



The British  
Psychological Society  
Psychological Testing Centre

# Test Users' Handbook

**Information on the British Psychological Society's  
qualifications in psychological testing**

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## Introduction

Welcome to the Test Users' Handbook. This document has been prepared to provide information for anyone wanting to seek training and assessment leading to eligibility for one or more of the British Psychological Society's (BPS) qualifications in psychological testing. These qualifications have been developed to ensure test users have the necessary competencies for effective test use in educational, forensic and occupational settings, and are based on the framework agreed by the European Federation of Psychologists' Associations (EFPA) in 2005.

This document provides an overview of the qualifications in psychological testing offered by the BPS, the benefits of the qualifications, how the qualifications are structured and how test users can obtain one or more of the qualifications.

## Overview of qualifications

The British Psychological Society currently offers qualifications in educational, forensic and occupational testing as follows:

### Educational testing qualifications include:

- Assistant Test User
- Test User

### Forensic testing qualifications include:

- Assistant Test User
- Test User

### Occupational testing qualifications include:

- Assistant Test User
- Test User
- Specialist in Test Use

In addition the BPS offers the Level 2 Euro-Test Certificate. This award is accredited by the European Federation of Psychologists' Associations (EFPA) and is available to all test users holding both a Test User: Occupational, Ability and Test User: Occupational, Personality qualification. Currently this qualification is not available for educational or forensic testing. For further details of the Euro-Test certificate, see Appendix 3.

## How to obtain a BPS qualification in psychological testing

The British Psychological Society does not itself run training courses or conduct the assessments of competence on which the award of the qualifications are based. Instead, the running of training courses and the assessment of your competence as a test user is carried out by Verified Assessors whose assessment methods have been verified by the BPS. The BPS awards qualifications when a test user's competence in the different modules that make up the qualification has been affirmed by a Verified Assessor. To find a suitable training course provider and Verified Assessor, please visit the '[Find a training course for BPS qualifications](#)' section of the BPS Psychological Testing Centre (PTC) website.

## **The benefits of the Society's qualifications in psychological testing**

The British Psychological Society's first qualification in psychological testing was launched in 1991. Since then the range of qualifications has been expanded and updated to reflect developments and current practice in psychological testing. The qualifications offer a number of benefits to test users which include:

- a clear specification of what test users need to know and be able to do to use tests effectively and ethically in different contexts
- a set of minimum standards for the use of tests and testing procedures
- a flexible approach to training which allows test users to choose qualifications most appropriate to their current context whilst also giving them a route for the ongoing development of their competence
- evidence of nationally recognised qualifications which will be transferable between training providers whose assessment methods have been deemed as appropriate by the Society, and between various publishers and other suppliers of test materials
- a Code of Good Practice for Psychological Testing which outlines the responsibilities and expectations of test users (see Appendix 1)
- a clear specification of what test users need to know and be able to do in order to use tests effectively and ethically in different contexts
- employment opportunities through registering qualified test users on the RQTU where their qualifications can be readily checked by potential employers and where their new qualifications are automatically updated
- a specific set of objectives for students which they can match against the content of their training course and related assessments.

The adoption of the qualification scheme has positive benefits for both trainers and test users. These include a definition of the knowledge and practical skills that should be covered, as well as the breadth or depth of knowledge and skills in which test users need to demonstrate their competence. The scheme also places the responsibility for judging competence with Chartered Psychologists.

Qualifications at the Test User level and above can be used as evidence of competence for people wishing to use or purchase test materials. Evidence that one has attained the required standard for all the essential elements of competence is deemed by the Society as being a necessary (but not necessarily sufficient) condition for access to test materials.

While publishers and suppliers of test materials cannot be bound by the BPS, the BPS encourages them to accept the appropriate qualifications as a basis for allowing test users to purchase test materials. Suppliers of tests may, of course, require evidence of additional areas of competence before granting access to specific tests, or may require users to have additional specialist training in the use of particular instruments. It is the responsibility of the test user to check the access arrangements for specific tests with publishers directly. Any person who has the minimum competence defined by the standards should be in a position to appreciate the need for additional training, where this is required.

## **Qualification scheme in detail**

At the centre of the BPS qualification scheme in psychological testing is the goal of improving standards in test use. By clearly defining the knowledge and skills necessary for competent test use at different levels and in different areas, the scheme sets out to prevent the misuse of tests resulting from lack of understanding. At the Test User level and above, the scheme also sets out to provide users with the knowledge they need to evaluate the suitability of tests for specific purposes. This allows users to make informed decisions about different tests which may be suitable for a specific purpose and to discriminate between 'good' and 'bad' tests in terms of psychological and psychometric standards.

