



REPUBLIC OF NAMIBIA

***NATIONAL GUIDELINES ON THE USE OF PSYCHOMETRICS IN
THE EMPLOYMENT SECTOR IN NAMIBIA***

MINISTRY OF LABOUR, INDUSTRIAL RELATIONS AND EMPLOYMENT CREATION
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***National Guidelines on the use of Psychometrics in the
Employment Sector in Namibia***

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LIST OF ACRONYMS

DAT-K	Differential Aptitude Test Form K
DAT-L	Differential Aptitude Test Form L
ESB	Employment Services Bureau
HPCNA	Health Professions Councils of Namibia
ITC	International Test Commission
MLIREC	Ministry of Labour, Industrial Relations and Employment Creation
MoU	Memorandum of Understanding
NAMVII	Namibia Vocational Interest Inventory
NCRST	National Commission on Research, Science and Technology
NIPAM	Namibia Institute for Public Administration and Management
VCS	Vocational Counselling Services

FOREWORD

The Ministry of Labour, Industrial Relations and Employment Creation welcomes readership to the 1st Edition of the *Guidelines on the use of Psychometrics in the Employment Sector in Namibia*. This guide is designed to answer a number of questions about psychometrics and psychometric test use, the usage of psychological tests and the principles of good test use in the employment sector.

Psychometric has been practiced in Namibia before independence as well as since independence and is used to inform important decisions in situations such as selection and recruitment, fitness to stand trial, custody and control, fitness for work, visual and auditory stimuli, using eye-hand-foot coordination to enhance operator/driver safety, performance and productivity and placement in special education settings etc., which has short and long term impact on both individual and national outcomes.

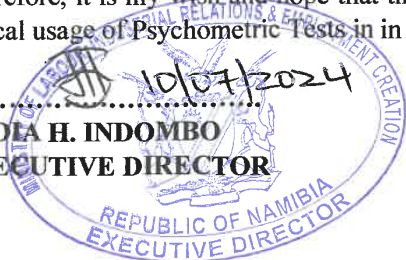
The Government of Republic of Namibia realized the need for the developments of the guidelines on the use of assessment tools in a purposeful manner, understand of what needs to be measured and for what purpose rather than relying too much on any one test to make decisions. A guiding document of psychometric tests use serves to promote relevance and fairness in test usage in Namibia since a few of the instruments are developed for or adapted in Namibia and there are no national guidelines for professions that are not regulated.

The brief desk study carried out by this Ministry in 2015/2016 reported anomalies in the use of psychometric and psychomotor tests in Namibia. The desktop study also showed that most practitioners felt that the use of psychometric tests was not well controlled in Namibia. Although the use of psychometric tests in Namibia is legally sanctioned for use through the Social Work and Psychology Act, 2004 (Act No. 6 of 2004) and the Allied Health Professions Act, 2004 (Act No. 7 of 2004), these acts, however, fall short on the regulations and guidance of Psychometric and Psychomotor test use by professions that do not fall in the realm of Health. Thus, the proposed Guidelines aim to guide such professions.

Furthermore, this guide aims to create awareness in the Namibian Employment Sector on good practice in the use of Psychometric/Psychomotor tests thus promoting high ethical and professional standards in using these tests.

It also aims to create awareness of available statutory documents on psychometric tests. These guidelines should be consulted as a reference tool together with other local instruments guiding or regulating the use of psychometric tests in Namibia within the employment sector. Therefore, it is my wish and hope that this document will serve as a guiding tool on fair and ethical usage of Psychometric Tests in in the Country.

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LYDIA H. INDOMBO
EXECUTIVE DIRECTOR



EXECUTIVE SUMMARY

The use of a psychometric and psychomotor measuring device, test, questionnaire, technique or instrument that assesses intellectual or cognitive ability or functioning, aptitude, interest, personality make-up or personality functioning, is constituted as being a psychological act. The application of such tests can be executed in other fields such as occupational therapy, speech therapy, management science and educational science. Most psychometric and psychomotor tests derive or are constructed from psychological theories and hence their interpretation is mostly done with reference to the theoretical underpinnings of the instrument. The development and adaptation of psychometric and psychomotor tests is currently mostly done outside Namibia. This leaves room for possible discriminatory practices. Psychometric and psychomotor tests are used to inform important decisions in situations such as selection and recruitment, fitness to stand trial, custody and control, fitness for work, visual and auditory stimuli, using eye-hand-foot coordination to enhance operator/driver safety, performance and productivity and placement in special education settings, which has short and long term impact on both individual and national outcomes. A guiding document of psychometric tests use will promote relevance and fairness in test usage.

With reference to the theoretical underpinnings in psychometric and psychomotor test development, test users must be adequately equipped with the said knowledge. The use of psychometric and psychomotor instruments by any persons who are not qualified or properly trained may cause harm to a consumer of such services. A brief desk study carried out by the MLIREC in 2015/2016 reported anomalies in the use of psychometric and psychomotor tests in Namibia. The survey also showed that most practitioners felt that the use of psychometric tests was not well controlled in Namibia. Attached to this guide as appendix are graphical/pictorial results of this desk study. The Guidelines were crafted by drawing together materials concerned with testing standards, from a variety of sources with major influence from “ITC Guidelines”, guidelines from other countries and HPCNA documents. The draft guidelines were circulated to relevant stakeholders for inputs and thereafter, the proposed refinements were incorporated. Therefore, the development of a Guideline to aid psychometric and psychomotor test use is hence not an option but a necessity. The Social Work and Psychology Act, 2004 (Act No. 6 of 2004) and The International Test Commission (ITC) will be the reference documents for this guide.

1. Introduction

Psychometrics is defined as the branch of psychology that deals with the design, administration and interpretation of quantitative and qualitative tests for the measurement of human attributes. Psychometric literally means measurement of the mind, psycho = mind and metric = measurement. Psychometric tests are a scientific method used to measure an individuals' mental capabilities and behavioral style.

Psychomotor test is an Austrian risk detection and accident reduction tool introduced to South Africa in 1982 to the mining community and since then also adopted by many mining companies in Namibia in recent years. It is a basic-skills-competency measurement that measures the fundamental practical skills: eye-hand-foot and basic manual coordination, reaction to stimuli in various environmental, auditory discrimination, estimation of the speed/direction of moving objects, basic decision-making abilities and concentration levels under monotonous circumstances. It's mostly used in recruitment as a screening process to reduce the number of applications to be interviewed for a job. It's not used to determine whether the candidate can actually do the job.

In the employment sector, psychometric tests are designed to measure candidates' suitability for a role based on the required personality characteristics and aptitude (or cognitive abilities). They identify the extent to which candidates' personality and cognitive abilities match those required to perform the role. Employers use the information collected from the psychometric test to identify the hidden aspects of candidates that are difficult to extract through a face-to-face interview or other assessment techniques. Psychometric and psychomotor Assessment is used to assist the appropriate selection of people applying for a role, giving employers useful information about a candidate's suitability for a position. This type of assessment can also be a valuable tool for employers wishing to make decisions about promotions, individual's development needs and team dynamics within an organisation.

Psychometric and psychomotor tools by their nature appear to be simple at face value, yet they are products of intensive scientific research. A good psychometric test is identified by its sound psychometric properties which are founded on the relevant theoretical underpinnings. A test may only measure what it is intended to measure provided it is valid. Similarly, a test may produce the same results administered to the same people on different occasions if it is reliable. These properties are the most important constructs of a good test (Cohen & Swerdlik, 1999). A test or assessment instrument is fair if the norms or comparison group are similar to the person being tested in terms of educational background, nationality, culture, language and so forth (Cohen & Swerdlik, 1999). Knowledge of norms and norms development is a requirement for competence in test administration.

Practice guidelines in the use of psychometric tests recommend specific professional conduct to test users to educate and inform practice. They inform test users on competencies required and the duty to care for those that are tested. They supplement professional Codes of Ethics for psychometric test usage.

The ITC developed different guidelines based on sound knowledge and research regarding tests and testing. These guidelines should be consulted as a reference tool together with other local instruments guiding or regulating the use of psychometric tests in Namibia (within the employment sector).

2. Background

2.1 Use of Psychometric/Psychological Tests in Namibia and the need for Guidelines

In Namibia psychometric tests usage is legally regulated for use by registered professionals such as Psychologists and Psychological Counsellors registered as such under the Social Work and Psychology Act, 2004. The reason for registration is aimed at protecting the public “because psychological assessment requires special training and care to prevent harm and protect the rights of the persons being tested” <http://www.psytech.co.za>.

The Social Work and Psychology Act 2004 (Act No. 6 of 2004) states that Psychologists are responsible for “the administering and interpretation of psychometric instruments, including measures of personality, psychopathology, intelligence, aptitude and neuropsychological functioning” The Act limits the use of psychometric tests only to the profession of psychology. Psychometric instruments are used in a number of other fields and these fields are not regulated in their application of psychometric tests by the Social Work and Psychology Act.

Namibia currently has 76 Clinical Psychologists, 21 Educational Psychologists, 15 Psychiatrists, 66 Psychological Counsellors registered with HPCNA. It also has 84 Occupational Therapists, 21 Speech Therapists and 6 Audiologists. There are a number of qualified Industrial Psychologists who are not registered due to their exclusion from the Social Work and Psychology Council. Furthermore, there are many test users such as Training Officers, Organizational Development Practitioners and Human Resource Practitioners who also make use of a variety of psychometric and psychomotor tests in one way or another in their daily work. Thus different professions in Namibia vary greatly in the degree of regulation/control over the use of tests and its consequences for those tested. In addition, organizations and/or individual practitioners are making use of professionals and consultants who may registered outside of Namibia or may not be registered outside Namibia to perform psychometric assessments in the work setting. The psychometric tests used by these individuals and/or entities may not be valid, reliable or fair and/or credible. The seemingly wide uses of these psychological tests in Namibia make the provision of Guidelines for test users and takers imperative to avoid negative consequences.

There is a need for guidelines on the use of assessment tools in a purposeful manner, understanding of what needs to be measured and for what purpose -rather than using the test result conducted by unregistered or not recognized test user in Namibia.

2.2 The purpose of the National Guidelines

The key purpose of the guideline is:

1. to recommend specific professional conduct for testers/assessors,
2. to provide a framework for determining the proper use of tests to assist employers and organizations in the employment sector,
3. offer information/standards and good practice for the usage of different tests and encourage testers to use procedures which are valid paying due regard to the needs and rights of those involved in the testing process, the reasons for testing, and the broader context in which the testing takes place,
4. encourage best practice in assessment/testing in the workplace,
5. guide on the fair and ethical use of tests, standards for training/competence of test users,
6. provide a guide to organizations and test users to develop standards /policies relating to psychometric testing in cases where such standards are currently non-existent and
7. inform about issues of access, in terms of the rights to purchase or use test materials; challenges such as violation of copyright, as well as issues of Internet for distance - or remote-assessment and test security.

2.3 Who benefits from the Guidelines?

The Guidelines apply to the use of Psychometric/Psychological/Psychomotor tests in the Employment Sector/Workplace and is beneficial to:

1. Those responsible for selecting tests and determining the use to which tests will be put;
2. Those who administer, score or interpret tests and compile psychometric assessment reports;
3. Those who take tests for various reasons within the workplace;
4. Those who provide advice to others on the basis of psychometric test results;
5. Those concerned with the process of reporting test results and providing feedback to people who have been tested;
6. The suppliers of tests, those involved in the training of test users and those who take tests and their relevant others;
7. Professional bodies and other associations with an interest in the use of psychological and testing, and policy makers and legislators;
8. Those who use psychometric tests solely for research purposes.

3. Rational

The guide is about using psychological tests and the principles of good test use in the employment sector. This guide is designed to answer a number of questions about psychometrics and psychometric test use or test taking including any employment decision. Employment decisions include but are not limited to hiring, promotion and demotion. Other selection decisions may be selection for training or transfer.

3.1 Objectives

The main objectives of the Guidelines are to create awareness to and guidance on the use of Psychometric/Psychomotor tests; promote high ethical and professional standards in using these tests for purposes of recruitment, selection, job placement, promotion, training and development, employee relations and succession management.

3.2 Limitations

The guidelines have been informed by various other guidelines and submissions from various stakeholders in Namibia.

1. They are not intended to train practitioners from other disciplines who would like to or do use psychometrics.
2. In addition, they may not control test users but offer information/standards which may influence others towards good practice.

4. TEST USERS

4.1 Psychological/Psychometric/Psychomotor Tests

4.1.1 *What is a psychometric/psychological/psychomotor test?*

Psychological tests are tools used to detect particular information about a client's traits, states and attitudes for clinical, occupational, medical and other essential purposes (Cohen & Swerdlik, 2009). They are structured and standardized measurements of cognitive, behavioural or emotional functioning including, but not restricted to performance tasks, structured behavior samples, self-report inventories or checklists, test record forms, or other materials used in the evaluation of an individual or a group of individuals.

In their guidelines on test use, the ITC describes the areas covered by tests and testing as follows:

1. Testing includes a wide range of procedures for use in psychological assessment;
2. Testing may include procedures for the measurement of both normal and abnormal or dysfunctional behaviours;

3. Testing procedures are normally designed to be administered under carefully controlled or standardised conditions that embody systematic scoring protocols;
4. These procedures provide measures of performance and involve the drawing of inferences from samples of behaviour;
5. They also include procedures that may result in the qualitative classification or ordering of people (for example in terms of type).“Foxcroft & Roodt (2009) posits that psychometric assessments can help to identify strengths and weaknesses, map development or progress, make decisions regarding suitability for a job or a field of study, identify training and education needs and assist in a diagnosis. Rather than just relying on a candidate’s appearance, education and reported previous experience, psychometric tests allow organizations to obtain a complete picture making it easy to determine whether a person will thrive within the organization’s culture. In an occupational setting the psychometrics may assist selection for employment placement or the trajectory of development within an organization. In selection, psychometric tests are useful in predicting future job performance of candidates and their learning and developmental capabilities.

4.1.2 Different ways of classifying Psychometric/psychological/Psychomotor tests

The classification process of tests allows for relaxing conditions, under which a test can be used there are two general psychological test classification categories (Van der Marwe, 2002), namely:

1. Psychological Tests - which, although they can be used to varying extents by psychological Counsellors (psychometrics and psychology technicians) need to be under the control of Psychologists as regards to: (a) selecting the test, (b) administering and scoring it, (c) interpreting it, and (d) reporting on it.
2. Prescribed Tests used by other Professionals – such as Speech, Language and Hearing Professions, Occupational Therapy and Medical Orthotics/Prosthetics and others like;
3. Psychomotor test such as hand-foot and basic manual coordination, reaction to stimuli in various environments, auditory discrimination, estimation of speed/direction of moving objects, basic decision making abilities and concentration levels under monotonous circumstances.

Psychometric/psychological Tests can also be classified on the basis of *functions* of tests: Many tests have been developed by Psychologists, because human psyche consists of many factors deemed necessary to be measured by different tests, such as: Intelligence tests, Personality tests, Interest inventories, Aptitude tests, Attitude tests, Tests of educational achievement, Value tests and Psychomotor tests. In each category there are many tests to suit the age, need of the tester and purpose of testing. The main types of psychometric tests used in recruitment selection are:

Aptitude tests - Aptitude tests identify potential to grasp new skills; they measure natural ability to perform tasks where no prior specialist knowledge or skills are need

Personality questionnaires - Personality questionnaires are designed to explore preferred ways of behaving; how one relates to other people and the ability to deal with the self and other people’s emotions and the way one handles and solves problems. There is no right or wrong

answer and usually no time restrictions.

4.1.3 What should one look for in a Psychological Test?

Before rushing to cooperate psychometric/psychological/psychomotor assessments into the hiring or promotion process, one should consider several factors to ensure that one uses the right tests and in the right way.

4. Test Users are guided/urged to use externally developed tests that are reviewed for their applicability and compatibility for use in the Namibian context and registered in any of the following: The Social Work and Psychology Act (Act No.6 of 2004) and the Allied Health Professions Act, No.7 of 2004; this is aimed at circumventing the misuse of psychometric tests.

An organization should ensure it has a clear understanding of the psychometric test definition i.e. what this test is designed to measure, and the psychometric test meaning, (what inferences the scores of the assessment are designed to make). It is important to choose an assessment that fits the purpose and needs of the organization. In addition, to identifying the right test based on the purpose of its intended use, organizations should also evaluate the psychometric test against established key standards to ensure the quality of the test they are applying within their selection system. Psychometric tests are not created equally, but vary in quality and predictive utility depending on the scientific rigor with which they are created.

Visser and Du Toit (2004) state that there are several factors one should look for in a psychological assessment tool, namely; assessment measures should be supported by evidence that they are valid and reliable for the intended purpose. In a technical sense, characteristics such as validity, objectivity, feasibility, norms and reliability are features that must be evident in a well-designed test. When implementing psychometric/psychomotor assessment it should be ensured that the tests chosen are reliable and have been scientifically validated. The introduction to the ITC Guidelines on Test Use states that: ‘Tests should be supported by evidence of reliability and validity for their intended purpose. Evidence should be provided to support the inferences that may be drawn from the scores on the test. “www.psychtesting.org.uk’.

4.1.4 Reliability (the stability of the measurement across time)

According to Cohen and Swerdlik (2009), reliability denotes how trustworthy the test scores really are. This characteristic, if positively present, does away with challenges such as inconsistency and imprecision in testing. So, a good test would need to be void of errors or fluctuations that are caused by features related to the measurement process of a test.

Reliability is concerned with how accurate or precise a test score is. When a test is administered, the outcome is an observed score on the quality measured by the test. However, all measurement procedures, physical as well as psychological, are subject to some degree of

error. In order to know how much weight to place on the observed score, you need to know how accurate the test is as a measuring device. Measures of test reliability allow test users to estimate that accuracy. This is a key characteristic of psychometric testing and what makes it so much more valuable than other forms of measurement. For a psychometric test, we can quantify the degree of accuracy of the scores obtained. Being able to quantify measurement error has important consequences for how we use tests, for example, carrying out an in-depth individual assessment of a person, on the basis of which some important decision will be made,

then a high degree of accuracy in measurement is needed. Reliability will depend a lot on how well the test has been designed and developed. Test users need to get to grips with the concept of reliability, with understanding how it can be measured and understanding what its implications are.

4.1.5 Validity (whether the test measures/ assesses what it is supposed to assess)

Validity is concerned with what the test score actually measures. It is insufficient to merely state that a test is a measure of, say, mechanical aptitude, tolerance of stress, or proficiency in mathematics. Statements like these must be supported by research that demonstrates a test score is a meaningful measure of the quality or qualities the test was designed to assess. Like reliability, understanding the concept of validity is critical to competent test use. A test is not simply either valid or not. Test manuals will contain reports of research relating to various aspects of what the test is designed to measure. The studies reported in the test manual should support the claims that are made about the tests and its use, and provide the basis on which the test user can make inferences about people's behaviour and predictions about the future performance.

4.1.6 Interpretation/Norms

Scores (for example 16 out of 25 items correct) obtained on tests are typically converted into a 'standard' form to facilitate their interpretation. This may be carried out by using tables of 'norms' or by reference to criterion scores. The norms essentially refer to how a sample performed on average in a given test (Kaufman et al., 2004). There are four of these types, namely, age, percentile, grade and standard score norm. The norm proves whether or not a test fairly represents a particular sample or not and is truly applicable to it. Norms provide information about the distribution of scores in some populations (for example, 'Namibian working adults') and scores can be converted into numbers that show how a person has performed relative to this population. Instead of saying the person scored 16 out of 25 correct, we might say they performed at a level equivalent to the top 30 percent of the Namibian working adult population. Norms are important. To be able to use norms and interpret these transformed scores, a test user must understand the process by which these scores are arrived at and what they represent.

4.1.7 Fairness and bias

Tests are intended to differentiate between people – to show up differences where these are real. What they should not do is differentiate unfairly, i.e., show differences where none exist, or fail to show differences that do exist. It is possible that factors such as sex, ethnicity or social class may act to obscure, mask or bias a person's true score on a test. Training in test use will

help to clarify the important distinction between test biases and test score differences. Two people (or two groups of people) may get different scores on a test either because there is a real difference between them or because the test has a bias that causes the scores of one to be greater than the scores of the other.

According to the Psychometrics Committee of the Health Professions Councils of South Africa (HPCSA), psychological tests need to adhere to the following minimum standards:

1. The construct(s) tapped by the test should be clearly delineated and evidence should be provided to indicate that the test meets its intended purpose.
 - ii. There should be a test manual which details how to administer, score and interpret it, as well as providing the necessary technical information
 - iii. Its psychometric properties should be acceptable. In this regard it should be noted that the validity and reliability of a test are inter-linked. Despite empirical evidence in support of its validity, a test cannot be considered to be valid unless it is also reliable. Furthermore, the reliability and certain aspects of a test's validity need to be established for each group and purpose for which it is intended to be used.
 - iv. The process of developing the test should be documented.
 - v. If parallel language versions exist, their equivalence needs to be established and the linguistic proficiency required by the test-takers should be stated.
 - vi. An indication as to whether the item content is culturally-reduced or culture specific in nature should be provided.
 - vii. Empirical evidence should be provided concerning the appropriateness of the tests for groups of different cultural, ethnic, socio-economic or linguistic backgrounds who are likely to be tested.
 - viii. The population(s) represented by any normative or comparison group(s), the dates the data were gathered, and the process used to select the normative sample, should be indicated in the manual.

4.1.8 Where can one find out more about particular tests and test suppliers?

The test supplier should provide the user with this information in the user and technical manuals. Sometimes these manuals are provided separately, sometimes combined in a single volume. The test manuals should describe the history of the test. This history should include any relevant theory supporting the test, the step taken to construct the test, details of research and summaries of the results of such research. The manuals should also state whether the test was designed for a broad, general range of uses, or whether it was designed for use with specific groups of individuals (e.g. ages, occupations, types of condition, as an aid to specific diagnoses or decisions).

The test suppliers available are JVR Psychometric Suppliers (JVR Africa Group, 2021) etc. Capacity Trust also is known as a supplier in the field of psychometry (Welsh, 2017). MLIREC has information on psychometry as well, and also trains psychological interns to become competent test administrators and assessors (Ministry of Labour, Industrial Relations and

Employment Creation, 2017). Psychtech and MindMuzik are some of the organisations dealing with psychometry that are based in South Africa, but their materials have also been of help to testers in Namibia. The JVR Psychometric suppliers provide Namibia with psychometric tests; they assist HR and Psychology professionals provide better insights through the use of psychometric assessments and people analytics.

4.2 Psychometric/Psychological/Psychomotor Test Use

4.2.1 What knowledge and skills are needed to qualify as competent in the use of Psychological tests?

Owen and Taljaard (1996), argue that psychometric tests can contribute to the efficiency of selection and placement in industries, if used carefully and responsibly. In order to achieve this, psychometric tests should only be employed if the Tester has sufficient expertise and up- to-date training in its application. Test users must only use test instruments that they are competent to administer and interpret, unless working under the close supervision of professionals with appropriate training and experience. The qualifications specified by the test's producers or in the test manual must be complied with. The training required to enable competent administration of a test will vary depending on the complexity of the test. 'A competent test user will use tests appropriately, professionally, and in an ethical manner, paying due regard to the needs and rights of those involved in the testing process, the reasons for testing, and the broader context in which the testing takes place.' (ITC Guidelines on Test Use, 2013)

The ability to recognise if a test is actually relevant to a particular situation or case in order to help a client address a particular issue is also a necessary skill (Kaufman et al., 2004). Regularly cultivating the habit of being well-read is something that will certainly boost practitioners in their use of psychological tests (Eabon et al., 2013). Knowledge, understanding and skill underpin all the test user competencies.

www.intestcom.org

"The main areas /descriptions of knowledge, understanding and skills include the following:

1. ***Relevant declarative knowledge.*** *This includes knowledge of basic psychometric principles and procedures; and the technical requirements of tests (e.g., reliability, validity, and standardization); Knowledge and understanding of relevant theories and models of psychological constructs, or of psychopathology, as necessary to properly inform the choice of tests and the interpretation of test results; and knowledge of tests and measurement.*
2. ***Instrumental knowledge and skills.*** *Knowledge and skills relating to specific assessment procedures or instruments, including the use of computer-based assessment procedures;*
3. ***General personal task-related skills;*** *skills in test administration, reporting of test results, provision of feedback to test takers and other clients; oral and written*

- communication skills sufficient for the proper preparation of test takers, and for interaction with relevant others (for instance organisational policy makers);*
4. **Contextual knowledge and skills.** *Knowing when and when not to use tests; knowing how to integrate testing with other less formal components of the assessment situation (biographical data, unstructured interview and reference); and knowledge of current professional, legal, and ethical issues relating to the use of tests.*
 5. **Task management skills.** *This includes: knowledge of codes of conduct and good practice relating to the use of tests, test data, the provision of feedback, the production and storage of reports, the storage of and responsibility for test materials and test data; and knowledge of the social, cultural, and political context in which the test is being used, and the ways in which such factors might affect the results, their interpretation and the use to which they are put.*
 6. **Contingency management skills.** *This includes: knowing how to deal with problems, difficulties, knowing how to deal with a test taker's questions during test administration; and knowing how to deal with situations in which there is the potential for test misuse of or misunderstanding the interpretation of test scores”*
www.intestcom.org/itc_projects.htm

Potential Test Users should be trained, qualified, competent and certified by the competent authority in the use of Psychometric tests, especially the tests that they may use in the Namibian Employment Sector. Furthermore, the Namibian Employment Sector is encouraged to use the services of individuals registered as those designated to offer psychometric services by the Social Work and Psychology Act (Act No.6 of 2004).

If a Test user does not fall into the registered category according to the Social Work and Psychology Act (Act No.6 of 2004); they should at least be certified by the competent authorities or bodies to use such psychometrics (i.e. test distributor or developers); and, they should still use such tools under the guidance/supervision of a registered Psychologist. Test users are also advised to consult the Social Work and Psychology Council of Namibia's *Policy on the Classification of Psychometric Measuring Devices, Instruments, Methods and Techniques* www.hpcna.com

Some test publishers/developers specify who can use what psychometric test, for example Pearson group/Pearson publishes psychological assessment products for a wide variety of users, including paraprofessionals, education specialists, and individuals with a high level of training in administering and interpreting results from specific tests. Some tests, such as intelligence tests, are restricted to individuals with this specific training, while others are not. Pearson indicates who is qualified to use the psychological assessments in its catalogue by classifying them as A-, B-, or C-level instruments (Zucker, 2004).

Table 1. Instrument Level Classifications and Qualified Users.

Instrument Level	Qualified User
A	Individuals without advanced training in assessment administration and interpretation of assessment results.
B	Individuals with more expertise than users qualified for an A-level instrument as the administration of the assessment and interpretation of its results are more complex. Individuals certified by an organization recognized by Pearson and with relevant training and experience in administering and interpreting the assessment may qualify.
C	Individuals with a doctorate in Psychology, Education or a related field, or licensure. Individuals with certification by certain agencies and national organizations may also qualify based on training and expertise.

For additional information on qualifications for purchasing and using Pearson assessment products, contact the Pearson Qualifications Group at 1-800-211-8378

4.2.2 How Does One Obtain a Qualification for Psychometric Test Use?

In Namibia training on use of Psychometric tests is currently offered as part of Psychology Degree Programmes and intern training to become a state licensed Psychological Counsellor or Psychologist. Other health professionals also receive training to varied degrees (that is they become qualified to use specific tests). Foxtroit (1997b.) states, an assessment practitioner should be in possession of a minimum accredited bachelors to Masters Degrees in Psychology and related disciplines (e.g. statistics), to be able to administer, score, interpret and report on certain measures which provides an in-depth and broad knowledge base on which to draw during the assessment process. Registered Psychological Counsellor, must possess a bachelor's degree in Psychology; 720 hours (6 months) in a supervised practicum/internship; 70% for national exam set by professional board. While Clinical, Industrial, Forensic and Educational Psychologist require relevant coursework, Master's degree and 12 months' internship in approved setting; 70% for a national exam set by Professional board and mandatory continuing professional development.

Furthermore, other professionals such as Occupational and Speech therapists; Paediatricians and others should be registered with their professional boards. The Allied Health Professions scope of practice makes provision for assessments in a variety of domains but the overarching aim of the assessment in the Allied fields is to improve the functional level of the person and

not to evaluate psychological constructs that are unveiled by specific psychometric test. The use of psychometric tests is exclusively limited to the psychology profession alone. In South Africa one may be trained to become a Psychometrist.

Caution is called for in regards to the paragraph below, as this scenario does not apply in Namibia; however, since Namibia does not register Industrial Psychologist yet, Namibian with such qualifications can register with the Health Professions Councils of South Africa in order to practice this profession here while the country wait for the new Health Professions Bill which includes Industrial Psychologists and Psychometrists as registrable categories in future.

Training for test use in the employment context is best obtained by successful completion of an integrated program of study that includes Industrial Psychology; psychology of individual differences; measurement theory; job, work, and practice analysis; performance measurement; and employment law relevant to the testing situation. Experience and supervision using tests in settings similar to those in which employment tests are used are important (Turner et al 2001).

One may also attend courses provided by the publishers of the test. They may also undergo a period of supervision to be trained in administering, scoring and interpreting psychological tests. Many licensed professions qualify individuals to be able to work with certain psychological tests (Cooper, 2019). Researchers and students in psychology as well may in some cases use psychological tests— although the latter may only do so under the supervision of their qualified supervisor (Kaufman et al., 2004).

Organisations seeking applicants for job selections also make use of psychological tests, usually under the guidance of or by collaborating with Industrial Psychologists (Welsh, 2017).

4.2.3 How do I ensure that as a Test User I follow good practice?

The ITC has produced international guidelines on test use (available from their website: www.intestcom.org) that are also guiding psychometric test use in Namibia;

1. “You should know the limits of your own competence.
2. You should be competent in what you do.
3. You should know the strengths and limitations of the tools you use.
4. You should treat all people involved in the testing process with respect.
5. You should ensure that you have their informed consent to the test conditions”.

www.psychtesting.org.uk

The responsibility of good test use lies with a number of people involved in the testing process, for example in ensuring good practice, the developer and supplier share the responsibility for ensuring the quality of the test and for the adequacy of documentation provided for the use of the test. Test users have the responsibility of ensuring that they understand why a particular psychological test is suitable in achieving client’s or organizational goals, and that the uses of the test and test scores are fair. To avoid misuse of tests, qualifications and competencies of test users should be considered a paramount need in order to be involved in any part of the

process. It is important that the administrator be familiar with all the relevant constituents of a test, whether it be the manual, the testing procedure, the scoring and the interpretations of the scores. Test administrators ought to be well acquainted with their duties and rights during the testing process (Kaufman et al., 2004).

Good practice also means communicating clearly, the purpose of testing, procedures for testing, how the test information will be used, who will have access to the test scores and why?

Procedures for dealing with enquiries and complaints about the process of testing.

The following are also important in ensuring good practice

1. For the tester to help encourage the client to be open and answer most truthfully, rapport should be established.
2. Confidentiality must be upheld. The tester should respect the client's privacy at all times. When communicating information, especially when testing in a group, the clients' personal information should be guarded and outward expressions that may embarrass or expose the client should by all means be avoided (Cohen et al., 2009).
3. There should be no occasion for the participant(s) to cheat, to collaborate with other clients, to copy from others or to get notes ahead of the time of testing.
4. Another aspect to be valued is informed consent (Cooper, 2019). The client's information should be professionally collected, and the tester ought to also provide participant(s) with their contact details. They should be available to entertain the client's queries as far as it is ethical.
5. When it comes to the process, it would be commendable if it allows for all ethical practices to be carried out. The human rights of the client are of great importance and should be regarded by the test administrator at all times (Kaufman et al., 2004).
6. Factors such as racial and language diversities should be dealt with in a principled and fair way (Cohen et al. 2009).
7. Each participant should also be exposed to a similarly fair and conducive testing experience, with a testing venue that is void of disruptions, noise and chatter (Cooper 2019).
8. The instructions for the test should be thoroughly followed according to the manual. All the necessary materials should be put to good use. The test chosen should be standardised to test persons of that particular context (Eabon et al., 2013).

Test Users should protect the security of standardised and controlled tests where possible. This includes respecting copyright restraints and preventing unauthorised access to psychometric instruments.

4.2.4 How does one maintain competence and keep up-to-date on matters relating to psychological testing?

Research is one of the most important steps in terms of staying connected to the changes taking place in the sphere of psychometrics. Research not only of literary studies but also in the sense of being acquainted with the latest editions of particular tests and understanding why the previous testing methods or other instructions from older editions which may have been omitted, or a test entirely having become computer-based.

Attending training courses for the purpose of acquiring new skills or even refresher courses, joining social forums focusing on psychometrics or associations which mainly deal with psychological tests may be advantageous (Cooper, 2019). Interdisciplinary collaborations to see how others deal with activities related to psychological testing, comparing notes and learning new techniques would be advisable, especially with those in superior or supervisory positions, including those who have more experience in the field. Continuous professional development is very essential.

The HPCNA has established a Continuing Professional Development (CPD) system which requires test users to consistently and continuously update and develop their knowledge, skills and ethical attitudes that underpin competent practices. Test users are required to maintain a personal record of the CPD activities that they have carried out. Several professional websites as well as test developers, publishers and websites, provide access to a wealth of information about tests and testing. Test reviews and latest information about issues and debates in testing, news about events (conferences, workshops) and access through structured links to test publishers, research institutions and professional societies with interests in testing are also available.

5. TEST TAKERS

Those taking psychometric/ psychological tests need guidance about their roles, responsibilities and rights. The following is information to answer some questions that an individual may have when informed that they, or a dependent, have been invited to a psychological testing session.

5.1. Useful information about taking Psychometric Tests

In general, psychological tests designed to assess personal qualities, such as personality, beliefs, values, learning styles and interests as well as abnormal phenomena such as anxiety, depression, Attention-deficit/hyperactivity disorder (ADHD), and to measure motivation or 'drive' are usually administered without a time limits. The questions have no 'right' and 'wrong' answers. The answers reflect how the person taking the test would usually or typically feel, what they believe, or what they think about things.

Second, there are those designed to measure performance. Things like ability, aptitude or attainment; these are known as measures of maximum performance. These tests are usually administered with a fixed time limit, and the questions in them do have right and wrong answers.

1. Some tests have very strict time limits; these tests are designed to see how fast you can work. Usually their questions are not very difficult, but one has to work fast to do well.
2. Other types of tests have more relaxed time limits, or may have no time limit at all. For these, the questions may be quite difficult, or sometimes start off easy and get versions may have become obsolete or need an upgrade. There may be new effective

progressively more difficult as you go through the test. In these tests, the emphasis is on how many questions you can get right, rather than on how quickly you work.

3. In most cases, tests fall somewhere in between these two extremes. There will be a time limit, but this will be set to allow most people sufficient time to get to the end of the test.

The important thing to remember is that when there is a time limit, it will be the same for everybody.

5.1.1 How tests are administered.

Tests are taken under one or more of a number of different conditions:

Open administration.

Openly administered tests are ones that are available for completion by anyone on demand, for examples, the books of tests you might buy in a bookshop, or tests that you can access on a career site on the Internet. These are available without anyone having to supervise their administration. In the case of paper-based open tests of maximum performance, the answers are also in the public domain. Such tests can be useful for developing self-knowledge and for exploring your interests. *However, you need to be sure that the test you are doing meets the technical requirements outlined earlier*, and that it was specifically designed for use in this open, uncontrolled fashion.

Controlled administration.

This is where you are provided with restricted access to the test session, but the administration is carried out without someone being present to supervise it. This mode is commonly used for typical performance tests administered over the Internet. When the test software has been well designed, it should cover all the questions and issues that are normally dealt with a test administrator. The same as for open administration, the test being used should have been technically evaluated for use under these conditions.

Supervised administration.

This is the 'traditional' mode for test administration in group testing and provides the level of control needed for maximum performance testing – especially where it is necessary for someone to ensure that test takers do not make copies of the questions or take information away with them. It is also the means by which the tester can ensure that the candidate taking the test is who they say they are and that they have completed the test without assistance from others, www.psychtesting.org.uk.

