



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvenoot • your knowledge partner

UNIVERSITY OF STELLENBOSCH
DEPARTMENT OF INDUSTRIAL PSYCHOLOGY
B PSYCH EQUIVALENCE PROGRAMME

1. Purpose of the Programme

The purpose of the B Psych Equivalence Programme is to **supplement** the B Com (Industrial Psychology) and Honours B Com (Industrial Psychology) as **academic programmes** with the **professional skills** required to meet the learning outcomes associated with the B Psych degree structure and the Training and Examination Guidelines for Psychometrists (Please consult Appendix A in order to ascertain how the academic content of the Honours B Com (Industrial Psychology) and the proposed B Psych Equivalence Programme combine to cover all the competency outcomes listed in HPCSA: Form 94)

2. Admission to the B Psych Equivalence Programme

As the purpose of the B Psych Equivalence Programme is to supplement the academic content of the B Com (Industrial Psychology) and the Honours B Com (Industrial Psychology) programmes with the prescribed professional skills required of the psychometrist, any aspiring candidate for admission to the B Psych Equivalence Programme will have to demonstrate:

1. A satisfactory degree of correspondence with the academic content of the B Com (Industrial Psychology) programme, which requires of the student to present Industrial Psychology, Psychology, and Business Management as major subjects. Apart from this requirement, certain key modules must appear in the curriculum of the aspiring applicant, namely Career Psychology, Psychometrics, Human Resource Development/Personnel Development, Human Resource Management/ Personnel Psychology, and Labour Relations.
2. A satisfactory degree of correspondence with the Honours B Com (Industrial Psychology) academic programme, which is presented as an academic foundation programme for the professional B Psych Equivalence Programme. Specific modules are regarded as essential modules, namely Career Psychology, Applied Psychological and Performance Assessment and Professional Ethics, and Psychometrics, Measurement Theory, Test Construction and Decision-making.
3. Applicants who do not comply with the academic criteria for admission to the B Psych Equivalence Programme will be required to supplement their academic records with the identified critical modules by means of an academic bridging programme.
4. Qualifying candidates will be subjected to a psychometric assessment in order to ensure compatibility with the internship placement opportunity and to identify any obstacles to the successful completion of the B Psych Equivalence Programme.

3. Management of the B Psych Equivalence Programme

The B Psych Equivalence Programme will be under the management of the Department of Industrial Psychology of the University of Stellenbosch. The Department will appoint a programme co-ordinator (monitoring psychologist) who is a registered senior psychologist with the HPCSA.

The Department will receive the applications of aspiring candidates and will admit qualifying candidates to the programme in collaboration with the programme co-ordinator. A qualifying candidate will be placed in an internship at a suitable organisation or independent private practice under the supervision of a registered senior psychologist as supervising psychologist. The supervising psychologist is required to be available for personal supervision over the intern for an hour on a weekly basis or two hours every 2nd week. The duration of the programme is 6 months full time and will consist of two elements, namely 720 hours of practical psychometric training under the guidance of an appointed supervising psychologist, **as well as** compulsory attendance of a series of workshops presented/organised by the programme co-ordinator. Both the content of the practical training and the workshops will be informed by the desired competencies listed in Form 94 (HPCSA)(See Appendix A).

The candidate intern must submit a detailed practical training programme in collaboration with the supervising psychologist, which meets the approval of the Department of Industrial Psychology of the University of Stellenbosch. The practical training may only commence once the training programme has been officially approved by the Department (See Par 4.1)

The intern will submit an interim and a final progress report, which has been endorsed by the supervising psychologist, to the programme co-ordinator (See Appendix B). The progress report will reflect the specific activities and exposure to the various competency categories, as well as the duration of these activities. In case of failure to perform satisfactorily, the supervising psychologist and the programme co-ordinator will come to an agreement with the intern psychometrist with respect to the strategy to be followed in order to fulfil the requirements of the equivalence programme.

After successful completion of the Equivalence Programme, the intern psychometrist will apply to write the Board examination.

