



The British  
Psychological Society  
Psychological Testing Centre

# Rules for membership of the Register of the British Psychological Society's Qualifications in Test Use (RQTU)

## Foreword

The British Psychological Society's (BPS) Register of Qualifications in Test Use (RQTU) is a register listing those who have obtained one or more qualifications that have been affirmed as meeting the Society's standards of competence in test use. The RQTU records information about its members' qualifications and can be accessed by the public to verify claims made by people regarding their qualifications.

Membership of the RQTU is subject to a set of rules set out in this document. The Society does not intend to establish any form of regulatory function associated with this membership, but we reserve the right to refuse membership to those who it deems to be unfit to join or remain on the RQTU.

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## 1. Introduction and background information

This document sets out the rules for membership of the British Psychological Society's (BPS) Register of Qualifications in Test Use (RQTU). Membership of the RQTU is dependent on having obtained one or more of the Society's qualifications relating to the use of psychological tests. The standards adopted by the Society for its qualifications in test use are based on those of the European Federation of Psychologists' Associations (EFPA), which in turn build on the *International Test Commission (ITC) Guidelines on Test Use*. The Society's qualifications in test use are built on the standards for practitioner test users as described in Appendix II. There is a standard for each of three levels of test users: Assistant Test User, Test User and Specialist in Test Use. The standards are intended for those who use tests in their professional practice as applied to the world of work, education, forensic or health related settings.

### What is a psychological test?

The terms 'test' and 'testing' should be interpreted broadly in line with the International Test Commission's (ITC) guidelines on test use. 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 a range of applied settings.
- Testing may include procedures for the measurement of both typical and atypical or dysfunctional behaviours.
- Testing procedures are normally designed to be administered under carefully controlled or standardised conditions that embody systematic scoring protocols.
- These procedures involve the drawing of inferences from samples of behaviour and other aspects of responding.
- 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; whether it was developed by a professional test developer; and whether it involves sets of questions or requires the performance of tasks or operations (e.g. work samples, psychomotor 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.

### 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, in education or health related settings (depending upon the particular qualification obtained). As such they are directed primarily towards:

- purchasers and holders of test materials intended for use in the relevant settings;
- those responsible for selecting such tests and determining the use to which they will be put;
- those who administer and score tests;
- those who interpret tests scores;
- those concerned with the process of reporting test results and providing feedback to people who have been tested; and
- those who provide advice to others on the basis of test results (e.g. recruitment consultants, career counsellors, trainers, those carrying out assessments of children for special educational needs; those concerned with forensic or clinical or neuroclinical decisions).

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

### **Qualification levels and the roles of the test user at each level**

The qualification scheme recognises three different levels of competence in tests use:

1. Assistant Test User
2. Test User
3. Specialist in Test Use

These qualifications correspond to Levels 4, 5 and 7 of the European Qualification Framework (EQF – See Appendix VII for details) and can be awarded where someone can demonstrate that they are:

- **Assistant Test User:** Competent to practise in a limited range of conditions, but only under supervision of somebody holding a Test User or Specialist in Test Use qualification (see EQF Level 4: EFPA Level 1).
- **Test User:** Competent to practise independently within a limited range of conditions, and outside that range under the supervision of somebody holding a Specialist in Test use qualification (see EQF Level 5: EFPA Level 2).
- **Specialist in Test Use:** Competent to practise independently across a wide range of conditions within the relevant context (i.e. work and organisational assessment settings). While not everybody holding a Specialist in Test Use Qualification may be competent to design and develop tests, some may go on to develop expertise in these more advanced technical areas (see EQF Level 7: EFPA Level 3).

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

#### **Assistant Test User – Test Administration**

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

An individual who uses specific tests in well-defined and constrained contexts 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.

#### **Test User**

- 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.
- Is able to make choices about which tests should be used or provide interpretations of test scores beyond those provided in standard reports.

