EFPA Standards for Psychological Assessment: 2013
Work, Education, and Health & Social Care, Levels 1, 2 and 3

Performance Requirements, Context definitions and Knowledge & Skill specifications for the three EFPA levels of qualifications in psychological assessment

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The EFPA-EAWOP European Standards for psychological assessment are based on the EFPA standards for test use. They have been used to define qualifications that relate to three levels of competence:
1. Assessment administration under well defined conditions.
2. Assessment using of a limited number and range of instruments or procedures in well-defined conditions (such as assessment for job selection, assessment of children with learning difficulties etc).
3. Specialist in-depth assessments and in providing guidance and advice to others on the use of psychological assessments.

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 Assessment administrator (EFPA Level 1)

An individual who administers specific assessment methods or procedures in well-defined and constrained contexts, under the supervision of a more experienced assessor. One who operates within organizational policies and directives on assessment. Choice of assessment methods or procedures and details of how they are to be used and applied is outside the person's competence.
- Able to administer and use specific assessment methods and procedures under the supervision of a person qualified at a higher Level in clearly constrained settings.
- Not able to make choices about which assessment methods and procedures should be used or provide interpretations results beyond those provided in standard reports.
- Have awareness of broader issues related to psychological assessment, of limitations and value of using assessment methods and procedures, and know when to seek more expert help.

Assessor (EFPA Level 2)

For qualifications in the work area, this would typically be someone working in an HR department, employment agency or within a consultancy offering assessment services. They may be involved in assessment for personnel selection, development or career guidance and advice. For the educational area, this might be a person with responsibility for special educational needs assessment. In health-related (such as Clinical or Health Psychology) areas this could cover a wide range of roles where psychological assessment forms a limited but important part of that role (e.g. some routine assessments carried out by psychiatric nurses, assessment procedures used by speech therapists etc as well as routine assessment procedures carried out by clinical, counselling or health psychologists).
- Has an understanding of the technical psychometric qualities underpinning assessment methods and procedures sufficient for their use but not sufficient for their design or development.
- Can work independently as an assessor in a specified and limited range of settings.
- Has the necessary knowledge and skills to interpret a limited range of specific assessment methods or procedures.
- Is not able to make choices about which assessment methods or procedures should be used (beyond choices between those on which they are qualified) nor able to provide

interpretations of results beyond those based on the specific documentation provided for assessors or provided in standard reports.

Specialist in Psychological Assessment (EFPA Level 3)

This person will typically be an experienced psychologist who has, within their main area of practice, specialised in psychological assessment and who uses assessments as a core part of their practice. They may have specialised in relatively specific areas of assessment or contexts of application (e.g. assessment of children, assessment for leadership development etc) but will be expected to have built this on a broad base of knowledge and skills. Specialists in assessment, as the term implies, may be particularly qualified to offer one or more of the following services:

- The provision of advice and consultancy on psychological assessment.
- Training others in the use of assessment procedures and methods.
- The design and construction of assessment methods and procedures.
- The provision of expert evidence relating to psychological assessment in court cases.

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

The performance requirements

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

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

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

Specifications of context

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

Knowledge and Skills

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

The contents of the three annexes represent the current status of development of these standards and any associated qualifications as of the version date

Assessment

Assessment of Knowledge and skills

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

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

Assessment of competence

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

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

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

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

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

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

Annex 1: Performance Requirements

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

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

	Performance required: Ensure that you:	**Level 1**	**Level 2**	**Level 3**
Unit 1	**Take responsibility for ethical assessment practice**			
Standard: 1.1	**Act in a professional and ethical manner**			
A	Promote and maintain professional and ethical standards.			
B	Implement an explicit policy on assessment practice.			
C	Require people who work for or with you adhere to appropriate professional and ethical standards of behaviour.			
D	Conduct communications and give feedback with due concern for the sensitivities of the person being assessed and other relevant parties.			
E	Represent the practice of psychological assessment in an accurate and balanced manner in communications with and through the media.			
F	Avoid situations in which you may have or be seen to have a vested interest in the outcome of an assessment, or where the assessment might damage the relationship with your client.			
Standard: 1.2	**Ensure you have the competence to use assessment methods and procedures**			
A	Work within the limits of scientific principle and empirical evidence.			
B	Have sufficient knowledge of test theory and psychometrics for the use you will make of assessments.			
C	Know the limits of your own competence and operate within those limits in terms of contexts of assessment, assessment methods and procedures used, and modes of administration.			
D	Keep up with relevant changes and advances relating to assessment methods and procedures that you use.			
E	Set and maintain high personal standards of competence.			
F	Keep up with relevant changes and developments in assessment and in areas of legislation and policy that may impact on your use of assessments.			
Standard: 1.3	**Take responsibility for your use of assessments**			
A	Only offer assessment services, modes of administration and assessment methods and procedures for which you are qualified.			
B	Accept responsibility for the choice of assessment methods or procedures used, and for the recommendations made.			
C	Provide clear and adequate information to participants in the assessment process about the ethical principles and legal regulations governing psychological assessment.			

D	Ensure other parties are informed of their duties of responsibility and accountability regarding legal, contractual and ethical codes			
E	Accept the duties of responsibility and accountability regarding legal, contractual and ethical codes.			
F	Ensure that there is informed consent and that the nature of the contract between person who is to be assessed (or other responsible person) and the assessor is clear and understood.			
G	Be alert to any unintended consequences of the assessment process.			
H	Avoid doing harm or causing distress to those involved in the assessment process.			
Standard: 1.4	**Ensure that assessment materials are kept securely**			
A	Safeguard access to assessment materials e.g. store assessment materials securely and control access to them.			
B	Respect copyright law and agreements that exist with respect to all assessment materials including any prohibitions on the copying or transmission of materials in electronic or other forms to other people, whether qualified or otherwise.			
C	Protect the security of the assessment materials e.g. by not coaching individuals on actual assessment materials or other practice materials that might unfairly influence their performance.			
D	Ensure that assessment techniques are not described publicly or in other ways placed in the public domain in such a way that their usefulness is impaired			
Standard: 1.5	**Ensure that assessment results are treated confidentially**			
A	Specify who will have access to results and define levels of confidentiality.			
B	Explain levels of confidentiality to individuals before assessments are carried out.			
C	Limit access to results to those with a right to know.			
D	Obtain the relevant consents before releasing results to others.			
E	Protect data kept on file systems so that only those who have a right of access can obtain them.			
F	Establish clear guidelines as to how long identifiable personal assessment data are to be kept on file.			
G	Remove names and other personal identifiers from databases of results that are archived for research use, development of norms or other statistical purposes.			