Managed administration.

This is like supervised administration, but with added control over the test-taking environment. In occupational settings, there is an increasing use being made of well designed 'test centres' where the quality of equipment and availability of skilled trained staff can be assured. Such centres are used for high-stakes tests where there is a high level of need for security (such as licensing and professional certification examinations)

Henceforth, whichever mode is being used, the tests should be appropriate for that mode of use.

5.1.2 What are the rights and responsibilities of the test givers and test takers?

The ITC has outlined guidelines defining the nature of the relationship between test taker and test user. The guidelines emphasise the point that both test takers and test users have rights and responsibilities.

Principles

1. The purpose of testing is clearly stated and communicated to all parties involved in the testing process.
2. The procedures for testing are clearly stated and communicated to all parties involved in the testing process., i.e.
 - 2.1 Are the tests to be administered in a supervised session or managed test centre or in unsupervised controlled or open modes?
 - 2.2 If supervised, who will administer the tests and what evidence is there that they are competent to administer them?

5.2. Preparation for Testing

5.2.1 Can one have copies of the test to practice beforehand?

In general, the answer is 'No'. For tests of maximum performance, this is not permitted, such tests have to be kept in secure conditions and access is not allowed to anyone other than those involved in the testing procedures. This is in part to protect the fairness of the testing from being compromised in any way. Practice with the actual test in advance would provide some people with an advantage over other test takers. It would also make interpretation of the test scores impossible. For tests where there are no right or wrong answers, the issue is not so much one of concern over compromising the test, but more one of not wanting to over- expose the content.

Because of the above concerns, for occupational tests, most publishers provide practical materials that are similar in form and content to the actual tests. However, the actual questions in the test will be different. 'People who use psychological tests are expected to follow prescriptions and recommendations in the manuals. Ensure that all test takers are well informed and well prepared for the test session, and that all have had access to practice or familiarisation materials where appropriate. You should be notified well in advance of the test session as to whether practice materials are available.

The most important thing is to arrive for the testing session in a calm and relaxed frame of mind. This can be achieved by having a good night's rest beforehand and, if one has to travel to the place where the testing will take place, allowing extra time to arrive so that any delays can be accommodated.

5.2.2 What information should I receive beforehand from the testing organization?

The organization should provide any available practice materials and all the practical information that it is possible to give. This includes the reasons why tests will be taken and types of tests, how they will be administered, the date, time and location of the testing session, how long the tests will last, and details of how to prepare for the tests (including practice leaflets if they are available). This information might be provided by letter or e-mail, given over the telephone, or provided in a face-to-face session beforehand. If the test is to be administered unsupervised and online, check capability to do it such as access to a computer with an Internet connection; operating system and browser software requirements, including test taking environment? If there are any worries about completing a test over the Internet, let the tester know as soon as possible so that alternative arrangements can be made.

5.2.3 What can be taken into the testing room?

For supervised or managed test sessions, test administrators should inform in advance if you are expected to bring any special equipment. Normally all required material will be provided. Other than using your own pen or pencil for written work, it is usual to remove all personal belongings from the desk and use only the equipment provided by the tester.

Some tests require you to respond using a computer or to use a calculator. If you have any problems with the technological aspects of these or are not sure how to operate them, make sure the test administrator knows before the test actually starts.

If special conditions are needed, it is important that this is brought to the notice of the person responsible for the testing as soon as the testing session has been arranged. This will give maximum time for the assessor to check what special requirements can be provided and what arrangements can be made.

5.2.4 Can the test be answered at home?

Most paper-and-pencil tests and all traditional tests of maximum performance (whether on paper or computer) cannot be given to the test taker to take at home or to complete without supervision and without a qualified administrator. Where paper-and-pencil tests are being used, administration can either take place in a group session or individually. In a group session, you will be doing the test alongside other people. The groups can be quite large (20 or 30 people) and there may be more than one administrator present to invigilate the session.

Where tests are computer administered, groups are usually smaller (three or four people at a time) or testing is done on a one-at-a-time basis. The main exception to this is dedicated test centres (such as you would find if you applied for training where there may be 20 or 30 computer test stations available for group administration of tests). However, some online tests/assessments that normally assess personality, behaviour, motivation, leadership etc may be done at home.

5.3 During the Testing Session

Whether you are being tested individually or as part of a group, there are standard procedures for each test you take that will be used. This is usually a formal welcome in which you will be reminded of the purpose of the test and the length of time it takes; and if more than one test is to be administered; if there will be breaks between the tests. The instructions for completing the test are usually scripted and will be read to you in a formal manner. Pay very careful attention to this. For unsupervised test sessions, read the instructions very carefully. They often contain vital clues as to how you should approach the test. For most tests, there will be example questions to do. For timed tests, the timing will not start until the instructions and examples have been completed.

In line with the International Test Commission Guidelines on Test Use, Tester and Test administrators will expect you to:

1. Ask questions prior to testing if uncertain about why the test is to be administered, how it will be administered, what you will be required to do and what will be done with the results;
2. Inform an appropriate person about any condition that you believe might invalidate the test results or which they would wish to have taken into consideration;
3. Follow the instructions of the test administrator;
4. Be aware of the consequences of not taking a test if you choose not to take it, and be prepared to accept those consequences.

5.4 After the testing Session

At the end of the session, you should be told what to do with any equipment or materials you have used, and told what you may take away with you (if you are in a supervised administration session). You should also be told, if you have not already been informed, as to what will happen next, when you will be told the results of the tests and what, if any, detailed feedback you will be provided with.

The tester should provide the test taker and other authorised persons with feedback about the results in a form that makes clear the implications of the results, is clear and in a style appropriate to their level of understanding. So you should be provided with some feedback which should be in a nontechnical form that you will understand. If you do not understand or need more information, ask for clarification.

To inform/guide both Test Users and Test Takers on best practice, guidelines on key issues such as informed consent, cultural considerations, responsible reporting of psychometric results, keeping psychometric records, of psychometrics by students during training, computer based assessment and internet communications of test results as well as security of tests can be found in the the Social Work and Psychology Council of Namibia's *Policy on the Classification of Psychometric Measuring Devices, Instruments, Methods and Techniques* www.hpcna.com

Details on best practice in using Psychological tests are also available from the ITC, (an organization with a variety of members and major national psychological associations. Its affiliate members include test publishers and developers, and its individual members include researchers, practitioners and test developers who developed guidelines that can be considered as benchmarks against which existing local standards can be compared for coverage and international consistency. The guidelines developed by ITC are therefore recommended as reference for Psychometrics Usage in the Employment Sector in Namibia and can be found at <http://www.intestcom.org>

6. SUMMARY AND CONCLUSIONS

- 6.1 A psychometric test is “a standardised sample of behaviour which can be described by a numerical scale or category system” (Cronbach 1984). Foxcroft and Roodt (2013) defined psychological assessment as a process-oriented activity aimed at gathering a wide array of information by using psychological assessment measures (tests) and information from many other sources (e.g. interviews, a person’s history, collateral sources). Psychometric tests aim to maximise objectivity by standardising test conditions, instructions, time, content, scoring and interpretation.
- 6.2 Psychometric tests vary in the rigour with which they have been developed. A psychometric test should be valid (the degree to which evidence and theory support the interpretations and relevance of test score in the proposed use of the test), reliable (that is, the consistency of measurements obtained on a test when the testing procedure is repeated on a population of individuals or groups) and sensitive (able to differentiate with regard to the attributes of interest).
- 6.3 Psychologists and other health professionals must only use test instruments that they are competent to administer and interpret, unless working under the close supervision of professionals with appropriate training and experience. The qualifications specified by the test’s producers or in the test manual must be complied with. The training required to enable competent administration of a test will vary depending on the complexity of the test.
- 6.4 Decisions about testing should be based on a thorough analysis of the client’s requirements and the purpose that the assessment is addressing. For example, in an employment selection process the test should have validity for measures that correlate well with the occupational competencies of interest and be pitched at an appropriate level of difficulty to differentiate between individuals on the target attributes of interest.
- 6.5 Guidelines on Psychometric test use are not just for institutions or test users or publishers, they are for most people from test takers to relevant/significant others. Psychometrics Test use in Namibia is regulated for the professions of Psychology, Occupational Therapy, Speech therapy and related professions; however, their use is not regulated in the fields of Teaching, Human Resources and other management sciences. This poses a risk or harm to

the public since lifelong decisions are made based on psychometrics. The use of Psychometrics requires thorough training to understand the theoretical underpinnings and the interpretation of the instruments, thus the need to inform and guide test users, such as those not regulated by the Social Work and Psychology Act and the Allied Health Professions Act.

Test Users need to be aware of the legislations regulating professionals who use Psychometrics. They further need to be aware of the minimum standards of a good psychological test. Test users are also encouraged to consult the guidelines developed by the ITC as another tool to guide Psychometrics Usage in the Employment Sector in Namibia.

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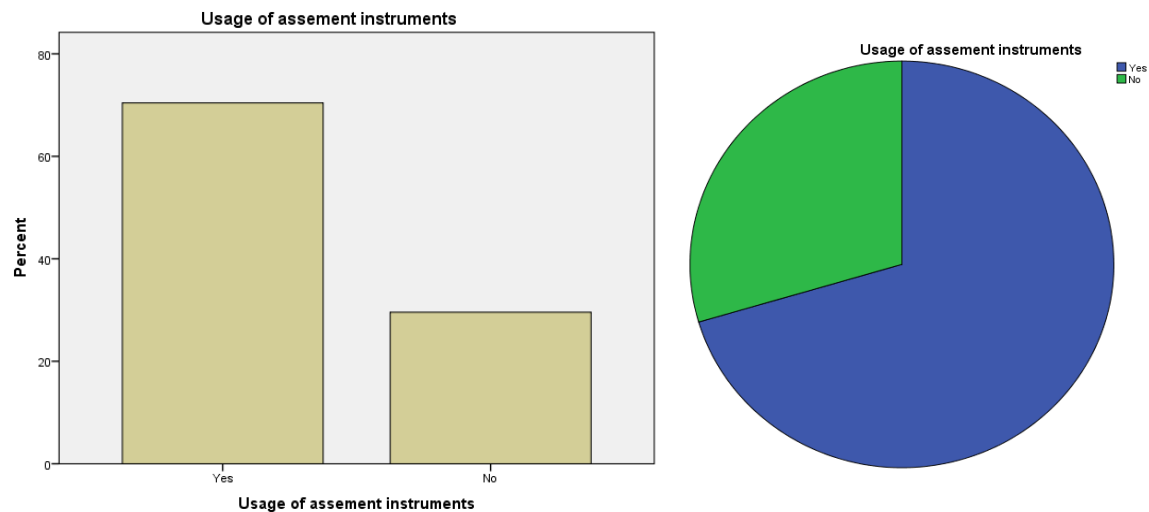
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APPENDICE

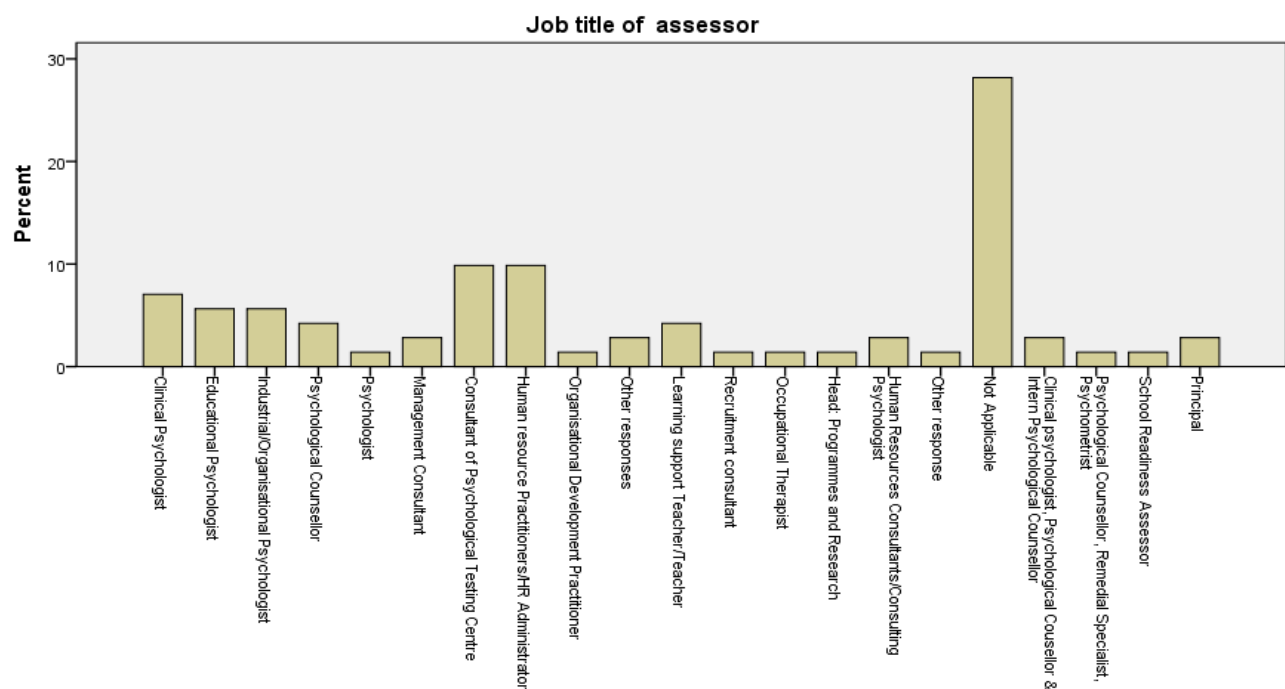
These are the pictorial results of a Desk Survey conducted in 2015/2016 on Assessment Instruments (Psychological/Psychometric tests and Questionnaires) used in the Namibian Industry.

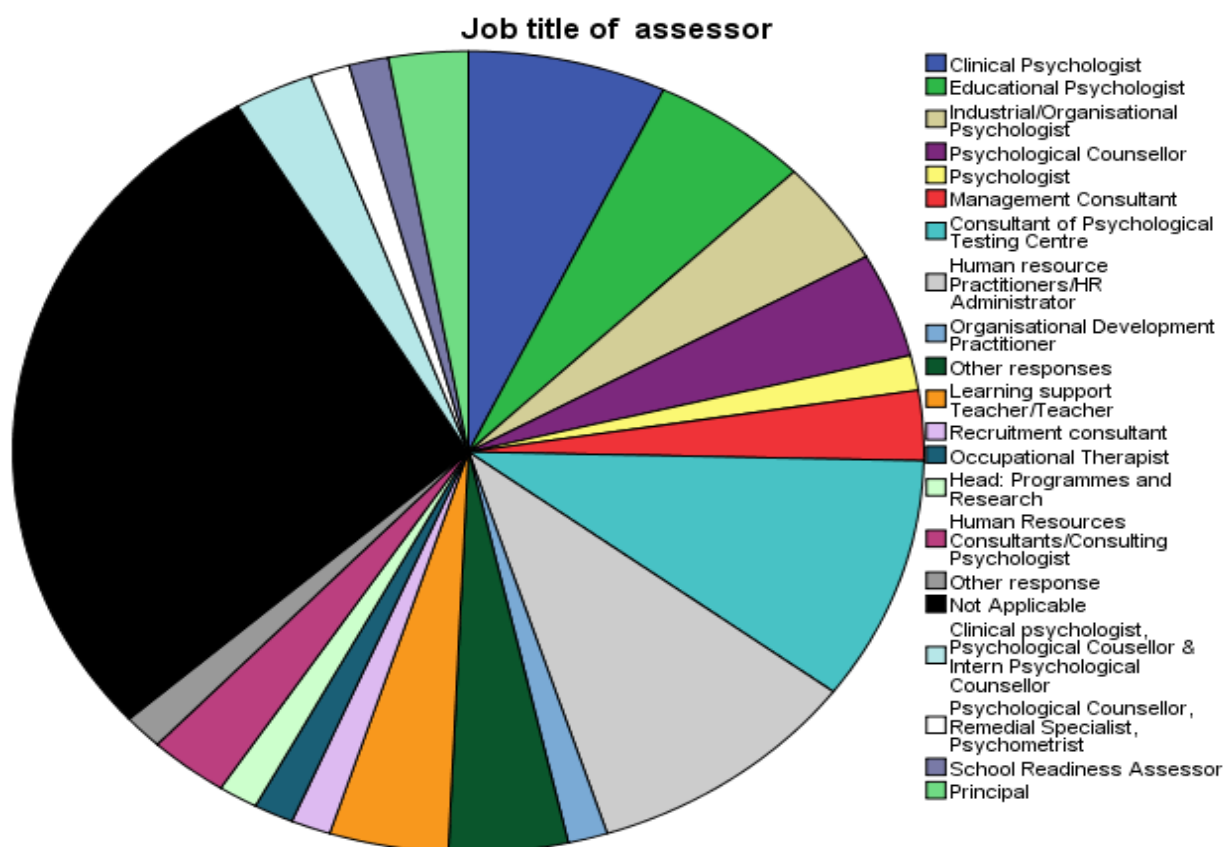
Below are the results in graphs and pie charts to the survey questions.

1. Does your institution use assessment instruments?

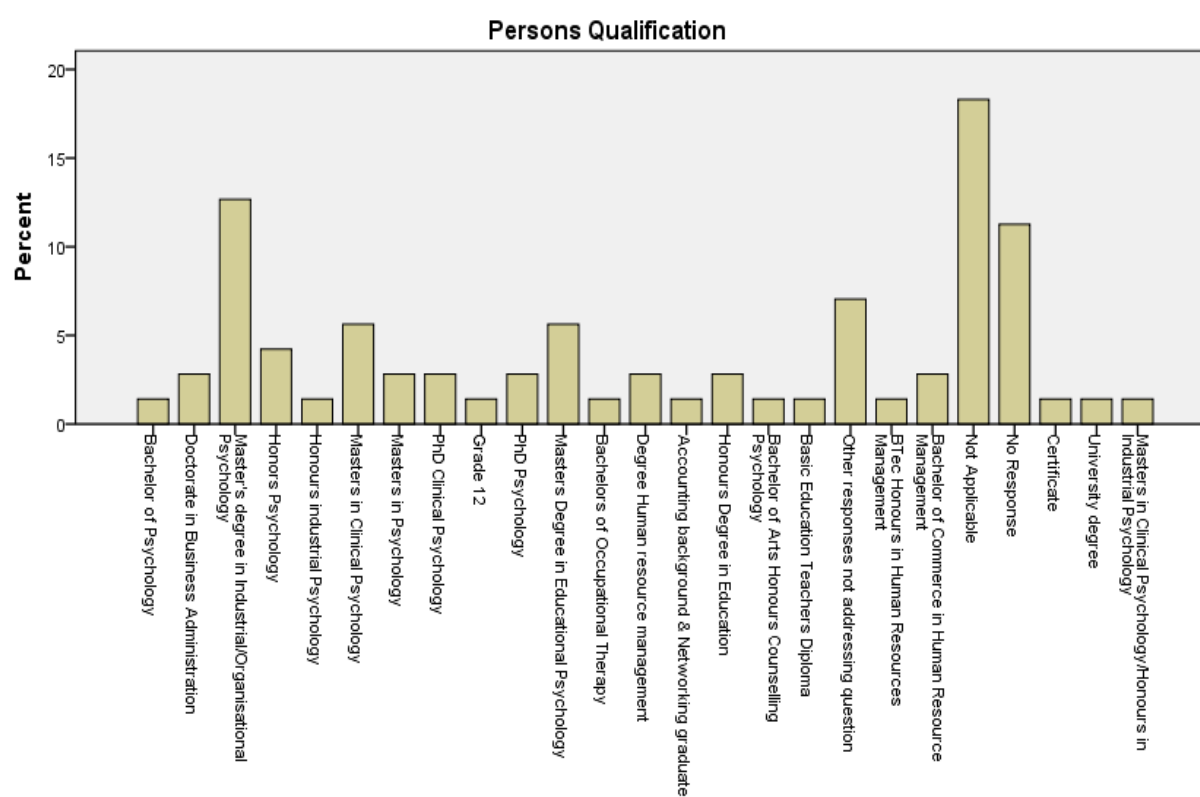


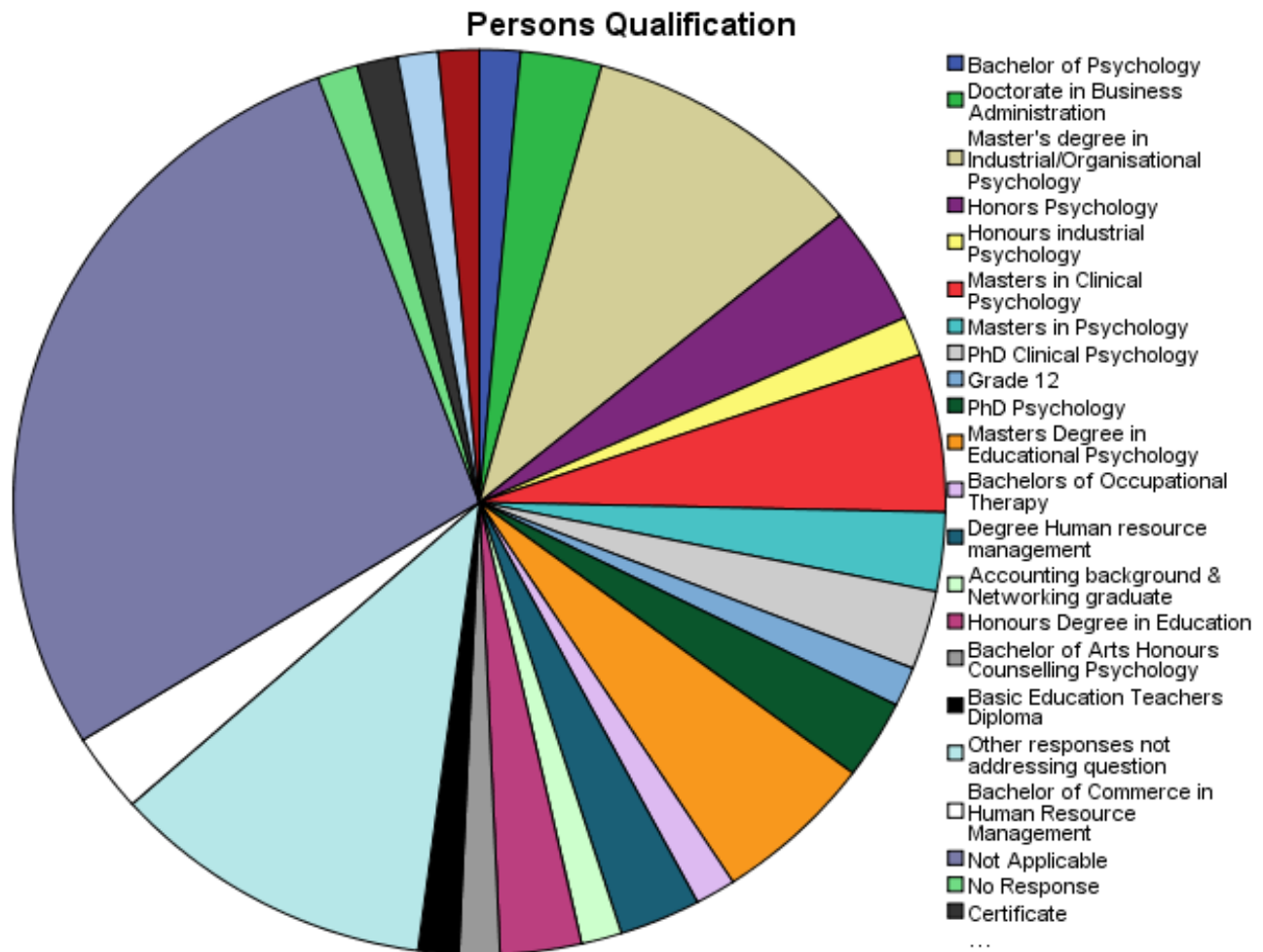
2. If yes, what is the job title of the person(s) who administers the assessment instruments?



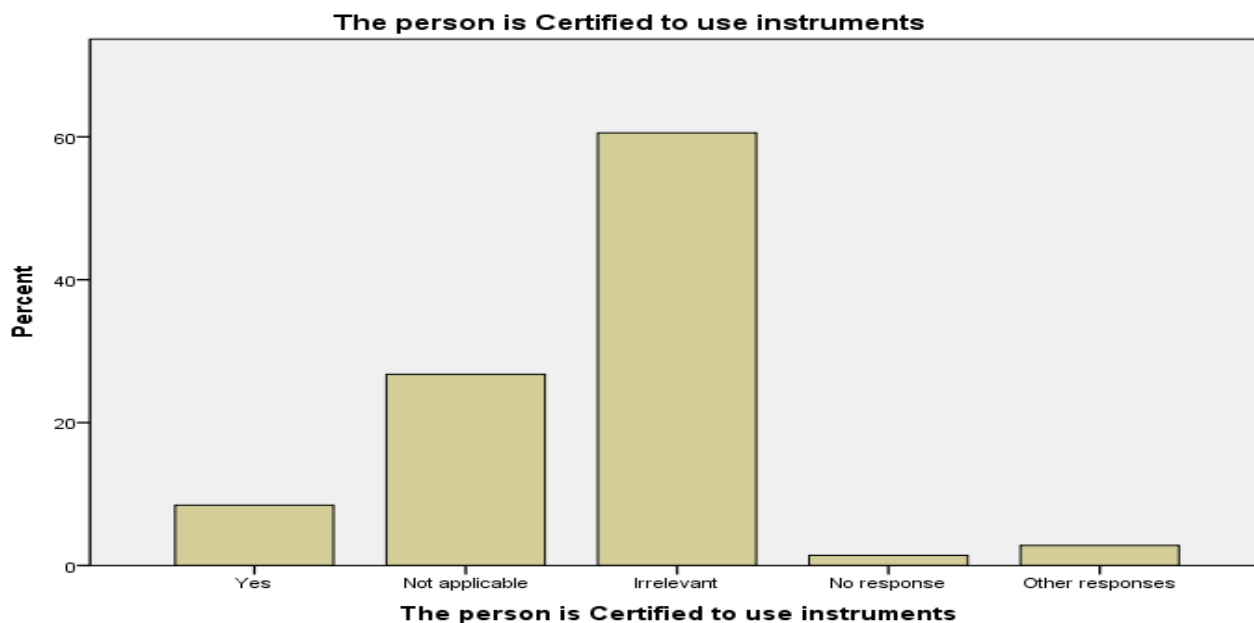


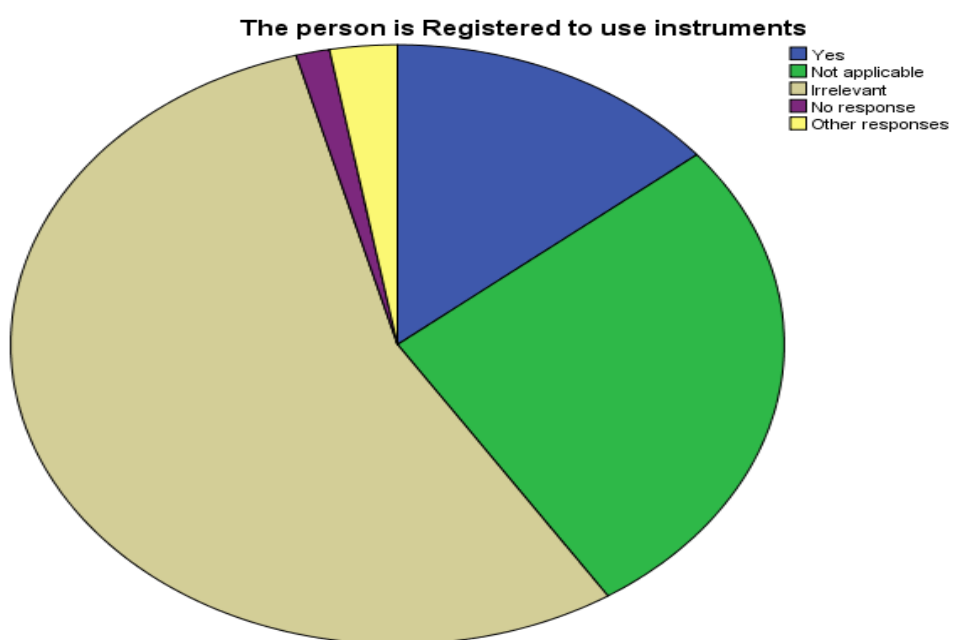
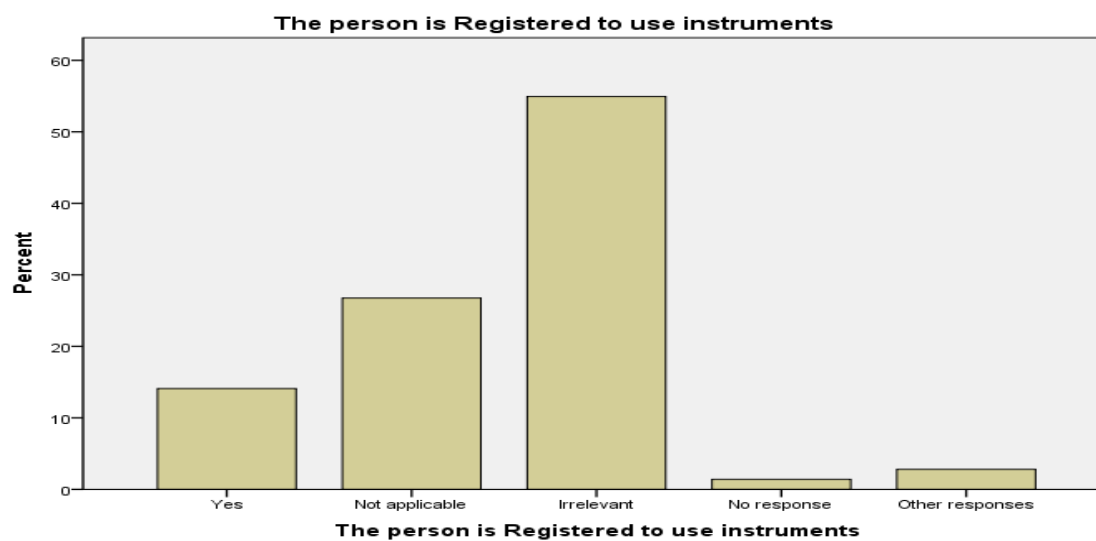
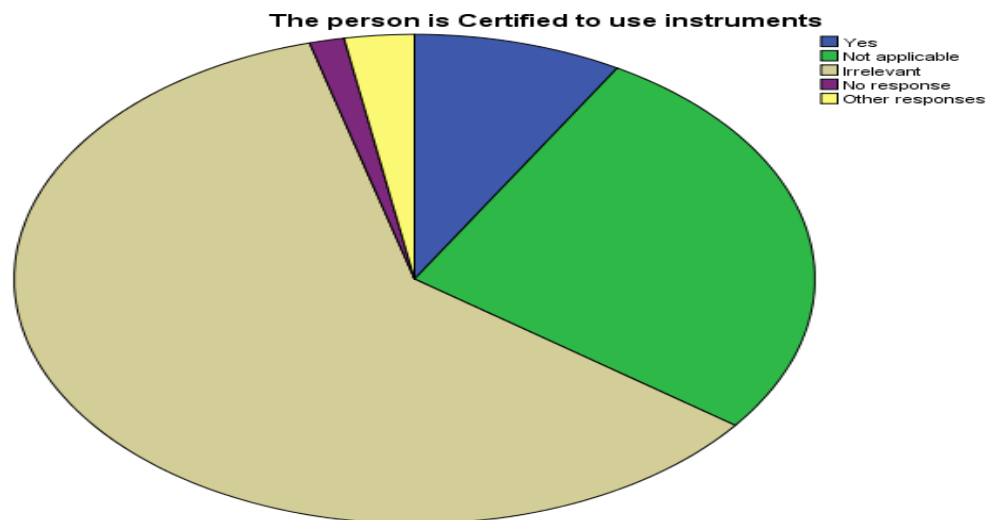
3. What is the person(s) Qualification?