### **Who are the qualifications for?**

The BPS qualifications in psychological testing are relevant to anybody wishing to make use of tests in educational, forensic or occupational settings, as it is based solely on the ability to demonstrate appropriate competence. There are no prerequisites for working towards the qualifications in psychological testing, though some qualifications require the successful completion of prior qualifications. However, not having experience of working in the context where the testing will take place may provide a significant obstacle to achieving the qualification. It must be stressed that the scheme is focused on psychological testing and is not a qualification in educational, forensic or occupational psychology.

### **Levels of qualification**

Qualifications are available at three levels: Assistant Test User, Test User and Specialist in Test Use. Currently Assistant Test User and Test User qualifications are available in the educational, forensic and occupational domains. The Specialist in Test Use qualification currently only available in the area of occupational testing.

Qualifications in ability and personality testing are available within the Test User level in the occupational domain. The qualification in ability testing is usually generic, covering a range of ability and aptitude tests and giving test users access to tests from many suppliers on successful completion of this qualification. Personality qualifications are based around specific instruments or 'families' of instruments (a family of instruments will typically all be based upon a common model of personality so that knowledge and skills can be transferred to different instruments in the same family). Because of this occupational test users can build up a number of qualifications at the Test User level. In the forensic context domain, competence in testing should be seen as a holistic approach including core underlying elements such as competence in risk assessment, personality assessment and in the application of outputs to theory. Forensic context test users should not expect the qualification process to be incremental, but rather one in which the test user learns to assess various aspects of the forensic service user's functioning, so that they can better understand the whole person and make recommendations from this perspective.

Descriptions of the typical responsibilities and contexts for test use for all three levels of qualification are provided below.

**Assistant Test Users:**

- Are able to administer and score specific tests under the supervision of a person qualified at Test User level or above.
- 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.
- Are not able to make choices about which tests should be used or provide interpretations of test scores beyond those provided in standard reports.

An Assistant Test User will be an individual who uses specific tests in well-defined and constrained contexts and operates within organisational policies and directives on testing and test use. This may include routine recruitment and selection procedures, pre and post-programme assessment or standardised assessment for staff development programmes.

**Test Users:**

- Are able to make choices between tests and to determine when to use or not use them.
- Have an understanding of the technical qualities required of tests sufficient for understanding, but not for test construction.
- Can work independently as a test user.
- Have the necessary knowledge and skills to interpret specific tests.
- May be working in occupational contexts within an HR department, employment agencies or consultancies offering testing services. This may involve testing for personnel selection, development or career guidance and advice.
- In educational contexts may be working in a school and involved in testing groups of children and/or individuals to understand their strengths and specific learning needs.
- In forensic contexts may be working in prisons, secure hospitals, courts or probation services or elsewhere in a justice context and may be assessing offenders' risk of reoffending.

**Specialist in Test Use:**

This is currently available only for testers working in the occupational context. Typically this person will be an experienced psychologist who has specialised in test use and will have completed a number of qualifications relating to a variety of different tests and types of tests. Some users in this category may come from related professions (e.g. from HR in the case of occupational testing), having acquired the necessary additional knowledge and skills through other training and professional practice.

Depending upon their particular profile of competence and skills, holders of the Specialist in Test Use qualification may be:

- Able to provide advice and consultancy on testing
- Able to train others in test use
- Able to construct tests for use in occupational settings
- Able to provide expert evidence in court cases

Table 1 below provides an overview of the modules and module sets which make up each qualification. Some of the modules are generic and apply to all areas of psychological testing, whilst others are specific to certain areas and/or certain instruments. Where modules apply to specific instruments, assessment will be conducted in relation to the test user's competence in the relevant context. Appendix 2 provides a detailed breakdown of the modules making up each qualification, together with summary descriptions of module requirements.

**Table 1- Qualification modules and module sets**

		Qualification							
		Educational		Occupational				Forensic Context	
Module	Module set	Assistant Test User	Test User	Assistant Test User	Test User - ability	Test User - personality	Specialist in Test Use*	Assistant Test User	Test User
Psychological knowledge									
4.101	4A			X	X	X	X		
4.102	4B	X	X						
4.107	4C							X	X
5.201	5B				X		X		
5.202	5F		X						
5.203	5C					X	X		
5.204	5C					X	X		
5.205	5C					X	X		
5.218	5I								X
5.219	5I								X
5.220	5I								X
5.221	5I								X
7.305	7B						X		
7.306	7B						X		
7.307	7B						X		
Psychometrics									
5.206	5A / 5G / 5J		X		X	X	X		X
5.207	5A / 5G / 5J		X		X	X	X		X
5.208	5A / 5G / 5J		X		X	X	X		X
5.209	5A				X	X	X		
5.210	5A				X	X	X		
5.211	5G		X						
5.222	5J								X
7.301	7A						X		
7.302	7A						X		
7.303	7A						X		
7.304	7A						X		
Practitioner skills									
4.103	4A / 4B	X	X	X	X	X	X		
4.104	4A			X	X	X	X		
4.105	4B	X	X						
4.106	4A / 4B	X	X	X	X	X	X		
4.108	4C							X	X
4.109	4C							X	X
4.110	4C							X	X
5.212	5D				X	X	X		
5.213	5D / 5H		X		X	X	X		
5.214	5D / 5H		X		X	X	X		
5.215	5E				X	X	X		
5.216	5E				X	X	X		
5.217	5E / 5H		X		X	X	X		
5.223	5K								X
5.224	5K								X
5.225	5L								X
5.226	5L								X