	Performance required: Ensure that you:	**Level 1**	**Level 2**	**Level 3**
Unit 2	**Follow good practice in the use of psychological assessments**			
Standard: 2.1	**Evaluate the potential utility of using specific methods or procedures in an assessment situation**			
A	Base decisions about methods or procedures on a thorough analysis of the client's requirements, ensuring that you fully understand the assessment need.			
B	Establish that the constructs being measured are relevant for the assessment need			
C	Assess advantages and disadvantages of using alternative assessment strategies			
D	Produce a reasoned justification for the use of particular methods or procedures in relation to:			
	☐ assessment methods			
	☐ modes of administration,			
	☐ stakeholders			
	☐ and reasons for assessment.			
E	Conduct a risk assessment with regards to assessment method security, legal issues and protection of intellectual property in relation to:			
	☐ assessment methods			
	☐ assessment conditions			
	☐ modes of administration,			
	☐ context,			
	☐ stakeholders.			
F	Consider how other sources of information might be used together with or instead of the chosen methods of assessment.			
G	Can explain to the relevant stakeholder the utility associated with the use of the chosen method(s) of assessment.			
Standard: 2.2	**Choose assessments appropriate for the situation**			
A	Examine current information covering the range of potentially relevant and available assessment procedures (e.g., from specimen sets, independent reviews, expert advice), before selecting one to use.			
B	Consider which procedures are appropriate for the assessment contexts			
C	Choose procedures based on an evaluation of the technical and user documentation and other available information to ensure that the procedure's scope, reliability, validity, standardisation, fairness, accessibility, language or dialect version, practicality and acceptability are appropriate to the identified assessment need.			
D	Agree the choice of procedure(s), administration conditions and administration modes and inform relevant stakeholders.			
E	Respond to requests from those who are to be assessed by providing sufficient information to allow them to understand why the particular methods of assessment were chosen.			

F	Agree applications of results and confidentiality and security of the personal data and inform relevant stakeholders.			
Standard: 2.3	**Give due consideration to issues of fairness in assessment**			
B	Evaluate any potential for bias given the assessment context and conditions, for the various groups that will be assessed.			
C	Check:			
	i. that the modes of administration are appropriate			
	ii. that the constructs being assessed are meaningful in each of the groups represented			
	iii. that evidence is available on possible group differences in performance on the assessment.			
	iv. that there is validity evidence to support the intended use of the assessment in the various groups and that the effects of any group differences not relevant to the main purpose of assessment (e.g., differences in motivation to answer, malingering, or reading ability) are minimised.			
	v. that the context, culture and language of the assessment is appropriate(given that suitable accommodations may need to be made where necessary).			
D	Interpret guidelines relating to the fair use of assessments in the context of local policy and legislation.			
E	Make appropriate arrangements for assessment participants with disabilities.			
F	Ensure that assessors and assessment administrators are aware of issues of fairness and take them into account before during and after administration.			
G	Check that assessor and assessment administrators:			
	i. Implement accommodations for assessment participants with disabilities appropriately			
	ii. Can communicate proficiently with the assessment participants in an appropriate language.			
	iii. Observe assessment participants and identify any difficulties they may have with the assessment process			
	iv. Document any administration problems or deviations from standard assessment procedures.			
H	Analyse and interpret the results of assessments with due regard for fairness and equity issues.			
Standard: 2.4	**Analyse and interpret results appropriately**			
A	Produce an interpretation of the results that takes account of available information about the assessment participant with due regard to the assessment context, conditions, methods and modes; the technical qualities of the assessment; and the assessment need.			
B	Choose suitable norm or reference groups as and when appropriate for the context in which assessment took place and the assessment methods used			
C	Where measurement scales are used, choose scale types and derived scores relevant to the intended use of the assessment scores e.g. standard scores, percentiles.			
D	Consider reasonable alternative interpretations			
E	Produce an interpretation of the results that takes account of available information from other sources or other methods of assessment.			

F	Give due consideration to the available evidence of the technical properties of the assessment procedure for members of the assessment participants' relevant demographic groups.			
G	Take account of the possible impact on the results of prior experience with the assessment procedure			
G2	Consider possible impacts of any assessment participant medication, where relevant, on their assessment results.			
H	Avoid over-generalising the results of one assessment procedure			
I	Ensure that invalid conclusions are not drawn from comparisons of scores with norms that are not relevant to the people being assessed or are outdated.			
J	Take account of any individual or group variations from standard procedures in assessment administration.			
K	Use computer generated reports appropriately in interpretation and with due regard for their technical qualities.			
L	Be prepared to justify the use of computer generated reports and deal with challenges in legal situations			
Standard: 2.5	**Communicate the results clearly and accurately to relevant others**			
A	Identify relevant others who may legitimately receive assessment results.			
B	Discuss results with assessment participants and relevant others in a constructive and supportive manner.			
C	Agree final recommendations with relevant others			
D	Communicate results to agreed recipients			
E	Provide written or oral reports for relevant interested parties, with the informed consent of the assessment participants, or their legal representatives.			
F	Use a form and structure for a report that is appropriate to the context of the assessment.			
G	Include within written reports a clear summary, and when relevant, specific recommendations.			
H	Ensure that the technical and linguistic levels of any reports are appropriate for the level of understanding of the recipients.			
I	Explain how the importance of the assessment procedure results should be weighted in relation to other information about the people being assessed.			
J	Make clear that each assessment procedure's results represent just one source of information and should always be considered in conjunction with other information.			
K	When appropriate provide decision-makers with information on how results may be used to inform their decision			
Standard: 2.6	**Review the appropriateness of the assessment procedure(s) used**			
A	Monitor and periodically review change over time in the populations of individuals being assessed and any criterion measures being used.			
B	Monitor assessment procedure results for evidence of adverse impact and re-evaluate any legal and equity issues arising in use of the assessment procedure and check that best practice is being followed.			
C	Participate in formal validation studies where possible and practical.			

D	Assist in updating information regarding the norms, reliability and validity of the assessment procedures by providing relevant data to developers, publishers or researchers.			
E	Re-evaluate the use of an assessment procedure if changes are made to its form, content, or mode of administration.			
F	Re-evaluate the evidence of validity if the purpose for which an assessment procedure is being used is changed.			

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

	Performance required: Ensure that you:	**Level 1**	**Level 2**	**Level 3**
Unit 3	**Follow good practice in the administration of assessment procedures**			
Standard: 3.1	**Make necessary preparations for the assessment session**			
A	Provide relevant parties in a timely manner with clear information concerning the purpose of the assessment, how the results will be used and data management arrangements.			
B	Provide guidance on ways in which assessment participants might best prepare for the session and the procedures to be followed.			
C	Check that the assessment is appropriate for the linguistic or dialectic group of the test taker.			
D	Send assessment participants any approved practice, sample, or preparation materials where these are available and where this is consistent with recommended practice for the assessment s concerned.			
E	Explain clearly to assessment participants their rights and responsibilities.			
F	Gain the informed consent of assessment participants or their representatives before any assessment is done.			
G	Explain, when participation in an assessment is optional, the consequences of taking or not taking the assessment to relevant parties so that they can make an informed choice.			
H	Make the necessary practical arrangements for the assessment sessions.			
I	Ensure assessment centres or locations are available and are suitable in terms of comfort and facilities			
J	Ensure that the staff who will be involved in the administration are competent.			
K	Inform the assessment participants of the testing context and conditions			
L	Prepare the procedures, methods, equipment and materials			
M	Make arrangements for the assessment of people with disabilities			
Standard: 3.2	**Administer the assessment properly**			
A	Welcome assessment participants and brief them in a positive fashion, and act to reduce their anxiety.			
B	Provide appropriate assistance to assessment participants who show signs of undue distress or anxiety.			
C	Carry out administration procedures as specified in the assessment procedure's user documentation.			
D	Deal appropriately with any questions, technical or personal problems or issues arising during the assessment session.			
E	Observe and record deviations from normal procedures.			
F	Ensure the security and safety of assessment materials and that all materials are accounted for at the end of each session			
G	Adhere strictly to the directions and instructions specified in assessment procedure manuals, where			