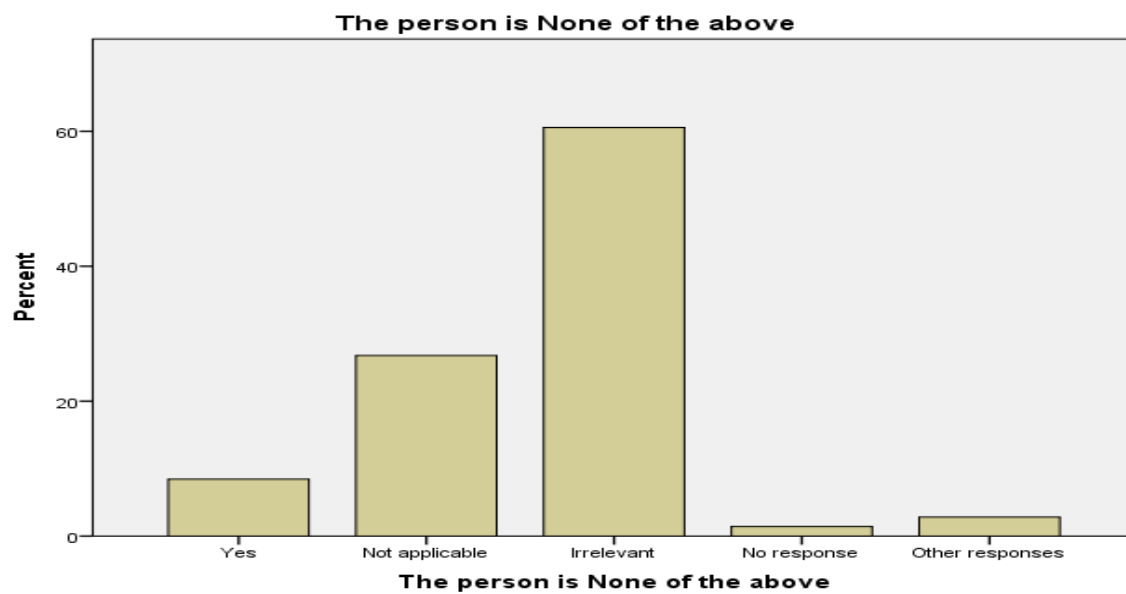
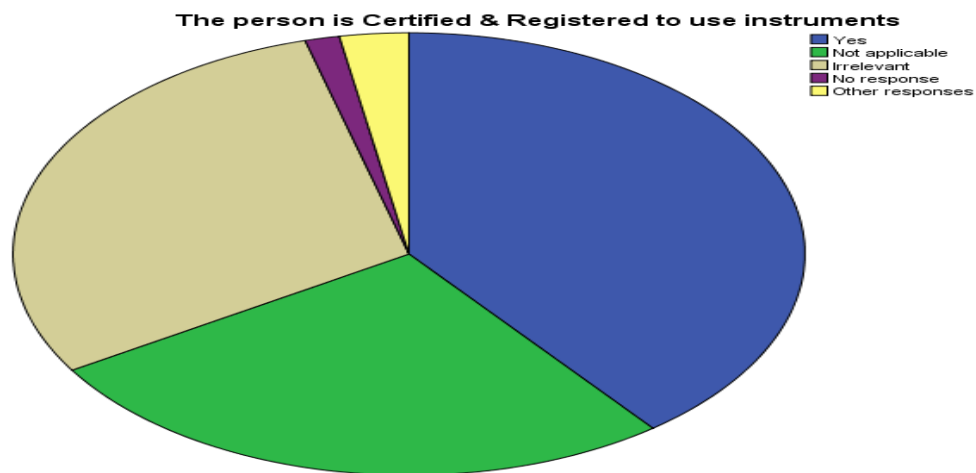


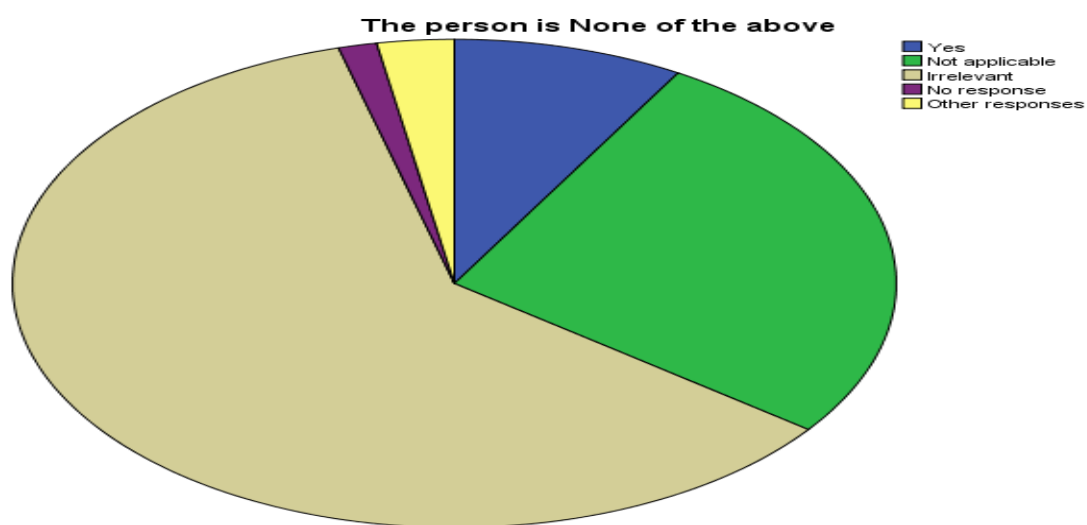


4. Is the person(s) certified or registered to use the assessment instruments? (please choose the appropriate box)

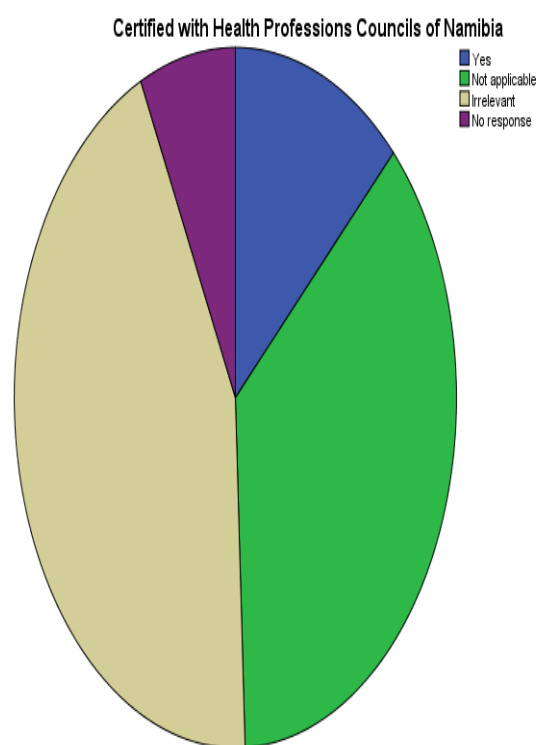
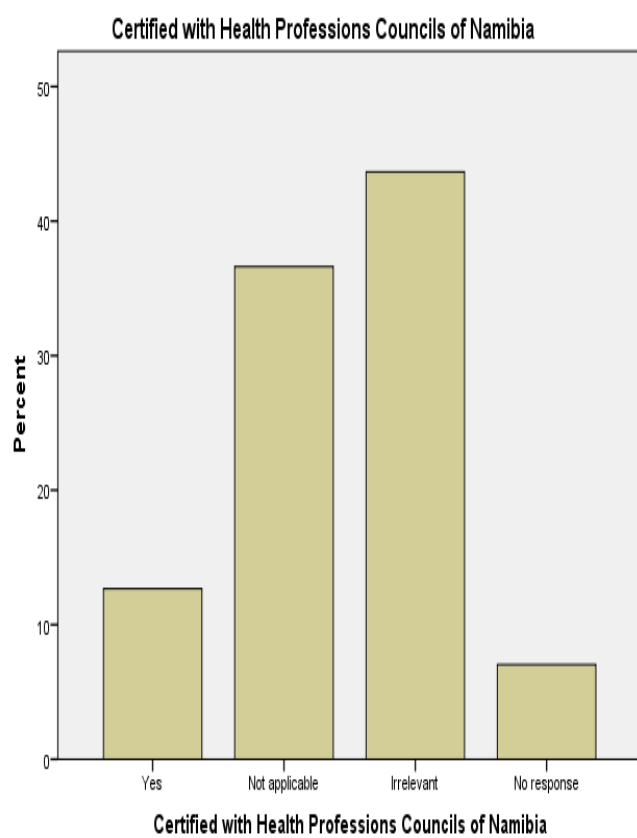


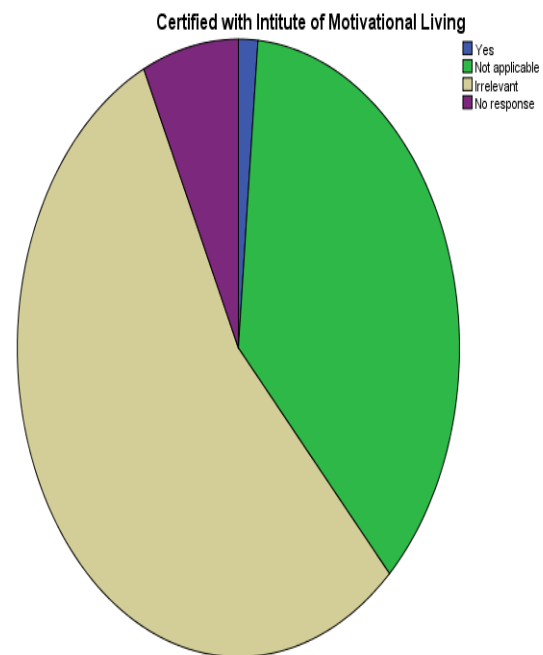
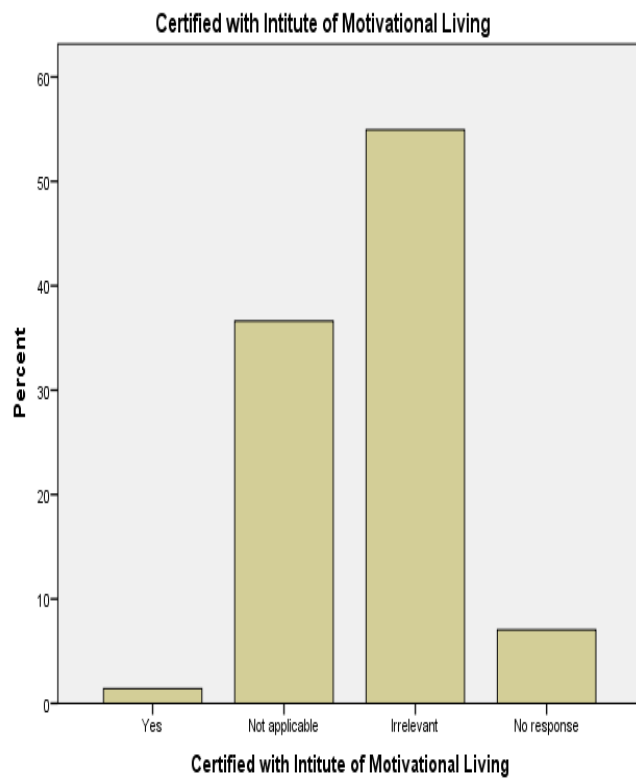
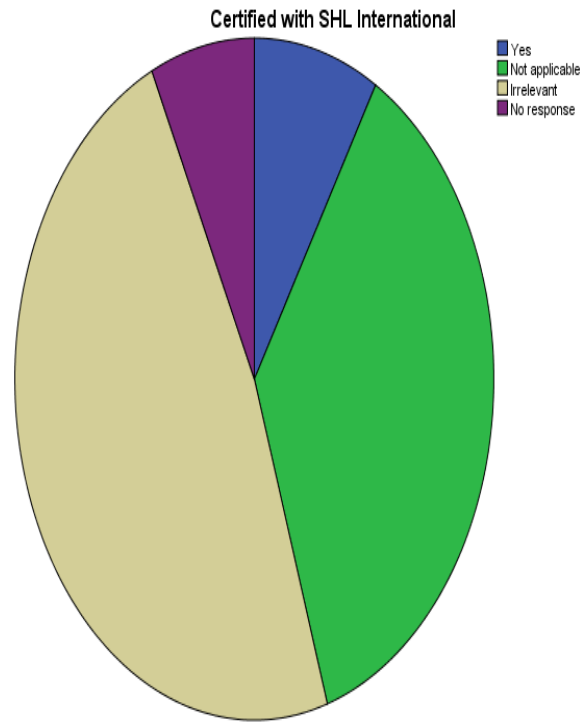
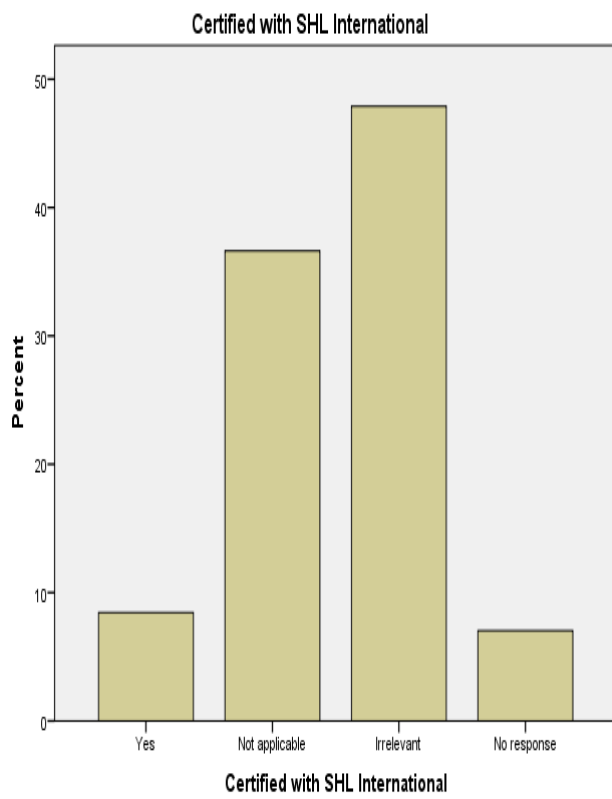


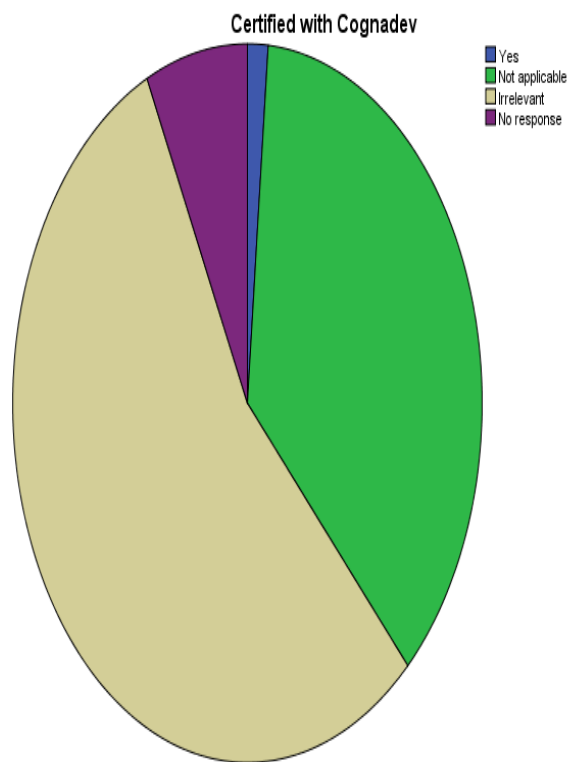
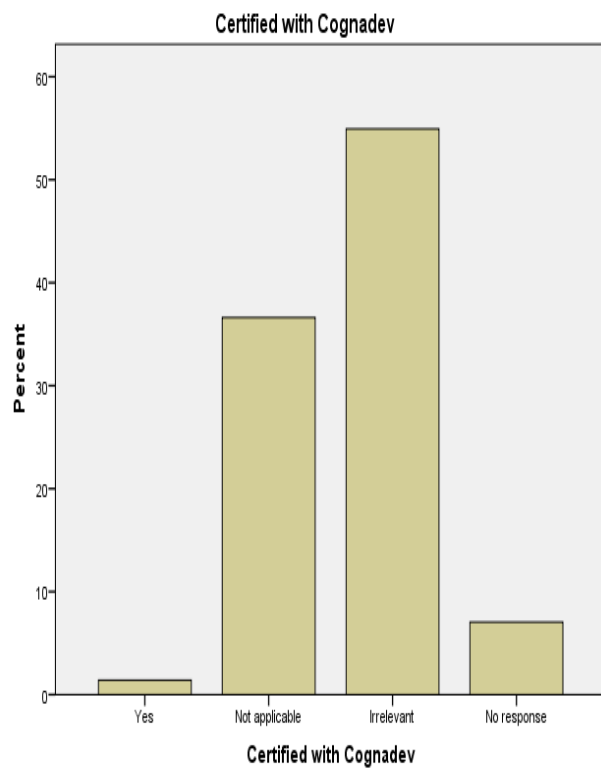
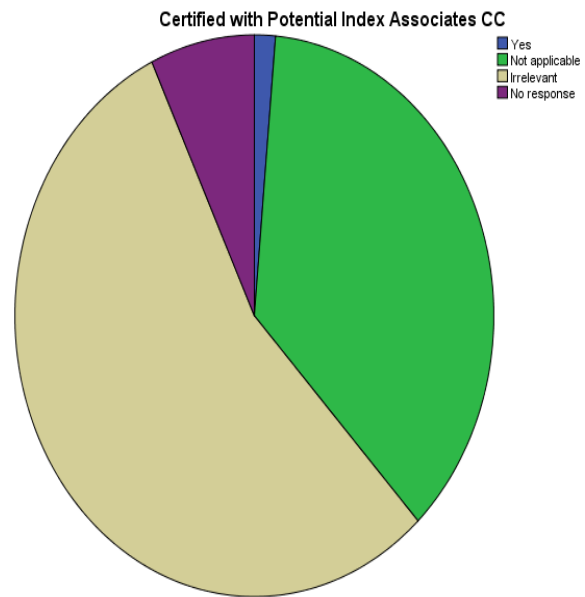
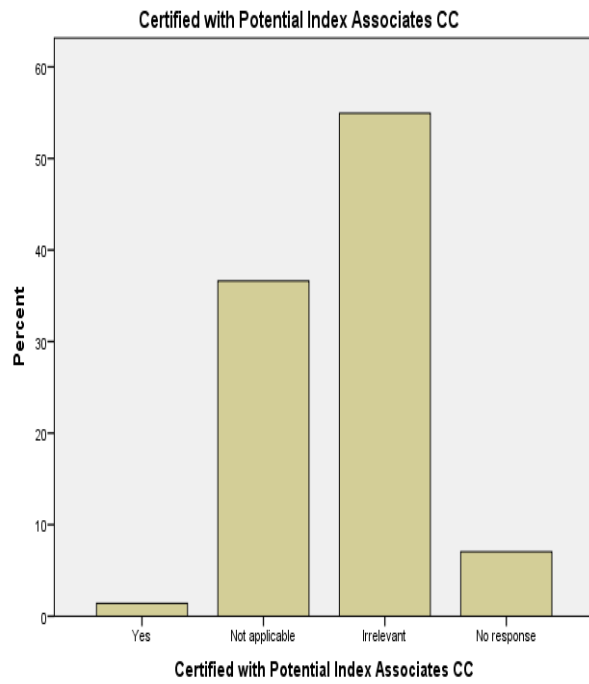


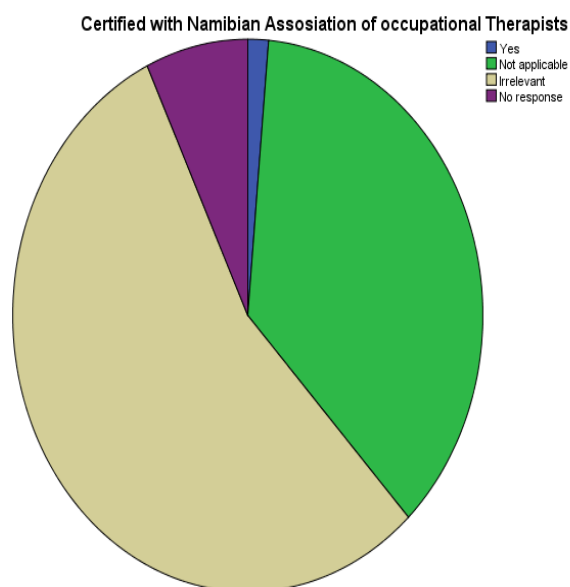
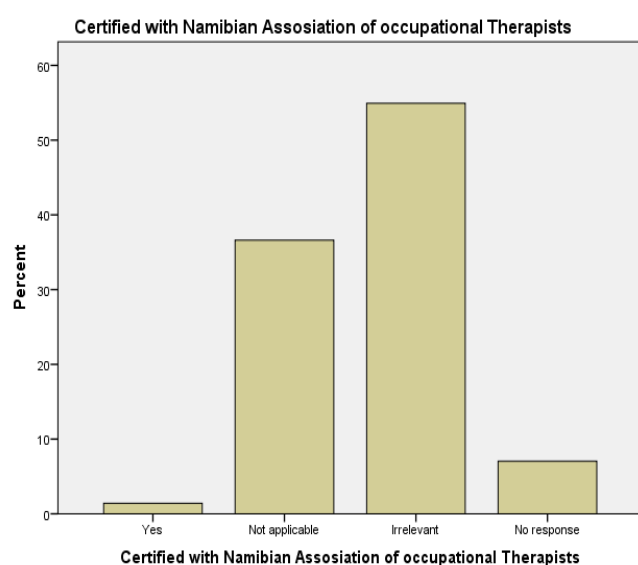
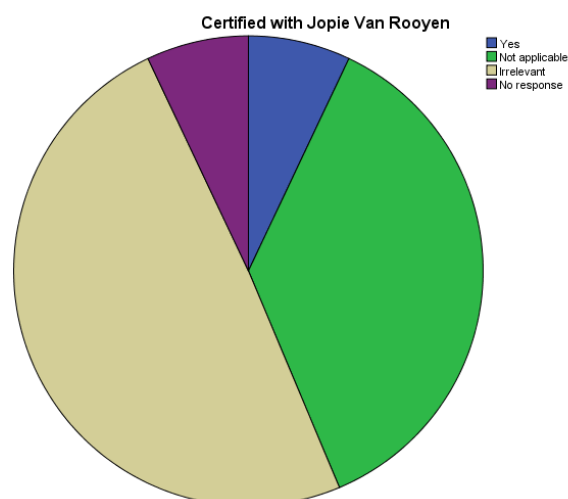
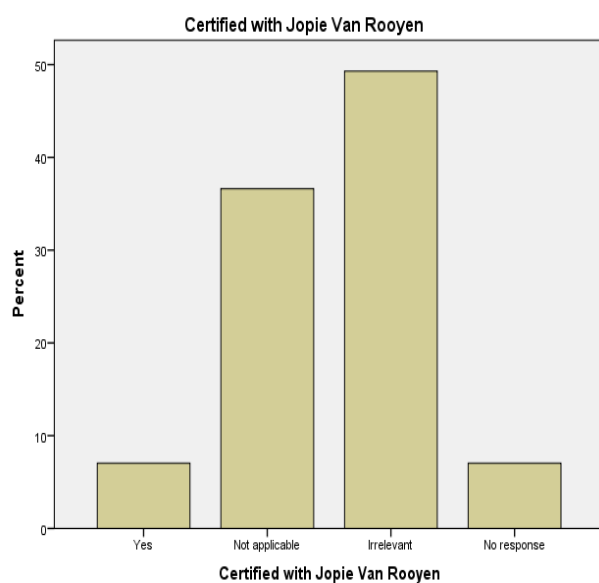
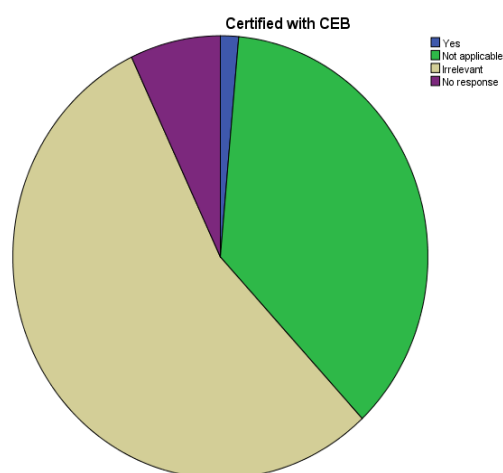
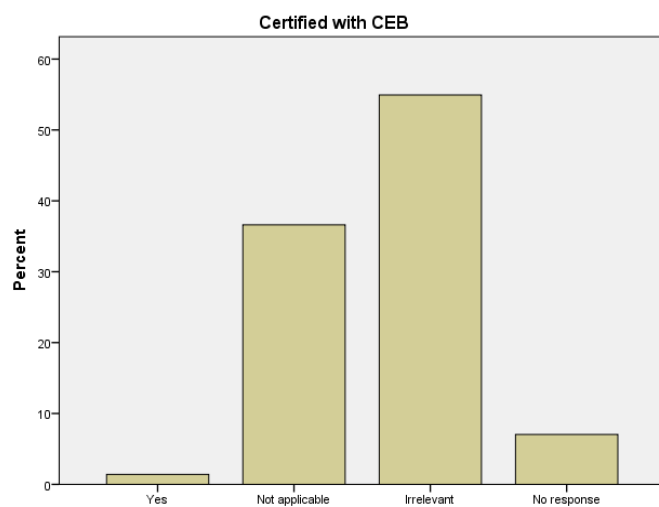


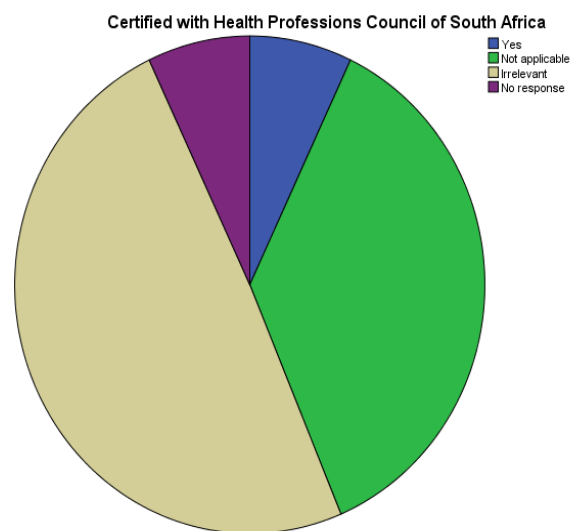
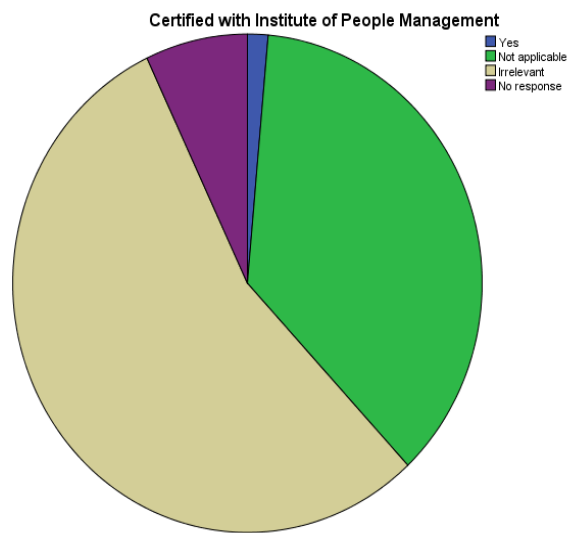
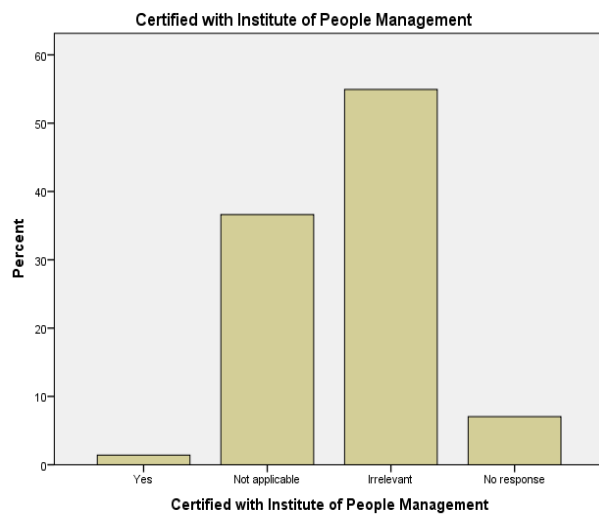
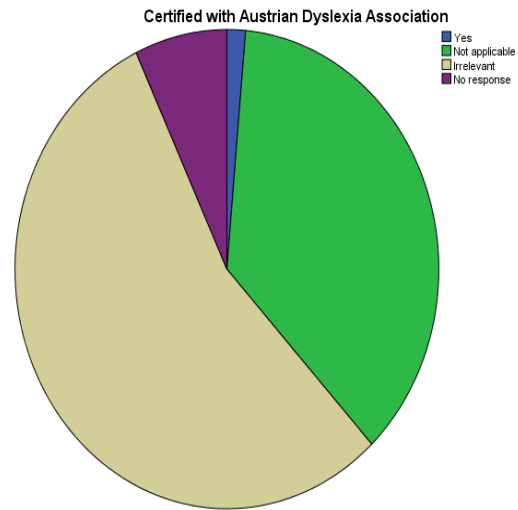
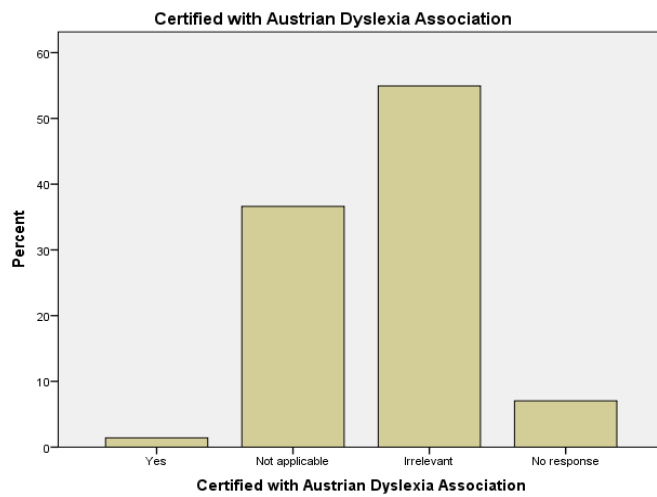
5. If certified, specify with which professional body

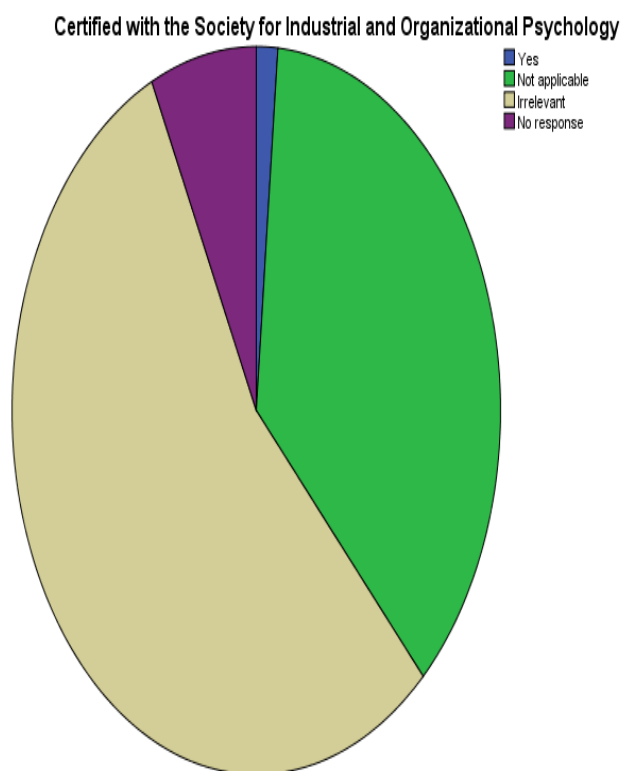
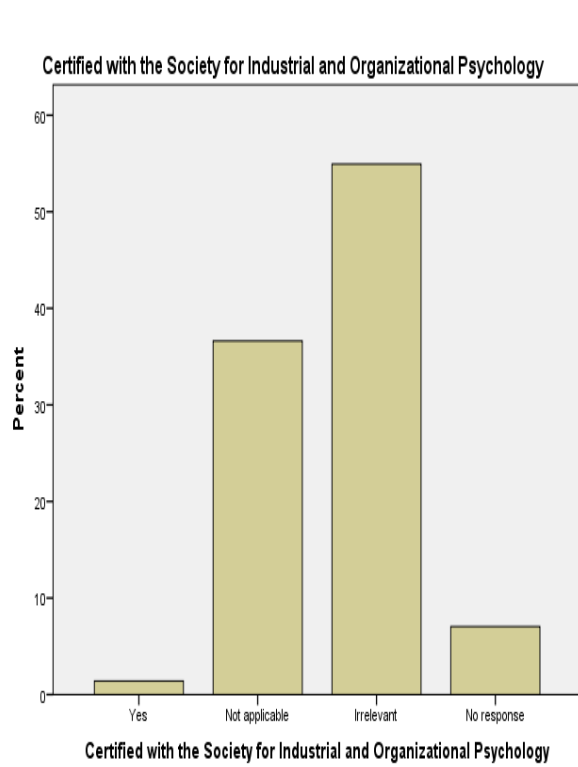
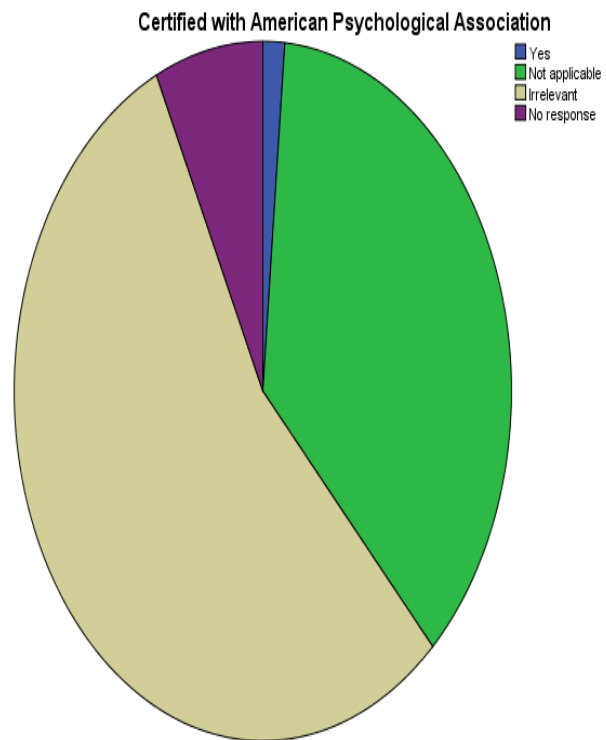
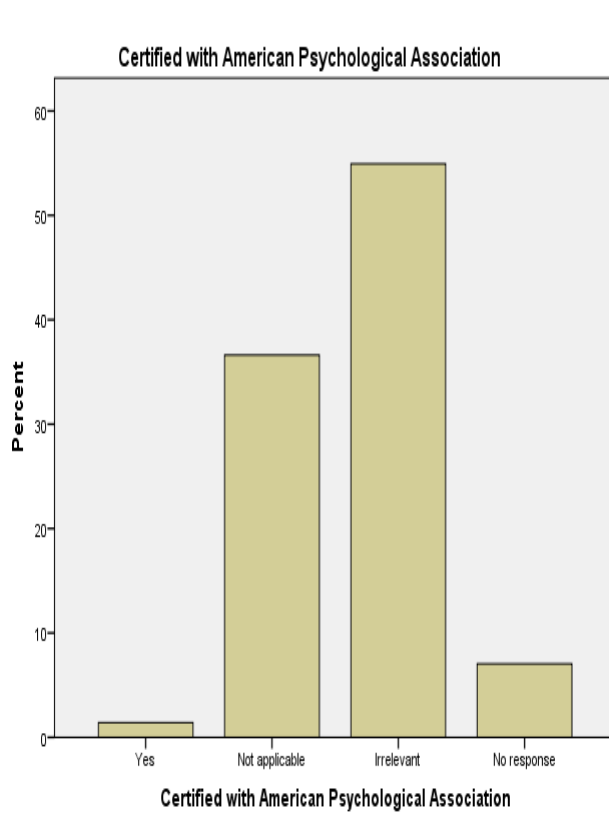




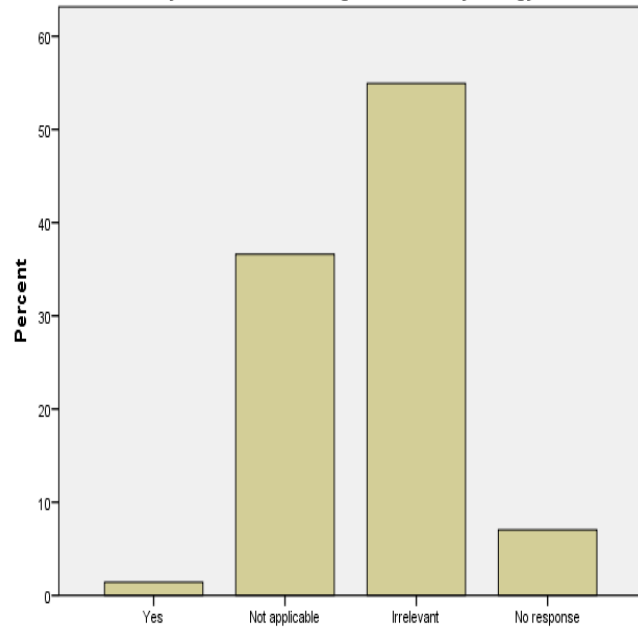






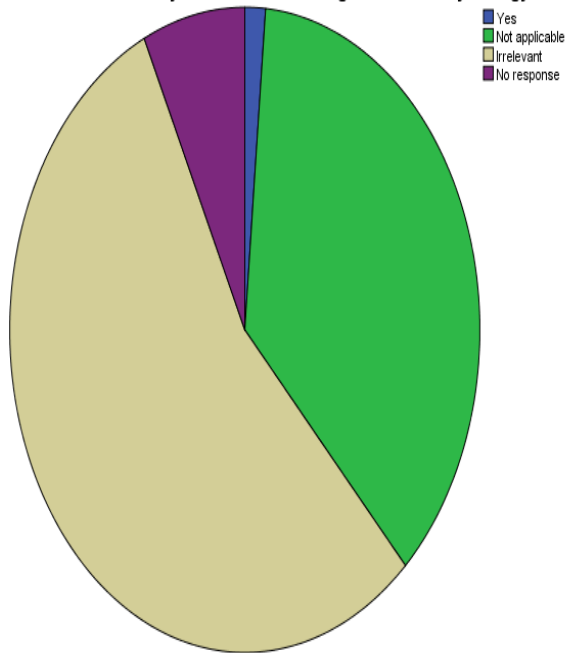


Certified with Society for Industrial and Organizational Psychology South Africa

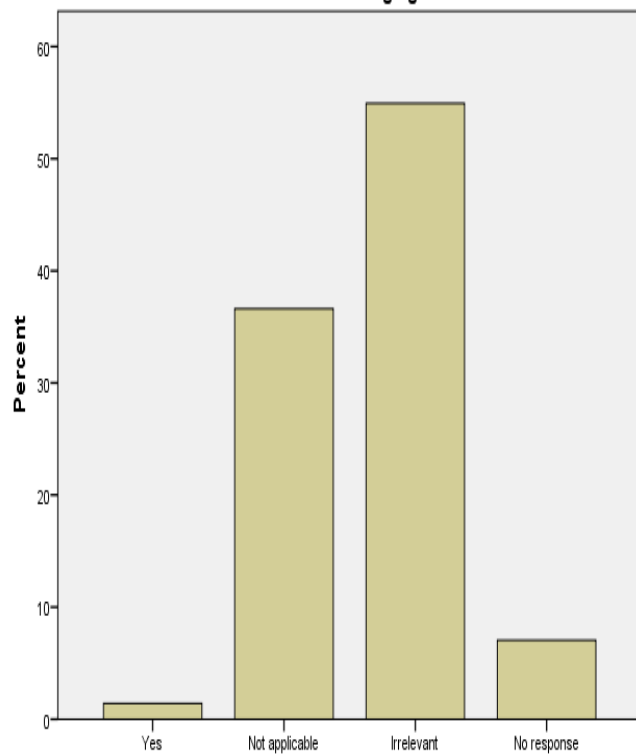


Certified with Society for Industrial and Organizational Psychology South Africa

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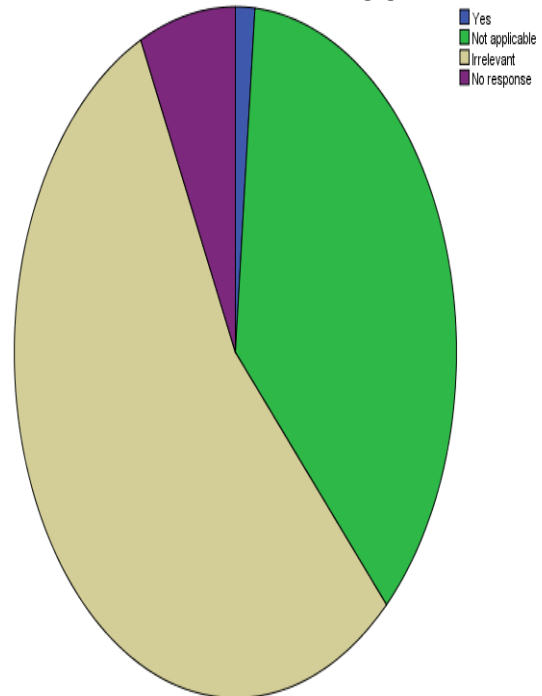