\* Specialist in Test Use requires the completion of at least two sets of modules in personality test use, through which test users must demonstrate competence in two or more instruments covering all of the following attributes: ipsative and normative scales, type and trait measures, 1-5 scale and large multiscale instruments.

## **Training and assessment of test user competence**

All training and assessment for the BPS qualifications in psychological testing are conducted by independent organisations or individuals. In order to ensure consistency of standards across training providers, the BPS has defined the competencies that test users should demonstrate – effectively a focus on the ‘output’ of training rather than the training itself. Each organisation offering training and assessment will have one or more Assessors whose assessment methods have been verified by the BPS. Assessors must be Chartered Psychologists who hold the qualification(s) in which they offer assessment and they must have a current entry on the Register of Qualifications in Test Use (RQTU)

Different training providers will deliver training in different ways (e.g. face-to-face, blended or distance learning) and over different time periods, but all will assess test users on the competencies associated with specific qualifications (see Appendix 2 for an overview of the competencies associated with each qualification). The Psychological Testing Centre’s website, [www.psychtesting.org.uk](http://www.psychtesting.org.uk) provides a list of companies offering training courses for BPS testing qualifications. All organisations appearing on the list will have at least one Verified Assessor. It is recommended that test users contact Assessors or trainers directly to find the course which best matches their requirements.

In order to obtain one of the qualifications in psychological testing, test users will need to have their competence affirmed in all of the appropriate modules that make up the qualification by a Verified Assessor. Once competence has been affirmed, test users can apply to have their qualification registered with the BPS.

The qualification must be registered with the Society within 12 months of the training and assessment having been completed. If the qualification is not registered within 12 months the Assessor will need to satisfy themselves that the test user is still competent for the qualification, and to reaffirm the qualification.

The fee to register the qualification(s) with the Society must be paid within 12 months of the application being sent by the Assessor on behalf of the applicant. If the fee is not paid within 12 months, the applicant will be required to seek re-affirmation of competence from a Verified Assessor and to resubmit their application.

When qualifications are registered with the BPS and the annual Register of Qualifications in Test Use (RQTU) fee has been paid, the qualifications will appear on the test user’s record on the RQTU.

## **The Register of Qualifications in Test Use (RQTU)**

The purpose of the Register of Qualifications in Test Use (RQTU) is to show that an individual has achieved one or more of the BPS's qualifications in test use, is actively involved in psychological testing and has agreed to abide by the BPS's Code of Good Practice for Psychological Testing. The RQTU upholds standards in educational, forensic and occupational testing.

The RQTU allows employers or others wanting to engage a qualified test user to check an individual's qualifications in testing. The BPS encourages employers to use competent test users only. It is, therefore, important that test users maintain their annual entry on the RQTU.

Maintenance of registration on the RQTU requires payment of an annual fee and an affirmation of maintenance of competence in the qualification(s) in which they are registered, as detailed in the Maintenance of Competence section below.

The RQTU does not contain detailed personal information about test users other than their name, geographical area (but not an address), and their qualification(s). The RQTU will also contain the name of any personality instrument(s) in which test users have been affirmed as competent, if appropriate.

Members of the RQTU can refer to themselves as 'Registered Assistant Test User', 'Registered Test User' or 'Registered Specialist in Test Use', as appropriate. Please note that by becoming a registrant this does not confer membership of the British Psychological Society (BPS). Registrants are, therefore, prohibited from using the term 'Member of the British Psychological Society', unless they subscribe to the Society. For further details on grades of Society membership, please visit [www.bps.org.uk](http://www.bps.org.uk).

## **Maintenance of Competence**

The British Psychological Society's testing qualifications and registration are dependent upon ongoing maintenance of competence.

Maintenance of Competence (MoC) is the method by which members of the BPS's Register of Qualifications in Test Use (RQTU) demonstrate their continued competence in testing. Its purpose is to ensure that organisations and members of the public using the services of qualified test users can be confident of their competence and the professional standards of the services they provide.

The Maintenance of Competence system is also a valuable tool for RQTU members to ensure that they maintain and enhance their test-related knowledge and skills, and to help identify any areas in which additional development is required.