	relevant, while making reasonable accommodations for persons with disabilities.			
Standard: 3.3	**Score assessment procedures accurately**			
A	Score assessment procedure results according to standardised procedures, where such procedures exist and where scoring is not automated.			
B	Generate normed and derived scores according to documented procedures associated with the assessment method where appropriate.			
C	Uses procedures to screen results to recognise improbable or unreasonable scores or outcomes. Checks score scale-conversions and other clerical procedures for accuracy.			
D	Clearly and accurately label constructs and scales and provides clear identification of norms, scales types, and equations used, where applicable.			

ANNEX 2: Specifications of contexts.

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

Work Contexts

1	*Assessment of people for:*
1.1	Recruitment and selection
1.2	Organizational or team fit
1.3	Identification of development needs
1.4	Career advice and guidance
1.5	Other organizational purposes
1.6	Promotion and advancement
2	*Assessment of groups for:*
2.1	Team development
2.2	Competencies audit
2.3	Other organizational purposes
2.4	Organizational audit (e.g. Work conditions, engagement etc)
3	*Assessment methods:*
3.1	Maximum performance psychometric measures (e.g. achievement measures, performance measures, psychological tests of ability)
3.2	Typical performance psychometric measures (e.g. employee surveys, psychological tests of personality)
3.3	Line manager assessments
3.4	Assessment/Development Interview s
3.5	Other structured interviews
3.6	Structured observation.
3.7	Performance management/appraisal
3.8	360 degree feedback data
3.9	Self-report questionnaire data.
3.10	Assessment/development centres
3.11	Other structured assessment methods
4	*Assessment administration modes:*
4.1	Individual vs Group
4.2	Paper-based, equipment-based and multi-media
4.3	Online (internet/intranet) vs offline computer-based
4.4	Open, Controlled, Supervised or Managed administration
4.5	Assessor observed individual or group exercises

5	*Participants (people actively involved in the process):*
5.1	Assessment participant (i.e. the person being assessed)
5.2	Assessors and assessment administrators
5.3	Organizational representatives
5.4	Hiring managers
5.5	Recruitment consultants
5.6	Career advisors
6	*Stakeholders (people with some interest in the process and its outcomes):*
6.1	Individuals
6.2	Organizations
6.3	Hiring managers
6.4	Recruitment consultants
6.5	HR specialists
7	*Filing systems (for data and materials):*
7.1	Computerised
7.2	Paper-based
7.3	Other
	Occupational setting contexts related to specific standards
10	*Criteria of appropriateness [Standard 2.2: Choose assessments appropriate for the situation]:*
10.1	Scope or constructs to be covered
10.2	Target groups
10.3	Reliability
10.4	Validity
10.5	Norms
10.6	Fairness
10.7	Acceptability to stakeholders
10.8	Practicality in terms of admin, cost etc
11	*Various groups differing in terms of [Standard 2.3: Give due consideration to issues of equity in assessment]:*
11.1	Gender
11.2	Cultural background and ethnic origin
11.3	Education
11.4	Faith and religion
11.5	Age
11.6	Sexual orientation
11.7	Language
11.8	Disability
11.9	Social exclusion

11.10	Socio-economic status
11.11	Political orientation
12	*Arrangements for [Standard 2.3: Give due consideration to issues of equity in assessment]:*
12.1	Hearing, visual or motor impairments
12.2	Learning difficulties – e.g. Dyslexia, dyscalculia
12.3	Learning disabilities – e.g. global intellectual disability
12.4	Those being assessed in a language which is not their first language
13	*Assessment participant information [Standard 2.4: Analyse and interpret results appropriately]:*
13.1	Age,
13.2	Gender,
13.3	Education,
13.4	Culture
13.5	Other factors (such as work experience)
14	*Other sources of information [Standard 2.4: Analyse and interpret results appropriately]:*
14.1	Resumes and CVs
14.2	Application forms
14.3	References
14.4	Work experience
14.5	Qualifications
15	*Clients [Standard 2.5: Communicate the results clearly and accurately to relevant others]:*
15.1	Individuals
15.2	Those commission the assessment
15.3	Any other relevant professionals (e.g. HR)
16	*Recipients of reports [Standard 2.5: Communicate the results clearly and accurately to relevant others]:*
16.1	The assessment participant
16.2	The sponsoring agent
16.3	Relevant third parties
17	*Technical problems and issues [Standard 3.2: Administer the assessment properly]:*
17.1	Suitability of location and testing environment
17.2	Computer system crashes
17.3	Absence of equipment or equipment failure
17.4	Managing interruptions and unexpected incidents

18	*Personal problems and issues [Standard 3.2: Administer the assessment properly]:*
18.1	Illness or sickness
18.2	Use of medicines and other substances (including withdrawal phenomena)
18.3	Mental state including other psychological factors (previous negative or positive experiences of some or all assessment procedures).
18.4	Session interruptions or disruptions
18.5	Withdrawal of consent
18.6	Mental capacity issues

Health and social care contexts

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

3.5	Other structured interviews
3.6	Analogue assessments
3.7	Simulations and behavioural (eg. Work samples) e.g. self-care or other functional activities. Domiciliary visit report, behavioural analysis, quasi-experimental analysis
3.8	Structured observational measures
3.9	This does *not* include intrusive physiological testing (e.g. forensics - polygraph, PPG, urine testing for substance abuse etc).
4	*Assessment administration modes:*
4.1	Individual vs Group
4.2	Paper-based, equipment-based and multi-media
4.3	Online (internet/intranet) vs offline computer-based
4.4	Open, Controlled, Supervised or Managed administration
4.5	Questionnaire vs performance measures
5	*Participants (people actively involved in the process):*
5.1	Assessment participants (i.e. those who are being assessed)
5.2	Paid and informal carers, family members, staff (statutory and voluntary sector) advocates and interpreters
5.3	Clients and informants
5.4	Assessors and assessment administrators
5.5	All health and social care professionals
5.6	Voluntary sector workers
5.7	All educational, legal and vocational professionals
6	*Stakeholders (people with some interest in the process and its outcomes):*
6.1	Partners, Spouse; Parents, carers, other professionals; Individuals; Friends family
6.2	Statutory and voluntary organizations (e.g. health, CJs, Education, social Services and 3rd sector providers)
6.3	Assessment commissioners (such as occupational health clinics, courts, public protection agencies, etc)
7	*Filing systems (for data and materials):*
7.1	Computerised
7.2	Paper and Pencil
7.3	Other
	Health and social care setting contexts related to specific standards
10	*Criteria of appropriateness of assessment [Standard 2.2: Choose assessments appropriate for the situation]:*