4. Content of the B Psych Equivalence Programme

The content listed below lists the topics to be covered during the practical training by the intern:

4.1 The prescribed content of the practical training

- General orientation
 - Selection of instruments based on the purpose of testing
 - Preparation for testing, scheduling of assessments
 - Use of test manual
 - Administration, paper-pencil vs. internet-based
 - Scoring and using non-test observations
 - Analysis of test results
 - Interpretation of test results (general principles)
 - Integration of test results (general principles)
 - Contingency management skills
- Psychometric theory and principles
 - Myths and realities of tests in assessment
 - Classification of tests
 - Ways to evaluate measures
 - Reliability

- Validity
 - Normative sample
 - Theory and Factor Analysis
 - Standard error of measurement
 - Bias and fairness
 - Item analysis
 - Test development
 - Characteristics of a good test
- Cognitive ability, style and aptitude
 - Occupational and work performance instruments (WAIS III; Raven's Progressive Matrices, CPP)
 - Testing for cognitive potential (LPCAT; APIL)
- Interest, motives, values
 - Instruments to measure interest (SDS; OIP+, 19-FII)
- Personality
 - Cross-cultural personality assessment
 - Measures of personality (16PF; 15FQ+, Hogan HPI, Hogan
 - HDS, Jung/MBTI; Big Five measures; sentence-completion,
 - Clinical and other instruments (Stress, depression, anxiety, self-concept, psychopathology, etc.), within scope of practice, MMPI/MCM, Beck Depression Inventory, administer & score
- Simulations
 - Situational judgment tests
 - E-tray, in-baskets
 - Role play simulations
- Perceptual and Psychomotor tests
 - Group Embedded Figures (GEFT),
 - Psycho-motor Vienna Test System
- Basic interviewing and counselling skills
 - Welcoming and preparing test-takers
 - Interaction with relevant others
- Intake interview
 - Collecting information
 - Verbal reporting and feedback
 - Interpersonal skills
- Interpretation of test results (context)
 - Impact of contextual factors and disability
 - Identification of contextual factors
 - Test bias and fairness
 - Cross-cultural use of tests
- Feedback of assessment results
 - Verbal and written communication of test results
 - The principles and practice of feedback(Ability and Personality feedback)
- Report writing
 - Report writing for feedback
- Ethics
 - Ethical code, conflicts between ethics, client and organisational demands, ethical violations, impairment
 - Scope of practice
 - Confidentiality, limits of confidentiality, disclosure
 - Multiple relationships
- Legislation

- Constitution: (Chapter 2)
- Policies pertaining to test use and use of test results in organizations
- Establishment of own test policy
- HPCSA documents
 - Scope of practice (Form 94)
 - List of tests classified as being psychological tests (Form 207)
 - Policy on the classification of psychometric measuring instruments, methods and techniques (Form 208)
 - Rules of conduct pertaining specifically to psychology (Form 223)
- Practice management
 - Test suppliers, acquisition and requirements of use,
 - Advertising, accuracy in professional representation
 - Independent business practice, undesirable business models
 - Invoicing, fee structure, records
 - Indemnity insurance
 - Referrals, third-party requests for service

See the attached template to be completed by the intern and the supervising psychologist (Appendix B) as feedback to the Department of Industrial Psychology regarding the progress of the intern towards mastery of the desired competencies.

4.2 Content of Workshops

The following section represents the themes covered during the 8 learning opportunities/workshops. It should be noted that the themes are presented seamlessly over the 8 opportunities:

Theme 1: Knowledge of range of psychometric and psychological assessment measures

Classification of tests as a psychological act; exposure to general cognitive ability (speed/power measures, specific aptitudes, learning potential, personality and career, affective behaviour, well-being, occupational adjustment, simulation/competency and psycho-motor assessment). The use of measures in cross-cultural settings - item format, translation, schooling (6 hours).

Theme 2: Display ethical conduct as psychometrist, scope of practice, practice management

Scope of practice; ethical dilemmas/transgressions; informed consent; third party requests for service; limits of confidentiality; disclosures, release of data; personal competence and impairment; computerised testing and applicable regulations; retention/security of materials/records; practice management (when to refer, referral fees, business entity, advertising, undesirable practices)(4 hours).

Theme 3: Selection and use of instruments based on the purpose

Big 8 Competencies, links with predictors, compilation of methods matrix, '*operant*' measures (requiring assessee to act, or be observed), and '*respondent*' measures (requiring the assessee to respond to questions,) choosing assessment measures (acceptability to candidate/organization, cross-cultural equivalence, appropriateness for disability impairments (3 hours).