## **How do I demonstrate my continued Maintenance of Competence?**

Each member of the RQTU is required to maintain their competence in testing at the level of each BPS qualification that they hold. In order to demonstrate their continued competence, all members are required:

1. to maintain a personal record of the activities they have carried out which contribute to their MoC, and to provide the Society with an annual affirmation that:
  - i. they have maintained this record
  - ii. they have carried out an appropriate level of test-related activities in at least 12 of the previous 24 months, in order to have maintained the required level of competence relevant to each qualification that they hold.

The Society does **not** require this MoC record to be submitted. However, when a test user's membership of the RQTU becomes due for renewal, the PTC will contact the member and will inform the member that by paying their annual RQTU fee (including Direct Debit payments) they are confirming that they have:

- i. maintained a personal record of the activities they have carried out that contribute to maintaining their competence, and
- ii. have carried out an appropriate level of test-related activities in at least 12 of the previous 24 months and have maintained the required level of competence relevant to each qualification they hold.

If the test user has not satisfied either of these requirements they will be removed from the RQTU.

### **What types of activity count towards Maintenance of Competence?**

A broad range of activities can contribute towards maintenance of competence and these will vary between individual test users and the level of qualification(s) held.

Examples of some of the different types of activities that can contribute are:

- 1 Test administration (required MoC activity for Assistant Test Users)
- 2 Test interpretation (recommended MoC activity for Test Users)
- 3 Providing oral or written feedback (recommended MoC activity for Test Users)
- 4 Reflection on test practice (required MoC activity for all registrants)
- 5 Evaluating appropriateness of test use
- 6 Evaluating tests or test use
- 7 Validation or evaluation of the impact of a test
- 8 Test development
- 9 Advising or training others in test use
- 10 Attending test training
- 11 Attending conferences, webinars etc. relating to testing
- 12 Developing or reviewing guidance or policies in test use
- 13 Reading publications on testing
- 14 Developing courses for test users

This is not an exhaustive list, and individual members of the RQTU may carry out other forms of activity which contribute towards their maintenance of competence. For example, test-related activities carried out by RQTU members for their CPD / MoC for membership of other relevant professional bodies might make an important contribution towards maintenance of competence.

### **Maintenance of Competence for Euro Test certificate holders**

The Maintenance of Competence requirement for Euro Test certificate holders differs from the requirement described above as this standard is set by the European Federation of Psychological Associations (EFPA). Holders of the Euro Test Certificate should be able to demonstrate that they have been engaged in appropriate testing-related activities for the equivalent of at least 40 hours per year and that they have attained this average of 40 hours per year for at least four of the previous five years. For further details of this requirement please refer to [www.efpa.eu/professional-development/assessment](http://www.efpa.eu/professional-development/assessment). By meeting the MoC requirements activities for the Euro Test certificate, members should automatically have covered the Society's Maintenance of Competence requirements.

Further details about the [Maintenance of Competence requirements](#) for members of the RQTU, plus a maintenance of competence log template can be found on the PTC website, [www.psychtesting.org.uk](http://www.psychtesting.org.uk).

# **Appendix 1: The 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 the Society for the relevant qualifications in test use.
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 regulations 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 the Society.
9. Store test materials securely and to ensure that no unqualified or unauthorised 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 or other authorised persons with any agreed 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.

## Appendix 2: Descriptions of modules and module sets

The tables below set out the areas which make up each of the BPS's qualifications in psychological testing and include descriptions of the topics covered by each module. Qualifications at the Test User level and above require successful completion and registration of previous qualifications.

Some modules appear in more than one of the qualifications. Where this is the case, the modules will be contextualised to a specific test instrument or family of instruments covered by a training course and assessed in this context.

### Assistant Test User: Occupational Test Administration

Ref#	Module Title	Category	Module contents
<b>Prior registration requirements: None</b>			
<b>Module Set: 4A</b>			
101	Introduction to testing: Occupational	Psychological Knowledge	This module introduces the different types of test and other assessments used in occupational settings, considers the role of testing in the broader assessment process and issues in the administration of tests under different levels of supervision.
103	Administering tests to one or more candidates, part 1	Practitioner Skill	This module covers practical skills in preparing a face-to-face test administration session, administering and scoring tests.
104	Administering tests to one or more candidates, part 2: Occupational	Practitioner Skill	This module covers the skills required when administering tests under unsupervised conditions, typically by using computer-based tests delivered over the internet.
106	Maintaining security and confidentiality of the test materials and the test data	Practitioner Skill	This module covers the ethical use of tests and test data including storage, confidentiality and compliance with relevant legislation.