Certified with Mindset & Managing Initiatives

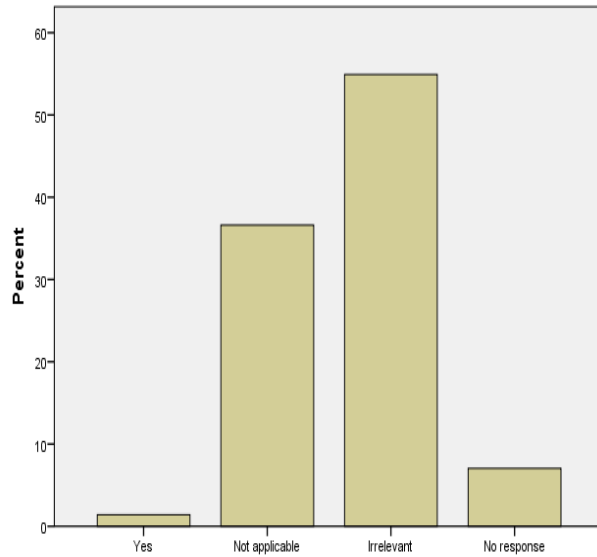


Certified with Mindset & Managing Initiatives

Certified with Mindset & Managing Initiatives

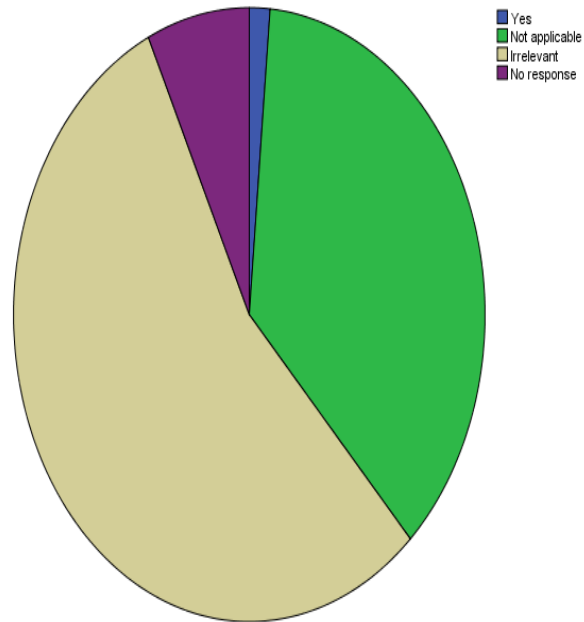


Certified with ? IRIS-BIOSS;IRIS solutions – Accounts & HR;IRIS-University of Nashville

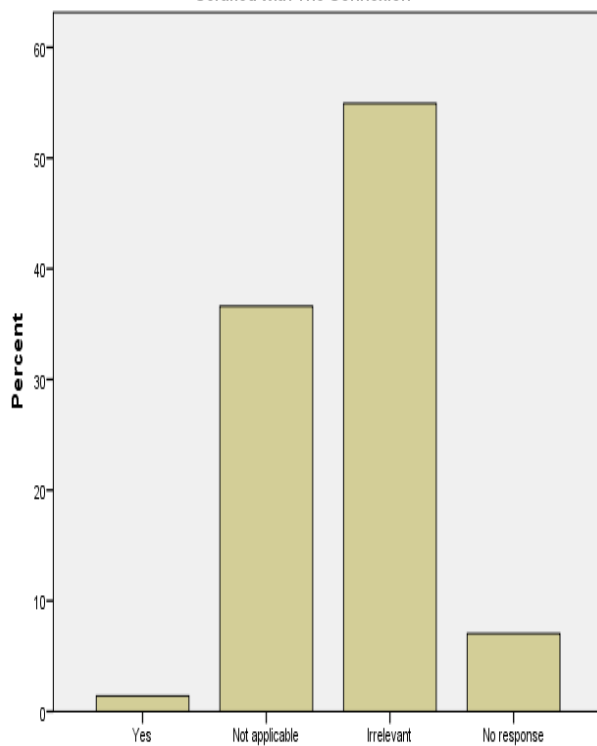


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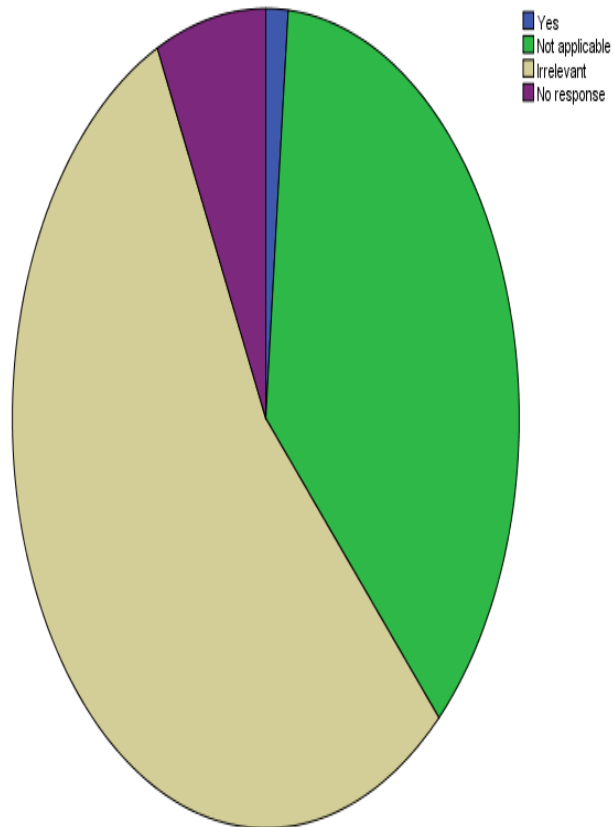


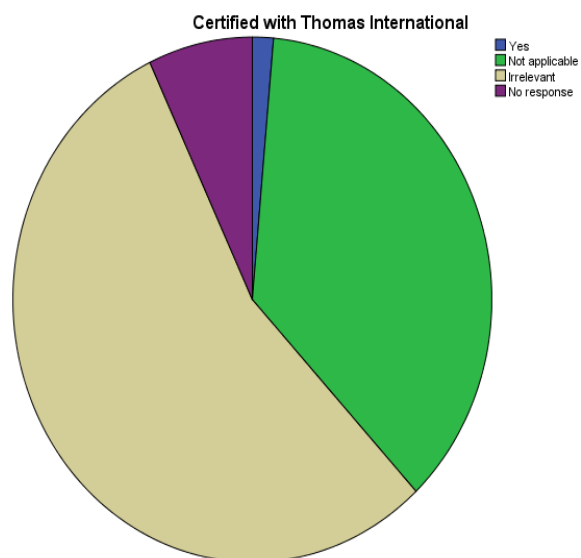
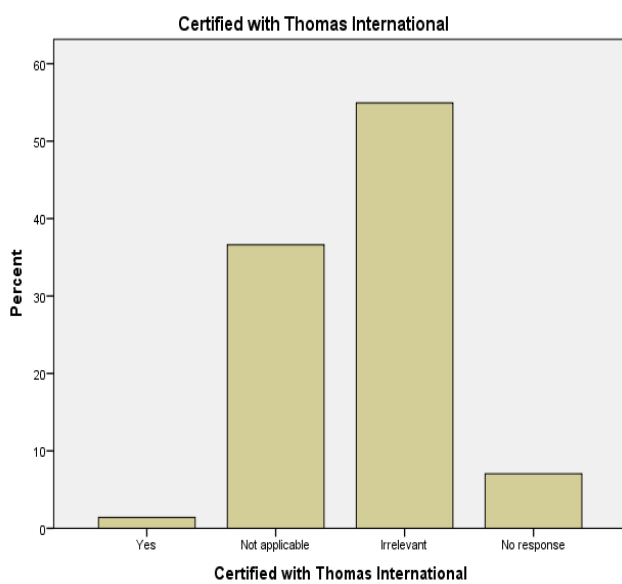
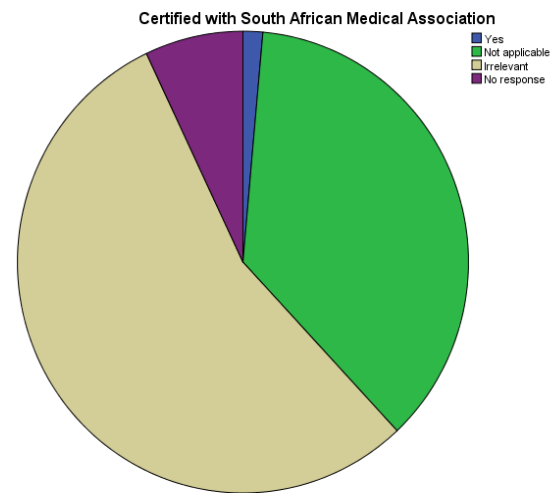
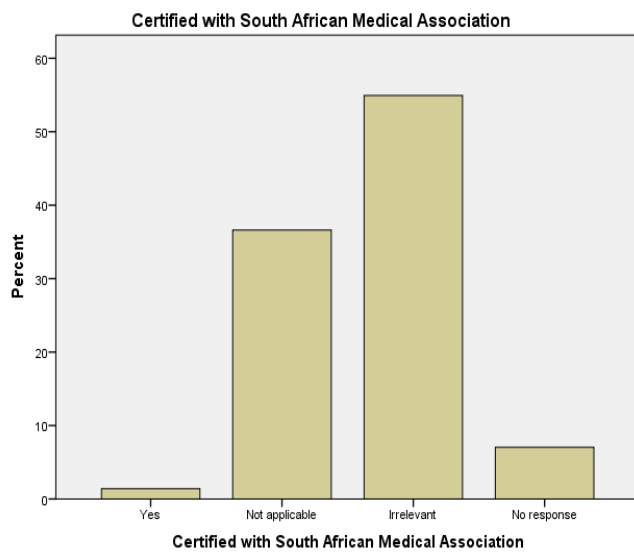
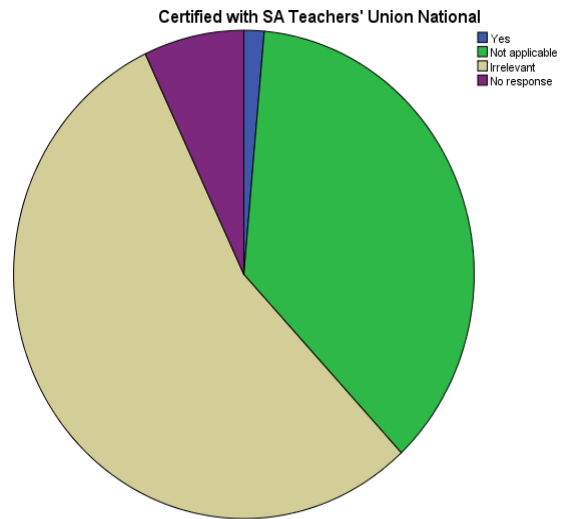
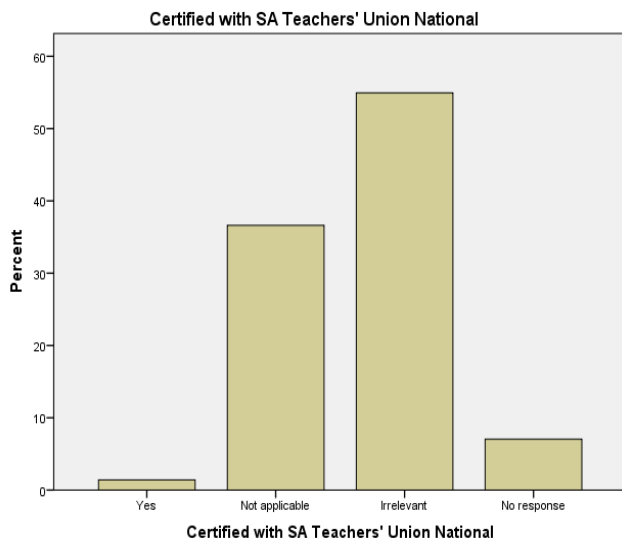
Certified with The Connexion

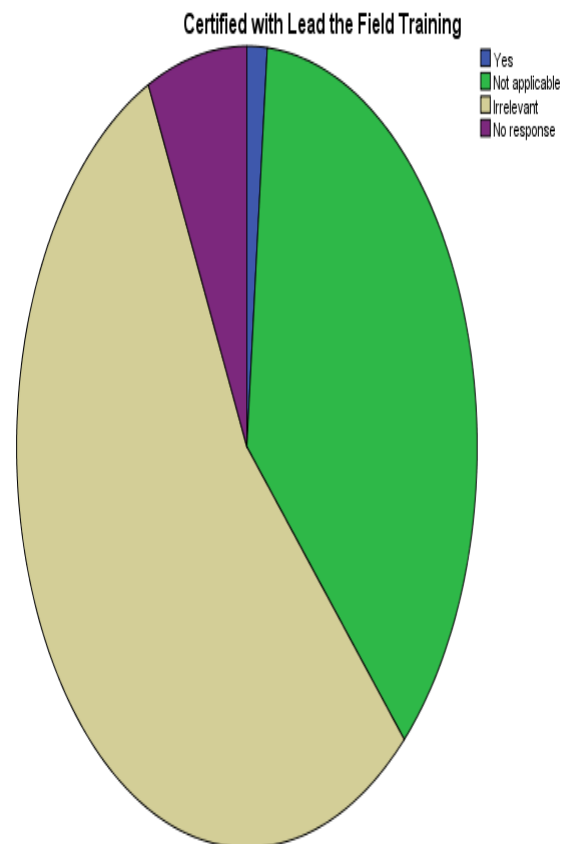
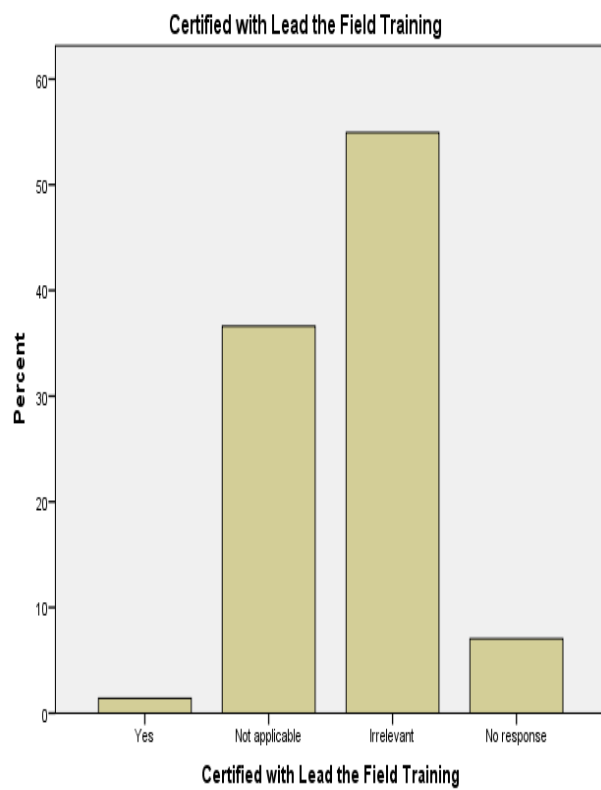
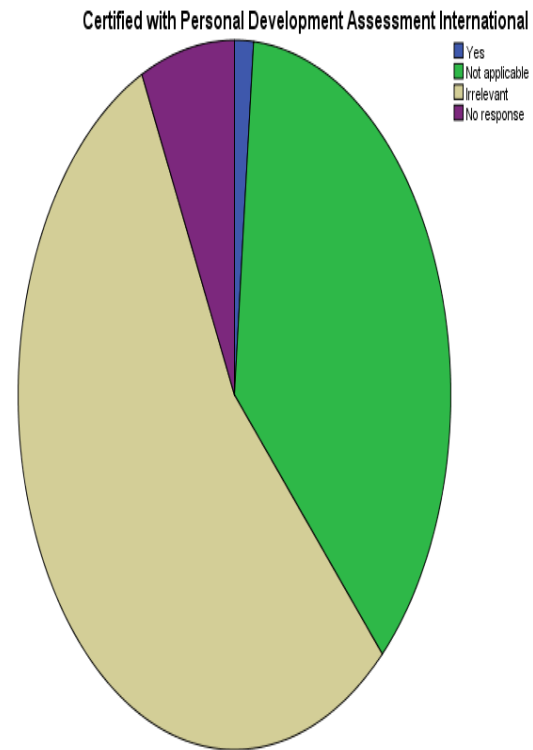
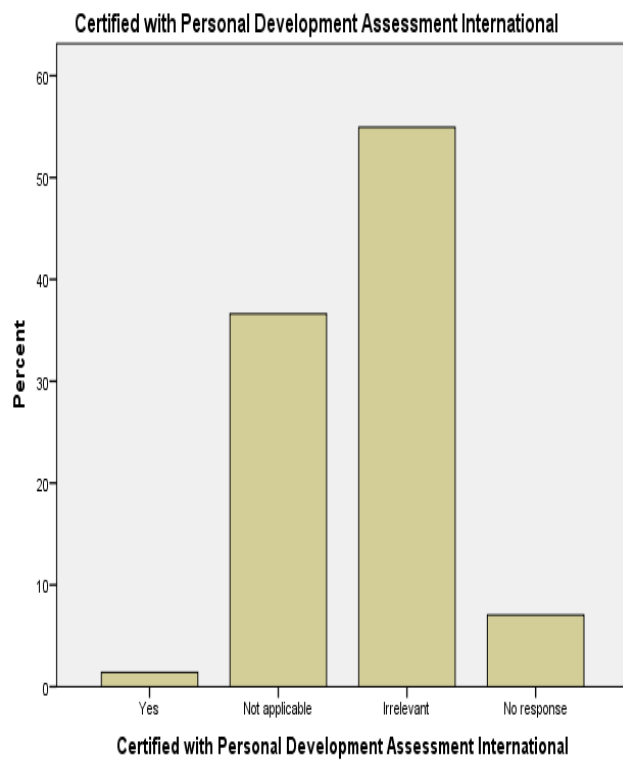


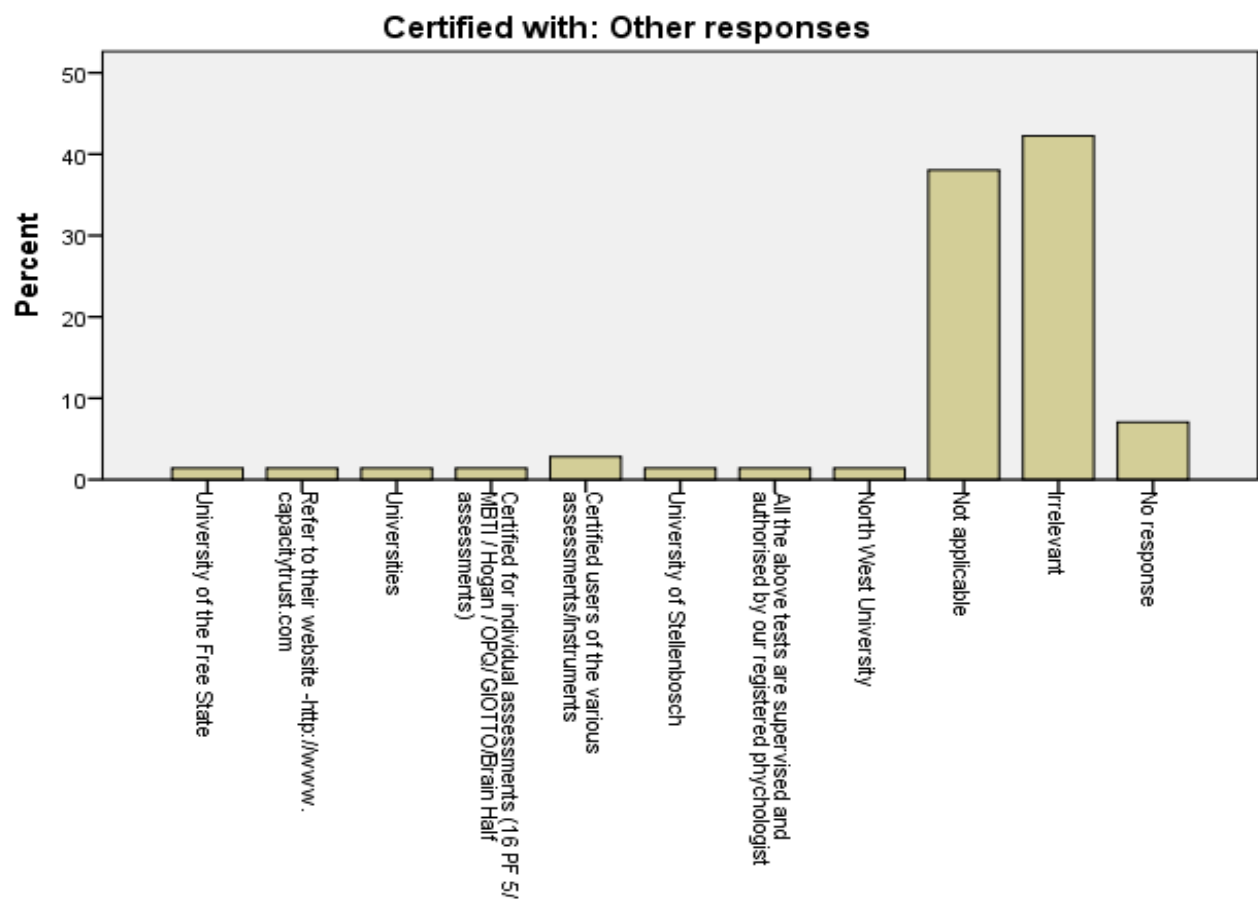
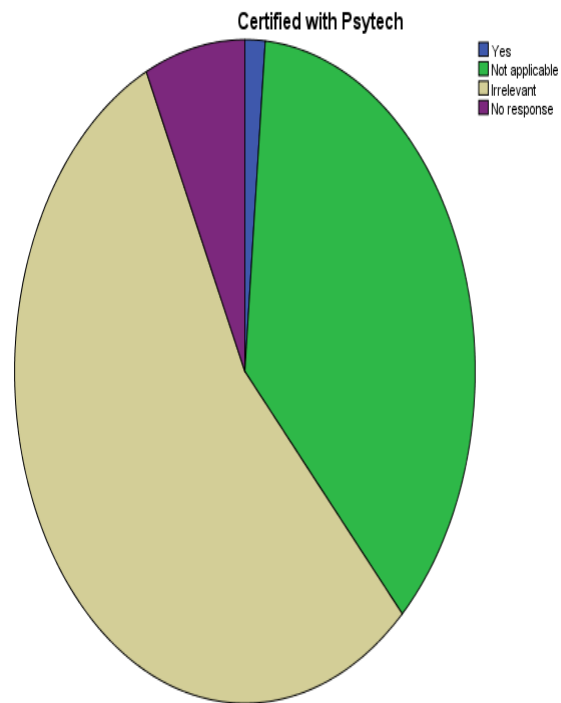
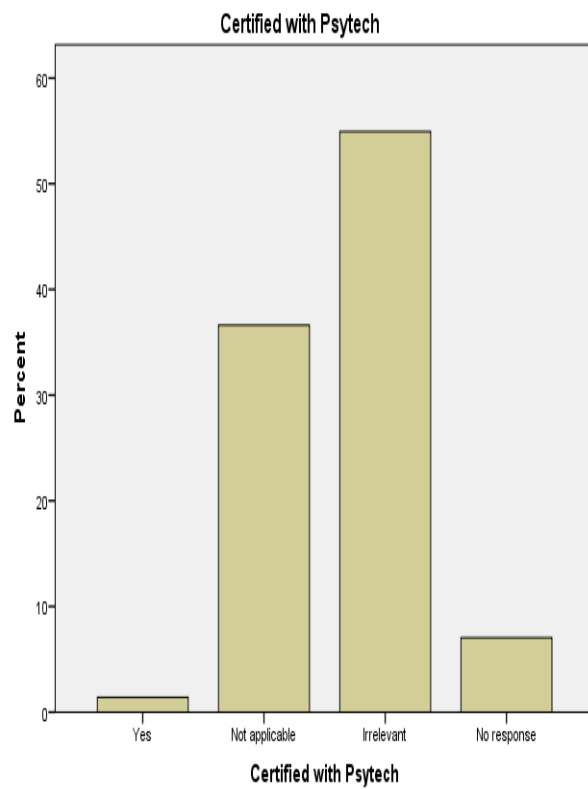
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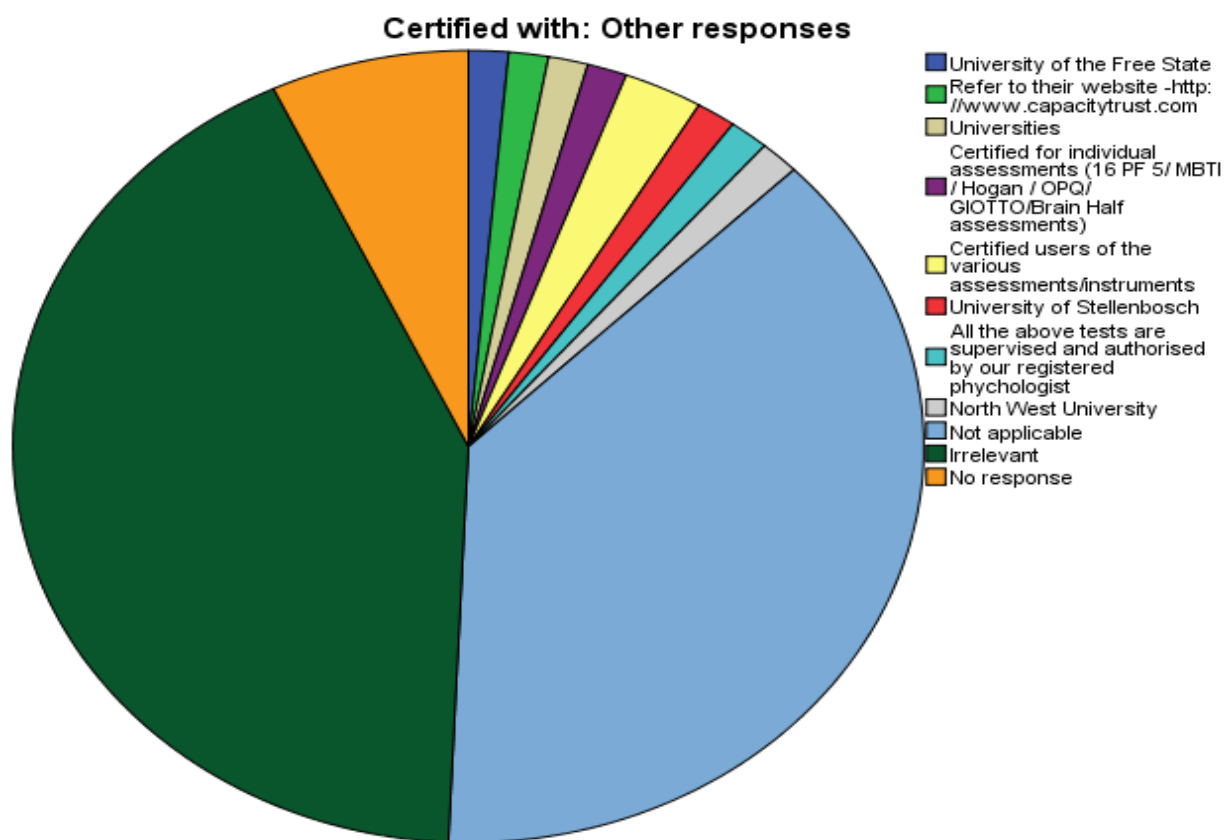
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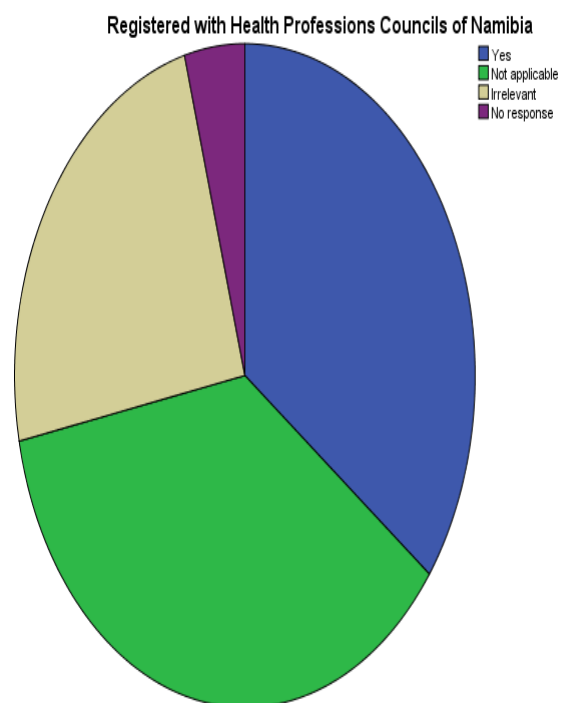
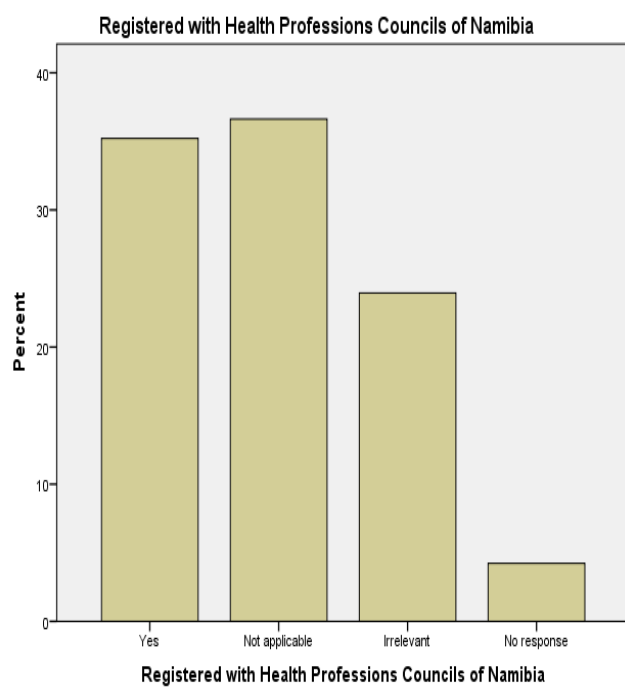


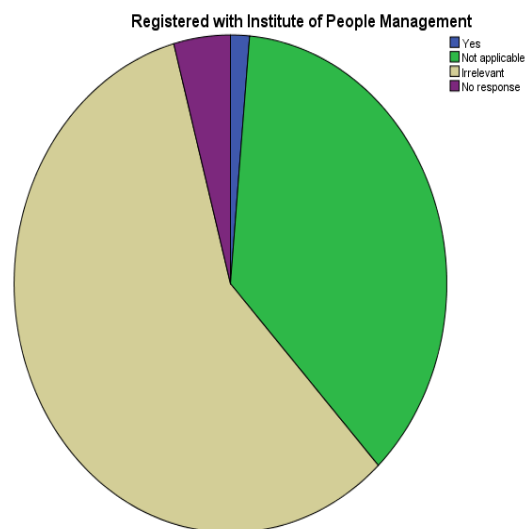
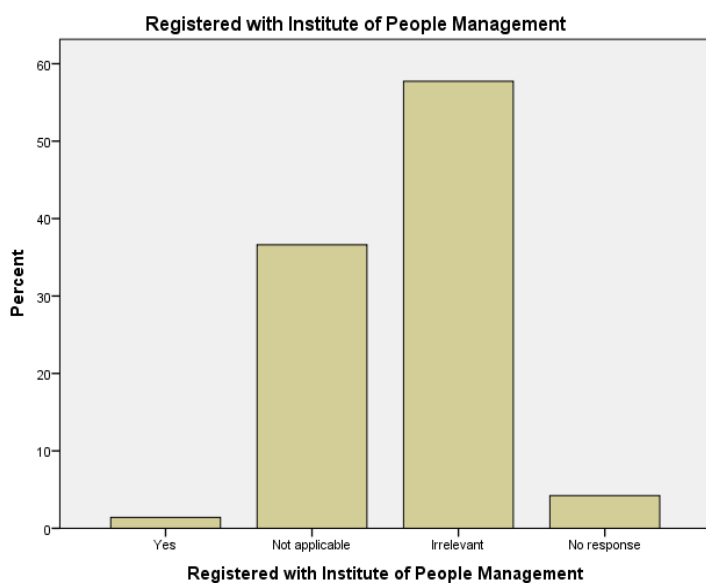
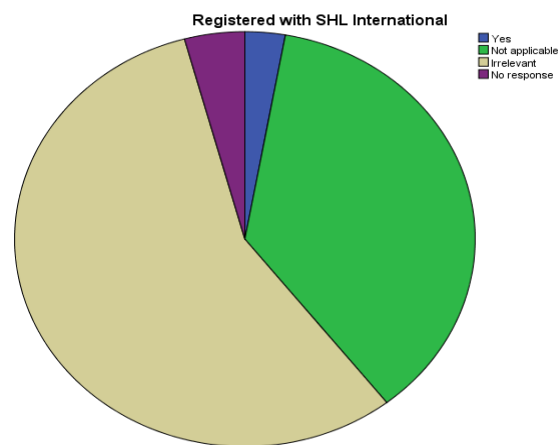
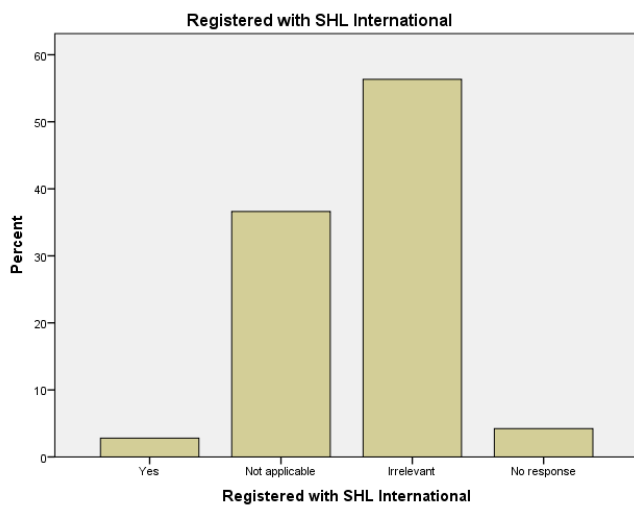
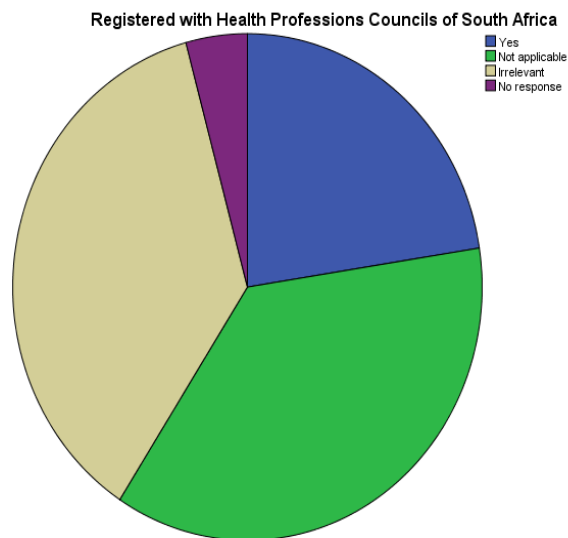
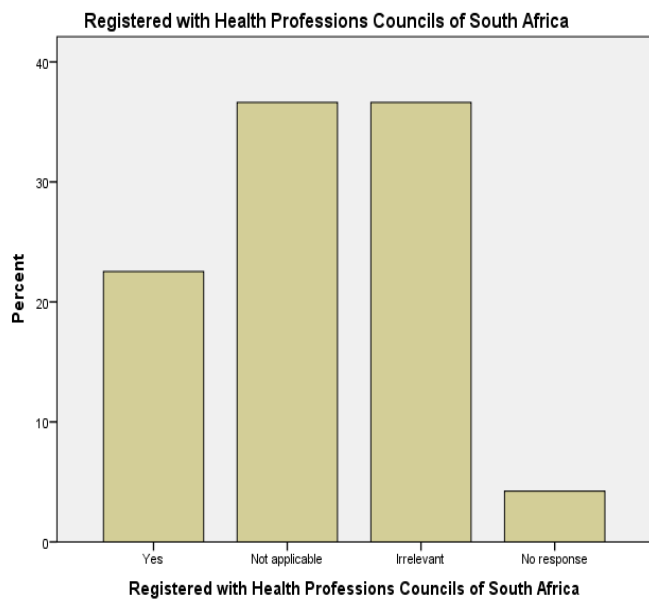