Theme 4: Preparation for testing, scheduling of assessments, supervised/ computerised assessment

Exposure to group and individually administered measures (children/adults). Welcoming and preparing test-takers. Administration across culture/language groups (time limits, language, translators, test sophistication). Practice instrumental assessment knowledge and skills; preparation for the test session, inform test-taker of rights; obtain informed consent; managing irregularities,

recording non-test behaviour, arrangements made for testing people with disabilities, processing/recording results (4 hours).

Theme 5: Interpretation of and integration of results

Use interpretation guidelines provided, scoring and using non-test observations, measurement scales used, derived or converted scores, use characteristics of the norm group, convert raw scores, use results to identify impossible or unreasonable scores to investigate further, contradictions noted, limitations of computer-generated reports, signing protocols. Equitable treatment, single group/differential validity, fairness model (4 hours).

Theme 6: Communicate the results and observations, produce a written report and provide oral feedback

Written reports - Knowledge of principles for conveying results (ethical considerations), accountability, presenting findings (pertinent to purpose, source of referral, descriptive rather than interpretative, inclusive of non-test observations, adequate differentiation, biographical, source of referral and title, schedule of assessments. Conveying oral feedback to adults– preparing, focus areas, building rapport, clarifying data, identifying transference, use open probes, summarizing, reflecting skills, reframing (3 hours).

Range of activities employed in the tutorial and workshop sessions

- Directed readings
- Multiple choice exercises (psychometrics) for group discussion
- Development and evaluation of an instrument: Case study: Development of scales, *factorial validity, normative and reliability data, convergent and criterion-related validity, cross-cultural validity* [Thompson, E. R. (2007). Development and validation of an internationally reliable short-form of the Positive and Negative Affect Schedule (PANAS). *Journal of Cross-Cultural Psychology*; 38; 227-242].
- Focused case work for group discussion (disabilities, ethical dilemmas and transgressions)
- Workshop: Skill practice exercises (administration of tests, standardization, interpretation, report writing)
- Workshop: Role play (assessment feedback rehearsal and role play)

4.3 Evaluation

Mastery of the B Psych Equivalence Programme will be assessed on the basis of the feedback provided by the relevant stakeholders (supervising psychologists and the monitoring psychologist/programme co-ordinator), as well as a written examination.

The 100-mark examination contains multiple-choice questions (knowledge of basic testing and assessment concepts and constructs) and essay questions that require the intern to:

- Demonstrate an understanding of psychometrics, testing and assessment, which informs and underpins the process of testing.
- Demonstrate best practice in the use of tests (professional and in an ethical manner).
- Demonstrate appropriate contextual knowledge and skills (cross-cultural understanding, test bias and fairness, interpersonal sensitivity, and communication skills in order to minimise potential bias in the administration of tests to various groups, following appropriate protocols for administering tests to disabled people, familiarity with tests that are used in particular work settings, for example, educational, clinical, work-related, application and use of tests in line with ethical and professional standards).

- Demonstrate instrumental knowledge and skills that apply to all aspects of the process of testing (i.e., informed consent, selection of measures, group size, individually administered measures, non-test observations, score/interpretation, report and feedback of findings).
- Demonstrate basic practice management and referral skills (advertising, fee structure, identify cases outside of own expertise and referral to an appropriate professional peers).

5. Concluding Remarks:

The Department of Industrial Psychology has developed a tradition of excellence in academic and professional training and strives to present top quality graduates to all sectors of the South African economy. The Department would like to see its graduates addressing the prevailing business-related people management issues in such a way that they will earn the trust, respect and appreciation of top management. The Department therefore aspires to empower its interns to successfully complete the applicable Board examination and to, as registered professionals, support the South African community as *Scientific Strategic Business Partners*, who can simultaneously fulfil the roles of psychometrist or industrial psychologist, behavioural scientist, and business partner with confidence and ease.