For qualifications in the work area, this would be someone working in an HR department, in an employment agency or within a consultancy offering testing services. They may be involved in testing for personnel selection, development, or career guidance and advice. For the educational area, this might be a teacher with responsibility for special educational

needs assessment. In health related areas (such as clinical or health psychology) this could cover a wide range of roles where testing forms a limited but important part of that role.

### **Specialist in Test Use**

Specialists in testing, as the term implies, may be qualified in one or more of the following areas:

- the provision of advice and consultancy on testing;
- training others in test use;
- test construction; and
- the provision of expert evidence in court cases.

This person will typically be an experienced psychologist who has specialised in testing and test use. Some users in this category may come from related professions (e.g. HR or educational assessment), having acquired the necessary psychological knowledge and skills through training and their professional practice.

### **Guiding principles**

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

1. Ensure that qualifications are awarded on the basis of:
  - (a) demonstrated competence in the performance of the professional roles associated with test use during supervised practice; and
  - (b) endorsement of relevant Society ethical standards for test users.
2. To endorse a commitment to the active maintenance of competence.

For this reason qualifications are awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of evidence of continuing professional practice and maintenance of competence.

## **2. Rules concerning the BPS qualifications in test use**

The Society's qualifications in test use are intended to represent standards of performance which inform 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.

The relevant Society qualification in test use can be awarded to individuals who meet the conditions specified in these rules.

A person in possession of one of the Society's qualifications in test use will be referred to and call themselves a 'BPS Registered Assistant Test User', 'BPS Registered Test User' or 'BPS Registered Specialist in Test- Use', as appropriate.

### **Section A. Competence in Test Use**

**Article 1** The Society's qualifications in test use are built on a set of standards for practitioner test users as described in Appendix II and detailed in the EPFA Test User Qualification Standards documentation (see [www.efpa.eu](http://www.efpa.eu) for details). These are elaborated in the various Society documents detailing the Society's test user qualification specifications and requirements.

**Article 2** Individual test users are eligible to be listed in the RQTU if they have:  
(a) obtained one or more of the Society's qualifications in test use; and  
(b) paid the necessary fees associated with registration.

**Article 3** Those entering the RQTU and maintaining their registration in subsequent years agree to:  
(a) abide by the principles of professional conduct set out in the *Code of Good Practice for Psychological Testing*;  
(b) follow the rules outlined in this document; and  
(c) comply with anti-bribery and anti-fraud legislation.

**Article 4** The Society qualifications and registration are dependent upon ongoing maintenance of competence, which is described in more detail in Appendix 3.

**Article 5** Qualifications can be revalidated annually for those holders who show that they satisfy the following requirements:  
(a) They have a current entry on the RQTU.  
(b) They maintain their professional competence in the form of testing-related activities continued education or professional development – as indicated in Appendix III – and evidence this upon request. If they are unable to do this in the timeframe they will lose their registration.

**Article 6** Holders of Society qualifications who are on the RQTU are issued Certificates of Registration. These will contain the details of the qualification(s) they hold.

**Article 7** The registration details will contain information on the competences examined and the roles and contexts within which the Registered Test User is qualified.

**Article 8** The information in Article 7 will be included in the RQTU (Article 2).

**Article 9** The Registered Test User is deemed competent to practise as a test user at the level specified and within the professional context(s) mentioned in the registration details as long as there are no other legal or professional restrictions on who may practise and in so far as they remain eligible under Article 2.

**Article 10** Loss of validity of a qualification leads to the immediate removal of the record of the registration details held on the RQTU. A Society qualification in test use loses its validity:  
(a) after the date of the qualification's expiry, if it has not been re-validated;  
(b) if the holder fails to maintain their competence in the qualification, as detailed in Appendix 3.  
(c) on non-payment of fees\*;  
(d) on the request of the holder; or  
(e) by action of the Society's Awarding Committee under Article 14c.