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

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

Educational contexts

1	*Assessment of people across the life span for purposes of individual or group assessment:*
1.1	Attainment
1.2	Ability
1.3	Social competence
1.4	Intervention planning and evaluation
1.5	Screening
1.6	Legal purposes (providing evidence in tribunals)
1.7	Well-being
1.8	Eligibility for services or resources

1.9	Counselling and Guidance
1.10	Other purposes
2	*Assessment for the purposes of service delivery audit:*
2.1	Provision of data to inform educational policy provision
3	*Assessment methods:*
3.1	Maximum performance measures (e.g. achievement measures, psychological tests of ability, measures under time-pressure)
3.2	Typical performance self-report measures (e.g. Personality, emotional, behavioural, social competence, self-esteem, well-being, learning style, etc)
3.3	Typical performance' informant-report measures (e.g. Conner's questionnaire for parents and teachers)
3.4	Structured observational measures
3.5	Assessment Interview, informant report,
3.6	Other structured interviews
3.7	Behavioural analysis
4	*Assessment administration modes:*
4.1	Individual vs Group
4.2	Paper-based, equipment-based and multi-media
4.3	Online (internet/intranet) vs offline computer-based
4.4	Open, Controlled, Supervised or Managed administration
4.5	Questionnaire vs performance measures
5	*Participants (people actively involved in the process):*
5.1	Assessment participants (i.e. those being assessed)
5.2	Paid and informal carers, family members, staff (statutory and voluntary sector) advocates and interpreters
5.3	Clients and informants
5.4	Assessors and assessment administrators
5.5	Educational, health and social care professionals
5.6	Voluntary sector workers
5.7	Educational, legal and vocational professionals
6	*Stakeholders (people with some interest in the process and its outcomes):*
6.1	Parents, carers, partners, spouse; other professionals; individuals; friends and family
6.2	Statutory and voluntary organizations
6.3	Assessment commissioners
7	*Filing systems (for data and materials):*
7.1	Computerised

7.2	Paper and Pencil
7.3	Other
	Educational setting contexts related to specific standards
10	*Criteria of appropriateness of assessments [Standard 2.2: Choose assessments appropriate for the situation]:*
10.1	Scope or constructs to be covered
10.2	Target groups
10.3	Reliability
10.4	Validity
10.5	Norms
10.6	Fairness
10.7	Acceptability to stakeholders
10.8	Practicality in terms of admin, cost etc
11	*Various groups differing in terms of [Standard 2.3: Give due consideration to issues of equity in assessment]:*
11.1	Gender
11.2	Cultural background and ethnic origin
11.3	Education
11.4	Faith and religion
11.5	Age
11.6	Sexual orientation
11.7	Language
11.8	Disability
11.9	Social exclusion
11.10	Socio-economic status
11.11	Political orientation
12	*Arrangements for [Standard 2.3: Give due consideration to issues of equity in assessment]:*
12.1	Hearing, visual or motor impairments
12.2	Learning difficulties – e.g. Dyslexia, dyscalculia
12.3	Learning disabilities – e.g. global intellectual disability
12.4	Those being assessed in a language which is not their first language
13	*Assessment participant information [Standard 2.4: Analyse and interpret results appropriately]:*
13.1	Age
13.2	Gender,
13.3	Education
13.4	Culture
13.5	Socio-economic status
13.6	Other factors

14	*Other sources of information [Standard 2.4: Analyse and interpret results appropriately]:*
14.1	Staff/carer reports
14.2	Educational, medical, family, personal, social history
15	*Clients [Standard 2.5: Communicate the results clearly and accurately to relevant others]:*
15.1	Individuals and family members
15.2	Commissioners and others depending on the outcome
15.3	Referrers and other professionals
15.4	Professional supervisor
16	*Recipients of reports [Standard 2.5: Communicate the results clearly and accurately to relevant others]:*
16.1	The assessment participant
16.2	Referring agent: Education, Social Services, Legal, Voluntary Sector or other depending on national arrangements.
16.3	Relevant third parties
17	*Technical problems and issues [Standard 3.2: Administer the assessments properly]:*
17.1	Suitability of location and testing environment
17.2	Computer system crashes
17.3	Absence of equipment or equipment failure
17.4	Managing interruptions and unexpected incidents
18	*Personal problems and issues [Standard 3.2: Administer the assessments properly]:*
18.1	Illness or sickness
18.2	Use of medicines and other substances (including withdrawal phenomena)
18.3	Mental state including other psychological factors (previous negative or positive experiences of some or all assessments). Anxiety, depression, ASD, ADHD.
18.4	Session interruptions or disruptions
18.5	Withdrawal of consent
18.6	Mental capacity issues

Annex 3: Knowledge and Skills.

Definitions of depth of knowledge and understanding

Four categories of depth of knowledge and understanding are defined. In the following examples, understanding of the concept of validity is used to illustrate what is meant by these levels:

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

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

Work Contexts: Level 1.

WORK - Level 1	
Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Professional and ethical standards in assessment	3
Principles of good practice in assessment including:	3
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	3
Privacy and confidentiality	3
Assessment practice policies	2
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	2
2. specific assessment that one uses	2
3. relevant developments in legislation and policy	2
Legal, contractual and ethical codes:	
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	2
Copyright law and related restrictions on distributions of materials	2
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	2
Procedures for ensuring security of copyright materials and intellectual property.	2
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	3
Ability to present psychological assessment in a positive and balanced manner.	3
Procedures for the management of assessment materials – security and storage	3
Procedures for the management of data, filing and data storage	2
Knowledge and skills required for Units 2 and 3	
Essential Skills:	
Assessment administration	
Management of assessment materials	2
General administration of assessment procedures	3
General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	3

Assessment administration process skills relating to different types of assessments and conditions of administration	3
Management of data, filing and data storage	2
Procedures for checking for clerical errors.	2
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	3
Conversion of raw scores to standard scores	3
Dealing with missing values	3
Use of norm tables	3

Work Contexts: Level 2.

WORK - Level 2	
Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Scientific method and evidence-based approach to assessment.	3
Professional and ethical standards in assessment	4
Principles of good practice in assessment including:	3
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	3
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding fee-paying clients	3
Psychological contract between the assessment participant and other parties involved in the assessment process.	3
Assessment practice policies	3
Impact of socio-cultural and economic factors on possible unintended consequences of assessment or the assessment process.	3
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	3
2. specific assessment that one uses	4
3. relevant developments in legislation and policy	3
Legal, contractual and ethical codes:	
International Test Commission Guidelines on Test Use	3
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	2
Guidance on Ethics and good practice issued by relevant national and international professional bodies	2
Local and national good practice guides relating to testing and test use, including guidelines issued by relevant professional and statutory bodies.	3

Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	3
Risks associated with different modes of assessment administration and data storage methods	3
Good practice codes relating to the management of personal data	3
Copyright law and related restrictions on distributions of materials	3
Law and Codes of Practice relating to equal opportunities, discrimination, and other issues relevant to one's field of practice	2
Best practice on making allowances for various forms of impairment of disability.	2
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	3
Procedures for ensuring security of copyright materials and intellectual property.	3
Procedures for the anonymisation of data records.	3
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	3
Self-reflection	3
Self-awareness	3
Search skills for locating information about assessments and about specific assessment procedure updates	3
Ability to maintain and manage appropriate professional relationships with participants	
Production of assessment 'contracts' (agreements with test takers regarding their rights and responsibilities)	2
Production of assessment practice policies	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivies of assessment participants and other relevant parties.	3
Ability to present psychological assessment in a positive and balanced manner.	3
Procedures for the management of assessment materials – security and storage	3
Procedures for the management of data, filing and data storage	3
Knowledge and skills required for Units 2 and 3	
Theories, models and principles of:	
Concept of latent traits or true scores and measurement error	3
Psychometric theories and models:	
Statistics	3
Classical Test theory	3
Reliability and Validity	3
Norms and standardisation	3
Item Response Theory	2
Adaptive testing	2
Fairness and bias in testing	3
The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.	
Psychological theories and models of	

Cognitive ability	2
Personality	2
Motivation	2
Attitudes, beliefs and values	2
Vocational interests	2
Other constructs used in assessment in this occupational context	2
Theories and models relating to the application of assessment in the workplace including some of the following examples:	
Utility theory - costs, benefits and risks associated with different modes of assessment	2
Workplace competencies	2
Performance management	2
Personal development	2
Career choice	2
Team performance	2
Human Resource planning	2
Training evaluation	2
Person-organization fit	2
Selection and recruitment	2
Facts, data and information about:	
General knowledge of the psychometric properties of assessment instruments.	3
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant assessment methods and instruments.	3
Methods, techniques and procedures relating to:	
Assessment needs analysis	
Job and task analysis	2
Competency profiling	2
Knowledge of specific assessment procedures used:	
Theoretical or conceptual basis,	3
Limitation on use and on interpretation	3
Knowledge of scales used,	3
Characteristics of the norm or comparison groups	3
Guidance on the use and interpretation of the scale scores.	3
Essential Skills:	
Assessment needs analysis	
Relating job descriptions to person specifications	2
Integration of specific assessment procedures into broader assessment process	3
Communication with people from differing backgrounds and circumstances	3
Interpersonal skills.	3
Assessment administration	
Management of assessment materials	3
General administration of assessment procedures	3
General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	3

Assessment administration process skills relating to different types of assessments and conditions of administration	3
Management of data, filing and data storage	3
Procedures for checking for clerical errors.	3
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	3
Computation, where appropriate, of composite scores using standard formulae and equations.	3
Use of norm tables	4
Detection and interpretation of aberrant response patterns	3
General assessment results interpretation skills	
The possible impact of assessment on assessment participants	3
The possible impact of mode of administration on the quality of assessment results	3
The possible impact of anxiety on assessment performance	3
Context related interpretation skills	
Instrument specific interpretation skills	3
Written and oral communication	2
Rapport building	3
Report writing	3
Providing feedback	4
Integration of assessment procedure results with other assessment outcomes for reports.	
Bringing together and documenting of assessment procedures scores and other assessment data for reports.	3
Relating each assessment procedure's scores to other assessment information that relates to measurement of the same constructs (e.g. test scores with interview ratings, assessment centre ratings etc)	3
Co-operation skills	2
Evaluation skills	3
Monitoring skills	3

Work Contexts: Level 3.

WORK - Level 3

Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Scientific method and evidence-based approach to assessment.	4
Professional and ethical standards in assessment	4
Principles of good practice in assessment including:	4
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	4

Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding fee-paying clients	4
Psychological contract between the assessment participant and other parties involved in the assessment process.	4
Assessment practice policies	4
Impact of socio-cultural and economic factors on possible unintended consequences of assessment or the assessment process.	4
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	4
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	4
2. specific assessment that one uses	4
3. relevant developments in legislation and policy	4
Professional issues and debates relating to use of assessments in occupational settings	4
Legal, contractual and ethical codes:	
International Test Commission Guidelines on Test Use	4
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	4
International Test Commission Guidelines on test adaptation	4
Guidance on Ethics and good practice issued by relevant national and international professional bodies	4
Local and national good practice guides relating to testing and test use, including guidelines issued by relevant professional and statutory bodies.	4
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	4
Risks associated with different modes of assessment administration and data storage methods	4
Good practice codes relating to the management of personal data	4
Copyright law and related restrictions on distributions of materials	4
Law and Codes of Practice relating to equal opportunities, discrimination, and other issues relevant to one's field of practice	4
Best practice on making allowances for various forms of impairment of disability.	4
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	4
Procedures for ensuring security of copyright materials and intellectual property.	4
Procedures for the anonymisation of data records.	4
Essential Skills:	

Research and Study skills (for maintaining knowledge)	
Learning from experience	4
Self-reflection	4
Self-awareness	4
Search skills for locating information about assessments and about specific assessment procedure updates	4
Ability to maintain and manage appropriate professional relationships with participants	
Production of assessment 'contracts' (agreements with test takers regarding their rights and responsibilities)	4
Production of assessment practice policies	4
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	4
Ability to present psychological assessment in a positive and balanced manner.	4
Procedures for the management of assessment materials – security and storage	4
Procedures for the management of data, filing and data storage	4
Knowledge and skills required for Units 2 and 3	
Theories, models and principles of:	
Concept of latent traits or true scores and measurement error	4
Psychometric theories and models:	
Statistics	4
Classical Test theory	4
Reliability and Validity	4
Norms and standardisation	4
Differential item functioning and test bias	4
Item Response Theory	4
Adaptive testing	4
Fairness and bias in testing	4
Meta analysis and validity generalisation	4
Generalisability theory	4
The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.	
Psychological theories and models of	
Cognitive ability	4
Personality	4
Motivation	4
Attitudes, beliefs and values	4
Vocational interests	4
Other constructs used in assessment in this context	4
Theories and models relating to the application of assessment in the workplace including	

some of the following examples:	
Utility theory - costs, benefits and risks associated with different modes of assessment	4
Workplace competencies	4
Performance management	4
Personal development	4
Career choice	4
Team performance	4
Human Resource planning	4
Training evaluation	4
Person-organization fit	4
Selection and recruitment	4
Facts, data and information about:	
General knowledge of the psychometric properties of assessment instruments.	4
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant assessment methods and instruments.	4
Methods, techniques and procedures relating to:	
Assessment needs analysis	
Job and task analysis	4
Competency profiling	4
Knowledge of specific assessment procedures used:	
Theoretical or conceptual basis,	4
Limitation on use and on interpretation	4
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
Essential Skills:	
Assessment needs analysis	
Job and task analysis methods	4
Competency profiling methods	4
Relating job descriptions to person specifications	4
Risk assessment	4
Cost-benefit analysis	4
Negotiating and agreeing assessment procedures with stakeholders.	4
Integration of specific assessment procedures into broader assessment process	4
Use of assessment matrix to map constructs being assessed against methods of assessment	4
Communication with people from differing backgrounds and circumstances	4
Interpersonal skills.	4
Assessment administration	
Management of assessment materials	4