APPENDIX A

CORE COMPETENCIES: PSYCHOMETRISTS			
COMPETENCY Psychometrists need to demonstrate the following core and derived competencies	ACADEMIC COVERAGE offered by HONS BCOM (INDUSTRIAL PSYCHOLOGY)	BPSYCH EQUIVALENCE PROGRAMME	
		PRACTICUM	WORKSHOPS
1. Have adequate knowledge and understanding of psychometrics, testing and assessment, which informs and underpins the process of testing. More specifically:			
a. Be able to define what a psychological test is and what the characteristics of a good test are.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 1 ¹ Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2 ²		
b. Know why psychological tests are used and who may use them.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 1 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2		
c. Know why and how tests are classified and what the major categories of tests are.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 1 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 1		
d. Know the role that tests play in the assessment process.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 1 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2		
e. Know the basic principles of measurement.	Applied Psychological And Performance		

¹ See Appendix C

² See Appendix D

	<p>Assessment and Professional Ethics 771, Session 1 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2</p>		
<p>f. Know basic psychometric principles related to the technical requirements of tests, namely:</p>			
<p>i. reliability (definition, different types, how they are established, reliability of speeded tests);</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 5 Psychometrics, measurement theory, test construction and decision-making 776, tutorial [11, 1b, 1c, 1d]³</p>	<p>Domain 4: Apply criteria to evaluate measures Domain 4: Apply criteria to evaluate measures</p>	
<p>ii. validity (definition, different types, how they are established);</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 6 & 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a]</p>		
<p>iii. standardisation (meaning and importance); and</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a]</p>		
<p>iv. standard error of measurement (definition and</p>	<p>Applied Psychological And Performance</p>		

³ See Appendix E

<p>importance in test interpretation).</p>	<p>Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a]</p>		
<p>g. Know the different ways in which raw scores can be transformed, how and why norms are developed, the relativity of norms, and how to interpret test performance.</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2 & 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a, 6]</p>		
<p>h. Have basic knowledge of the conceptual difference between test bias and fairness, and of factors impinging on test bias and fairness.</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 6 & 8 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [2, 3b]</p>		
<p>i. Have an understanding of how tests are developed.</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771, Session 2 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2 & 5 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [1a, 1b, 1c, 1d, 2]</p>		
<p>j. Have knowledge and understanding of theories and models of ability, personality and other psychological constructs, and of psychopathology, as is necessary to conceptualise</p>	<p>Applied Psychological And Performance Assessment and Professional Ethics 771,</p>	<p>Domain 1: Knowledge of range of psychometric and</p>	<p>Theme 1 Knowledge of range of</p>

and inform the choice of tests and the understanding/interpretation of test results.	Sessions 9-14	psychological assessment measures	psychometric and psychological assessment measures
k. Know the range of tests and the test suppliers relevant to one's area of focus.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 9-14		
2. Use tests in a professional and ethical manner by following good testing practices. More specifically –			
a. Know the aspects of the Act, related legislation, and the ethical code, which pertain to the control, and use of psychological tests generally and in specific settings.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 4 & 7	Domain 2: Applying the regulatory framework in assessment practice	Theme 2 Display ethical conduct as psychometrist, scope of practice, practice management
b. Act in a professional and ethical manner by promoting and maintaining high professional and ethical standards.	Applied Psychological And Performance Assessment and Professional Ethics 771, Theoretical Assignment	Domain 3: Display ethical conduct as psychometrist and scope of practice	
c. Ensure that they know the limits of their own competence and do not operate outside those limits by only offering testing services and using tests for which they are qualified and trained.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 7		
d. Keep abreast of relevant changes and advances relating to the tests they use, as well as changes in legislation which impact on tests and test use.	Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 2, 3, 4 & 7		
e. Take responsibility for their use of tests by –			
i. providing clear and adequate information to participants in the testing process about the ethics governing psychological testing;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4		Theme 4 Preparation for testing, scheduling of assessments, supervised/computerised assessment
ii. ensuring that the test-taker clearly understands the purpose of the test session, the procedures, as well as how and to whom the findings will be reported;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4		
iii. endeavouring to avoid doing harm or causing distress to those involved in the testing process; and iv. being alert to unintended consequences of test use and seeking to avoid negative consequences.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4		
f. Ensure that test materials are securely stored and that access to them is controlled and copyright law is respected.	Applied Psychological And Performance Assessment and Professional Ethics 771, Theoretical assignment		Theme 2 Display ethical conduct as psychometrist, scope of practice,