### Assistant Test User: Educational Test Administration

Ref#	Module Title	Category	Module contents
<b>Prior registration requirements: None</b>			
<b>Module Set: 4B</b>			
102	Introduction to testing: educational	Psychological Knowledge	This module introduces the different types of test and other assessments used in educational settings, considers the role of testing in the broader assessment process and issues in the administration of tests under different levels of supervision.

103	Administering tests to one or more candidates, part 1	Practitioner Skill	This module covers practical skills in preparing a face-to-face test administration session, administering and scoring tests.
105	Administering tests to one or more candidates, part 2: Educational	Practitioner Skill	This practical module covers the skills of developing rapport with test takers and conducting the test session and scoring in accordance with test guidelines.
106	Maintaining security and confidentiality of the test materials and the test data	Practitioner Skill	This module covers the ethical use of tests and test data including storage, confidentiality and compliance with relevant legislation.

### Assistant Test User: Forensic

Ref#	Module Title	Category	Module contents
<b>Prior registration requirements: None</b>			
<b>Module Set: 4C</b>			
107	Introduction to testing: Forensic	Psychological Knowledge	This module introduces the different types of test and other assessments used in forensic contexts, considers the role of testing in the broader assessment processes and issues in the administration of tests under different levels of supervision.
108	Administering tests to one or more candidates, part 1: Forensic	Practitioner Skill	This module covers practical skills in preparing a face-to-face test administration session, administering and scoring tests.
109	Administering tests to one or more candidates, part 2: Forensic	Practitioner Skill	This practical module covers the skills of developing rapport with test takers and conducting the test session and scoring in accordance with test guidelines.
110	Maintaining security and confidentiality of the test materials and the test data: Forensic	Practitioner Skill	This module covers the ethical use of tests and test data including storage, confidentiality and compliance with relevant legislation.

## Test User: Occupational, Ability

Ref#	Title	Category	Module contents
<b>Prior registration requirements: Module Set 4A</b>			
<b>Module Set: 5B</b>			
201	Ability and aptitude: Occupational	Psychological Knowledge	This module introduces the main models of intelligence that underpin tests of ability and aptitude, how test scores may interact with background and environmental factors and the impact of this, and alternative types of tests or assessments that may be used in occupational settings.
<b>Module Set: 5A</b>			
206	The basic principles of scaling and standardisation	Psychometrics	This module covers the fundamental statistical principles used to describe and interpret test scores, different types of test scores and how these can be applied.
207	Basic principles of norm-referenced interpretation	Psychometrics	This module introduces the different ways in which test scores can be interpreted and contextualised, including issues in obtaining accurate and representative comparison groups on which to base interpretations.
208	Test theory – Classical test theory and reliability	Psychometrics	This module covers the central issue of the accuracy of test scores, showing how accuracy is estimated, the factors that affect a test's accuracy and how knowledge of a test's accuracy can be used to treat test scores appropriately.
209	Test theory – Item response theory	Psychometrics	This module introduces 'item response theory' as a method for understanding the functioning of tests and test items, and how it can be applied to tailor tests to the ability of individual test takers.
210	Validity and utility: Occupational	Psychometrics	This module covers the central concept of validity or 'fitness for purpose', describing the different methods by which the validity of tests can be judged, issues in obtaining accurate validity estimates and how validity evidence can be used to enhance personnel decisions.

<b>Module Set: 5D</b>			
212	Relating assessment to job requirements	Practitioner Skill	This module provides an overview of techniques that can be used to identify the requirements of specific job roles and develop assessment frameworks to which appropriate assessment methods can be matched, and consideration of how tests can be used for purposes other than selection.
213	Deciding when psychological	Practitioner Skill	This practical module involves the selection of one or more tests for use in a specific context,



	tests should or should not be used as part of an assessment process		requiring both technical and practical considerations, and ensuring that the test and testing process would meet best practice standards, be fair to all test takers and meet the requirements of all relevant legislation.
214	Making appropriate use and interpretation of test results	Practitioner Skill	This module covers the practical skills of test interpretation, including putting scores into context and providing accurate descriptions of score meanings, interpreting scores with due regard to the technical properties of the test and any adjustments made to the test session, and making appropriate links between test scores and the reason for assessment.
<b>Module Set: 5E</b>			
215	Issues associated with interpretation	Practitioner Skill	This module covers interpretation in the context of a specific instrument, including the ability to describe the nature of the instrument, interpret scores derived from it with regard for its technical properties and incorporate information from other sources into score interpretation.
216	Providing oral feedback	Practitioner Skill	This practical module covers the ability to provide oral feedback on the outcome from a test, including accurate descriptions of the instrument, scores and the meanings attached to scores, in an appropriate, supportive and non-judgemental manner
217	Providing written feedback	Practitioner Skill	This practical module covers the ability to provide written feedback on the outcome from one or more tests, including a rationale for test use, clear and accurate descriptions of scores and how these have been derived, and any predictions based on test scores. The application of computer-generated reports for feedback is also explored.