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

Education context: Level 1

EDUCATION Level 1	
Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Professional and ethical standards in assessment	3
Principles of good practice in assessment including:	3
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	3
Privacy and confidentiality	3
Assessment practice policies	2
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	2
2. specific assessment that one uses	2
3. relevant developments in legislation and policy	2
Legal, contractual and ethical codes.	
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	2
Copyright law and related restrictions on distributions of materials	2
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	2
Procedures for ensuring security of copyright materials and intellectual property.	2
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	3
Ability to present psychological assessment in a positive and balanced manner.	3
Procedures for the management of assessment materials – security and storage	3
Procedures for the management of data, filing and data storage	2
Knowledge and skills required for Units 2 and 3	
Essential Skills:	
Assessment administration	
Management of assessment materials	2
General administration of paper-based and computer-based questionnaires	3
General administration of performance tests including computer based assessments	3
General administration of individual and group assessments	3

General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	3
Assessment administration process skills relating to different types of assessments and conditions of administration	3
Management of data, filing and data storage	2
Procedures for checking for clerical errors.	2
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	3
Conversion of raw scores to standard scores	3
Dealing with missing values	3
Use of norm tables	3

Education context: Level 2

EDUCATION Level 2	
Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Scientific method and evidence-based approaches to assessment.	3
Professional and ethical standards in assessment	4
Principles of good practice in assessment including:	3
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	3
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding fee-paying clilents	3
Psychological contract between the assessment participant and other parties involved in the assessment process.	3
Assessment practice policies	3
Impact of socio-cultural and economic factors on possible unintended consequences of assessment or the assessment process.	3
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	3
2. specific assessment that one uses	4
3. relevant developments in legislation and policy	3
Legal, contractual and ethical codes.	
International Test Commission Guidelines on Test Use	3
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	2
Guidance on Ethics and good practice issued by relevant national and international professional bodies	2

Local and national good practice guides relating to testing and test use, including guidelines issued by relevant professional and statutory bodies.	3
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	3
Risks associated with different modes of assessment administration and data storage methods	3
Good practice codes relating to the management of personal data	3
Copyright law and related restrictions on distributions of materials	3
Law and Codes of Practice relating to equal opportunities, discrimination, and other issues relevant to one's field of practice	2
Best practice on making allowances for various forms of impairment or disability	2
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	3
Procedures for ensuring security of copyright materials and intellectual property.	3
Procedures for the anonymisation of data records.	3
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	3
Self-reflection	3
Self-awareness	3
Search skills for locating information about assessments and about specific assessment procedure updates	3
Ability to maintain and manage appropriate professional relationships with participants	
Production of assessment 'contracts' (agreements with test takers regarding their rights and responsibilities)	2
Production of assessment practice policies	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	3
Ability to present psychological assessment in a positive and balanced manner.	3
Procedures for the management of assessment materials – security and storage	3
Procedures for the management of data, filing and data storage	3
Knowledge and skills required for Units 2 and 3	
Theories, models and principles of:	
Concept of latent traits or true scores and measurement error	3
Psychometric theories and models:	
Statistics	3
Classical Test theory	3
Reliability and Validity	3
Norms and standardisation	3
Item Response Theory	2
Adaptive testing	2
Fairness and bias in testing	3

The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.	
Psychological theories and models of:	
Cognitive function and cognitive ability	2
Executive functioning	2
Motivation,	2
Attitudes, beliefs and values	2
Educational attainment	2
Social competence	2
Moral development	2
Development	2
Other constructs used in assessment in this context	2
Theories and models relating to the application of assessment in educational settings including some of the following examples:	
Human development: Models and theories	2
Development of Intelligence	2
Child Language acquisition	2
Learning theories	2
Special educational needs	2
Reading comprehension	2
Language assessment	2
Dyslexia	2
Dysgraphia	2
	2
Facts, data and information about:	
General knowledge of the psychometric properties of assessment instruments.	3
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant assessment methods and instruments.	3
Methods, techniques and procedures relating to:	
Knowledge of specific assessment procedures used:	
Theoretical or conceptual basis,	3
Limitation on use and on interpretation	3
Knowledge of scales used,	3
Characteristics of the norm or comparison groups	3
Guidance on the use and interpretation of the scale scores.	3
Essential Skills:	
Integration of specific assessment procedures into broader assessment process	3
Communication with people from differing backgrounds and circumstances	3
Interpersonal skills.	3
Assessment administration	
Management of assessment materials	3
General administration of paper-based and computer-based questionnaires	3

General administration of performance tests including computer based assessments	3
General administration of individual and group assessments	3
General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	3
Assessment administration process skills relating to different types of assessments and conditions of administration	3
Management of data, filing and data storage	3
Procedures for checking for clerical errors.	3
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	3
Computation, where appropriate, of composite scores using standard formulae and equations.	3
Use of norm tables	4
Detection and interpretation of aberrant response patterns	3
General assessment results interpretation skills	
The possible impact of assessment on assessment participants	3
The possible impact of mode of administration on the quality of assessment results	3
The possible impact of psychological, biological (health) and social factors on assessment performance	3
Context related interpretation skills	
Instrument specific interpretation skills	3
Written and oral communication	2
Rapport building	3
Report writing	3
Providing feedback	4
Integration of assessment procedure results with other assessment outcomes for reports.	
Bringing together and documenting of assessment procedures scores and other assessment data for reports.	3
Relating each assessment procedure's scores to other assessment information that relates to measurement of the same constructs (e.g. test scores with interview ratings etc)	3
Co-operation skills	2
Evaluation skills	3
Monitoring skills	3

Education context: Level 3

EDUCATION Level 3

Knowledge and skills required for Unit 1	**Depth Required**

Theories, models and principles of:	
Scientific method and evidence-based approaches to assessment.	4
Professional and ethical standards in assessment	4
Principles of good practice in assessment including:	4
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	4
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding fee-paying clilents	4
Psychological contract between the assessment participant and other parties involved in the assessment process.	4
Assessment practice policies	4
Impact of socio-cultural and economic factors on possible unintended consequences of assessment or the assessment process.	4
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	4
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	4
2. specific assessment that one uses	4
3. relevant developments in legislation and policy	4
Professional issues and debates relating to use of assessments in educational settings	4
Legal, contractual and ethical codes.	
International Test Commission Guidelines on Test Use	4
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	4
International Test Commission Guidelines on test adaptation	4
Guidance on Ethics and good practice issued by relevant national and international professional bodies	4
Local and national good practice guides relating to testing and test use, including guidelines issued by relevant professional and statutory bodies.	4
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	4
Risks associated with different modes of assessment administration and data storage methods	4
Good practice codes relating to the management of personal data	4
Copyright law and related restrictions on distributions of materials	4
Relevant aspects of education and disability legislation.	4
Law and Codes of Practice relating to equal opportunities, discrimination, and other issues relevant to one's field of practice	4
Best practice on making allowances for various forms of impairment or disability	4

Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	4
Procedures for ensuring security of copyright materials and intellectual property.	4
Procedures for the anonymisation of data records.	4
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	4
Self-reflection	4
Self-awareness	4
Search skills for locating information about assessments and about specific assessment procedure updates	4
Ability to maintain and manage appropriate professional relationships with participants	
Production of assessment 'contracts' (agreements with test takers regarding their rights and responsibilities)	4
Production of assessment practice policies	4
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	4
Ability to present psychological assessment in a positive and balanced manner.	4
Procedures for the management of assessment materials – security and storage	4
Procedures for the management of data, filing and data storage	4
Knowledge and skills required for Units 2 and 3	
Theories, models and principles of:	
Concept of latent traits or true scores and measurement error	4
Psychometric theories and models:	
Statistics	4
Classical Test theory	4
Reliability and Validity	4
Norms and standardisation	4
Differential item functioning and test bias	4
Item Response Theory	4
Adaptive testing	4
Fairness and bias in testing	4
Meta analysis and validity generalisation	4
Generalisability theory	4
The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.	
Psychological theories and models of:	
Cognitive function and cognitive ability	4
Executive functioning	4

Motivation,	4
Attitudes, beliefs and values	4
Educational attainment	4
Social competence	4
Moral development	4
Development	4
Other constructs used in assessment in this context	4
Theories and models relating to the application of assessment in educational settings including some of the following examples:	
Human development: Models and theories	4
Development of Intelligence	4
Child Language acquisition	4
Learning theories	4
Special educational needs	4
Reading comprehension	4
Language assessment	4
Dyslexia	4
Dysgraphia	4
Facts, data and information about:	
General knowledge of the psychometric properties of assessment instruments.	4
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant assessment methods and instruments.	4
Methods, techniques and procedures relating to:	
Knowledge of specific assessment procedures used:	
Theoretical or conceptual basis,	4
Limitation on use and on interpretation	4
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
Essential Skills:	
Risk assessment	4
Cost-benefit analysis	4
Negotiating and agreeing assessment procedures with stakeholders.	4
Integration of specific assessment procedures into broader assessment process	4
Communication with people from differing backgrounds and circumstances	4
Interpersonal skills.	4
Assessment administration	
Management of assessment materials	4
General administration of paper-based and computer-based questionnaires	4
General administration of performance tests including computer based	4

assessments	
General administration of individual and group assessments	4
General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	4
Assessment administration process skills relating to different types of assessments and conditions of administration	4
Management of data, filing and data storage	4
Procedures for checking for clerical errors.	4
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	4
Computation, where appropriate, of composite scores using standard formulae and equations.	4
Use of norm tables	4
Detection and interpretation of aberrant response patterns	4
General assessment results interpretation skills	
The possible impact of assessment on assessment participants	4
The possible impact of mode of administration on the quality of assessment results	4
The possible impact of psychological, biological (health) and social factors on assessment performance	4
Context related interpretation skills	
Instrument specific interpretation skills	4
Written and oral communication	4
Rapport building	4
Report writing	4
Providing feedback	4
Integration of assessment procedure results with other assessment outcomes for reports.	
Bringing together and documenting of assessment procedures scores and other assessment data for reports.	4
Relating each assessment procedure's scores to other assessment information that relates to measurement of the same constructs (e.g. test scores with interview ratings etc)	4
Communication with assessment procedure developers, publishers and researchers	4
Co-operation skills	4
Evaluation skills	4
Monitoring skills	4

Health and Social Care context: Level 1

HEALTH &SOCIAL CARE Level 1	
Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Professional and ethical standards in assessment	3
Principles of good practice in assessment including:	3
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	3
Privacy and confidentiality	3
Assessment practice policies	2
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	2
2. specific assessment that one uses	2
3. relevant developments in legislation and policy	2
Legal, contractual and ethical codes.	
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	2
Copyright law and related restrictions on distributions of materials	2
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	2
Procedures for ensuring security of copyright materials and intellectual property.	2
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	3
Ability to present psychological assessment in a positive and balanced manner.	3
Procedures for the management of assessment materials – security and storage	3
Procedures for the management of data, filing and data storage	2
Knowledge and skills required for Units 2 and 3	
Essential Skills:	
Assessment administration	
Management of assessment materials	2
General administration of paper-based and computer-based questionnaires	3
General administration of performance tests including computer based assessments	3
General administration of individual and group assessments	3

General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	3
Assessment administration process skills relating to different types of assessments and conditions of administration	3
Management of data, filing and data storage	2
Procedures for checking for clerical errors.	2
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	3
Conversion of raw scores to standard scores	3
Dealing with missing values	3
Use of norm tables	3

Health and Social Care context: Level 2

HEALTH &SOCIAL CARE Level 2	
Knowledge and skills required for Unit 1	Depth required
Theories, models and principles of:	
Scientific method and evidence-based approaches to assessment.	3
Professional and ethical standards in assessment	4
Principles of good practice in assessment including:	3
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	3
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding fee-paying clilents	3
Psychological contract between the assessment participant and other parties involved in the assessment process.	3
Assessment practice policies	3
Impact of socio-cultural and economic factors on possible unintended consequences of assessment or the assessment process.	3
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	3
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	3
2. specific assessment that one uses	4
3. relevant developments in legislation and policy	3
Legal, contractual and ethical codes.	
International Test Commission Guidelines on Test Use	3
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	2
Guidance on Ethics and good practice issued by relevant national and international professional bodies	2

Local and national good practice guides relating to testing and test use, including guidelines issued by relevant statutory regulatory bodies.	3
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	3
Risks associated with different modes of assessment administration and data storage methods	3
Good practice codes relating to the management of personal data	3
Copyright law and related restrictions on distributions of materials	3
Law and Codes of Practice relating to equal opportunities, discrimination, and other issues relevant to one's field of practice	2
Best practice in making allowances for various forms of impairment or disability	2
Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	3
Procedures for ensuring security of copyright materials and intellectual property.	3
Procedures for the anonymisation of data records.	3
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	3
Self-reflection	3
Self-awareness	3
Search skills for locating information about assessments and about specific assessment procedure updates	3
Ability to maintain and manage appropriate professional relationships with participants	
Production of assessment 'contracts' (agreements with test takers regarding their rights and responsibilities)	2
Production of assessment practice policies	2
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	3
Ability to present psychological assessment in a positive and balanced manner.	3
Procedures for the management of assessment materials – security and storage	3
Procedures for the management of data, filing and data storage	3
Knowledge and skills required for Units 2 and 3	
Theories, models and principles of:	
Concept of latent traits or true scores and measurement error	3
Psychometric theories and models:	
Statistics	3
Classical Test theory	3
Reliability and Validity	3
Norms and standardisation	3
Item Response Theory	2
Adaptive testing	2