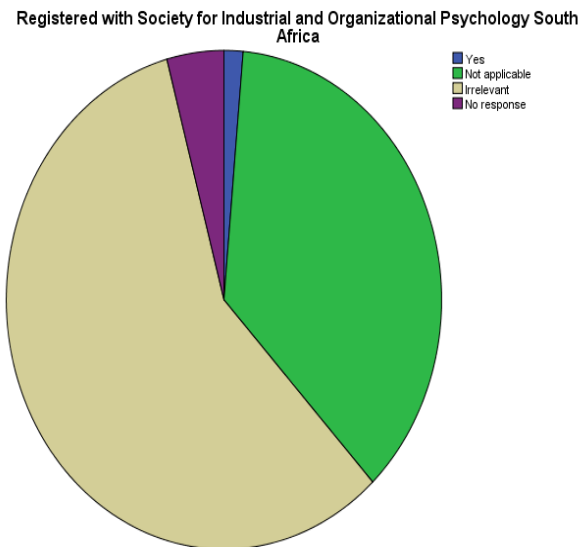
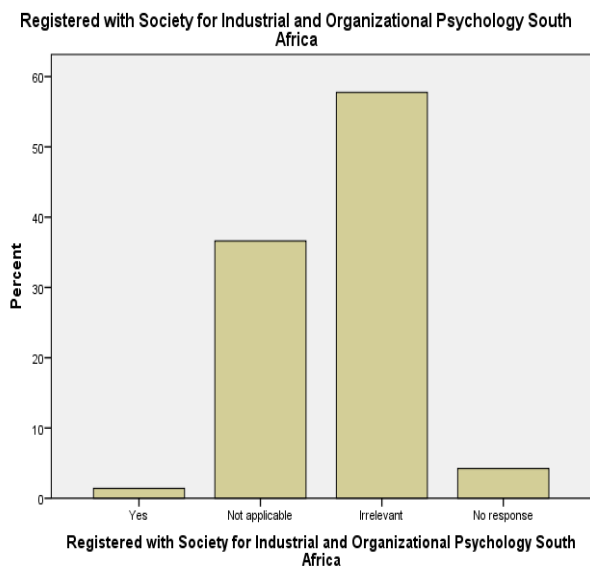
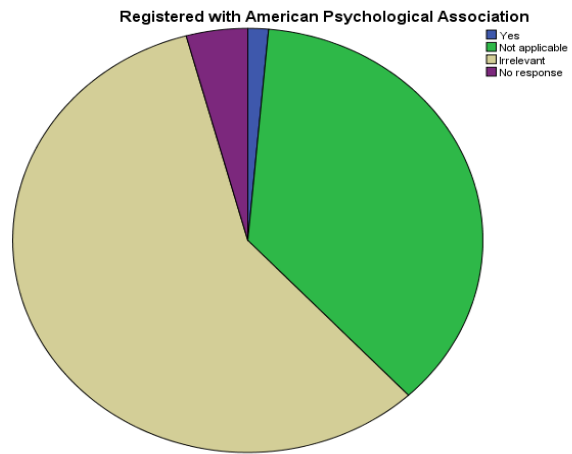
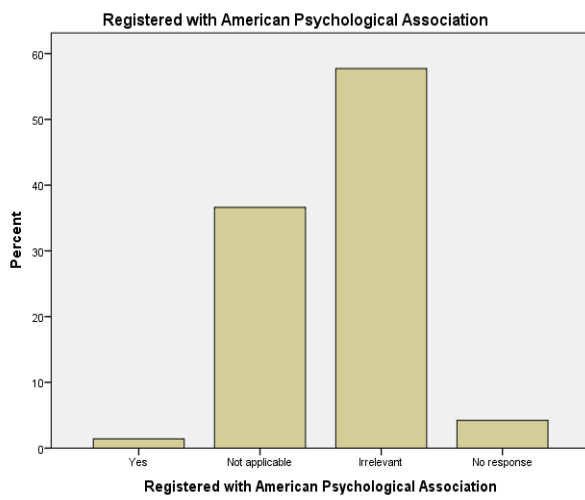
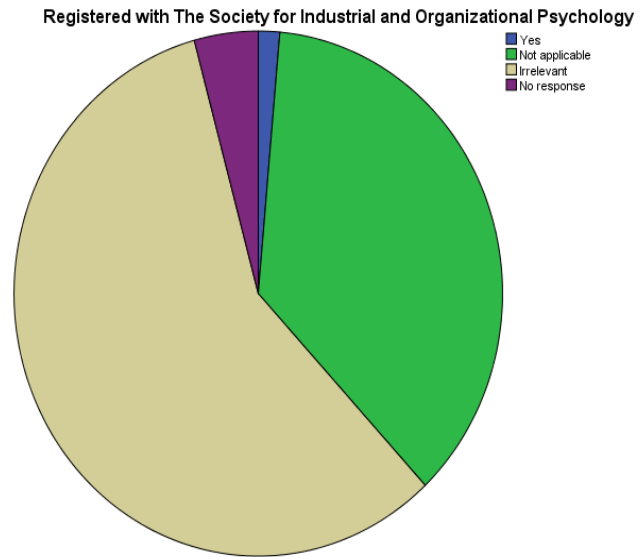
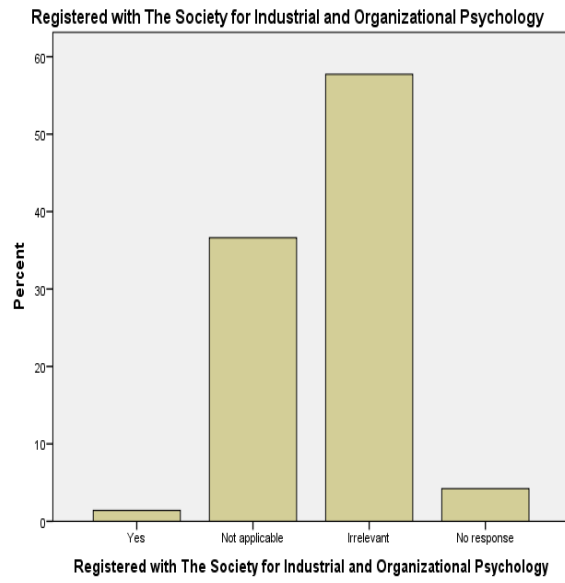


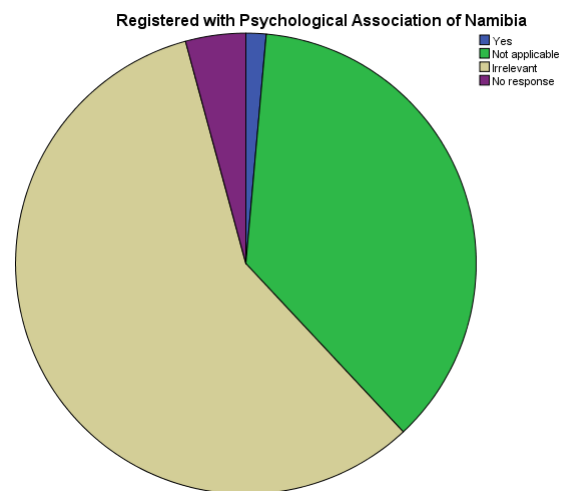
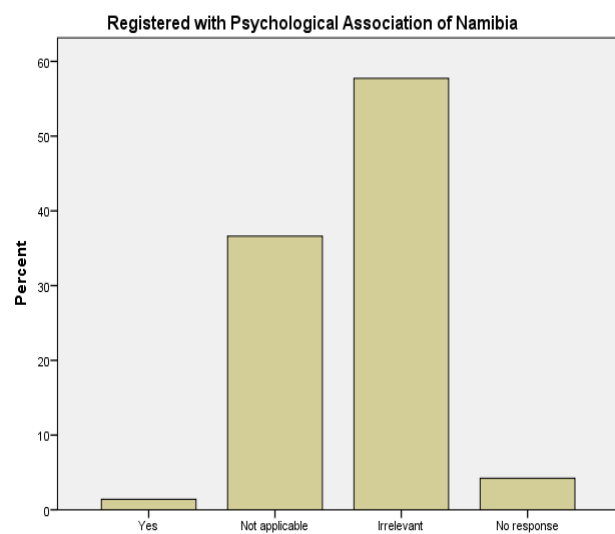


6. If registered, specify with which professional body?

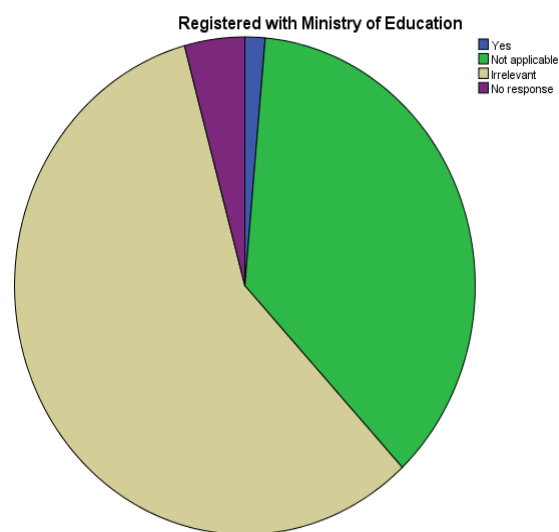
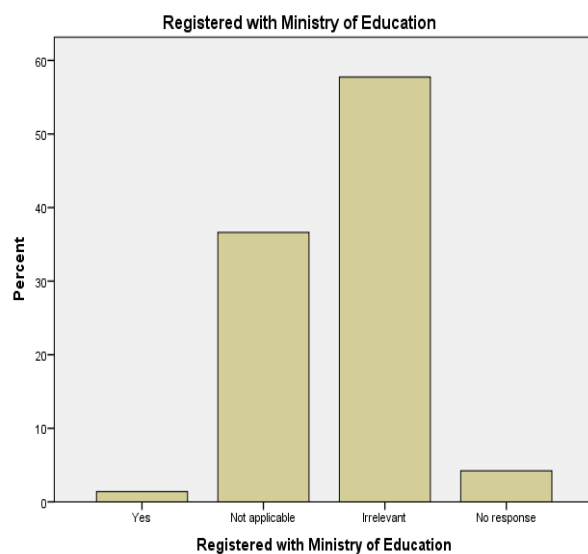




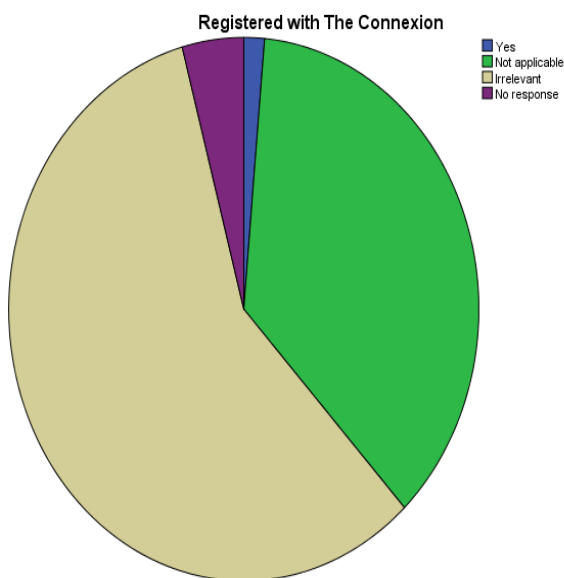
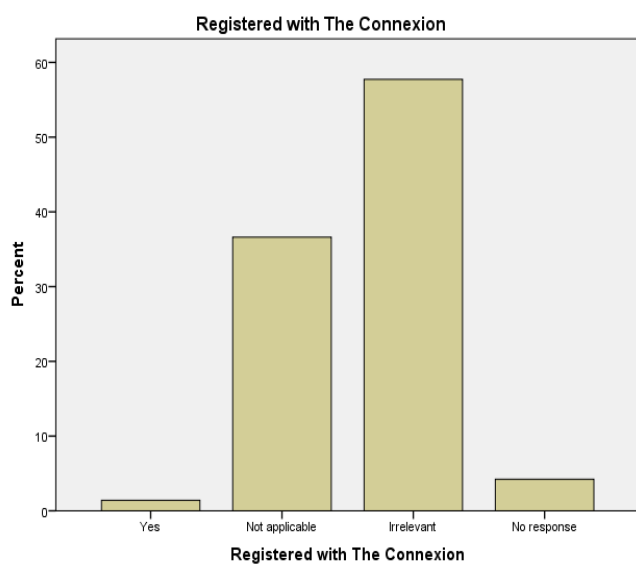




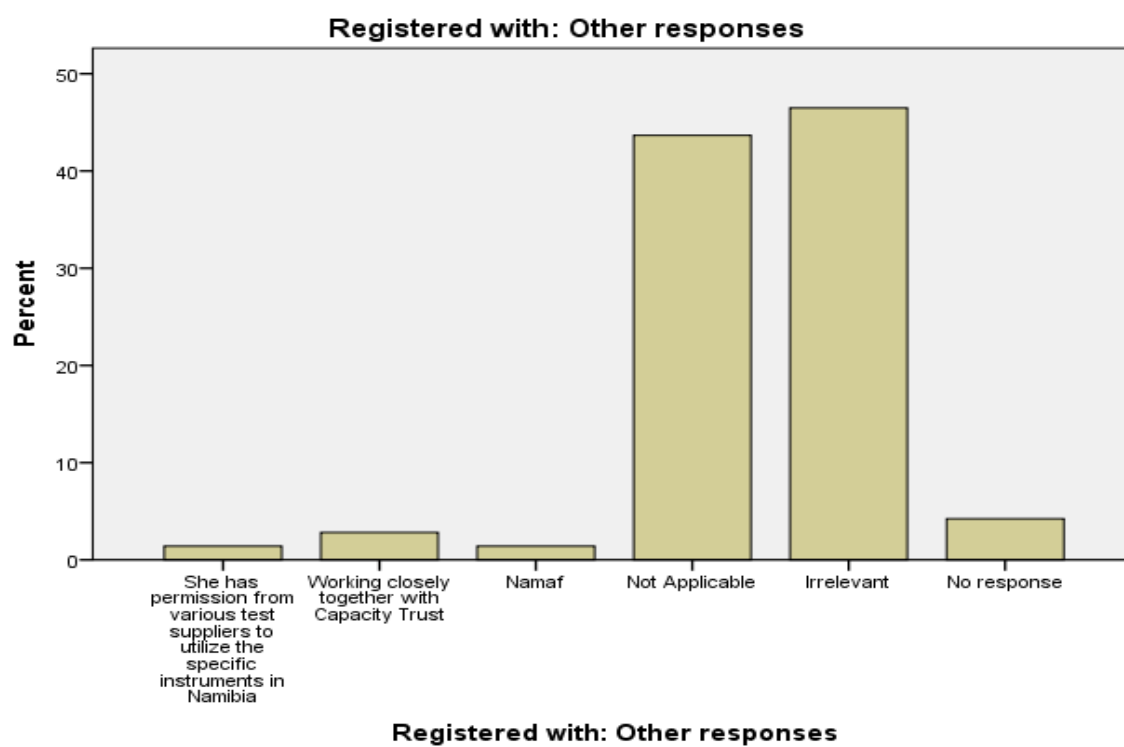
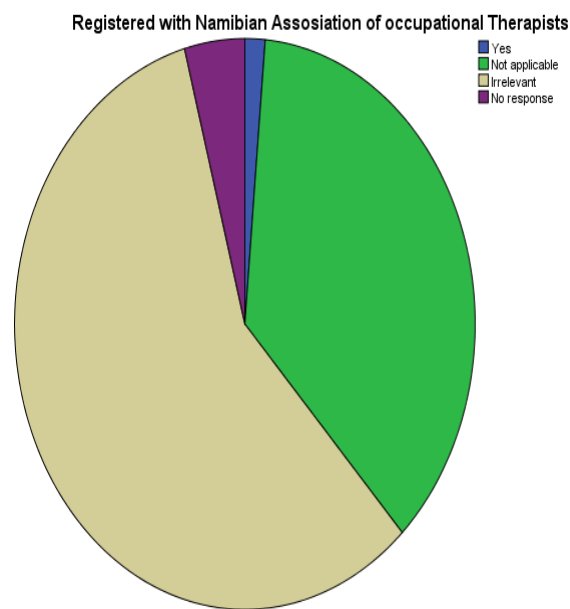
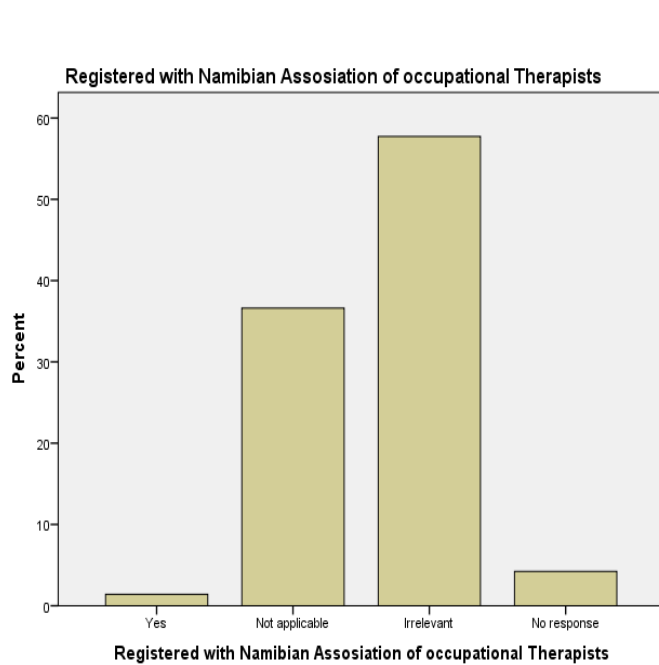
Registered with Psychological Association of Namibia

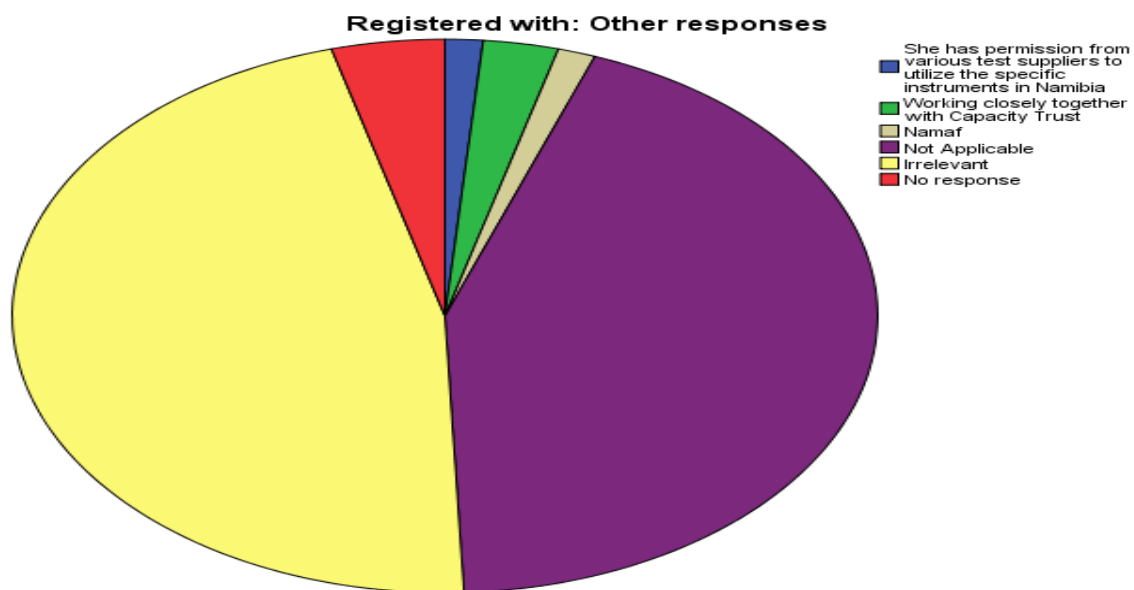


Registered with Ministry of Education



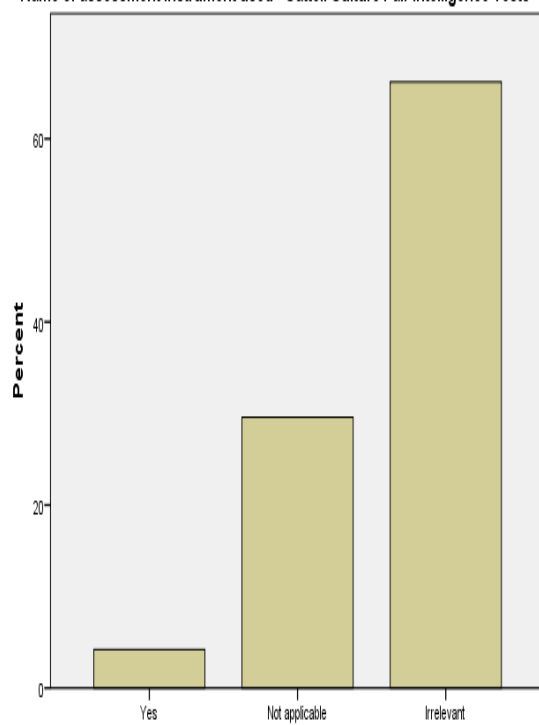
Registered with The Connexion





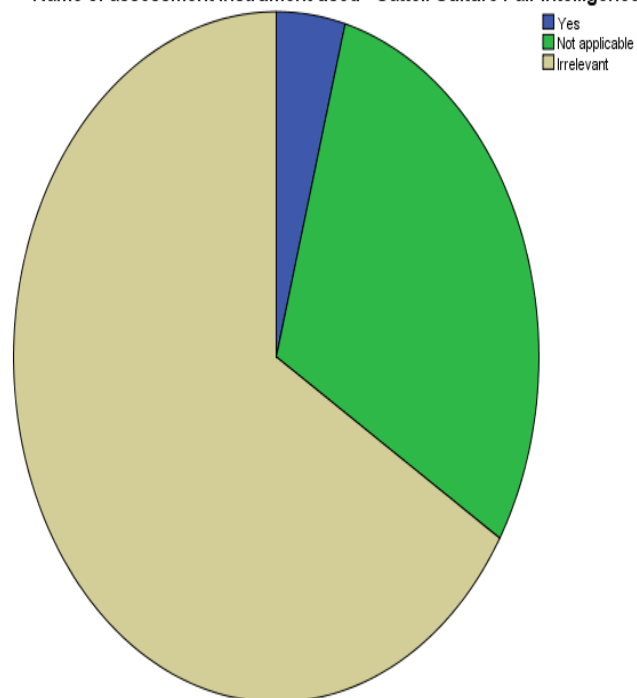
7. List the names of the assessment instruments you use in full.

Name of assessment instrument used - Cattell Culture Fair Intelligence Tests

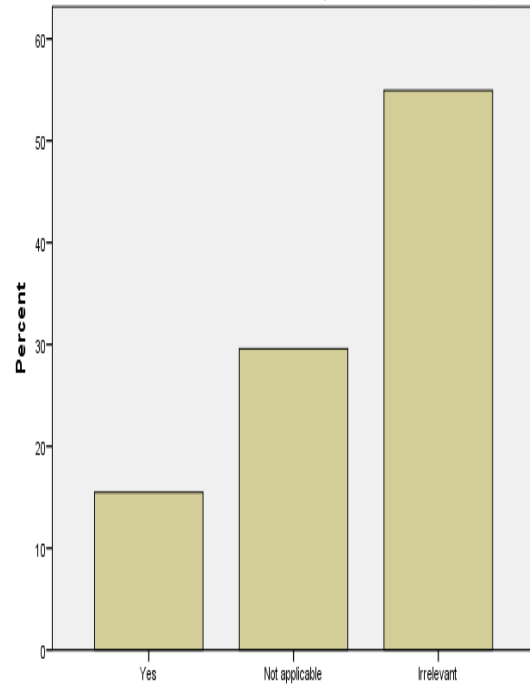


Name of assessment instrument used - Cattell Culture Fair Intelligence Tests

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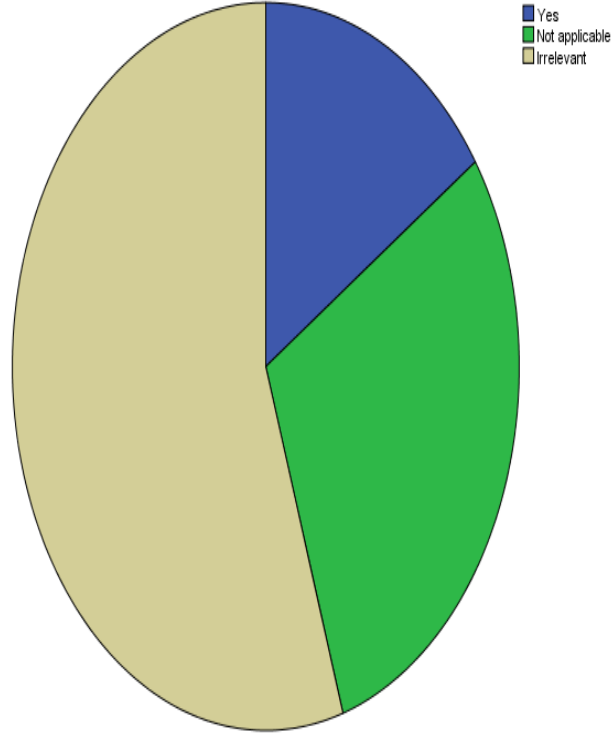


The assessment instrument used - Differential Aptitude Tests: Forms R, S, K & L

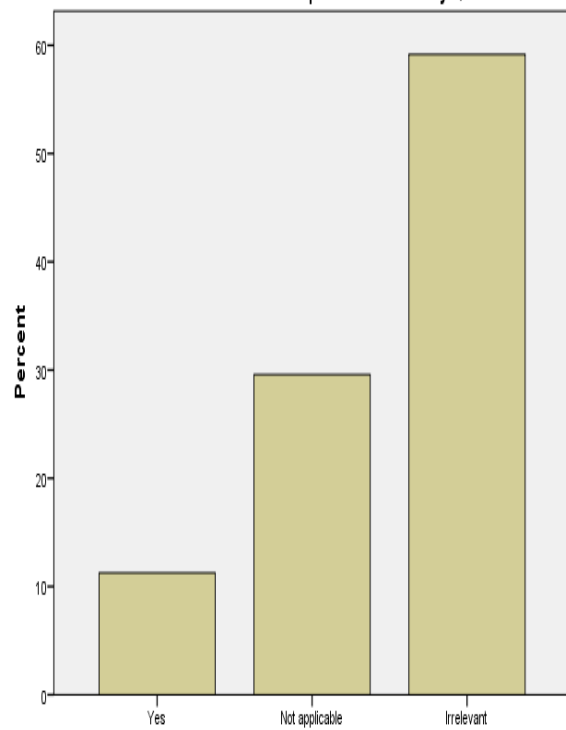


The assessment instrument used - Differential Aptitude Tests: Forms R, S, K & L

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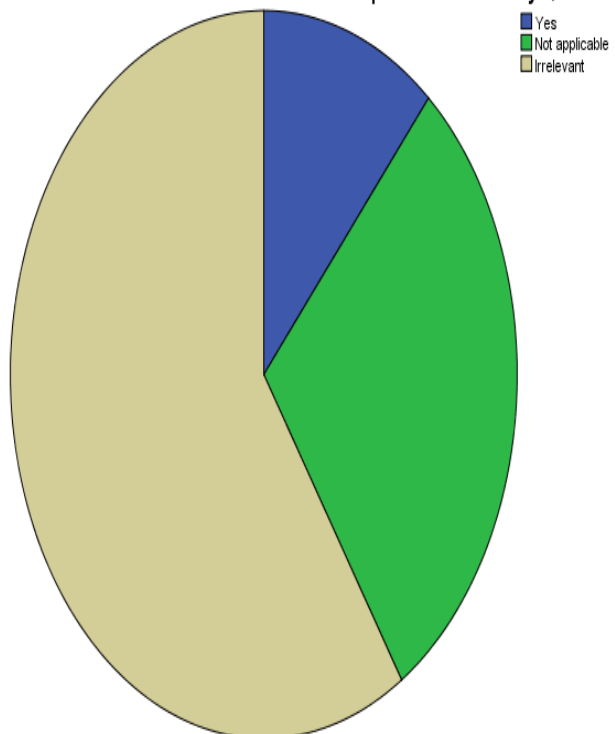


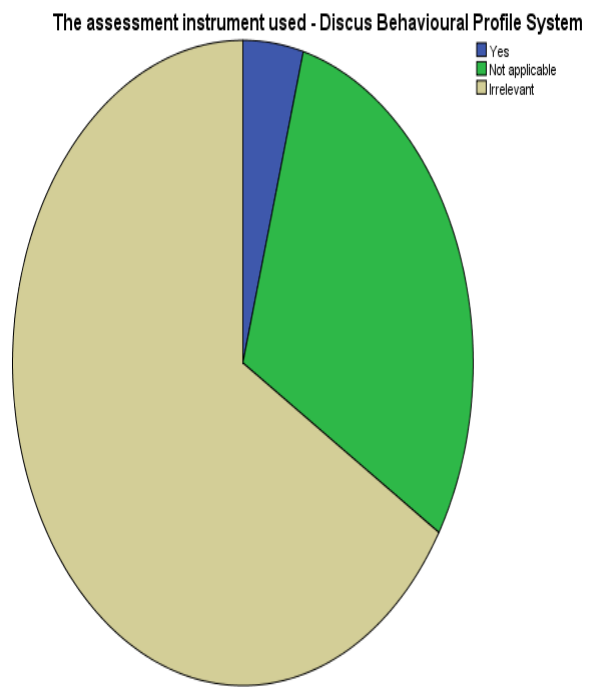
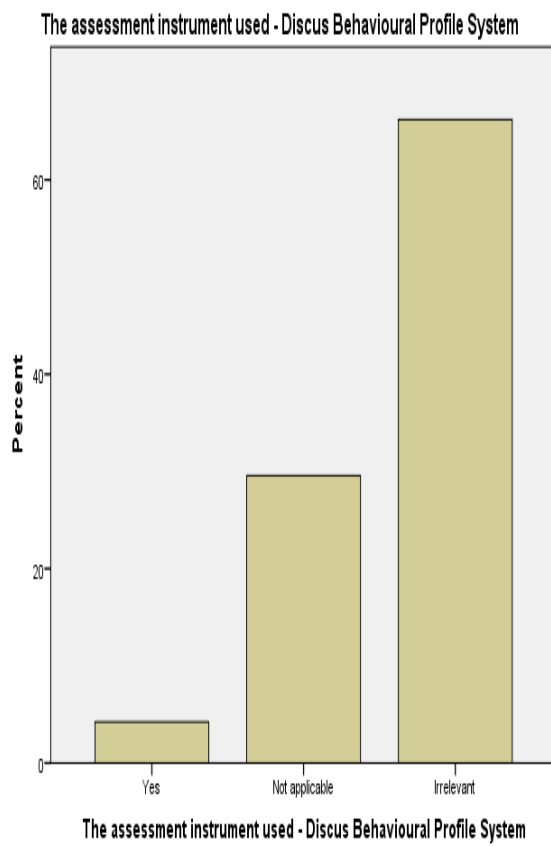
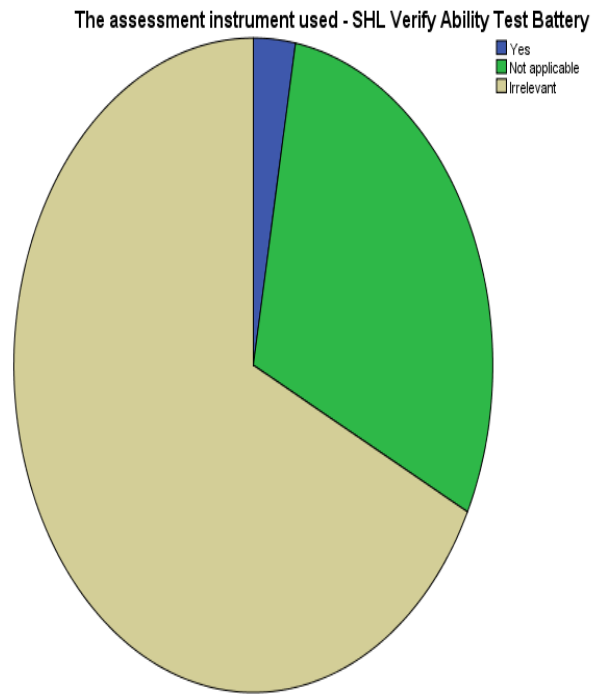
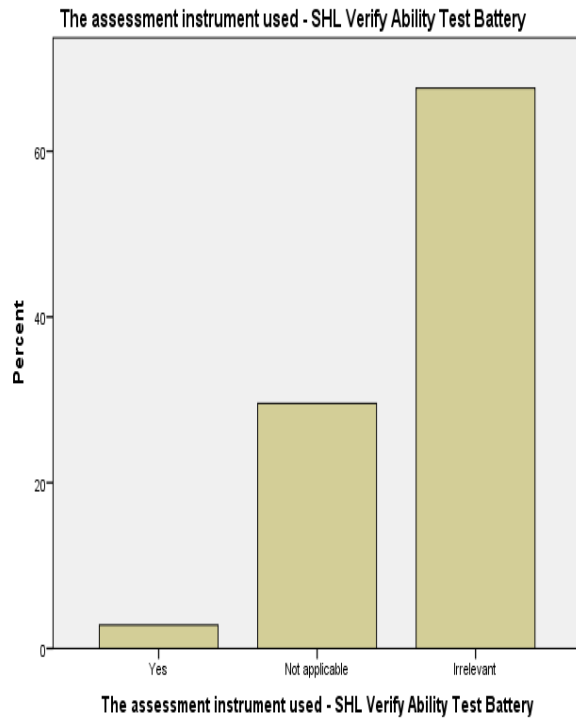
The assessment instrument used - Occupational Personality Questionnaire