## Test User: Occupational, Personality

Ref#	Title	Category	Module contents
<b>Prior registration requirements: Module Set 4A</b>			
<b>Module Set: 5C</b>			
203	Personality	Psychological Knowledge	This module covers a broad introduction to the major approaches to understanding personality, including key distinctions in how personality is conceptualised and the assumptions underlying different assessment methods
204	Personality assessment	Psychological Knowledge	This module covers the main issues in the assessment of personality, exploring different methodologies in the scientific assessment of personality and the measures resulting from them, and how different approaches deal with

			bias and the issue of openness/honesty in responding.
205	Influences on personality	Psychological Knowledge	This module explores differences between formal and informal models of personality, issues of stability in personality over time and how background and environmental factors may affect the development and expression of personality.
<b>Module Set: 5A</b>			
206	The basic principles of scaling and standardisation	Psychometrics	This module covers the fundamental statistical principles used to describe and interpret test scores, different types of test scores and how these can be applied.
207	Basic principles of norm-referenced interpretation	Psychometrics	This module introduces the different ways in which test scores can be interpreted and contextualised, including issues in obtaining accurate and representative comparison groups on which to base interpretations.
208	Test theory – Classical test theory and reliability	Psychometrics	This module covers the central issue of the accuracy of test scores, showing how accuracy is estimated, the factors that affect a test's accuracy and how knowledge of a test's accuracy can be used to treat test scores appropriately.
209	Test theory – Item response theory	Psychometrics	This module introduces 'item response theory' as a method for understanding the functioning of tests and test items, and how it can be applied to tailor tests to the ability of individual test takers.
210	Validity and utility: Occupational	Psychometrics	This module covers the central concept of validity or 'fitness for purpose', describing the different methods by which the validity of tests can be judged, issues in obtaining accurate validity estimates and how validity evidence can be used to enhance personnel decisions.
<b>Module Set: 5D</b>			
212	Relating assessment to job requirements	Practitioner Skill	This module provides an overview of techniques that can be used to identify the requirements of specific job roles and develops assessment frameworks to which appropriate assessment methods can be matched, and considers how tests can be used for purposes other than selection.
213	Deciding when psychological tests should or should not be used as part of an assessment process	Practitioner Skill	This practical module involves the selection of one or more tests for use in a specific context, requiring both technical and practical considerations, and ensuring that the test and testing process would meet best practice standards, be fair to all test takers and meet the requirements of all relevant legislation.
214	Making appropriate use	Practitioner Skill	This module covers the practical skills of test interpretation, including putting scores into

	and interpretation of test results		context and providing accurate descriptions of score meanings, interpreting scores with due regard to the technical properties of the test and any adjustments made to the test session, and making appropriate links between test scores and the reason for assessment.
<b>Module Set: 5E</b>			
215	Issues associated with interpretation	Practitioner Skill	This module covers interpretation in the context of a specific instrument, including the ability to describe the nature of the instrument, interpret scores derived from it with regard for its technical properties, and incorporate information from other sources into score interpretation.
216	Providing oral feedback	Practitioner Skill	This practical module covers the ability to provide oral feedback on the outcome from a test, including accurate descriptions of the instrument, scores and the meanings attached to scores, in an appropriate, supportive and non-judgemental manner
217	Providing written feedback	Practitioner Skill	This practical module covers the ability to provide written feedback on the outcome from one or more tests, including a rationale for test use, clear and accurate descriptions of scores and how these have been derived, and any predictions based on test scores. The application of computer-generated reports for feedback is also explored.

### Test User: Occupational, Additional instrument registration

Ref#	Title	Category	Module contents
<b>Prior registration requirements: Module Sets 4A, 5A, 5C, 5D and 5E</b>			
<b>Module Set: 5E</b>			
215	Issues associated with interpretation	Practitioner Skill	This module covers interpretation in the context of a specific instrument, including the ability to describe the nature of the instrument, interpret scores derived from it with regard for its technical properties, and incorporate information from other sources into score interpretation.
216	Providing oral feedback	Practitioner Skill	This practical module covers the ability to provide oral feedback on the outcome from a test, including accurate descriptions of the instrument, scores and the meanings attached to scores, in an appropriate, supportive and non-judgemental manner.
217	Providing written feedback	Practitioner Skill	This practical module covers the ability to provide written feedback on the outcome from one or more tests, including a rationale for test

			use, clear and accurate descriptions of scores and how these have been derived, and any predictions based on test scores. The application of computer-generated reports for feedback is also explored.
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### Test User: Educational (CCET)