\* If an RQTU member does not pay the RQTU renewal fee within 90 days of it becoming due, their name will be removed from the RQTU, and their access to any member benefits will be blocked. A member who has been removed from the RQTU for non-payment of the annual renewal fee may rejoin the RQTU on payment of the annual renewal fee and an additional administration fee, as long as these fees are paid within 12 months of the original renewal date.

After this 12 month period, any former member wishing to rejoin the RQTU will be required to seek re-affirmation of competence from a Verified Assessor and for an application form to be submitted to the PTC by the Assessor. The application will be treated in the same way as

a new application, and the corresponding fees will apply, including for issue of new certificates of registration.

## **Section B. The Society's Awarding Committee for Test User Qualifications<sup>1</sup>**

**Article 11** The Awarding Committee for Test User Qualifications (ACTUQ) reports to the Committee on Test Standards (CTS) and has delegated authority within the policy framework established by the CTS.

**Article 12** ACTUQ is formally responsible for overseeing the management of membership of the Register of Qualifications in Test Use (RQTU), the awarding of the Society's qualifications in test use and the entering of individuals into the RQTU.

**Article 13** CTS is responsible for originating all documentation related to standards and qualifications for ACTUQ. This includes, but is not limited to:

- (a) updates and revisions to the standards;
- (b) review and revision, if necessary, of the *Code of Good Practice in Testing*, in consultation with the Ethics Committee;
- (c) specifications of qualifications in terms of module combinations;
- (d) advice to the relevant Society Board(s) on the fees to be paid by applicants for qualifications;
- (e) specifications of the manner in which an applicant has to submit evidence of competence;
- (f) guidelines for the assessment of competence;
- (g) procedures for assuring the quality of assessments of competence.
- (h) (in relation to qualifications that meet the EFPA criteria for accreditation) submitting the Society's test user qualification procedures and rules for approval by the EFPA Test User Accreditation Committee.

**Article 14** The responsibilities of ACTUQ include the following:

- (a) dealing with any appeals made by individuals whose qualification has been or refused or suspended;
- (b) consulting with the Society's Appeals Manager in appeals cases involving members of the register;
- (c) removing or suspending from membership people for whom evidence is provided that they have committed a violation of a professional code of practice or ethics and a sentence or measure has been imposed, either by a court of law or by a national committee on professional ethics; and
- (d) removing or suspending from membership people who have breached the Society's policies relating to bribery and fraud.

**Article 15** Administrative and secretariat support for ACTUQ is provided by the Psychological Testing Centre (PTC). This includes:

- (a) keeping a public record of people awarded one or more of the Society's qualifications;
- (b) entering and withdrawing names on the register and making necessary modifications to ensure its accuracy;

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<sup>1</sup> The Awarding Committee for Test User Qualifications is formed from existing members of the Committee on Test Standards (CTS). It does not need to meet unless some particular issue arises. The main functions of CTS are carried out by delegated authority through the RQTU database and associated procedures.

- (c) making available and publishing a list of currently approved providers of competence assessment;
- (d) disseminating advice to training and development institutions on procedures for the assessment of competence that are necessary to meet the Society's standards; and
- (e) preparing an annual report on the activities of the ACTUQ.

**Article 16** ACTUQ consists of a Chairperson and four other members. They are appointed by the Committee on Test Standards (CTS).

(a) The Chairperson shall be a member of the CTS.

(b) ACTUQ members may serve for a term of up to three years, once renewable.

(c) 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.

(d) Members of ACTUQ cannot also be members of the EFPA Test User Accreditation Committee. A member of the EFPA Test User Accreditation Committee may be appointed to act as an advisor to ACTUQ.

(e) ACTUQ shall meet as or when required in conjunction with scheduled meetings of the Committee on Test Standards or otherwise electronically.

### **Section C. The procedure for obtaining one of the Society's qualifications in test use**

**Article 17** In order to obtain a qualification, the applicant must be assessed as being competent in all the modules comprising that qualification. Assessment of competence must be confirmed by an Assessor who has been verified by the Society for that purpose. Assessors must be Chartered Psychologists who hold a Society qualification relevant to the level at which they assess. Verifiers must be Chartered Psychologists and Verified Assessors at the level at which they verify other Assessors.