			practice management
g. Ensure that test results are treated confidentially by –			
i. specifying who will have access to results;	Applied Psychological And Performance Assessment and Professional Ethics 771, Theoretical assignment	Domain 3: Display ethical conduct as psychometrist and scope of practice	Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
ii. explaining levels of confidentiality to clients before any results are reported;			
iii. obtaining the relevant consents before releasing results to others;	Applied Psychological And Performance Assessment and Professional Ethics 771, Theoretical assignment	Domain 3: Display ethical conduct as psychometrist and scope of practice	Theme 2 Display ethical conduct as psychometrist, scope of practice, practice management
vi. protecting data kept on file so that only those who have a right of access can get to it; and			Theme 1 Knowledge of range of psychometric and psychological assessment measures
v. using secure password- protected systems for test data storage on computer.			
3. Have appropriate contextual knowledge and skills			
a. Know how social, cultural, linguistic, educational, gender, age, etc. factors are likely to impact on test scores;	Applied Psychological And Performance Assessment and Professional Ethics 771, Sessions 5, 6		Theme 3 Selection and use of instruments based on the purpose
b. Know how the above-mentioned factors could be identified in the assessment context and how they can be taken into account in the interpretation of test scores;	Applied Psychological And Performance Assessment and Professional Ethics 771, Sessions 5, 6		
c. Know how test bias and fairness can be empirically determined;	Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 4, 6 & 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a, 3b]		

d. Have a general understanding of the procedures to be followed when adapting tests for use in different cultures or with different language groups;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 6		
e. When tests are to be used with multi-cultural groups, competent test users will try to ensure that –			
i. they display interpersonal sensitivity, as well as good cross-cultural understanding and communication skills in order to minimise potential bias in the administration of tests to various groups;			Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
ii. the tests are fair and appropriate for the various groups which will be tested;	Applied Psychological And Performance Assessment and Professional Ethics 771, Sessions 9-14 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 4 & 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a, 3b]		Theme 3 Selection and use of instruments based on the purpose
iii. the constructs being assessed are meaningful in the cultural group that the test-taker represents and there is validity evidence available to support the use of the test in different cultures;	Applied Psychological And Performance Assessment and Professional Ethics 771, Sessions 9-14		
iv. evidence is available on cultural group differences in performance on the test; and	Applied Psychological And Performance Assessment and Professional Ethics 771, Sessions 9-14 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, slide series 7 Psychometrics, Measurement Theory, Test Construction and Decision-making 776, tutorial [3a, 3b]		
v. effects of cultural differences not relevant to the main purpose such as differences in motivation to answer are minimised.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 6		Theme 5 Interpretation of and integration of results
f. When tests are to be used in more than one language,			

competent testers will try to ensure that –			
i. each language version has been developed using an acceptable and rigorous methodology;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 6		Theme 3 Selection and use of instruments based on the purpose
ii. the developers have been sensitive to issues of content and language;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 6		
iii. the tester can communicate clearly and competently in the language in which the test is to be administered; and			Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
iv. the test-taker's level of proficiency in the language in which the test will be administered is determined and the appropriate language version is administered or bilingual assessment is considered.			
g. Have basic knowledge of appropriate protocols for administering tests to disabled people with a disability and consult a psychologist regarding whether and how tests are to be modified for use with disabled people so that the modifications are tailored to the nature of the disability and are designed to minimise the impact on score validity.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4	Domain 5: Selection of instruments based on the purpose	Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
h. Be familiar with the tests that are usually used in particular work settings (e.g., educational, clinical, work-related).	Applied Psychological And Performance Assessment and Professional Ethics 771, Sessions 9-14	Domain 5: Selection of instruments based on the purpose	Theme 1 Knowledge of range of psychometric and psychological assessment measures
i. Be aware of the existence of policies pertaining to test use and the use of test results (e.g., for decision-making, placement, counselling) in the organisation or setting where the testing is being done to ensure compatibility with ethical and professional standards of test use. Furthermore, psychometrists need to know how to establish their own assessment policy.	Applied Psychological And Performance Assessment and Professional Ethics 771, Theoretical assignment	Domain 2: Applying the regulatory framework in assessment practice	Theme 2 Display ethical conduct as psychometrist, scope of practice, practice management
4. Have instrumental knowledge and skills that apply to all aspects of the process of testing (i.e., what testers need to be able to do in general as well as competency in using			