Ref#	Title	Category	Module contents
<b>Prior registration requirements: Module Sets 4B</b>			
<b>Module Set: 5F</b>			
202	Educational attainment and ability testing	Psychological Knowledge	Test users should demonstrate knowledge of the major theories of intelligence be able to identify when attainment or ability testing is appropriate and justify why a specific test has been chosen with reference to the knowledge and skills being assessed. They should be able to describe how factors such as the influence of the environment and group membership may affect attainment test scores. Test users should identify examples of information that can be used to cross-validate that elicited by a test or other form of assessment.
<b>Module Set: 5G</b>			
206	The basic principles of scaling and standardisation	Psychometrics	This module covers the fundamental statistical principles used to describe and interpret test scores, different types of test scores and how these can be applied.
207	Basic principles of norm-referenced interpretation	Psychometrics	This module introduces the different ways in which test scores can be interpreted and contextualised, including issues in obtaining accurate and representative comparison groups on which to base interpretations.
208	Test theory – Classical test theory and reliability	Psychometrics	This module covers the central issue of the accuracy of test scores, showing how accuracy is estimated, the factors that affect a test's accuracy and how knowledge of a test's accuracy can be used to treat test scores appropriately.
211	Validity: Educational	Psychometrics	This module covers the central concept of validity or 'fitness for purpose', describing the different methods by which the validity of tests can be judged and the relationship between reliability and validity.
<b>Module Set: 5H</b>			
213	Deciding when psychological tests should or should not be	Practitioner Skill	This practical module involves the selection of one or more tests for use in a specific context, requiring both technical and practical considerations, and ensuring that the test and

	used as part of an assessment process		testing process would meet best practice standards, be fair to all test takers and meet the requirements of all relevant legislation.
214	Making appropriate use and interpretation of test results	Practitioner Skill	This module covers the practical skills of test interpretation, including putting scores into context and providing accurate descriptions of score meanings, interpreting scores with due regard to the technical properties of the test and any adjustments made to the test session, and making appropriate links between test scores and the reason for assessment.
217	Providing written feedback	Practitioner Skill	This practical module covers the ability to provide written feedback on the outcome from one or more tests, including a rationale for test use, clear and accurate descriptions of scores and how these have been derived, and any predictions based on test scores. The application of computer-generated reports for feedback is also explored.

## Test User: Forensic

Ref#	Module Title	Category	Module contents
<b>Prior registration requirements: None</b>			
<b>Module Set: 5I</b>			
218	Ability and Aptitude	Psychological Knowledge	This module introduces the main models of intelligence that underpin tests of ability and aptitude, how test scores may interact with background and environmental factors and the impact of this, and alternative types of tests or assessments that may be used in occupational settings.
219	Personality, Personality Disorder and Assessment	Psychological Knowledge	This module provides an overview of theories of personality, personality disorder and psychopathy. It explores issues of stability in personality over time and how background and environmental factors may affect the development and expression of personality. It covers the main issues in the assessment of personality, personality disorder and psychopathy, exploring different methodologies, the variety of measures available, how different approaches deal with bias and the issue of openness/honesty, and the impact of the 'labels' of PD and psychopathy.
220	Mental Health Assessment	Psychological Knowledge	This module provides an overview of the theories and models of mental health functioning and difficulties that are relevant for forensic practitioners. It considers the ways in which mental health difficulties are assessed, the strengths and weaknesses of each approach, when mental health assessments are/should be made, and how they are used in forensic contexts.
221	Risk Assessment	Psychological Knowledge	This module provides an overview of the different approaches to risk assessment including clinical, actuarial, structured professional judgement approaches and measures such as OASyS, LSI-R. It explores the strengths and weaknesses of each approach and the most appropriate uses. It also considers the relationship between psychopathy and risk, how assessments of psychopathy can add to risk assessments, and when psychopathy should be assessed.
<b>Module Set 5J:</b>			
206	The basic principles of scaling and standardisation	Psychometrics	This module covers the fundamental statistical principles used to describe and interpret test scores, different types of test scores and how these can be applied.

