI) and will conduct professional activities in accordance with the code of ethics of relevant national professional associations in the country of practice.

Article 20 The application will only be processed after the candidate has paid the appropriate fee.

Article 21 Once the applicant has been entered on the Register, the *EuroTest* will be awarded to that individual.

Section D. Appeal procedures

Article 22 An applicant whose application for the *EuroTest* has been rejected by the local national awarding body accredited for that purpose can lodge an appeal with the National Awarding Committee.

Article 23 The National Awarding Committee will rule on the appeal and provide a written judgement within 60 days. This judgement will be communicated to the applicant.

Article 24 Where an applicant's appeal is rejected, the applicant may appeal to TUAC. Such an appeal has to be submitted in the English language and will only be considered when evidence is provided that the National Awarding Committee and the national appeals procedure have failed to apply the Rules governing the award of the *EuroTest* in a manner that is consistent with how these Rules are applied in other countries.

Section E. Miscellaneous

Article 25 The Rules and the appendices on the *EuroTest* are established and can be changed by the General Assembly of EFPA, by a vote in support of 2/3 of those present and eligible to vote.

Article 26 Transitional arrangements will apply for four years after the Rules have been accepted by the EFPA General Assembly. People who are holders of national test user certificates, which subsequently become accredited as meeting the requirements for a *EuroTest Certificate*, may apply to have the relevant *EuroTest Certificate*. This will be granted through the National Awarding Committee on payment of a fee and provision of evidence that the person has continued to practice and maintain their competence since obtaining their national qualification and the applicant must sign a pledge that s/he will conduct professional activities in accordance with the principles of professional conduct set out in the EFPA Code of Good Practice on Psychological Testing (see

Appendix VI) and will conduct professional activities in accordance with the code of ethics of relevant national professional associations in the country of practice.

3. *EuroTest Certificate: model content*



European Test User Certificate (Level 2): Work and Organizational Assessment

**This is to certify that
[Enter name here]**

has demonstrated the professional competences specified in the EFPA European Test User Standard relating to practice at the level of **Test User** in the area of Work & Organizational Assessment and has further agreed to abide by the Code of Practice in Test Use set out in that Standard.

The award of this Certificate is based on the holder having satisfied the requirements of an EFPA accredited national test user certification scheme. This Certificate is not a licence to practice and the holder is subject to any existing national restrictions, laws or regulations relating to test use.

The Certificate remains valid to the date shown only so long as the holder of this Certificate maintains his/her competence and retains a current entry in the national EFPA accredited Register of Test Users. The holder's competence is defined by the profile contained in that Register.

This Certificate is valid until [expiry date].

Signed by: [Add signature here]

Chair of the UK EFPA-accredited National Test User Awarding Committee

Date of issue: [Enter issue date here]
here]

Registration number: [Enter ref

4. Register of *EuroTest* Certificate holders

- 1) The information mentioned in the Registration Details of the *EuroTest Certificate* will be recorded in a Register, which should be a searchable online database available through the internet. In due course this may be managed centrally by EFPA. However, it is each country's responsibility to establish and maintain its own register of people competent in test use.
- 2) The entries of the Register for a country shall be updated by the National Awarding Committee or their accredited bodies when a *EuroTest Certificate* is issued, re-issued, withdrawn, or expires. Information in the Register may only be changed by these bodies.

Appendix I. Definitions

Within these Rules the following definitions of terms are used:

The EuroTest European Certificate in Test Use is a nationally awarded qualification in test use that has been accredited as meeting the EFPA Standards in Test Use and the quality assurance criteria set out by TUAC. There are three levels of certification.

A Registered EuroTest Certificate holder refers to the holder of the *EuroTest* whose name has been entered on the local national *Register of Test Users*.

The *Registration Details of the EuroTest*, hereafter called the Registration Details, is an appendix to the *EuroTest Certificate* which states the level of the certificate, the evidence, at the time of the award, which was produced to obtain the accredited national user certificate. The form and content of the Registration Details are defined by the National Awarding Committee and are subject to approval by TUAC.

The *Register of Test Users*, hereafter called the Register, is a register which provides a record of each Registered *EuroTest Certificate* holder.