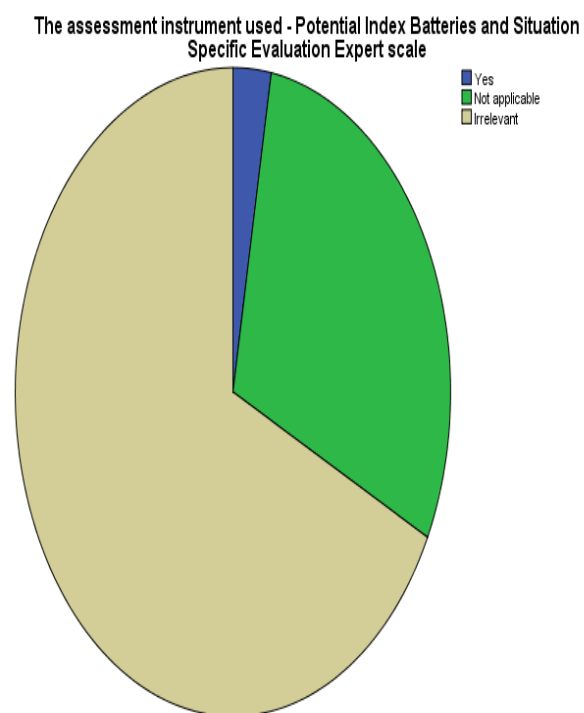
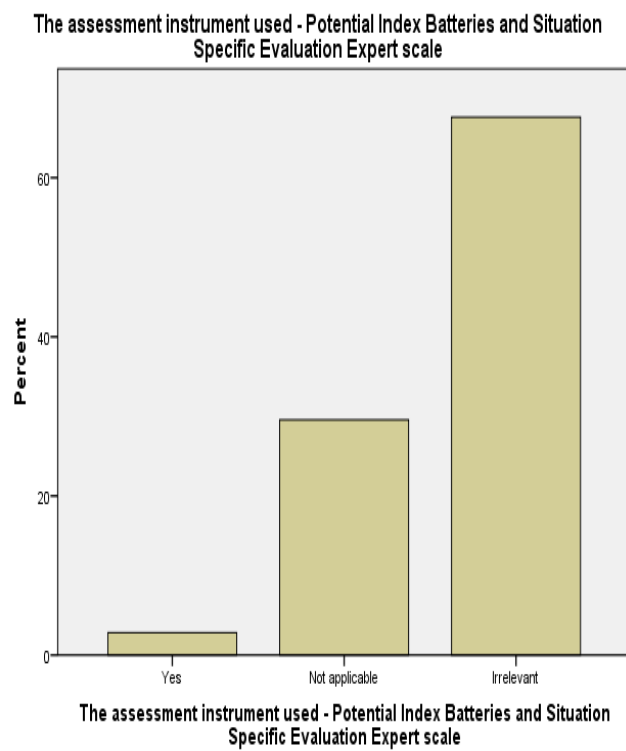
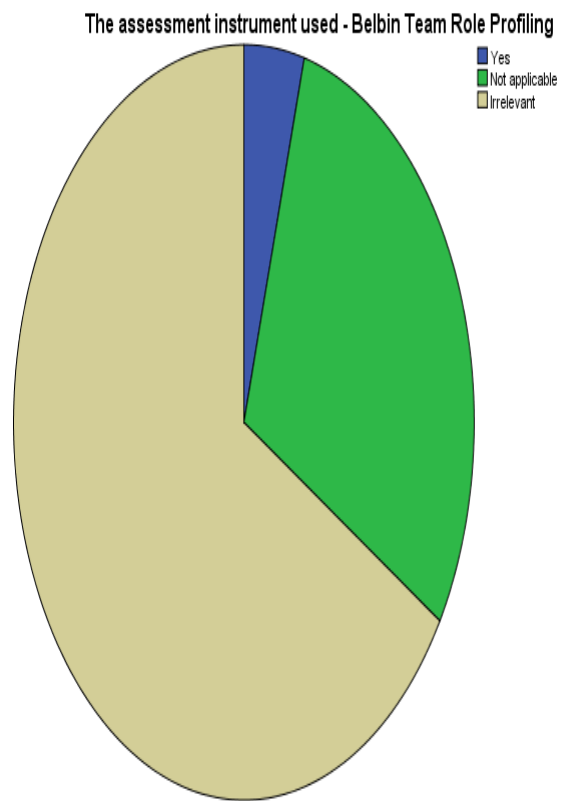
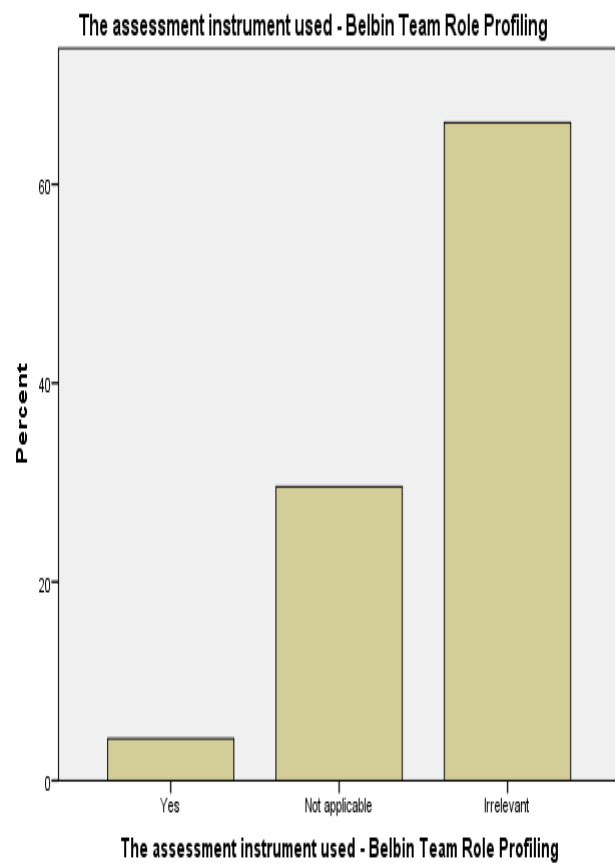


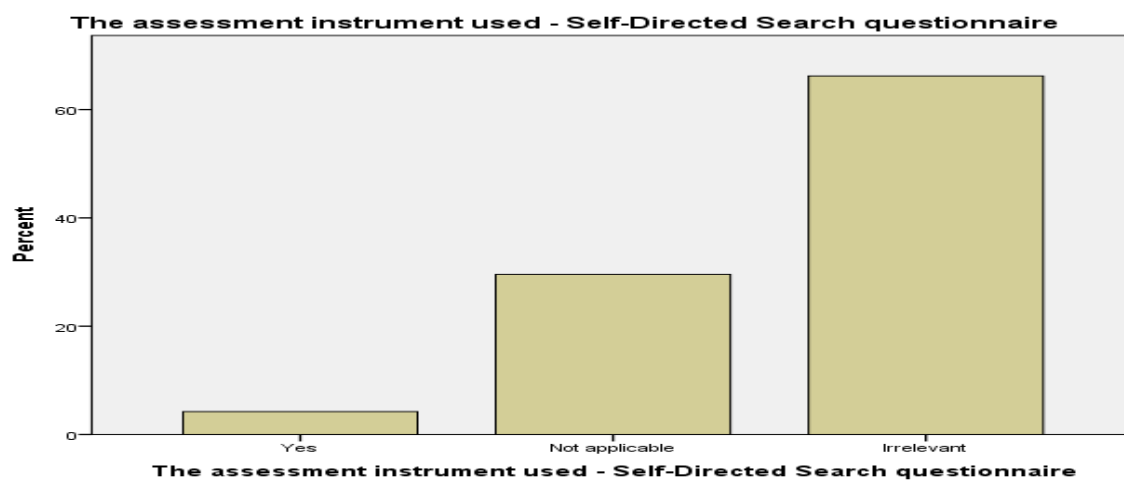
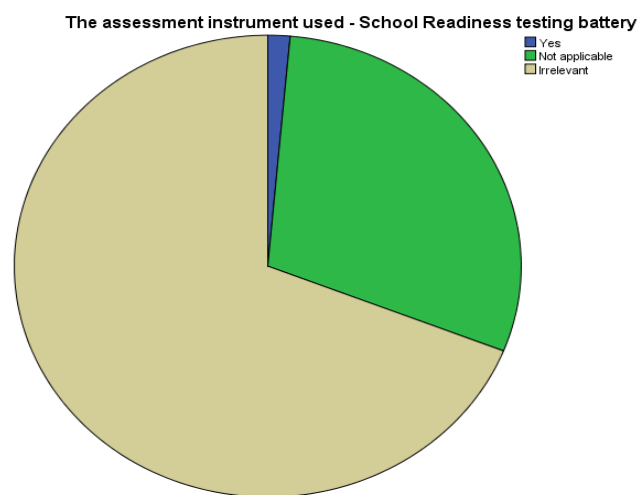
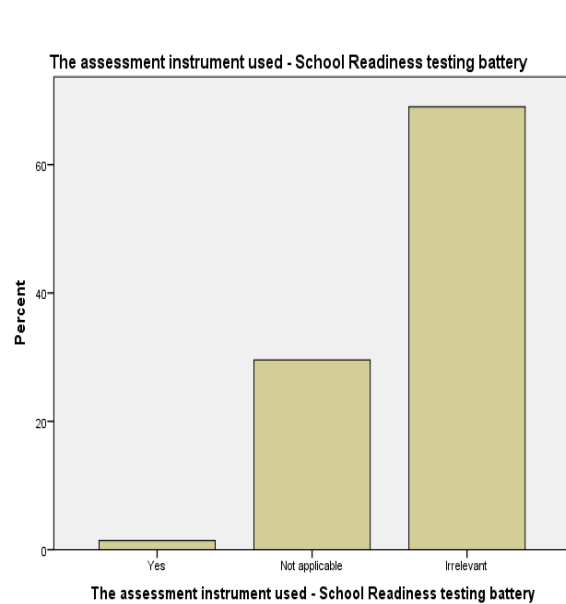
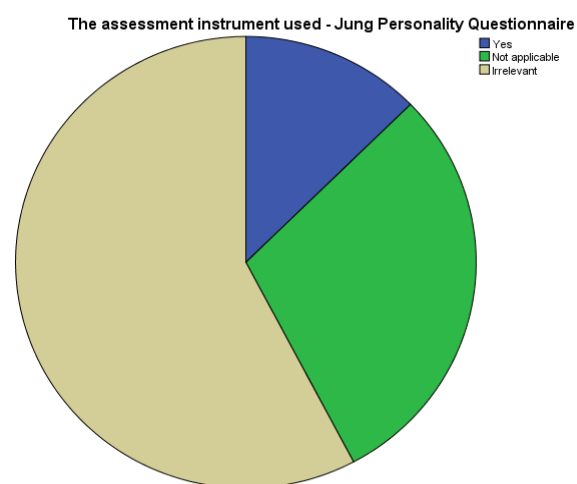
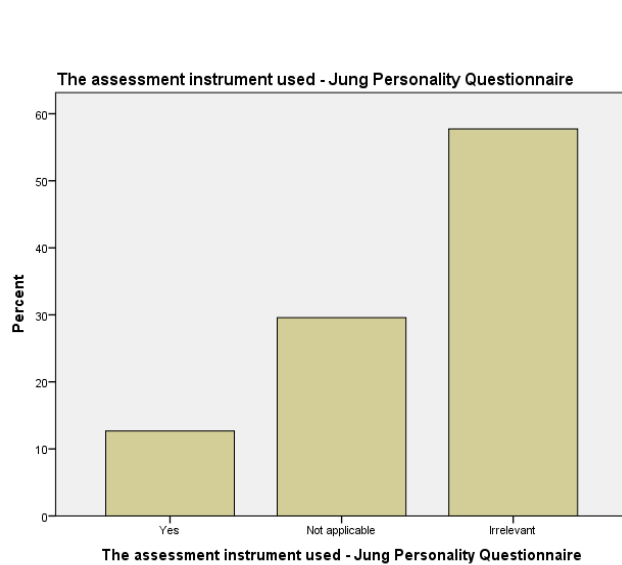
The assessment instrument used - Occupational Personality Questionnaire

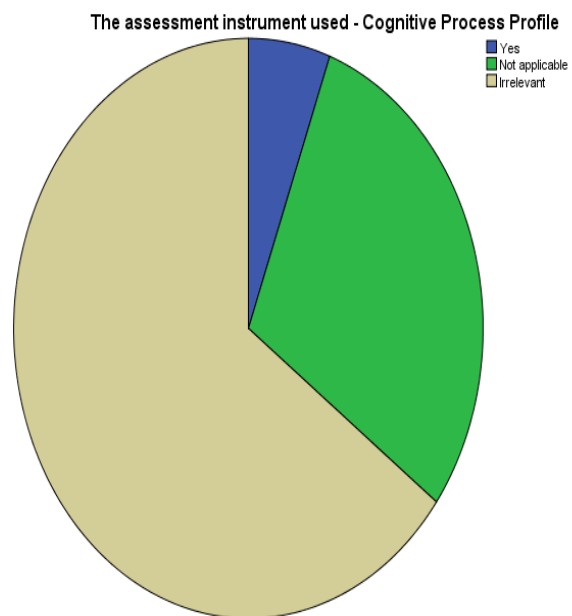
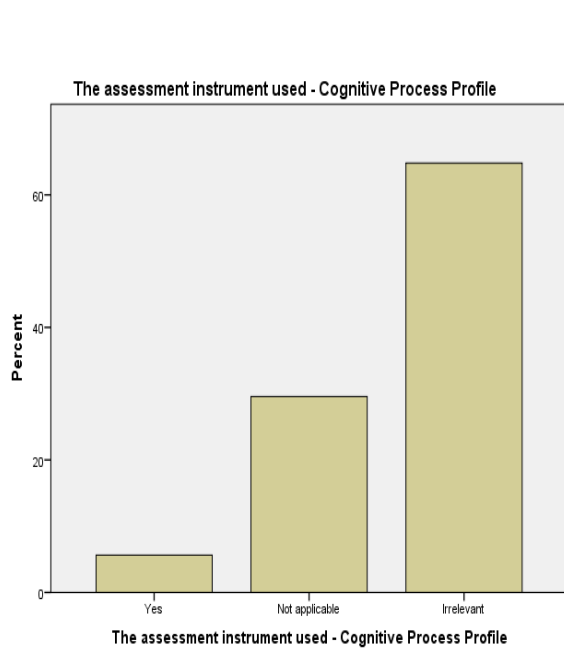
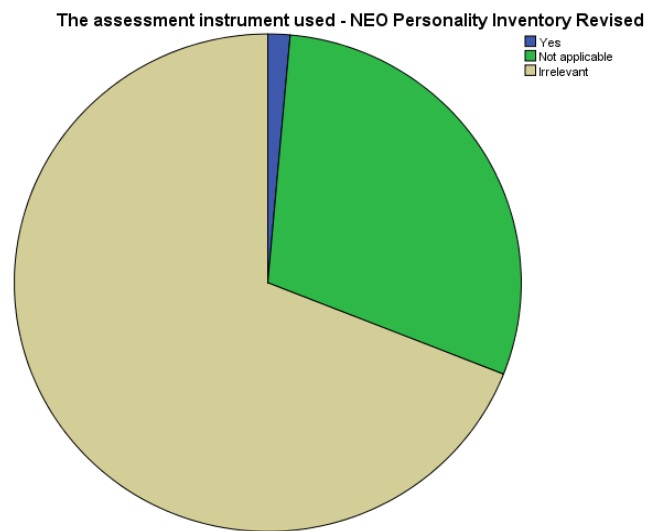
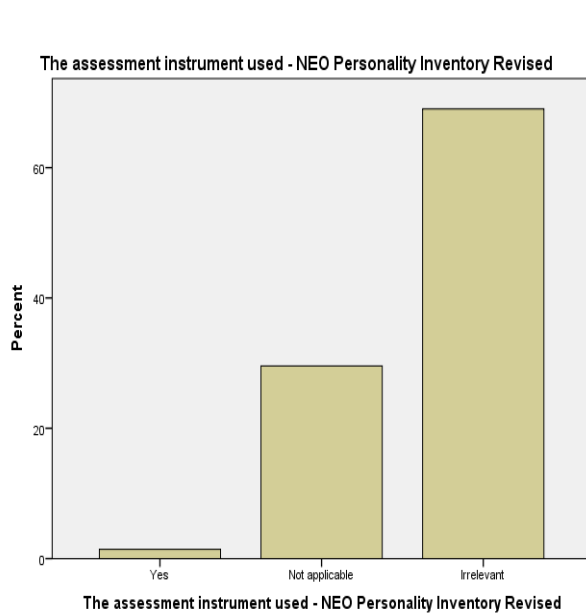
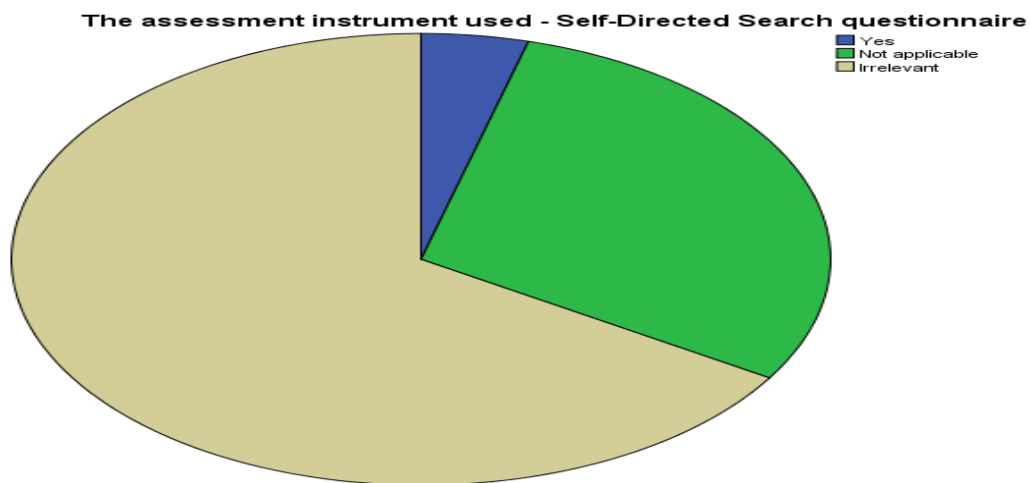
The assessment instrument used - Occupational Personality Questionnaire

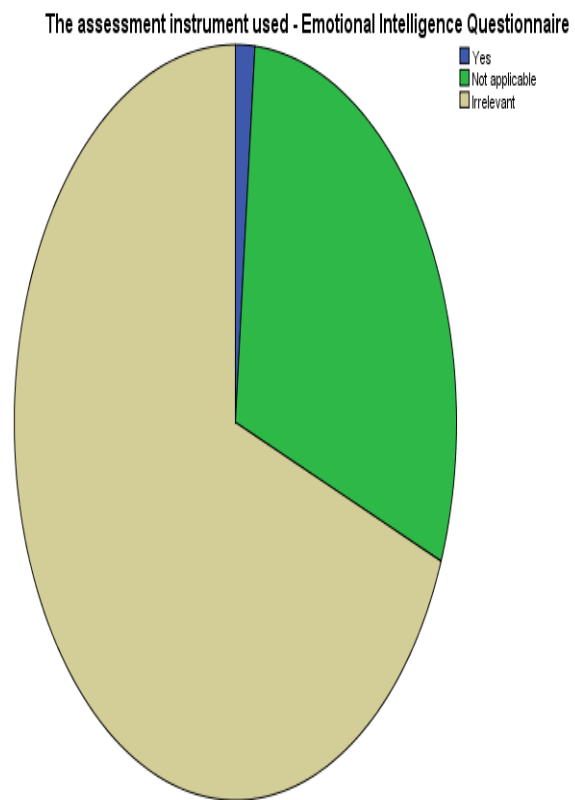
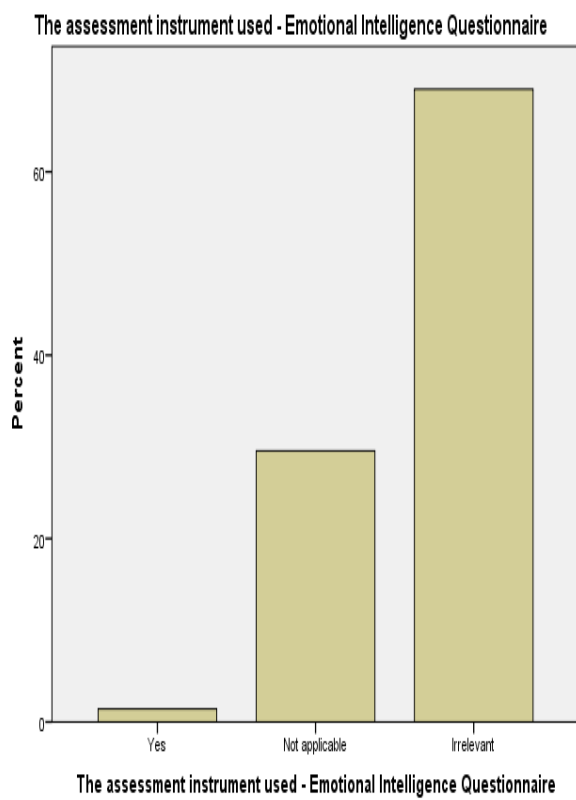
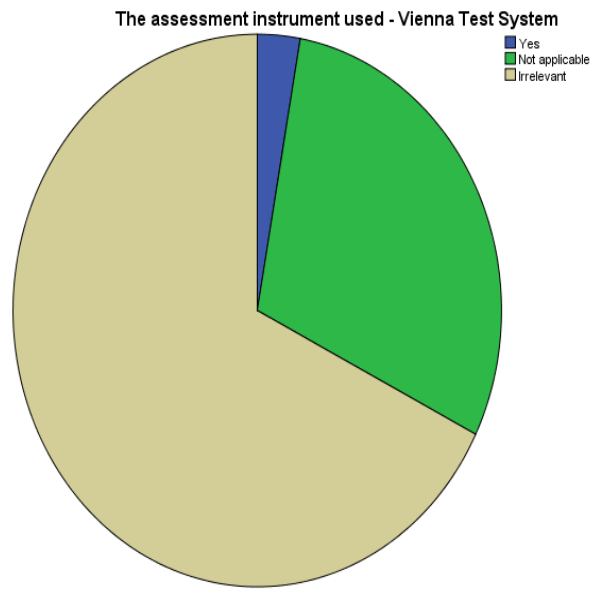
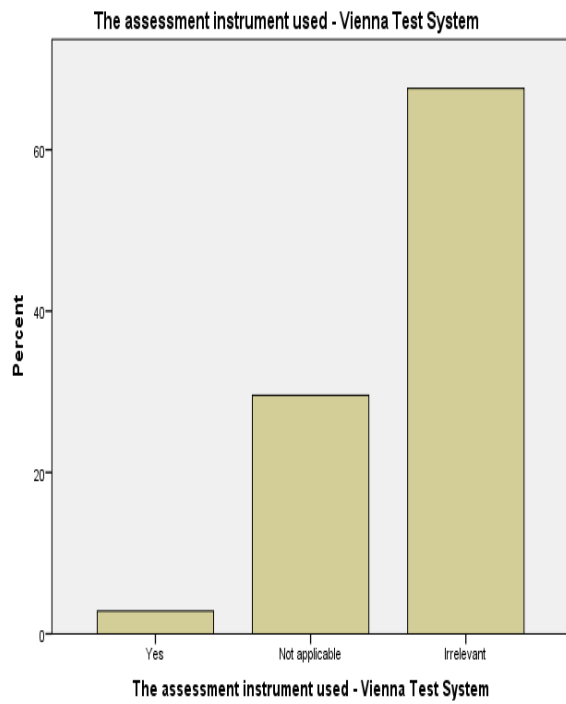


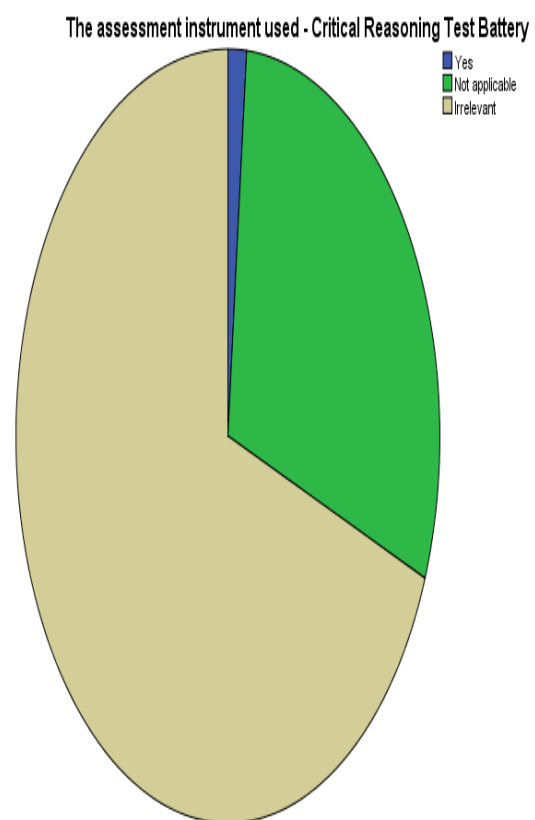
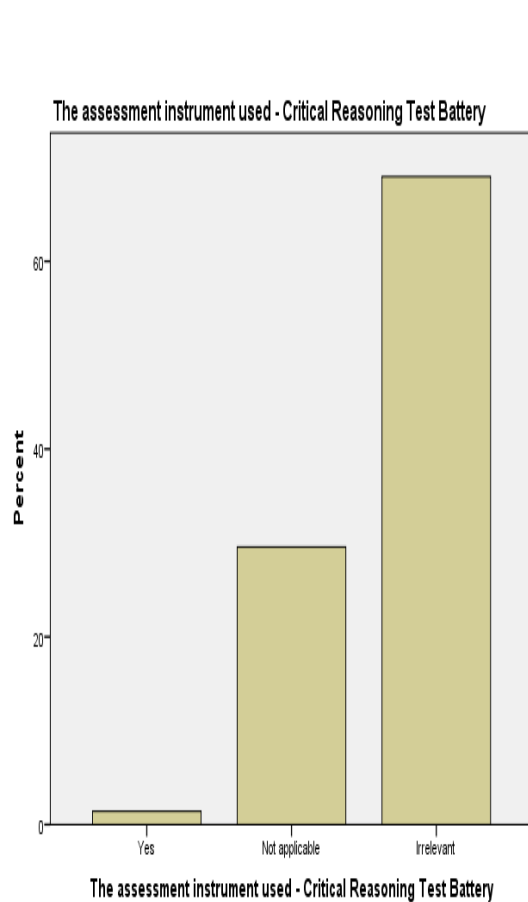
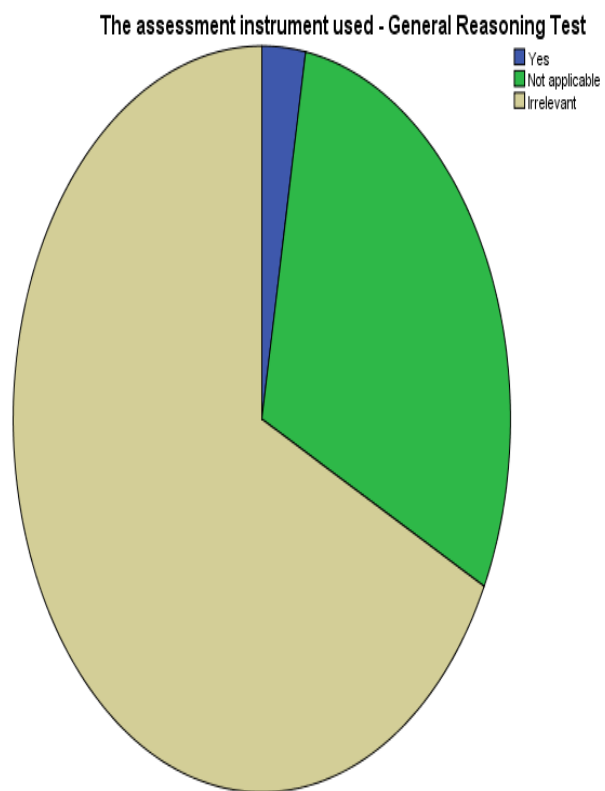
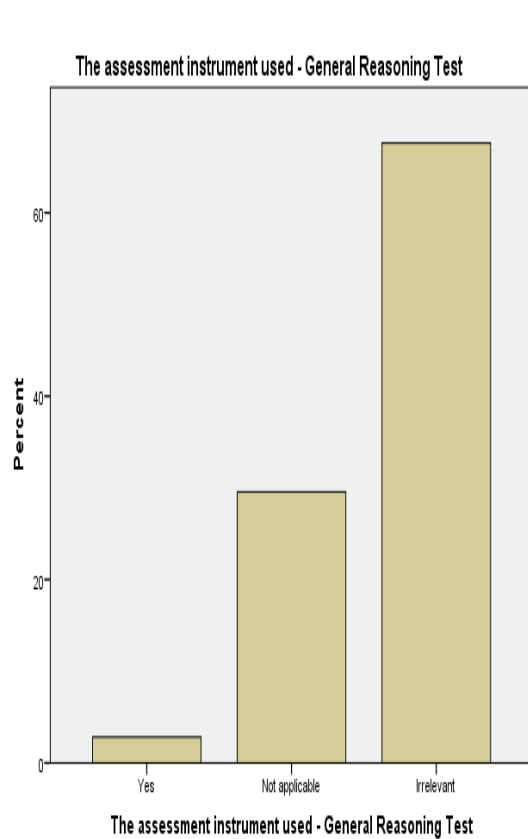


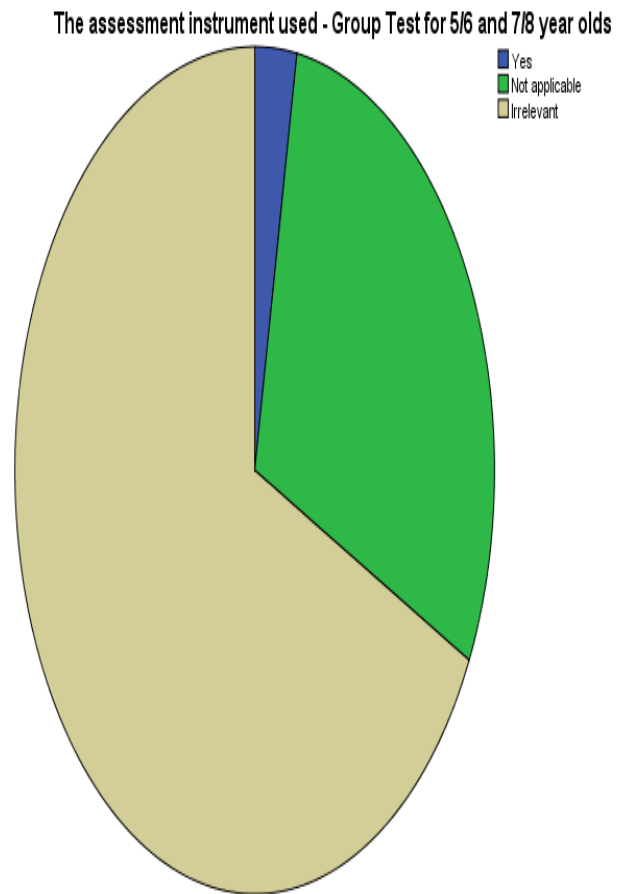
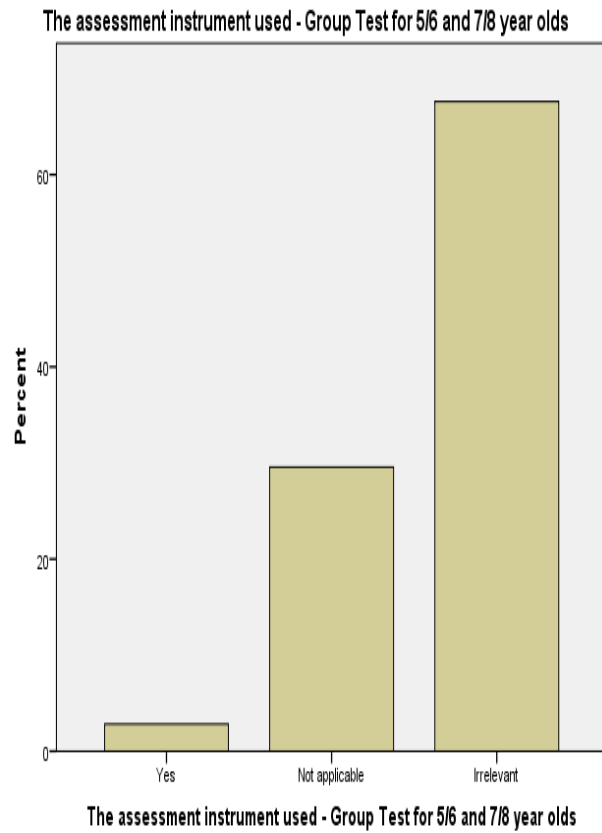
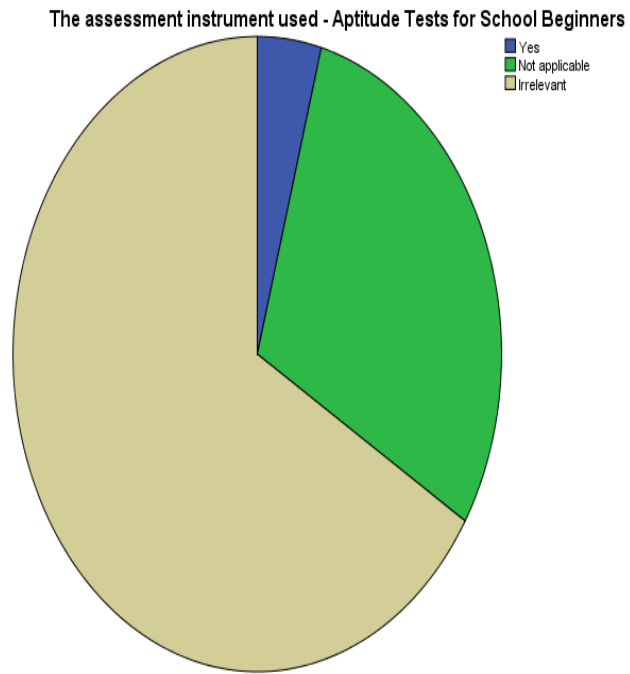
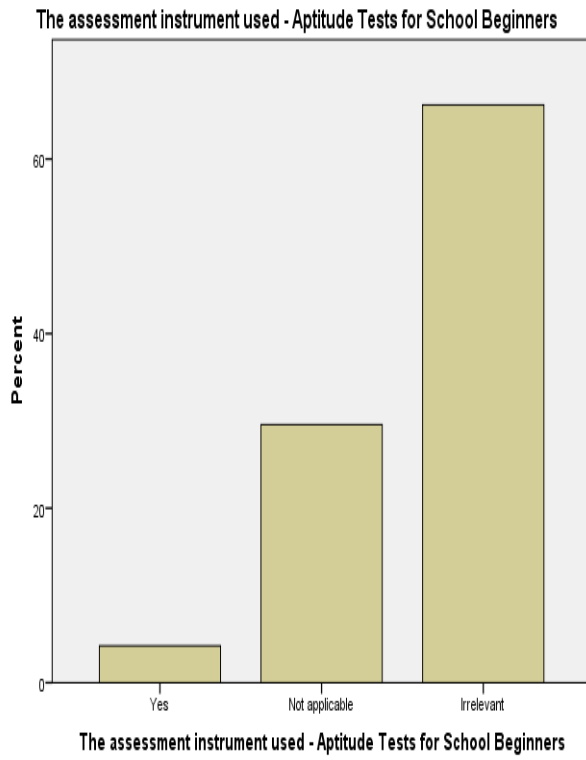