207	Basic principles of norm-referenced interpretation	Psychometrics	This module introduces the different ways in which test scores can be interpreted and contextualised, including issues in obtaining accurate and representative comparison groups on which to base interpretations.
208	Test theory – Classical test theory and reliability	Psychometrics	This module covers the central issue of the accuracy of test scores, showing how accuracy is estimated, the factors that affect a test's accuracy and how knowledge of a test's accuracy can be used to treat test scores appropriately.
222	Validity: Forensic	Psychometrics	This module covers the central concept of validity or 'fitness for purpose', describing the different methods by which the validity of tests can be judged and the relationship between reliability and validity. It also considers issues of reliability and validity in relation to the different risk assessment approaches and the meaning of 'scores' on risk assessment tools.
<b>Module Set: 5K</b>			
223	Deciding when psychological tests should or should not be used as part of an assessment process: Forensic	Practitioner Skills	This practical module involves the selection of one or more tests for use in a range of specific forensic contexts, requiring both technical and practical considerations, and ensuring that the test and testing process would meet best practice standards, be fair to all test takers and meet the requirements of all relevant legislation.
224	Making appropriate use and interpretation of test results: Forensic	Practitioner Skills	This module covers the practical skills of test interpretation, including putting scores into context and providing accurate descriptions of score meanings, interpreting scores with due regard to the technical properties of the test and any adjustments made to the test session, and making appropriate links between test scores and the reason for assessment.
<b>Module Set: 5L</b>			
228	Providing written feedback: Forensic	Practitioner Skills	This practical module covers the ability to provide written feedback on the outcome from one or more tests, including a rationale for test use, clear and accurate descriptions of scores and how these have been derived, and any predictions based on test scores. The application of computer-generated reports for feedback is also explored. The module includes reports written for a variety of purposes, such as reports for case reviews, parole board reviews, development of risk management strategies etc.

229	Providing oral feedback: Forensic	Practitioner Skills	This practical module covers the ability to provide oral feedback on the outcome from a test, including accurate descriptions of the instrument, scores and the meanings attached to scores, in an appropriate, supportive and non-judgemental manner. The module covers oral feedback given to test takers and in oral 'hearings' such as to case reviews, parole board reviews, courts etc.
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## Specialist in Test Use: Occupational

Prior registration requirements: Module Sets 4A, 5A, 5B, 5C, 5D and two instances of Module Set 5E, through which test users must demonstrate competence in two or more instruments that cover all the following attributes: ipsative and normative scales; type and trait measures; 1-5 scale and large multiscale instruments.

Ref#	Title	Category	Module contents
<b>Prior registration requirements: Module Sets 4A, 5A, 5B, 5C, 5D and two instances of Module Set 5E</b>			
<b>Module Set: 7A</b>			
301	Approaches to testing and test construction	Psychometrics	This module provides in-depth coverage of approaches to ability and personality assessment, including an appreciation of the major approaches to assessment, the role of theory in test development, and current debates in the area; the consistency of personality over time and the impact of context on behaviour.
302	Reliability issues	Psychometrics	This module provides a detailed understanding of test accuracy or 'reliability', including the ability to critically evaluate different types of reliability evidence and the factors that influence it, and how to apply reliability estimates to the interpretation of test results.
303	Validity issues	Psychometrics	This module gives an in-depth consideration of test validity or 'fitness for purpose', including an understanding of how validity estimates are derived and the critical evaluation of validity evidence, issues associated with obtaining accurate reliability estimates and the use of multiple measures to enhance understanding and prediction.
304	Utility issues	Psychometrics	This module covers how the benefits of using tests or other assessments can be evaluated to provide a business case for their use, including identifying evidence needed to illustrate benefits and issues and considerations in the use of this information.



<b>Module Set: 7B</b>			
305	Computer-based assessment and computer-generated reports	Psychological Knowledge	This module provides an appreciation of the impact of technology on testing and assessment, including how technology has led to innovations in test types, test delivery and reporting and the impact of this on test takers, and how computer generated reports are produced, issues associated with their use and how to evaluate their appropriateness.
306	Identifying the assessment needs	Psychological Knowledge	This module covers a broad understanding of the techniques and processes that can be used to identify assessment needs, how these techniques lead to structured descriptions and frameworks that can be used as the basis for selecting assessment tools and developing an assessment process.
307	When and how to use tests	Psychological Knowledge	This module covers the practical skills of being able to evaluate the suitability of different tests for a range of assessment needs, through showing an in-depth understanding of the strengths and limitations of different tests and evaluating them with regard to relevant legislation.

### **Appendix 3: Euro Test Certificate**

The Level 2 Euro-Test Certificate, accredited by EFPA, is available to all Test Users holding both a Test User: Occupational, Ability and Test User: Occupational, Personality qualification. Currently this qualification is not available in the Educational or Forensic domains.

Assessors will not directly offer the Euro-Test Certificate as this will be conferred by the British Psychological Society (BPS) to test users who hold the required qualifications. The Euro-Test Certificate will involve a one-off purchase by the test user and include the addition of the qualification on their RQTU profile and a Certificate with the EFPA Accreditation logo on it. This will remain valid for as long as the test user holds the requisite qualifications and maintains an entry on the RQTU.

The Euro-Test Certificate recognises a level of competence defined by the Standing Committee on Tests and Testing of EFPA, which draws its membership from 35 European Countries. As the Certificate becomes more widely recognised, it is expected that multinational test suppliers will increasingly use it as a basis for registration of test users across borders within Europe. It is also anticipated that providers of occupational assessment services and those who seek such services are more likely to acknowledge or require a qualification based on a European standard.