Professional context refers to a particular category of work settings in which tests are used. Professional contexts are to be understood in a broad sense, and for the current Certificate relate only to Work & Organisations.

The *country of residence* is the country where the test user is registered as resident.

A country of practice is a country where the test user is practising or intends to practise.

Appendix II. Framework and minimum standards for Certification

What these Standards are about?

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

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

Format of the Standards

The ITC Guidelines have been re-cast into three Units, each containing a number of specific Standards 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 are defined and the knowledge and skills required are outlined (see the complete Standards attached as Annex A to this Document). 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

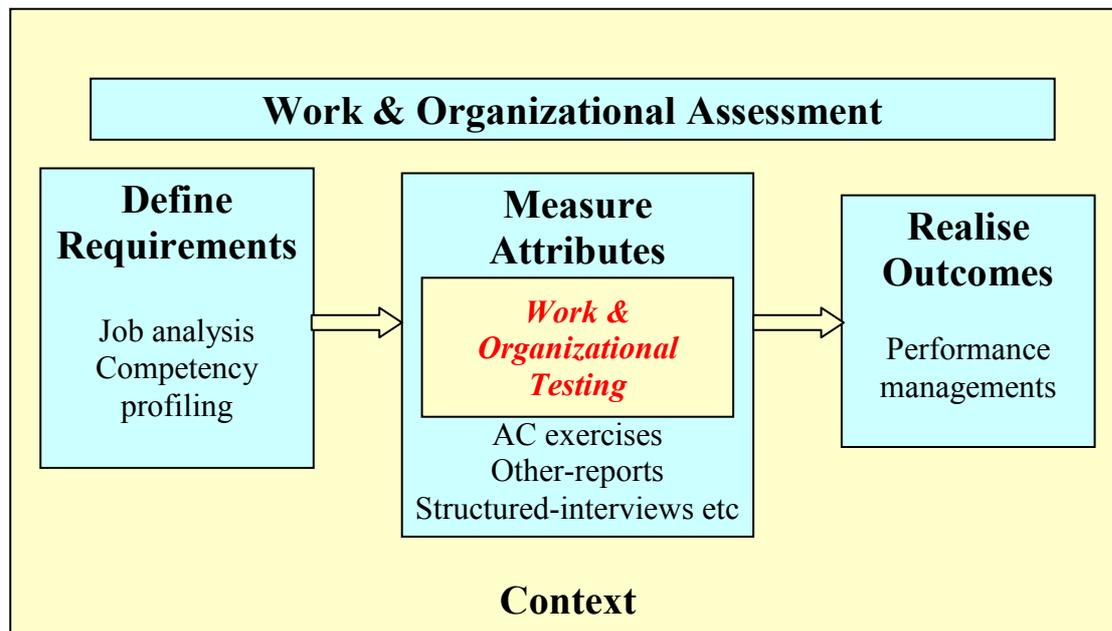
competence relates. In addition there is a specification of the knowledge and skills that underpin competence in relation to the Standard.

A GLOSSARY has been produced to clarify the definition of terms used in the Standards. The Glossary is attached as Annex B.

Putting the test use into context

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

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



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

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

Focus on competence

The EFPA Test User Standards focus on defining the competences people should have rather than the inputs that should be provided for their training. However, it is recognised that the standards contain requirements for knowledge and skills that have implications for the training programmes needed if people are to develop these competences.

It is important to stress that accreditation of national certification procedures is done primarily on the basis of the evidence that an individual is required to produce in order to demonstrate his or her competence and on the quality assurance procedures put in place to ensure that evidence is authentic, sufficient and relevant. For this reason no stipulations are made about the minimum requirements for duration of training courses.

It is also recognised that people may develop their competence through a range of methods including: traditional taught courses; supervised workplace experience; online and other distance forms of learning. We make no stipulations about methods or media of training. The prime consideration is whether the person who completes a course of training is competent at the end of it.

Appendix III. Maintenance of Competence (MC)

The holders of the *EuroTest* are expected to maintain their level of professional competence. This should be achieved by means of work experience and personal professional development, and may be achieved by meeting local continuing professional development (CPD) or maintenance of competence (MC) requirements if such exist. On renewal of the *EuroTest* the applicant has to show relevant evidence of continuing to maintain competence.