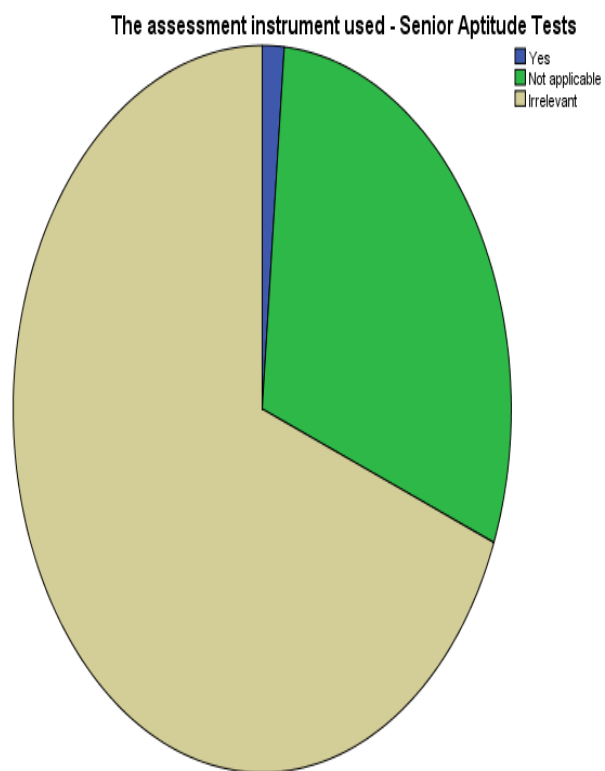
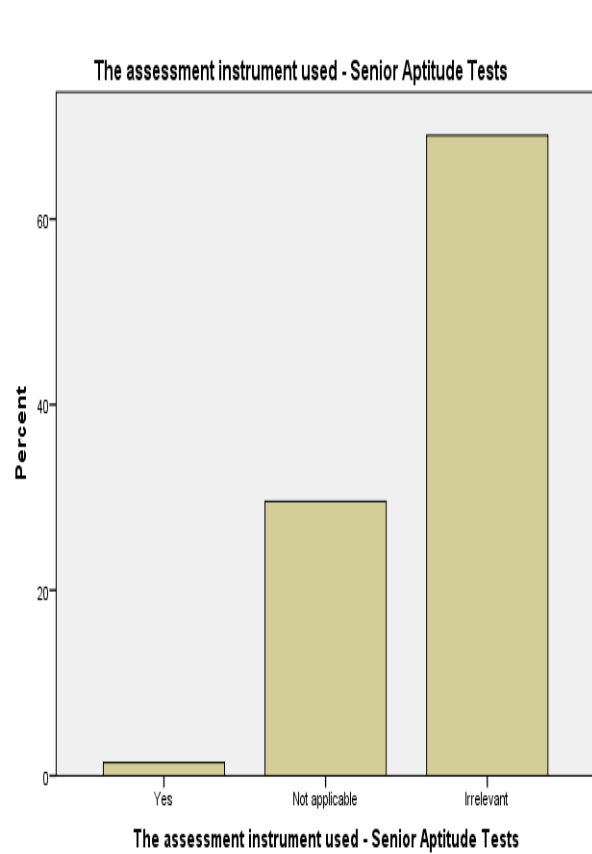
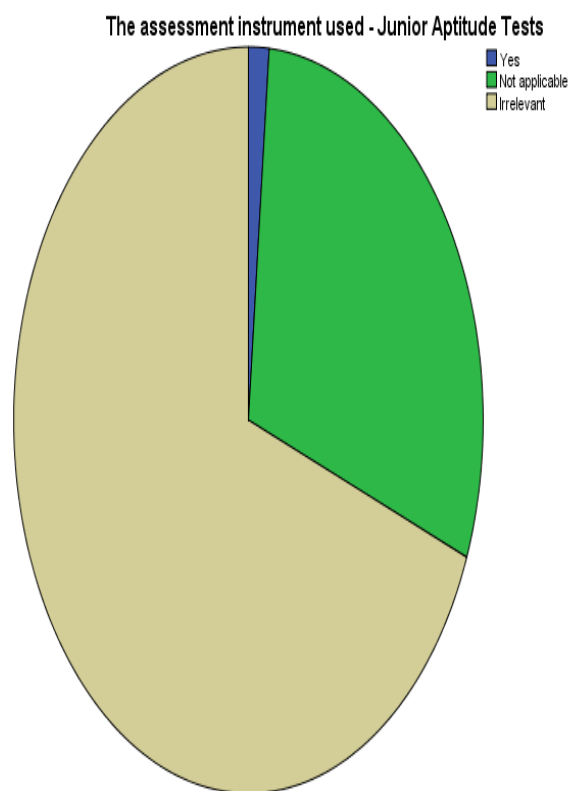
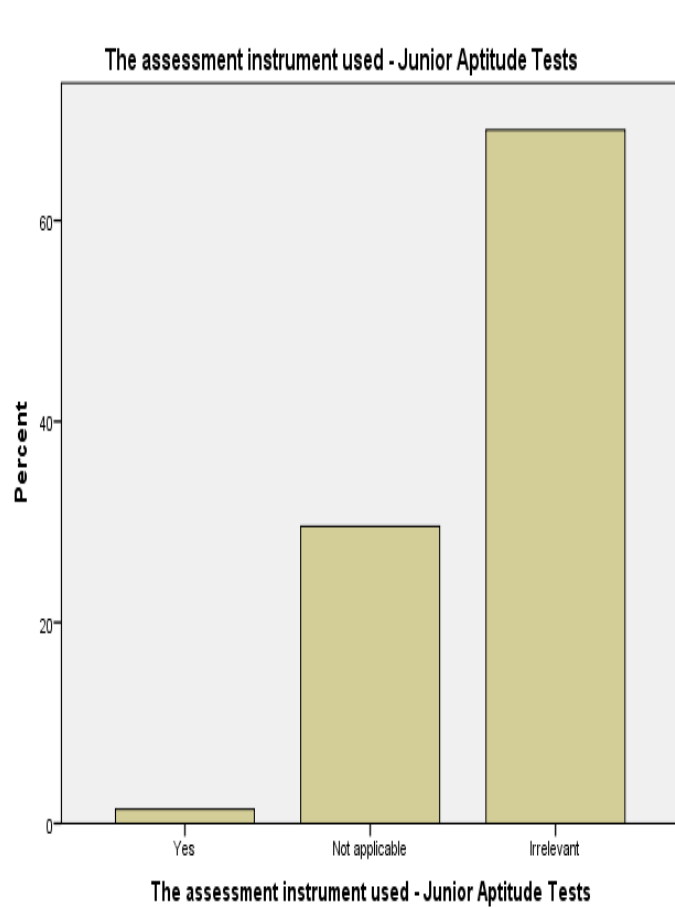


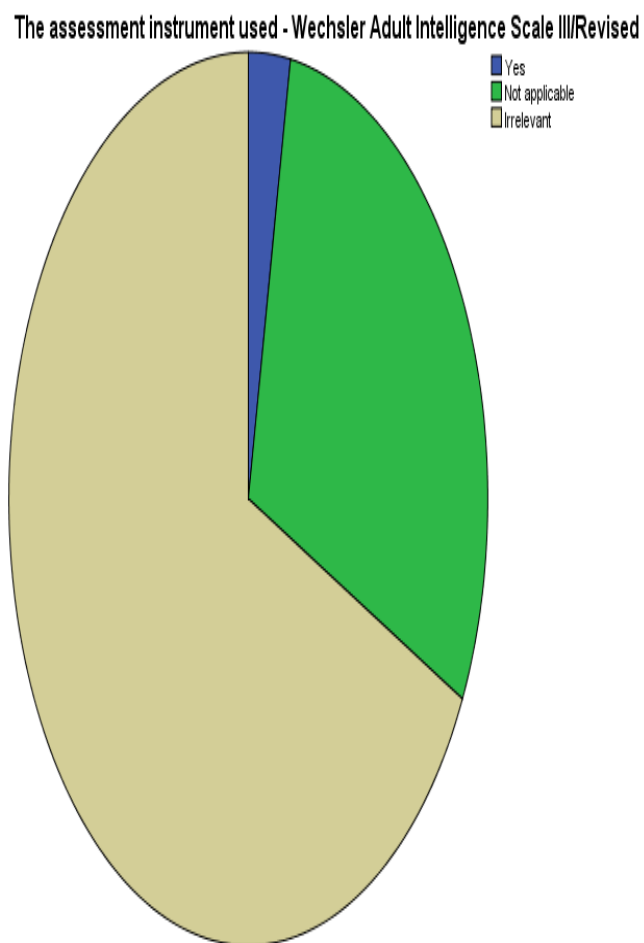
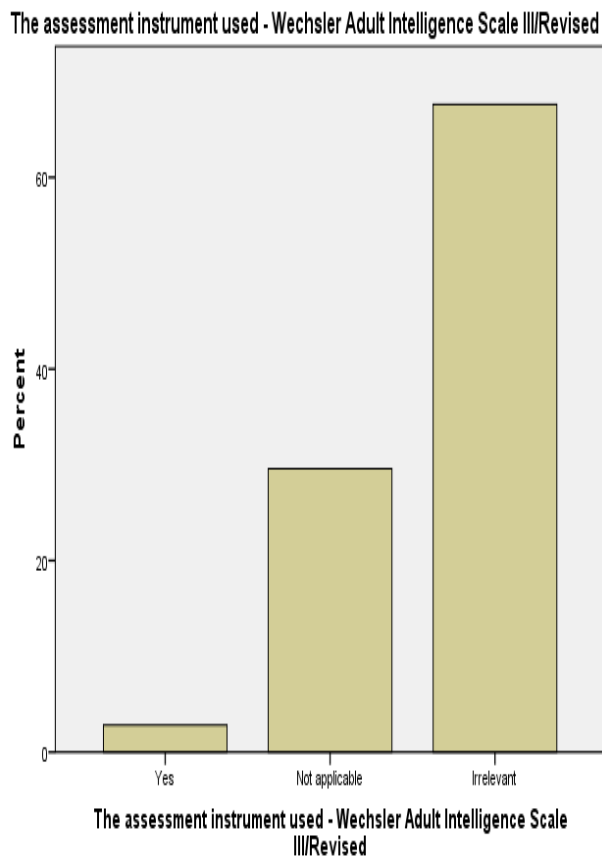
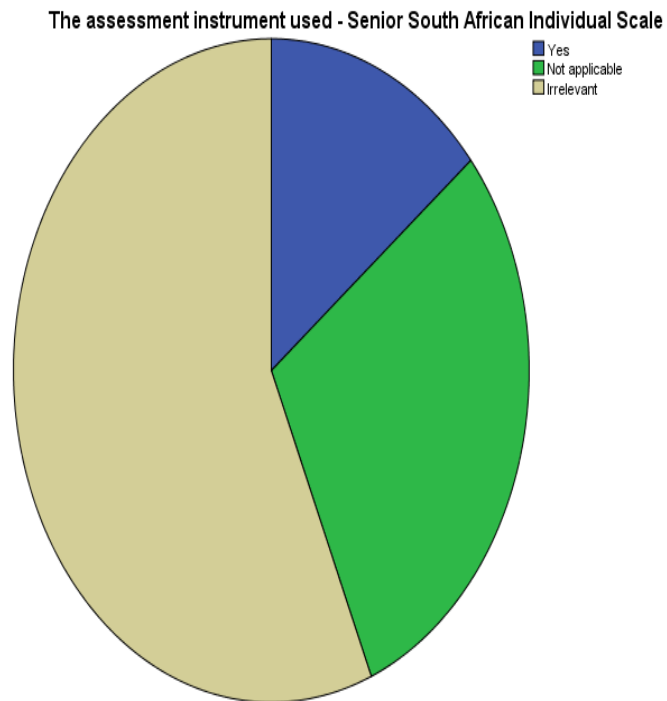
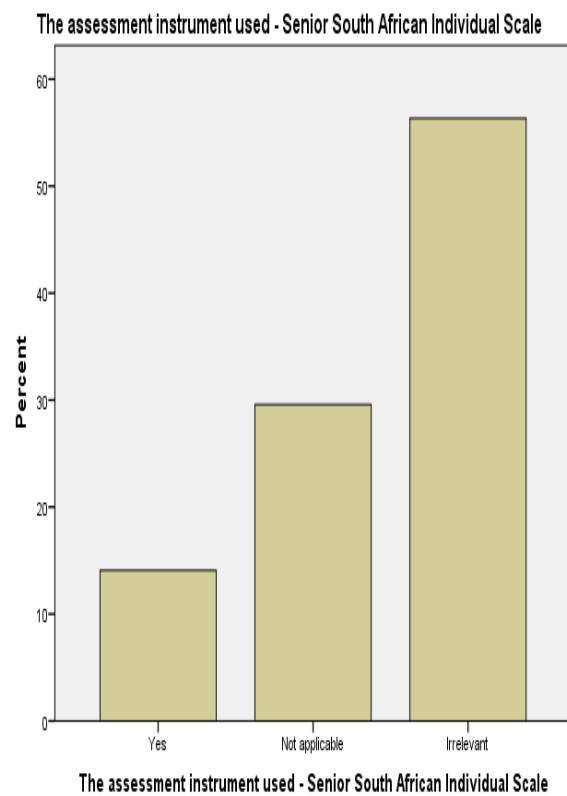


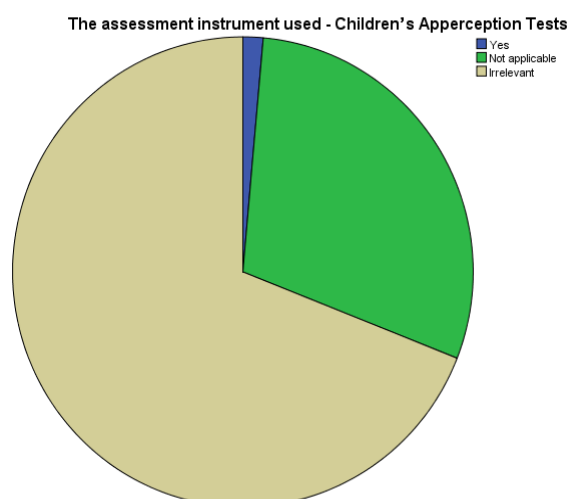
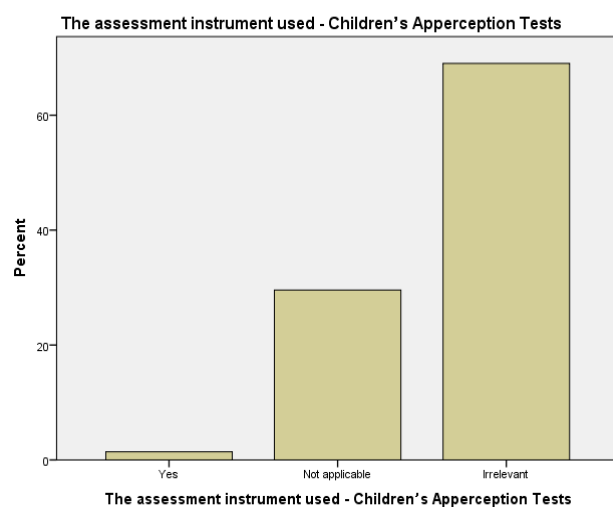
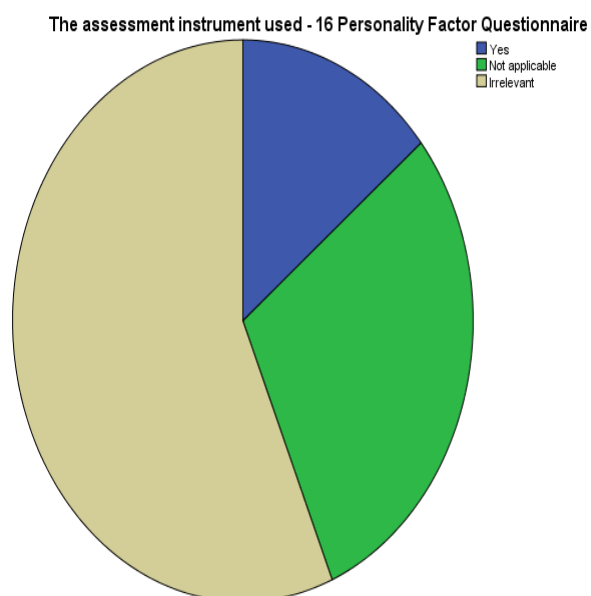
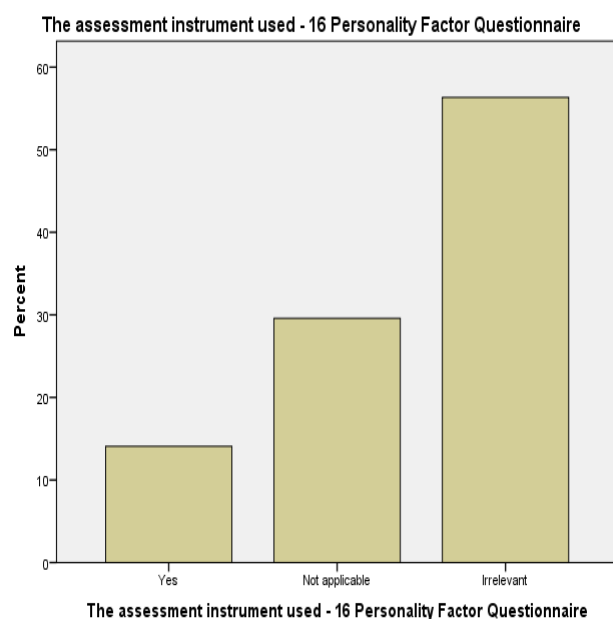
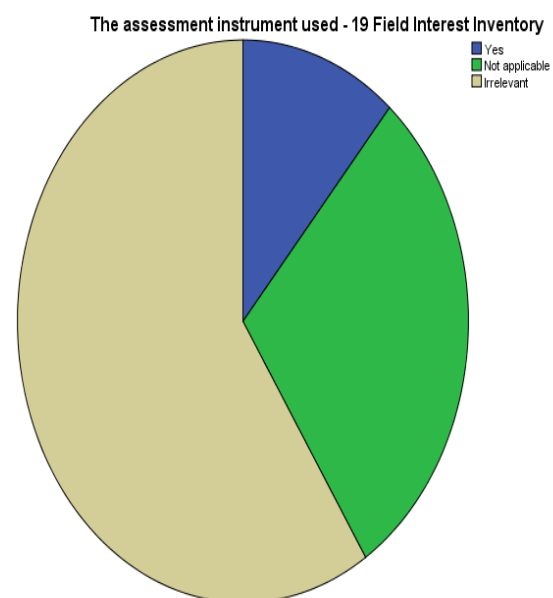
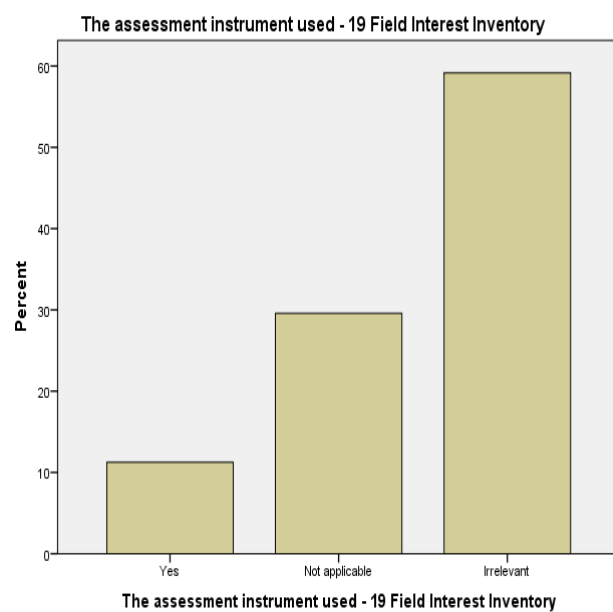




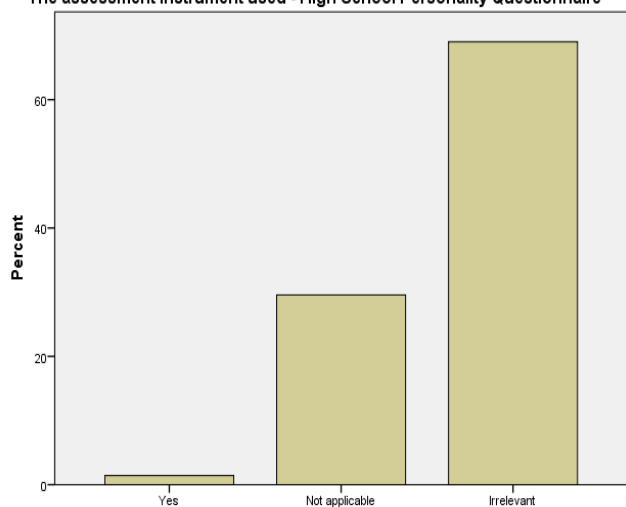




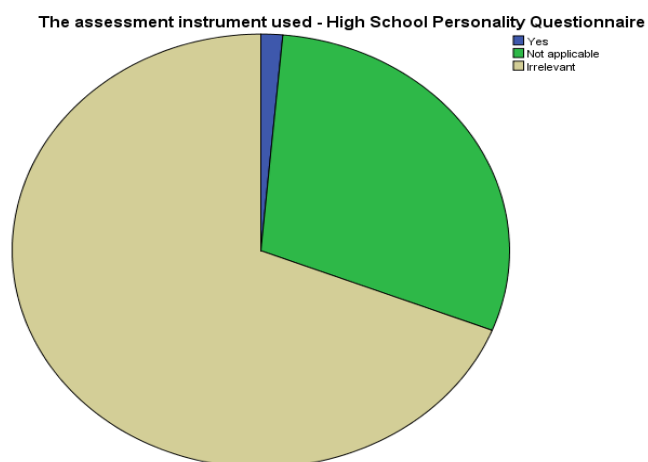




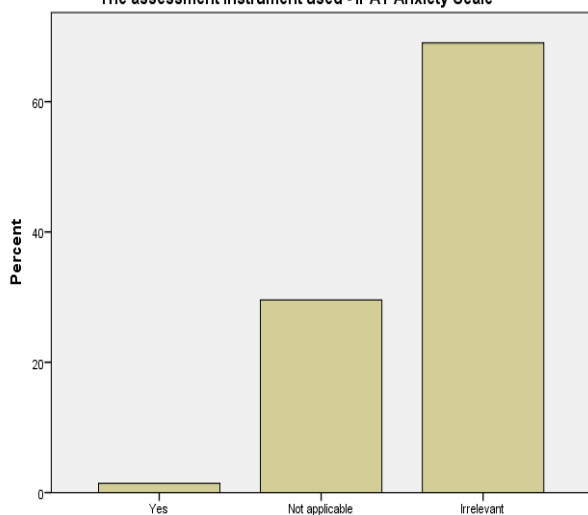
The assessment instrument used - High School Personality Questionnaire



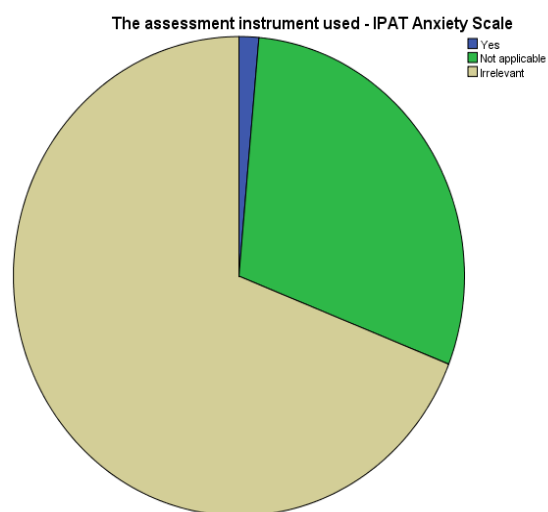
The assessment instrument used - High School Personality Questionnaire



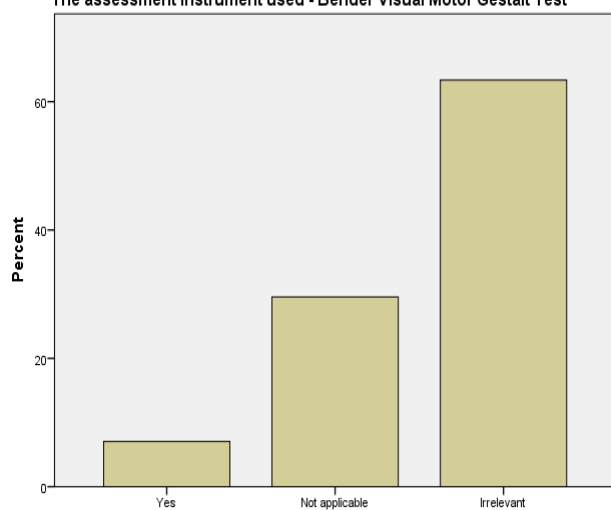
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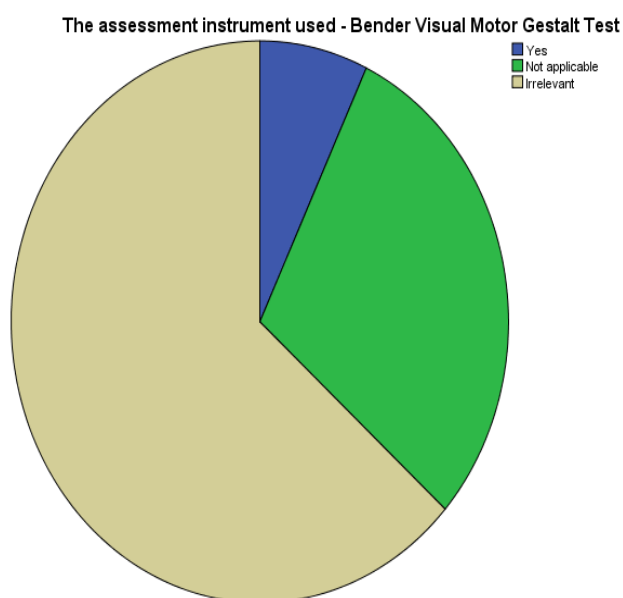
The assessment instrument used - IPAT Anxiety Scale

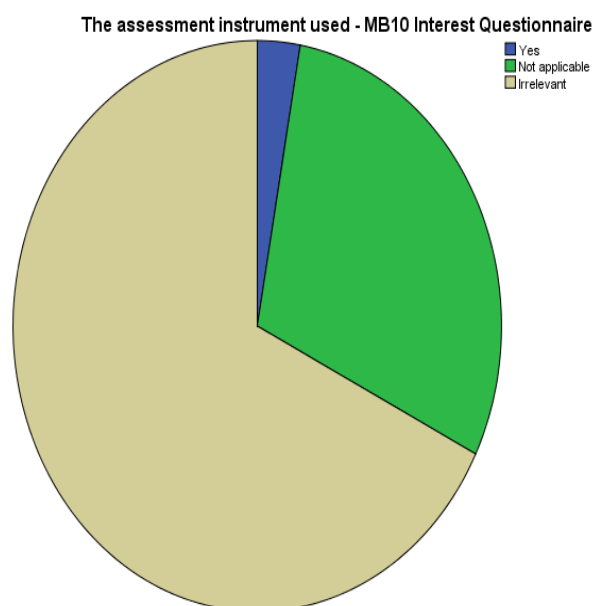
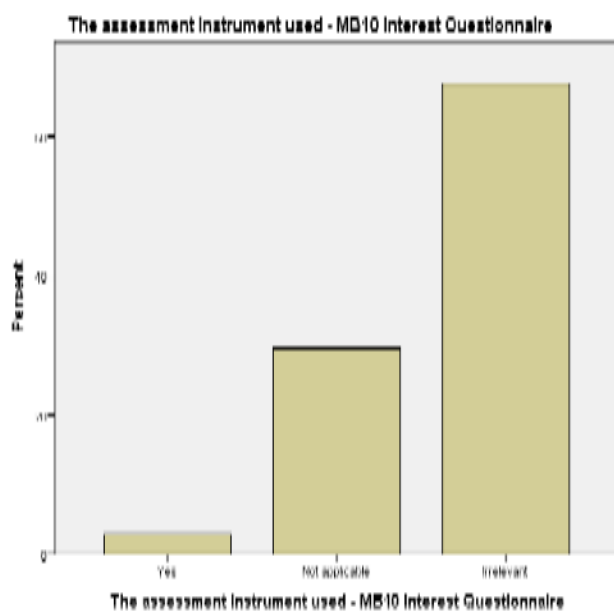
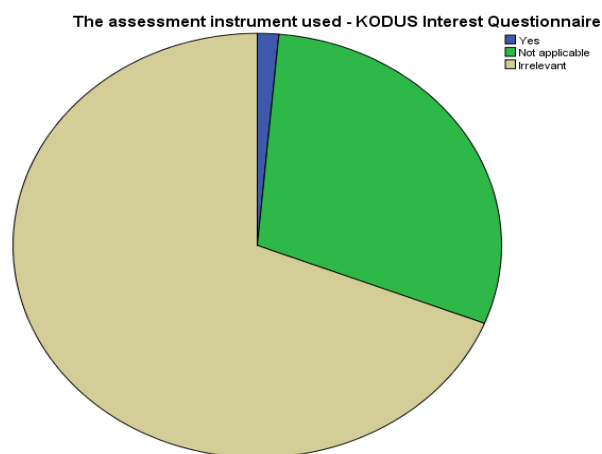
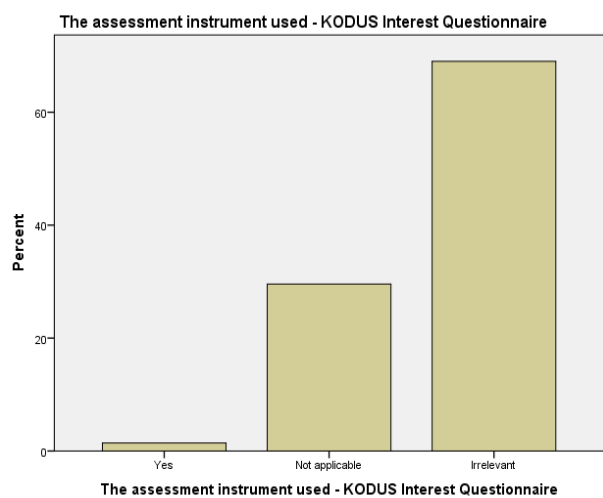
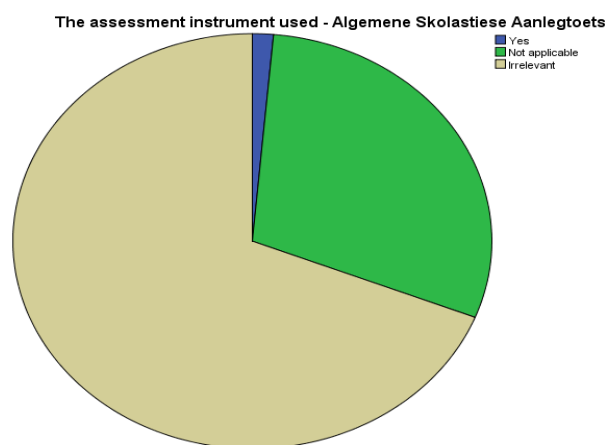
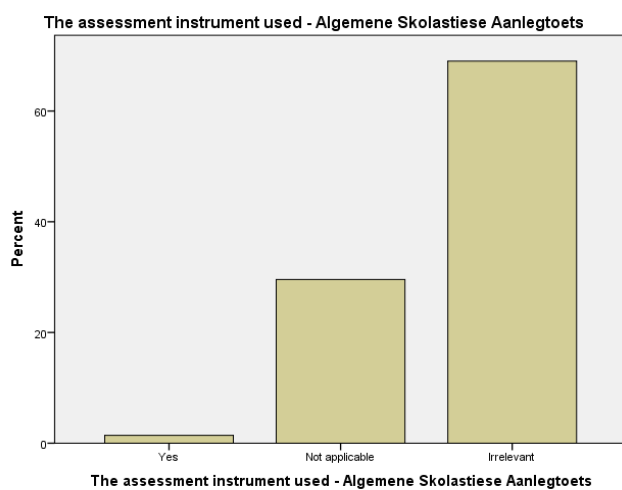


The assessment instrument used - Bender Visual Motor Gestalt Test

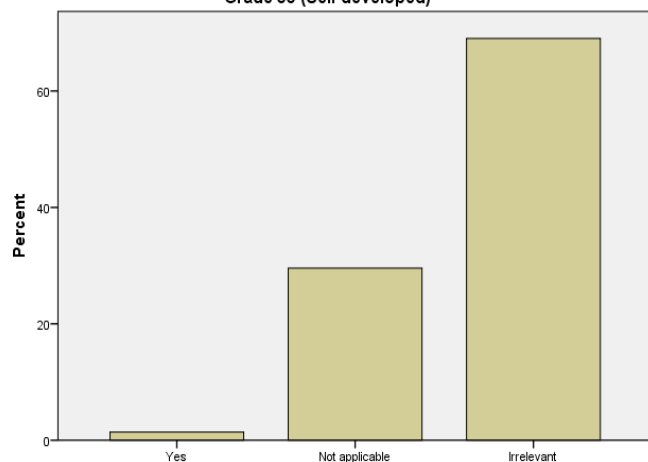


The assessment instrument used - Bender Visual Motor Gestalt Test



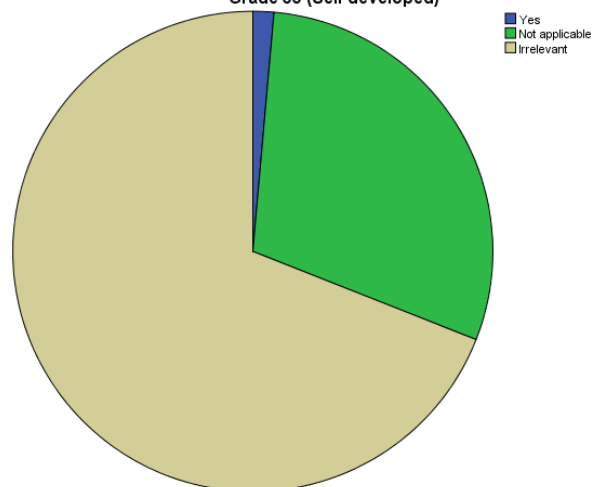


The assessment instrument used - School Readiness Assessment Gr 0 and Grade 00 (Self developed)

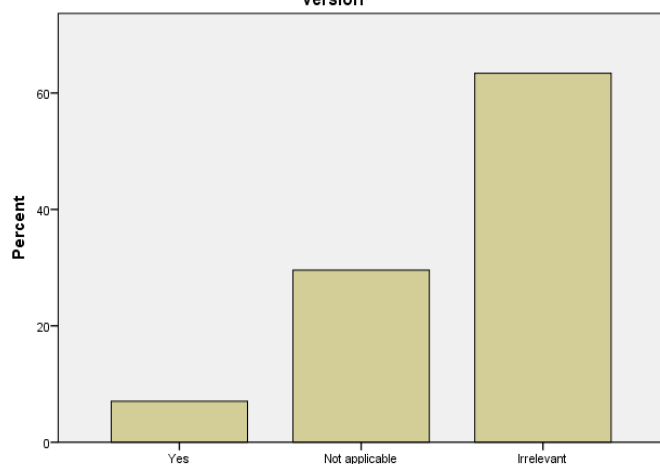


The assessment instrument used - School Readiness Assessment Gr 0 and Grade 00 (Self developed)

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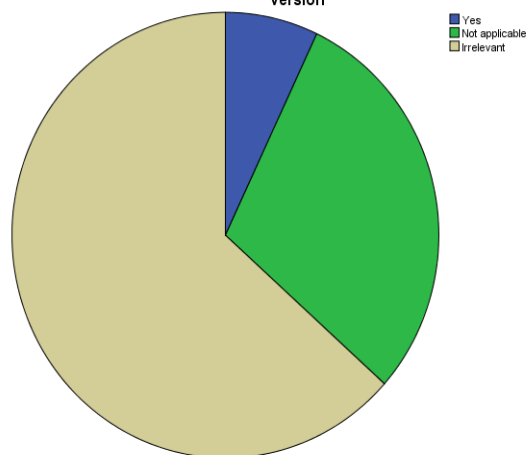


The assessment instrument used - Ravens Progressive Matrices junior and adult version