**Article 18** By joining the RQTU the applicant indicates that he or she will conduct professional activities in accordance with the principles of professional conduct set out in the *Code of Good Practice for Psychological Testing* (see Appendix VI) and the relevant areas of the Society's code of ethics and the requirements outlined in this document.

**Article 19** The application will only be processed after the Assessor has confirmed the competence of the applicant.

**Article 20** The qualification is deemed to have been awarded to the applicant once the Society has received the appropriate fees, issued relevant Certificates of Registration and entered registration details on the RQTU.

**Article 21** The registrant's name and the title(s) of the qualification(s) held will be made available on the RQTU for public scrutiny online.

### **Section D. Appeal procedures**

**Article 22** Where membership of the RQTU is refused, suspended or terminated the member concerned shall be notified in writing by the Society Appeals Manager of the reasons for so doing. The member concerned will be notified that they can lodge an appeal if they wish to do so within 30 days of the date of the notification.

**Article 23** Appeals will only be considered on the basis of submitted evidence relating to the reasons given for refusal, suspension or termination of membership.



**Article 24** The Society Appeals Manager, in consultation with other members of the Awarding Committee for Test User Qualifications (ACTUQ), will rule on the appeal and provide a written judgement within 60 days. This judgement will be communicated to the applicant by the Society Appeals Manager through ACTUQ.

### **Section E. Miscellaneous**

**Article 25** The Rules and the appendices relating to the Society's qualifications in test use can only be changed by the Membership Standards Board on the recommendation of the Committee on Test Standards.

### **Appendix I. Definitions**

Within these rules the following definitions of terms are used:

**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 (e.g. work and organisational settings, education settings, health related settings).

**RQTU** – The British Psychological Society's Register of Qualifications in Test Use. This is a register listing those who have one or more of the Society's qualifications in test use that are both valid and current.

**Registration Details** – The details held on the RQTU of the qualification holder and the qualifications held.

**Society qualifications in test use** – The Society provides qualifications in test use in a number of different settings and at a number of different levels. Each qualification involves completion of a number of modules, defined by the Society, and an assessment of competence by a Verified Assessor.

**Verified Assessor** – A Chartered Member of the British Psychological Society who has been verified by the Society as able to make assessments of competence relating to one or more of the Society's qualifications.



## Appendix II. Framework and minimum standards for competence in test use

### What are these Standards 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 settings or contexts. 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, a combined EFPA and European Association of Work and Organizational Psychology Working Group modified and expanded the ITC Guidelines into a more detailed format, as follows:

### Format of the Standards

The ITC Guidelines have been recast 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 assessment context are defined and the knowledge and skills required are outlined. 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.

### Focus on competence

The Society's 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, and 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

Holders of Society's qualifications in test use are expected to maintain their level of professional competence.

### What is Maintenance of Competence?

Maintenance of Competence (MoC) is the method by which members of the British Psychological Society (BPS)' 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 therefore the professional standards of the services they receive.

The Maintenance of Competence system is also a valuable tool for RQTU members to ensure that they keep their testing-related knowledge and skills current, 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 in each BPS testing qualification that they hold, all members of the RQTU are required:

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

BPS does **not** require this personal MoC record to be submitted, but every year, when a test user's membership of the RQTU becomes due for renewal, the PTC will contact the member and will inform them 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 that they have carried out that contribute to their MoC, and
- ii. carried out an appropriate level of testing-related activities in at least 12 of the last 24 months, and have maintained the required level of competence relevant to each BPS qualification that 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 very broad range of activities can contribute towards Maintenance of Competence, and these will vary between individual test users and the level of qualification that they hold.