Fairness and bias in testing	3
The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.	
Psychological theories and models of:	
Cognitive function and cognitive ability	2
Executive functioning	2
Motivation,	2
Attitudes, beliefs and values	2
Purposeful deception	2
Personality and identity	2
Moral development	2
Development, psychopathology and basic neuropsychological conditions	2
Other constructs used in assessment in this context	2
Theories and models relating to the application of assessment in health and social care settings including some of the following examples:	
Emotion and Motivation	2
Neuropsychology	2
Psychopathology	2
Memory and cognition	2
Anxiety	2
Stress	2
Depression	2
Personality	2
Clinical assessment	2
Facts, data and information about:	
General knowledge of the psychometric properties of assessment instruments.	3
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant assessment methods and instruments.	3
Methods, techniques and procedures relating to:	
Knowledge of specific assessment procedures used:	
Theoretical or conceptual basis,	3
Limitation on use and on interpretation	3
Knowledge of scales used,	3
Characteristics of the norm or comparison groups	3
Guidance on the use and interpretation of the scale scores.	3
Essential Skills:	
Integration of specific assessment procedures into broader assessment process	3
Communication with people from differing backgrounds and circumstances	3
Interpersonal skills.	3
Assessment administration	
Management of assessment materials	3

General administration of paper-based and computer-based questionnaires	3
General administration of performance tests including computer based assessments	3
General administration of individual and group assessments	3
General skills associated with managing issues and problems that might arise in assessment sessions, including issues relating to motivation	3
Assessment administration process skills relating to different types of assessments and conditions of administration	3
Management of data, filing and data storage	3
Procedures for checking for clerical errors.	3
Assessment procedure scoring	
Use of scoring keys and self-scoring assessment forms	4
Conversion of raw scores to standard scores	4
Dealing with missing values	3
Computation, where appropriate, of composite scores using standard formulae and equations.	3
Use of norm tables	4
Detection and interpretation of aberrant response patterns	3
General assessment results interpretation skills	
The possible impact of assessment on assessment participants	3
The possible impact of mode of administration on the quality of assessment results	3
The possible impact of anxiety on assessment performance	3
Context related interpretation skills	
Instrument specific interpretation skills	3
Written and oral communication	2
Rapport building	3
Report writing	3
Providing feedback	4
Integration of assessment procedure results with other assessment outcomes for reports.	
Bringing together and documenting of assessment procedures scores and other assessment data for reports.	3
Relating each assessment procedure's scores to other assessment information that relates to measurement of the same constructs (e.g. test scores with interview ratings, etc)	3
Co-operation skills	2
Evaluation skills	3
Monitoring skills	3

Health and Social Care context: Level 3

HEALTH &SOCIAL CARE Level 3

Knowledge and skills required for Unit 1	Depth required

Theories, models and principles of:	
Scientific method and evidence-based approaches to assessment.	4
Professional and ethical standards in assessment	4
Principles of good practice in assessment including:	4
Informed consent and assent including capacity and competence issues (e.g. arising from minor disabilities that do not qualify as full legal disabilities)	4
Privacy and confidentiality	4
Ethics and principles of good practice in client relationships including conduct regarding fee-paying clilents	4
Psychological contract between the assessment participant and other parties involved in the assessment process.	4
Assessment practice policies	4
Impact of socio-cultural and economic factors on possible unintended consequences of assessment or the assessment process.	4
Facts, data and information about:	
Knowledge of own competence. limitations and qualifications	4
Up-to-date knowledge of	
1. assessment methods and procedures in general use in one's field of practice, changes in assessment methods and procedures	4
2. specific assessment that one uses	4
3. relevant developments in legislation and policy	4
Professional issues and debates relating to use of assessments in health and social care settings	4
Legal, contractual and ethical codes.	
International Test Commission Guidelines on Test Use	4
International Test Commission Guidelines on Computer-based testing and testing on the Internet/intranet	4
International Test Commission Guidelines on test adaptation	4
Guidance on Ethics and good practice issued by relevant national and international professional bodies	4
Local and national good practice guides relating to testing and test use, including guidelines issued by relevant statutory regulatory bodies.	4
Law and Codes of Practice relating to protection of personal data and intellectual property rights in relation to individual assessment	
Data Protection and Freedom of Information legislation	4
Risks associated with different modes of assessment administration and data storage methods	4
Good practice codes relating to the management of personal data	4
Copyright law and related restrictions on distributions of materials	4
Relevant aspects of the National mental health and capacity legislation.	4
Best practice on making allowances for various forms of impairment of disability	4
Law and Codes of Practice relating to equal opportunities, discrimination, and other issues relevant to one's field of practice	4
Best practice in making allowances for various forms of impairment or disability	4

Methods, techniques and procedures relating to:	
Procedures for ensuring security of paper and computer-based personal data records.	4
Procedures for ensuring security of copyright materials and intellectual property.	4
Procedures for the anonymisation of data records.	4
Essential Skills:	
Research and Study skills (for maintaining knowledge)	
Learning from experience	4
Self-reflection	4
Self-awareness	4
Search skills for locating information about assessments and about specific assessment procedure updates	4
Ability to maintain and manage appropriate professional relationships with participants	
Production of assessment 'contracts' (agreements with test takers regarding their rights and responsibilities)	4
Production of assessment practice policies	4
Communication skills	
Ability to use appropriate levels and methods of communication, taking account of the needs, abilities and sensitivities of assessment participants and other relevant parties.	4
Ability to present psychological assessment in a positive and balanced manner.	4
Procedures for the management of assessment materials – security and storage	4
Procedures for the management of data, filing and data storage	4
Knowledge and skills required for Units 2 and 3	
Theories, models and principles of:	
Concept of latent traits or true scores and measurement error	4
Psychometric theories and models:	
Statistics	
Classical Test theory	4
Reliability and Validity	4
Norms and standardisation	4
Differential item functioning and test bias	4
Item Response Theory	4
Adaptive testing	4
Fairness and bias in testing	4
Meta analysis and validity generalisation	4
Generalisability theory	4
The following general specification of knowledge will need to be supplemented with a more detailed specification of the relevant domain knowledge base.	
Psychological theories and models of:	
Cognitive function and cognitive ability	4

Executive functioning	4
Motivation,	4
Attitudes, beliefs and values	4
Purposeful deception	4
Personality and identity	4
Moral development	4
Development, psychopathology and basic neuropsychological conditions	4
Other constructs used in assessment in this context	4
Theories and models relating to the application of assessment in health and social care settings including some of the following examples:	
Emotion and Motivation	4
Neuropsychology	4
Psychopathology	4
Memory and cognition	4
Anxiety	4
Stress	4
Depression	4
Personality	4
Clinical assessment	4
Facts, data and information about:	
General knowledge of the psychometric properties of assessment instruments.	4
Different scale types (e.g. normative, ipsative), item response formats (e.g. Forced-choice, open, rating) and response instructions and their effects on scale score interpretation. General knowledge of relevant assessment methods and instruments.	4
Methods, techniques and procedures relating to:	
Knowledge of specific assessment procedures used:	
Theoretical or conceptual basis,	4
Limitation on use and on interpretation	4
Knowledge of scales used,	4
Characteristics of the norm or comparison groups	4
Guidance on the use and interpretation of the scale scores.	4
Essential Skills:	
Risk assessment	4
Cost-benefit analysis	4
Negotiating and agreeing testing procedures with stakeholders.	4
Integration of specific assessment procedures into broader assessment process	4
Communication with people from differing backgrounds and circumstances	4
Interpersonal skills.	4
Assessment administration	
Management of assessment materials	4
General administration of paper-based and computer-based questionnaires	4

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