Where no local requirements exist, the following are provided as guidelines for use by National Awarding Committees.

Work experience

The applicant should show evidence of professional work as a test user appropriate to the level of qualification they hold. This should amount to the equivalent of not less than 40 hours per year averaged over a period of not less than 4 years over the period of the last five years before the application for renewal. Acceptable evidence includes, for example: employment contracts accompanied by a job description, project contracts, assessment log books etc.

Personal professional development

It is a responsibility of the Registered *EuroTest* test user to keep informed about recent professional scientific developments in testing, including but not limited to the context of practice. A minimum of 10 hours per year, included within the 40 hours of work experience, is recommended. Documented evidence of a variety of activities is required.

Record keeping

Registered *EuroTest* test users are required to maintain a record of their practice and activities undertaken as relevant maintenance or development of competence. In addition to recording the acquisition of experience of practice in the context of new functions, client groups and settings, this should cover training and development from continuing education. This record, with supporting evidence, will provide the basis for the Registered *EuroTest* holder’s Profile as included in the Register, when the *EuroTest* is renewed after six years.

Appendix IV. Guidance on assessment of competence

Levels of certification

Assessors will make formative assessments of people’s achievements according to rules and traditions that are specific for the particular professional and/or national context. The assessment distinguishes between the following levels of competence.

Levels of competence		
1	2	3
Competence for performing specific tasks but requiring guidance and supervision	Competence for performing specific tasks without guidance or supervision, but requiring guidance or supervision for more complex ones	Competence for performing complex tasks without guidance or supervision

The most important distinction to be made by the assessor is between that of a person who is not yet competent and someone who has attained Level 1. The lowest level of certificate is awarded for people who have attained Level 1 but who are not yet sufficiently competent to practice without supervision (Level 2). The main qualification at this level is one in Test Administration (*EuroTest* Level 1).

Sufficient competences should be present at level 2 to enable the individual to practise independently within one or more relatively well-defined and restricted contexts, with one or more client groups. The typical Level 2 qualification will recognise competence for routine use of tests in well-defined settings. Higher levels of expertise, dealing with complex issues of test choice, provide advice and guidance on test use relate to Level 3.

Detailed assessment guidelines relating to the distinctions between Levels will be issued by TUAC.

At any Level, the award of the *EuroTest* should be dependent upon a final synoptic assessment of the practitioner’s ability to integrate knowledge, skills and competences into a single process of providing a professional service as a test user to their client, at the same time taking account of ethical principles.

In the final assessment the assessor should summarize the available information and indicate whether, on the basis of the available evidence, the candidate can be expected to adequately perform the role of test user. The assessor's judgement should be expressed as a judgement of 'competent at this level' or 'not yet competent at this level'.

Appendix V. Guidance on quality assurance

Accreditation will only be provided when TUAC has been satisfied that there are adequate local arrangements for quality assurance in the assessment of competence. There will be a quality assurance procedure that ensures that only competent people are certified as competent. Adherence to standards such as ISO 17024 for the certification personnel provides a benchmark against which other procedures might be compared.

Appendix VI. THE EFPA CODE OF GOOD PRACTICE FOR PSYCHOLOGICAL TESTING

People who use psychological tests are expected to:

RESPONSIBILITY FOR COMPETENCE

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

PROCEDURES AND TECHNIQUES

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

CLIENT WELFARE

11. Obtain the informed consent of potential test takers, making sure that they understand why the tests will be used, what will be done with their results and who will be provided with access to them.
12. Ensure that all test takers are well informed and well prepared for the test session, and that all have had access to practice or familiarisation materials where appropriate.
13. Give due consideration to factors such as gender, ethnicity, age, disability and special needs, educational background and level of ability in using and interpreting the results of tests.
14. Provide the test taker and other authorised persons with feedback about the results in a form which makes clear the implications of the results, is clear and in a style appropriate to their level of understanding.
15. Ensure test results are stored securely, are not accessible to unauthorised or unqualified persons and are not used for any purposes other than those agreed with the test taker.