specific tests/measures).			
a. Use technically sound tests appropriate for the situation and the characteristics of the test-taker.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 9-14	Domain 5: Selection of instruments based on the purpose	Theme 1 Knowledge of range of psychometric and psychological assessment measures
b. Make the necessary preparations for the test session, namely –			
i. inform test-taker of rights;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4	Domain 6: Preparation for testing, scheduling of assessments, supervised/ computerised assessment	Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
ii. obtain informed consent;			
iii. find a suitable venue;			
vi. ensure that test materials are complete and that there are sufficient answer sheets; and			
v. make appropriate arrangements for testing people with disabilities.			
c. Administer the tests properly under appropriately standardised conditions, namely:			
i. adhere strictly to the directions and instructions in the manual;	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4	Domain 6: Preparation for testing, scheduling of assessments, supervised/ computerised assessment	Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
ii. observe and record deviations from test procedures;			
iii. monitor and record response times accurately;			
iv. record responses accurately;			
v. do not leave the room unattended, talk on the phone, or engage in distracting activity during the session; and			
vi. be alert to signs of tiredness, stress, anxiety, or distress in the test-taker.			
d. Score and analyse test results accurately, namely –			
i. follow standardised procedures for scoring;		Domain 7: Interpretation of and integration of results	Theme 5 Interpretation of and integration of results
ii. convert raw scores using appropriate norm tables; and			
iii. screen results to identify impossible or unreasonable scores to investigate further.			
e. Interpret results appropriately, i.e.:			
i. use interpretation guidelines provided in the manual;		Domain 7: Interpretation of and	Theme 5 Interpretation of and
ii. be familiar with the scales used, the characteristics			

<p>of the norm or comparison groups, and the limitations of the scores;</p>		integration of results	integration of results
<p>iii. interpret the results in the light of available information on the test-taker such as gender, schooling and culture; and</p>			
<p>iv. avoid labelling or stereotyping people.</p>			
<p>f. Communicate the results and test observations clearly and accurately and produce understandable written reports and/or oral feedback</p>		<p>Domain 8: Communicate the results and observations, produce written reports and provide oral feedback</p>	<p>Theme 6 Communicate the results and observations, produce a written reports and provide oral feedback</p>
<p>g. Be proficient in administering, scoring and interpreting a range of psychological tests, which include –</p>		<p>Domain 1: Knowledge of range of psychometric and psychological assessment measures</p>	<p>Theme 1 Knowledge of range of psychometric and psychological assessment measures</p>
<p>i. group and individually administered tests;</p>			
<p>ii. tests that tap general cognitive ability;</p>			
<p>iii. tests that tap specific cognitive, perceptual, and psychomotor functions;</p>			
<p>iv. tests that tap personality-related functioning (Please note: while psychometrists can be trained to administer personality measures, the scoring and interpretation of projective measures requires highly specialised knowledge and skills and thus needs to be done by a Psychologist. Psychometrists are not permitted to use projective personality measures in practice).</p>			
<p>h. Be proficient in administering tests to children and adults.</p>		<p>Domain 6: Preparation for testing, scheduling of assessments, supervised/ computerised assessment</p>	<p>Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment</p>
<p>5. Have appropriate communication and interpersonal skills which underpin test administration, reporting and the provision of feedback; more specifically:</p>			

a. Be able to communicate effectively in order to appropriately prepare test-takers, interact with relevant others (e.g., parents, employers), administer tests, and report on the findings and provide feedback.		Domain 8: Communicate the results and observations, produce a written reports and provide oral feedback	Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
b. Have effective interpersonal skills sufficient to appropriately prepare test-takers, interact with relevant others (e.g., parents, employers), administer tests, and provide feedback.			
6. Have contingency management skills; more specifically:			
a. Know how to deal with problems, difficulties and breakdowns during routine test administration.	Applied Psychological And Performance Assessment and Professional Ethics 771, Session 4	Domain 6: Preparation for testing, scheduling of assessments, supervised/ computerised assessment	Theme 4 Preparation for testing, scheduling of assessments, supervised/ computerised assessment
b. Know how to deal with a test-taker's questions during test administration.			
c. Know how to deal with situations where there is the potential for test misuse or for misunderstanding the interpretation of test scores.			
7. Have basic practice management and referral skills More specifically –			
a. Know the requirements regarding advertising professional services.		Domain 9: Demonstrate basic practice management and referral skills	Theme 2 Display ethical conduct as psychometrist, scope of practice, practice management
b. Know how to start and manage a practice and work out a business plan.			
c. Know how to implement an accounting system and an appropriate fee structure.			
d. Know about the need for indemnity insurance.			
e. Be able to identify when the needs or symptoms with which a client presents fall outside your expertise and should be dealt with by another health care professional.			
f. Be able to refer a client to an appropriate professional peer within the health care system (e.g., psychologist, general practitioner, social worker).			