Examples of some of the different types of activities that can contribute towards MoC 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 evaluating impact.
- 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 types of activity that contribute towards their Maintenance of Competence. For example, testing-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 Eurotest 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 see [www.efpa.eu/professional-development/assessment](http://www.efpa.eu/professional-development/assessment). By meeting the MoC activities for Euro Test, members should automatically have covered the BPS's MoC requirements.

A further description of the Maintenance of Competence requirements for members of the RQTU can be found on the PTC website, [www.psychtesting.org.uk](http://www.psychtesting.org.uk).

## 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

**Assistant Test User** - Competence for performing specific tasks but requiring guidance and supervision.

- 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.

**Test User** - Competence for performing specific tasks without guidance or supervision, but requiring guidance or supervision for more complex ones.

- Are able to make choices between tests and to determine when to use or not use tests.
- 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.
- In Occupational contexts test users may be working in an HR department, employment agencies or within consultancies offering testing services.
- They may be involved in testing for personnel selection, development or career guidance and advice.
- In Educational contexts test users may be working in a school, and may be involved in testing groups of children and/or individuals to understand their strengths and specific learning needs.

**Specialist in Test Use** - Competence for performing complex tasks without guidance or supervision.

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 psychological 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, or
- Able to train others in test use, or
- Able to construct tests for use in Occupational settings, or
- Able to provide expert evidence in court cases.

At any level, the award of a BPS qualification should be dependent upon a final synoptic assessment of the test user's ability to combine their 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 summarise 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 assuring quality in assessment**

The main procedure to assure quality in assessment is the Society's assessment verification procedure and Quality Assurance process. In order to be able to certify candidates as competent in one or more of the test user modules defined by the Society, an Assessor must:

- (a) have been assessed as competent in the relevant modules;
- (b) be a Chartered Member of the British Psychological Society in good standing; and
- (c) have had their assessment methods and procedures verified as adequate by one of the Society's Verifiers and the verification must be current.



## **Appendix VI. 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 about 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 in a style appropriate to their level of understanding.
15. Ensure test results are stored securely, not accessible to unauthorised or unqualified persons, and not used for any purposes other than those agreed with the test taker.

## Appendix VII. EQF level descriptors

### Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the eight levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

#### Level Knowledge Skills Competence

*In the context of EQF, knowledge is described as theoretical and/or factual In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)In the context of EQF, competence is described in terms of responsibility and autonomy*

#### Level 1

Learning outcomes relevant to Level 1

- Basic general knowledge Basic skills required to carry out simple tasks
- Work or study under direct supervision in a structured context

#### Level 2

Learning outcomes relevant to Level 2

- Basic factual knowledge of a field of work or study
- Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools
- Work or study under supervision with some autonomy

#### Level 3

Learning outcomes relevant to Level 3

- Knowledge of facts, principles, processes and general concepts in a field of work or study
- A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- Take responsibility for completion of tasks in work or study
- Adapt own behaviour to circumstances in solving problems

#### Level 4

Learning outcomes relevant to Level 4

- Factual and theoretical knowledge in broad contexts within a field of work or study
- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change
- Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

#### Level 5\*

Learning outcomes relevant to Level 5

- Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
- A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- Exercise management and supervision in contexts of work or study activities where there is unpredictable change
- Review and develop performance of self and others

#### Level 6\*\*

Learning outcomes relevant to Level 6

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
- Take responsibility for managing professional development of individuals and groups

### **Level 7\*\*\***

Learning outcomes relevant to Level 7

- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- Critical awareness of knowledge issues in a field and at the interface between different fields
- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

### **Level 8\*\*\*\***

Learning outcomes relevant to Level 8

- Knowledge at the most advanced frontier of a field of work or study and at the interface between fields
- The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice
- Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts, including research

## **Compatibility with the Framework for Qualifications of the European Higher Education Area**

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

### **Key:**

\* The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF Level 5.

\*\* The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF Level 6.

\*\*\* The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF Level 7.

\*\*\*\* The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF Level 8.