APPENDIX B

CORE COMPETENCE	B PSYCH EQUIVALENCE PROGRAMME: RECORD OF PRACTICAL TRAINING COMPLETED	HOURS RECORDED	% OF TOTAL HRS
Domain 1: Knowledge of range of psychometric and psychological assessment measures	Exposure to general cognitive ability (speed/power measures, specific aptitudes, learning potential, personality and career, affective behaviour, well-being, occupational adjustment, simulation/competency and psycho-motor assessment.		
Domain 2: Applying the regulatory framework in assessment practice	<p>Fundamental Rights in the New Constitution</p> <p>The Labour Relations Act 66 of 1995 as amended - Section 187 (1) (f) and 187 (2).</p> <p>The Employment Equity Act chapter 2 Section 5-9</p> <p>The Health Professions Act of 1974 (NO.R.263, 6 April 2010)</p> <p>Code of good practice HR section 10 – medical, psychological and similar assessment. Gazette No 27866 Notice No 1358 Date 2005-08-04</p> <p>Promotion of Access to Information Act (2000)</p> <p>Design an assessment policy framework in line with the above</p> <p>Assessee 'Bill of Rights'</p>		
Domain 3: Display ethical conduct as psychometrist and scope of practice	Informed consent, third party requests for Service, limits of confidentiality, disclosures, release of data, personal competence and impairment, computerised testing and applicable regulations, retention/security of materials/records		
Domain 4: Apply criteria to evaluate measures	<p>Reliability, (different types, how they are established, reliability of speeded tests); validity (different types, how they are established); standardisation (meaning and importance); and standard error of measurement.</p> <p>Development and design of a measure (EFA, Internal consistency analysis, IRT)</p>		

Domain 5: Selection of instruments based on the purpose	Big 8 Competencies, links with predictors, compilation of methods matrix, ' <i>operant</i> ' measures (requiring assessee to act, or be observed), and ' <i>respondent</i> ' measures (requiring the assessee to respond to questions) choosing assessment measures (acceptability to candidate/organization, cross-cultural equivalence across, appropriateness for disability impairments.		
Domain 6: Preparation for testing, scheduling of assessments, supervised/ computerised assessment	Exposure to group and individually administered measures, Welcoming and preparing test-takers Practice instrumental assessment knowledge and skills; preparation for the test session, inform test-taker of rights; obtain informed consent; managing irregularities, recording non-test behaviour, arrangements made for testing people with disabilities, processing/recording results		
Domain 7: Interpretation of and integration of results	Use interpretation guidelines provided, scoring and using non-test observations, measurement scales used, derived or converted scores, use characteristics of the norm group convert raw scores, use results to identify impossible or unreasonable scores to investigate further, contradictions noted, limitations of computer-generated reports, signing protocols,		
Domain 8: Communicate the results and observations, produce a written reports and provide oral feedback	Written reports - Knowledge of principles for conveying results (ethical considerations), accountability, presenting findings (pertinent to purpose, source of referral, descriptive rather than interpretative, inclusive of non-test observations, adequate differentiation, biographical, source of referral and title, chedule of assessments Conveying oral feedback to adults– preparing, focus areas, building rapport, clarifying data, identifying transference, use open probes, summarizing, reflecting skills, reframing Conveying oral feedback to children, youths and parents		
Domain 9: Demonstrate basic practice	Knowledge of test suppliers, acquisition and requirements of use,		

management and referral skills	Advertising, accuracy in professional representation Independent business practice, undesirable business models Invoicing, fee structure, records Indemnity insurance Referrals, third-party requests for service		
TOTAL	750 hrs	100%	