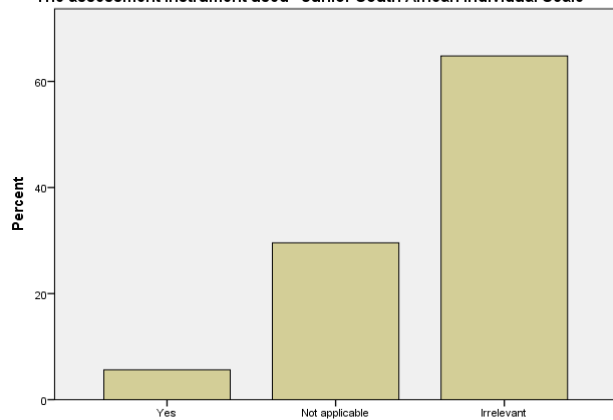


The assessment instrument used - Ravens Progressive Matrices junior and adult version

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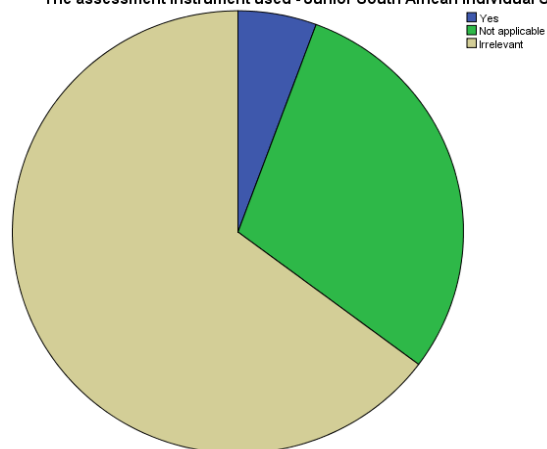


The assessment instrument used - Junior South African Individual Scale

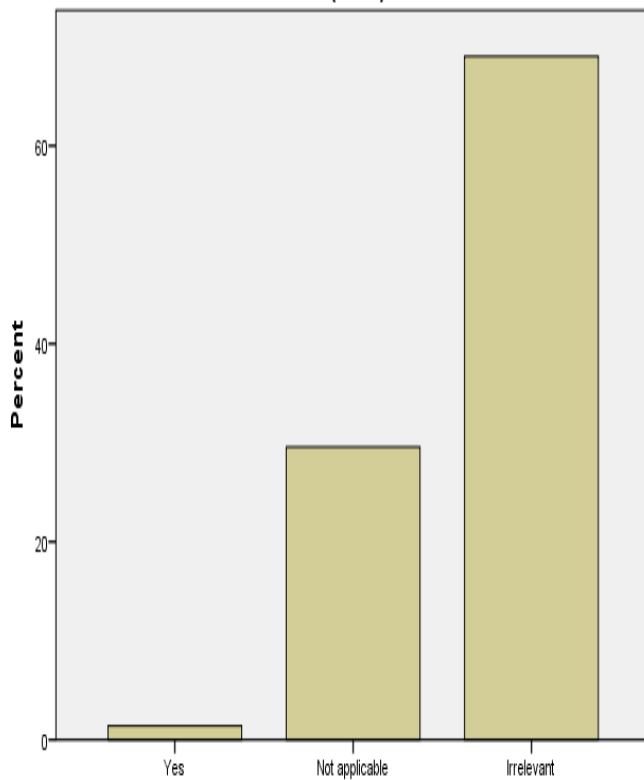


The assessment instrument used - Junior South African Individual Scale

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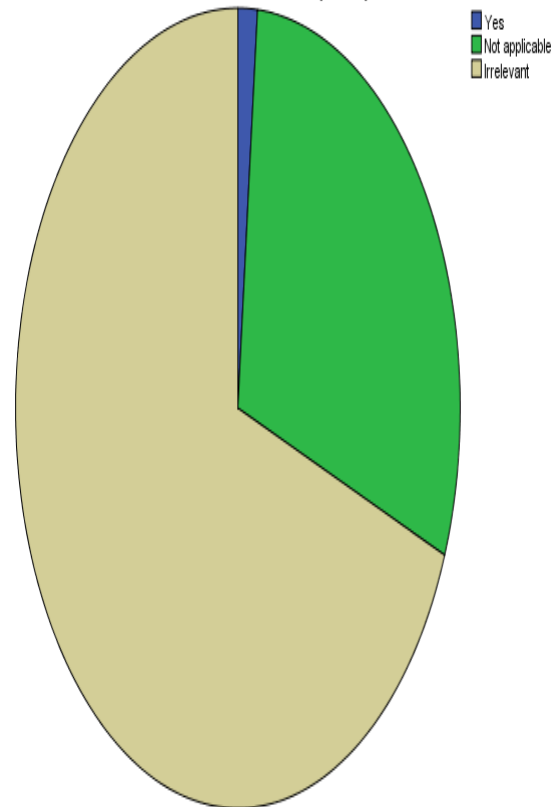


The assessment instrument used - School-readiness Evaluation by Trained Testers (SETT)

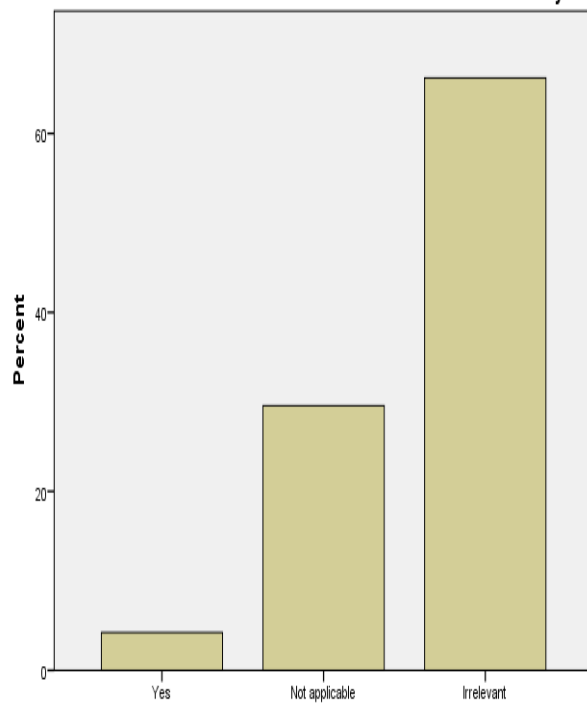


The assessment instrument used - School-readiness Evaluation by Trained Testers (SETT)

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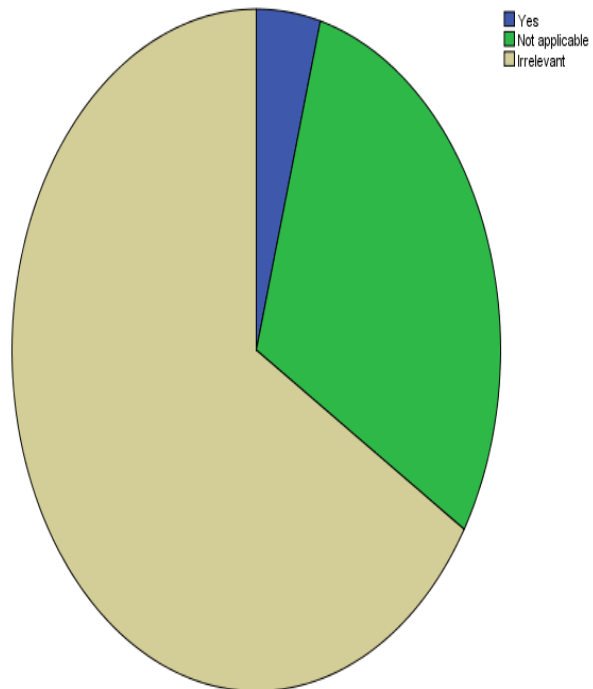


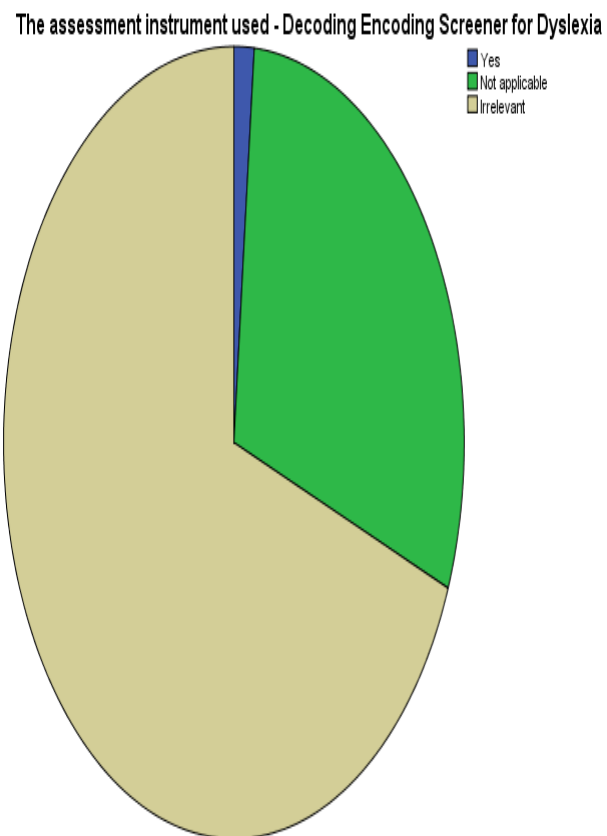
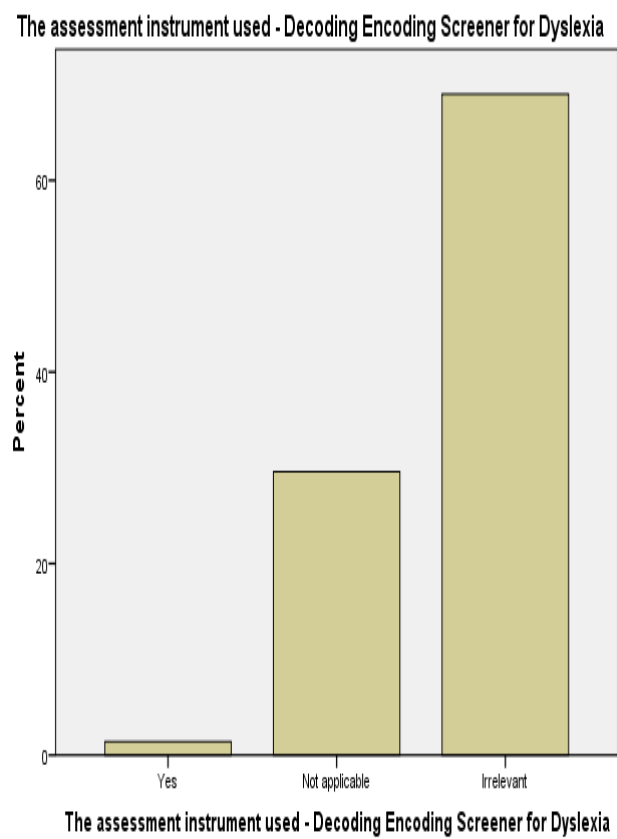
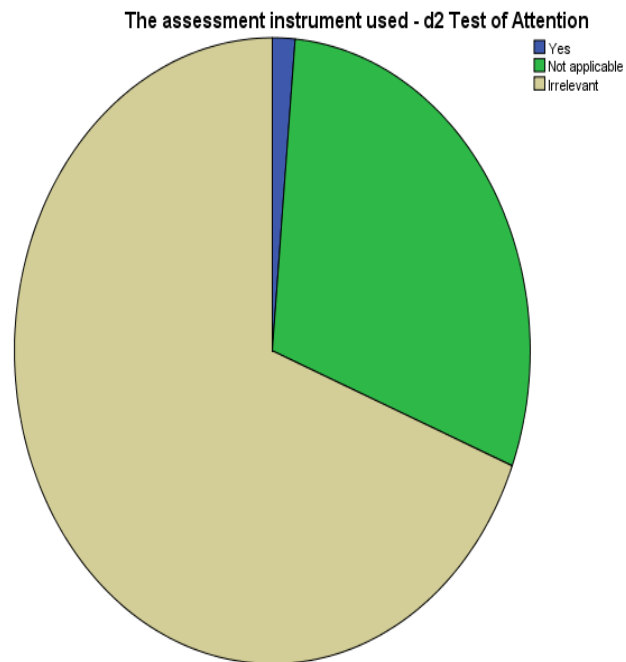
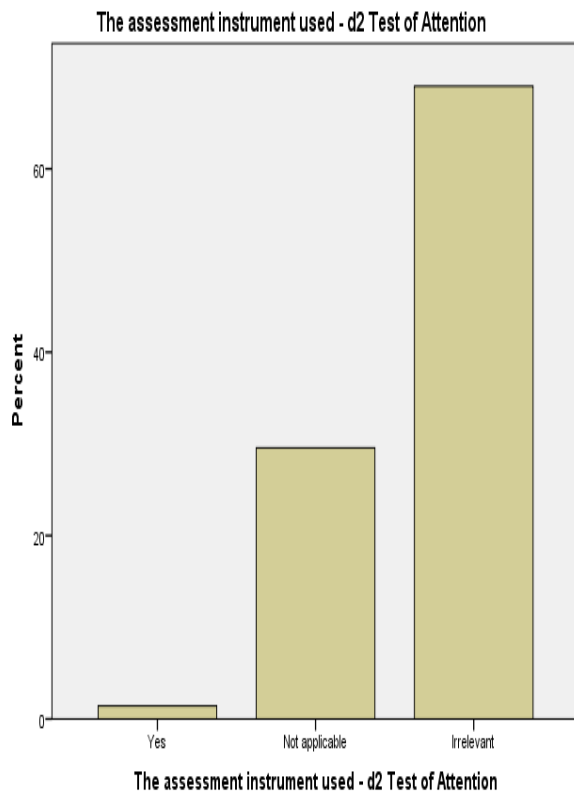
The assessment instrument used - Namibia Vocational Interest Inventory

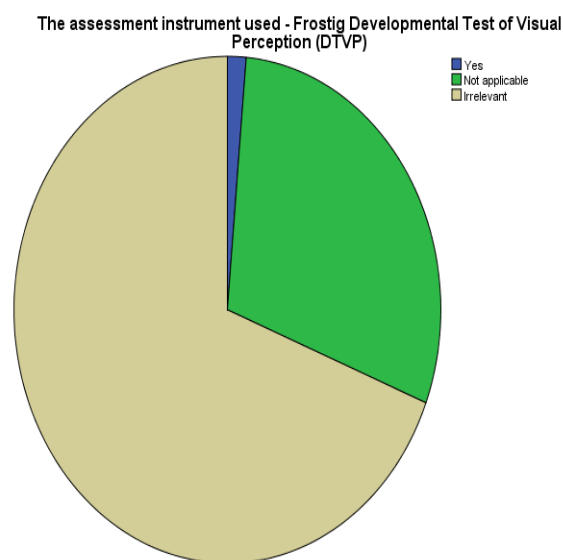
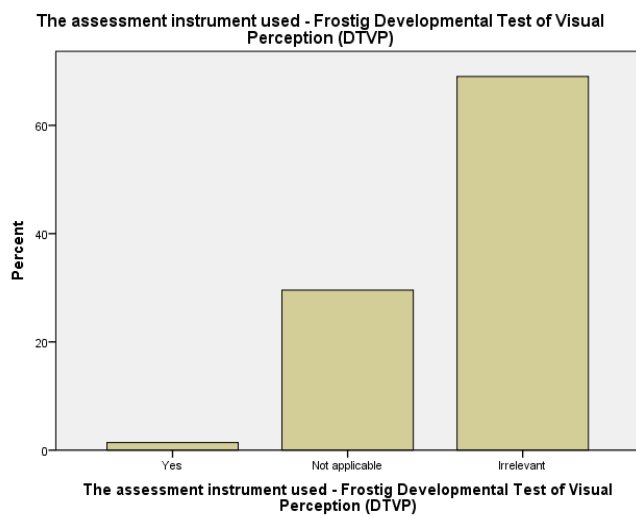
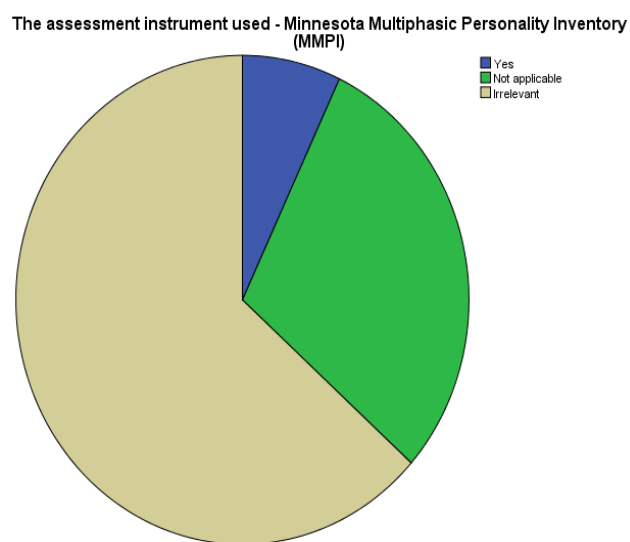
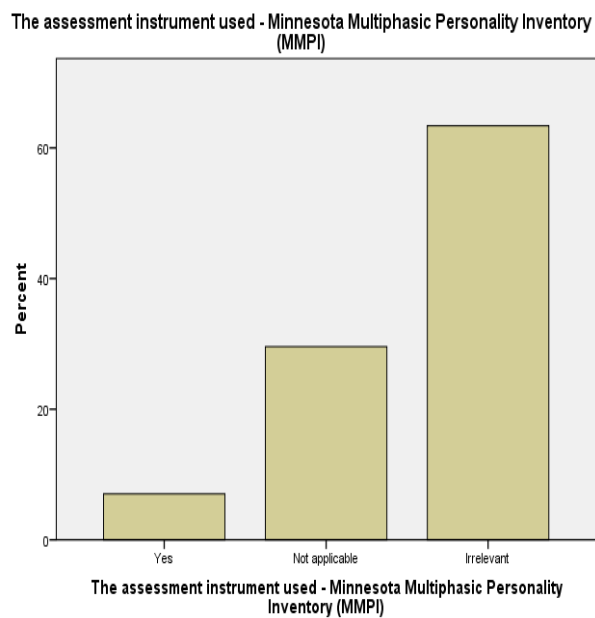
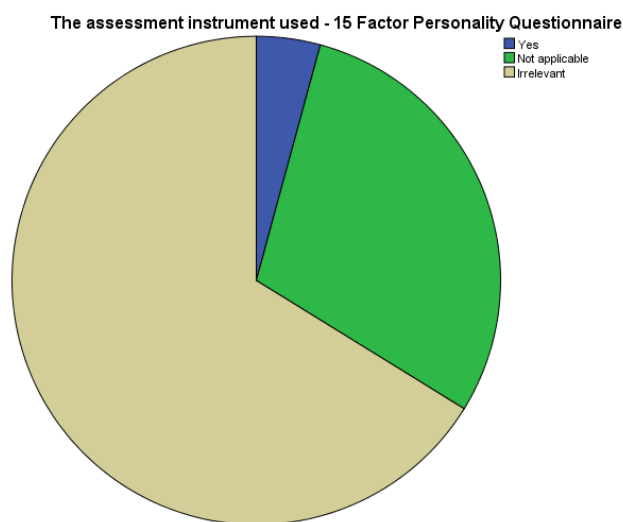
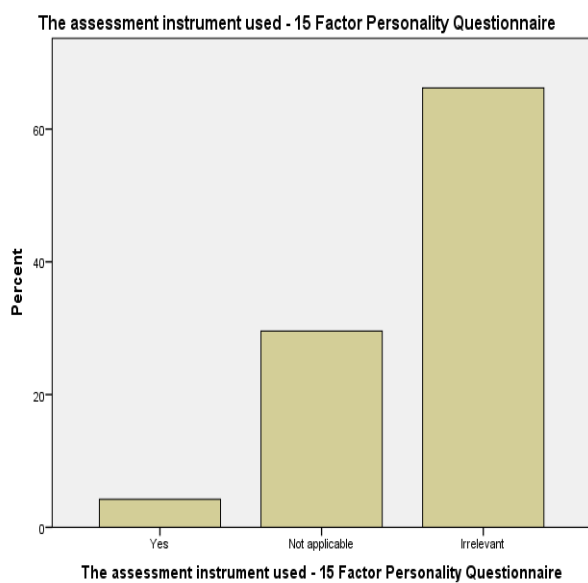


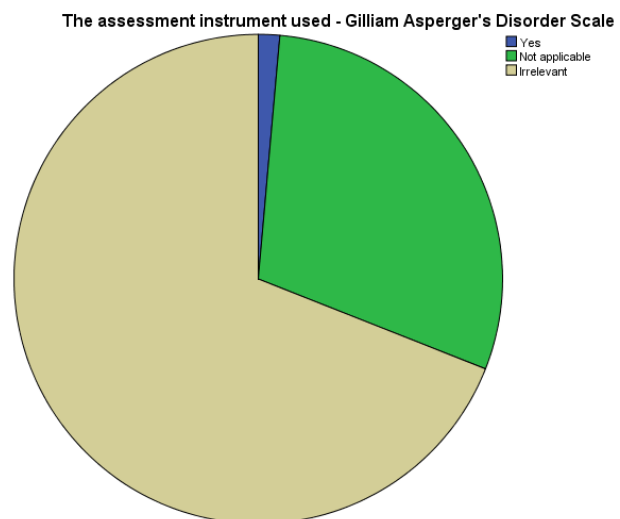
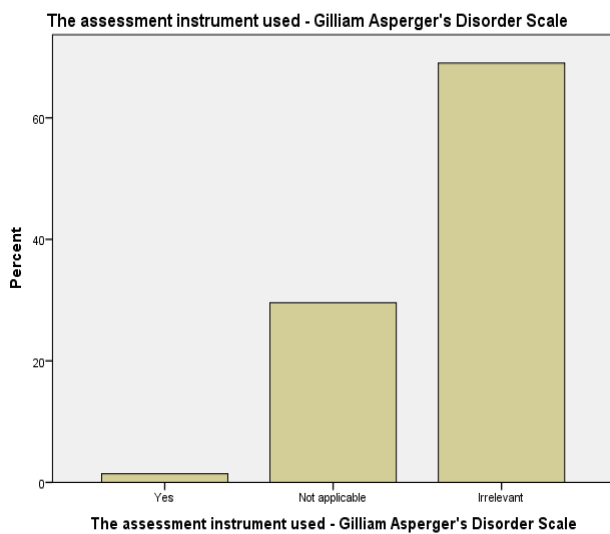
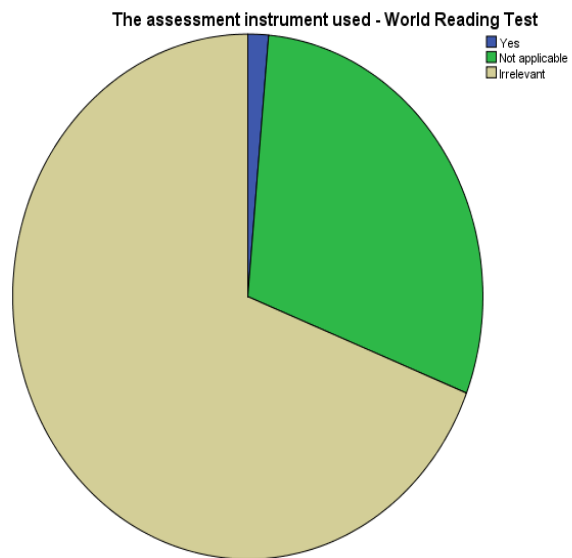
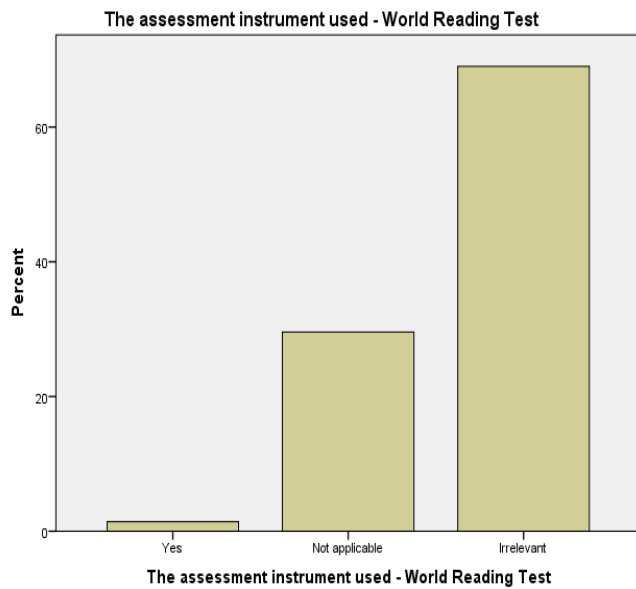
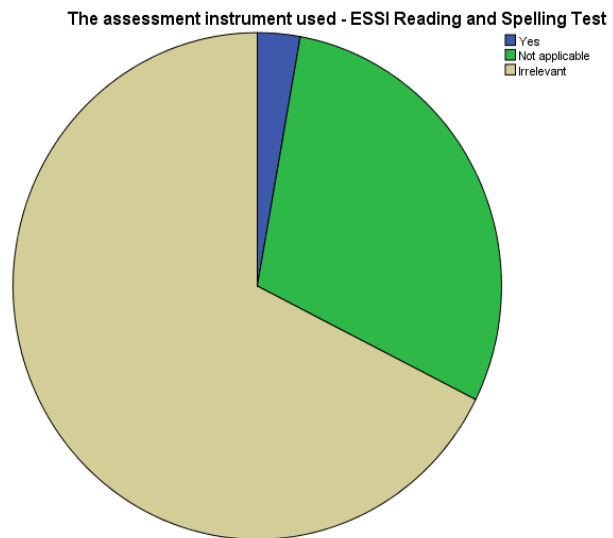
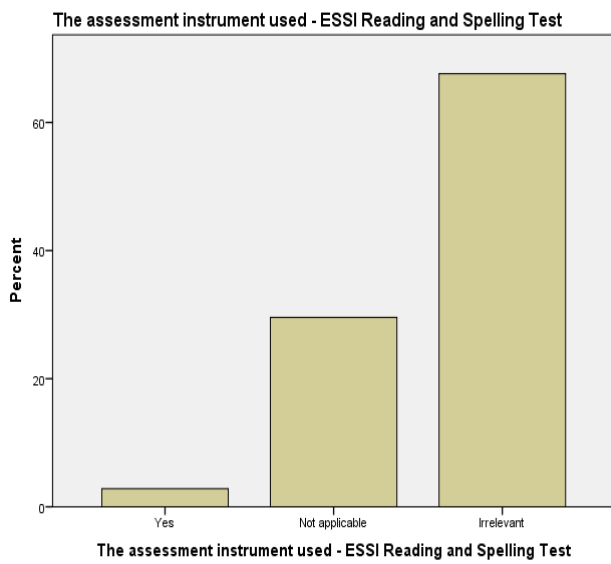
The assessment instrument used - Namibia Vocational Interest Inventory

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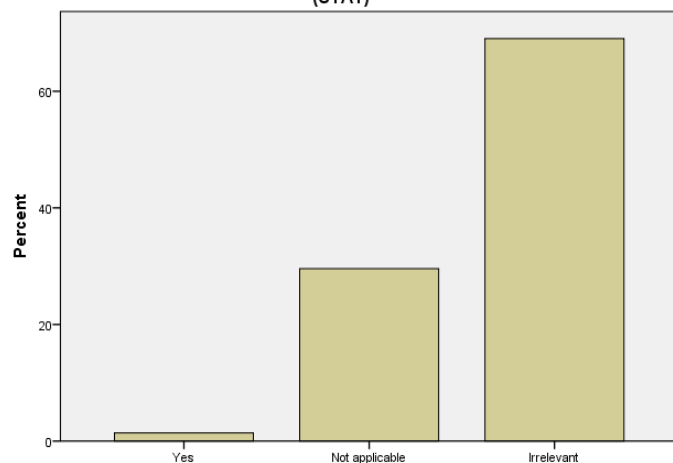






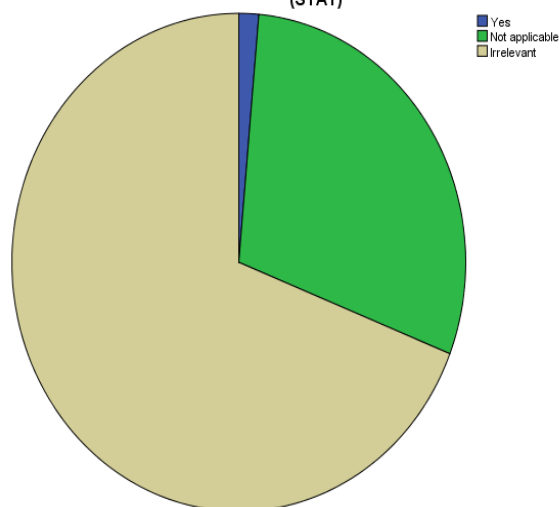


The assessment instrument used - Screening Tool for Autism in Two-Year-Olds (STAT)

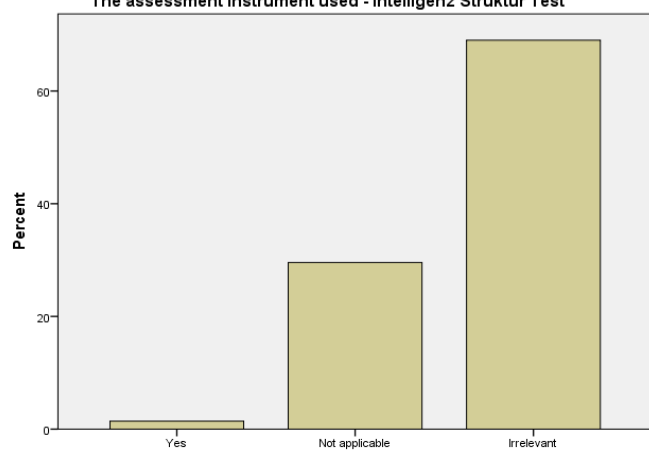


The assessment instrument used - Screening Tool for Autism in Two-Year-Olds (STAT)

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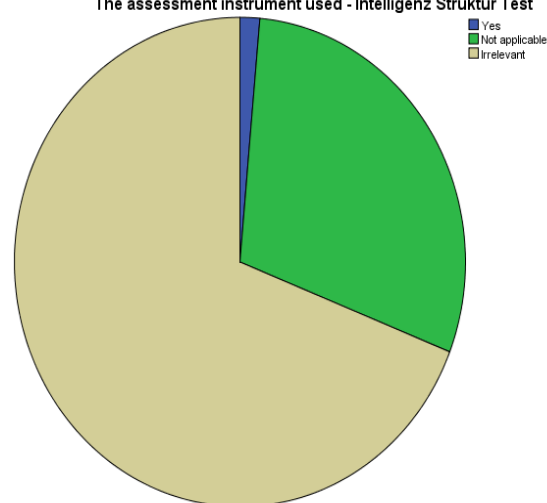


The assessment instrument used - Intelligenz Struktur Test

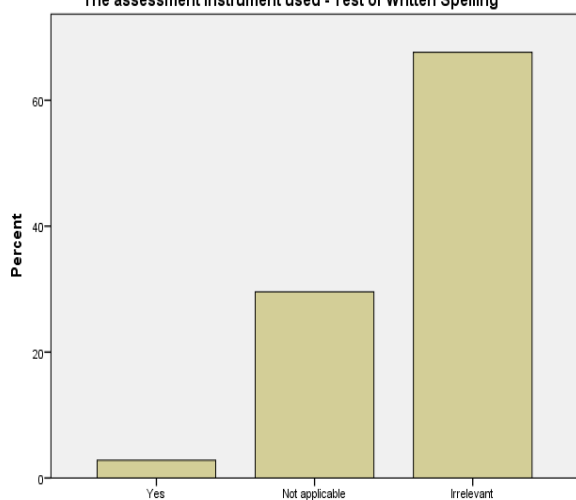


The assessment instrument used - Intelligenz Struktur Test

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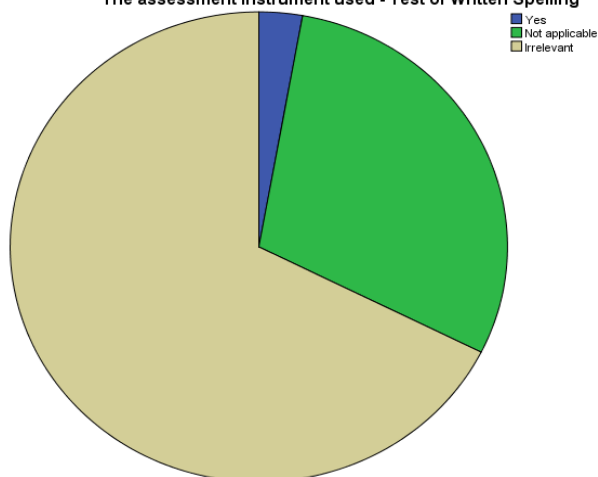


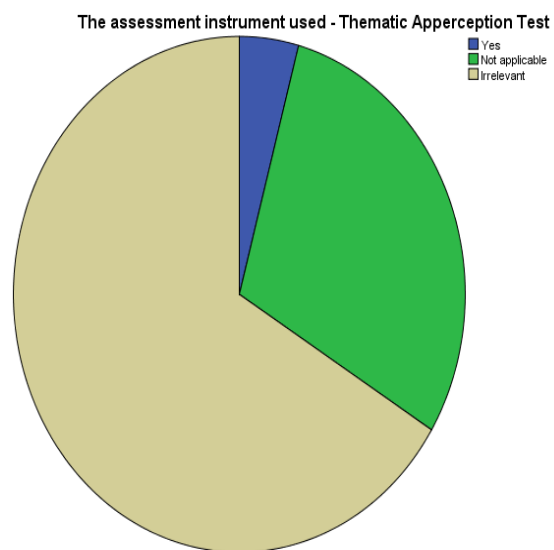
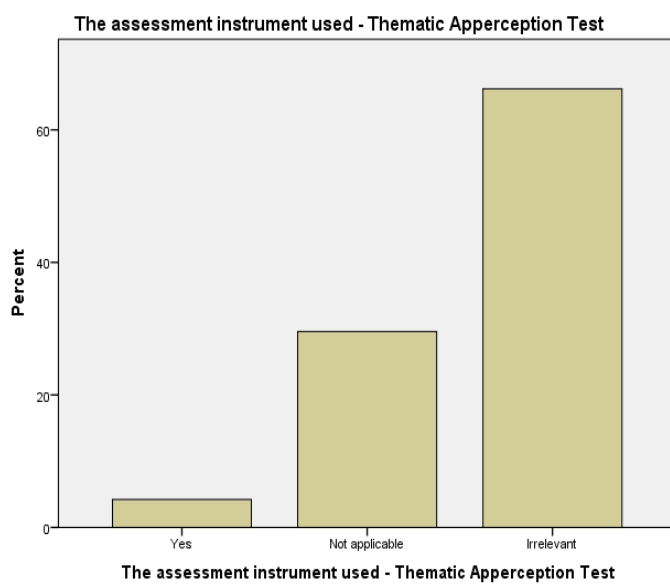
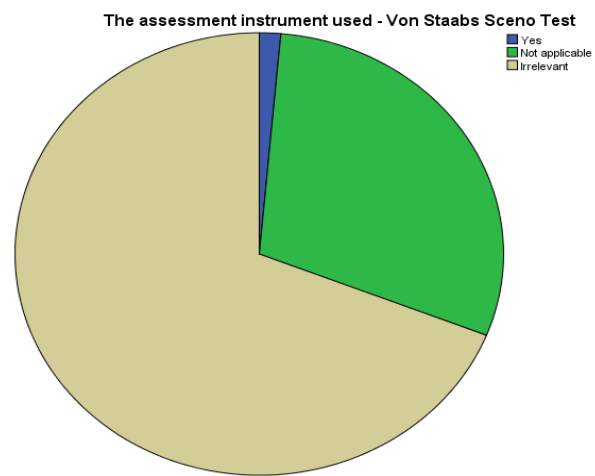
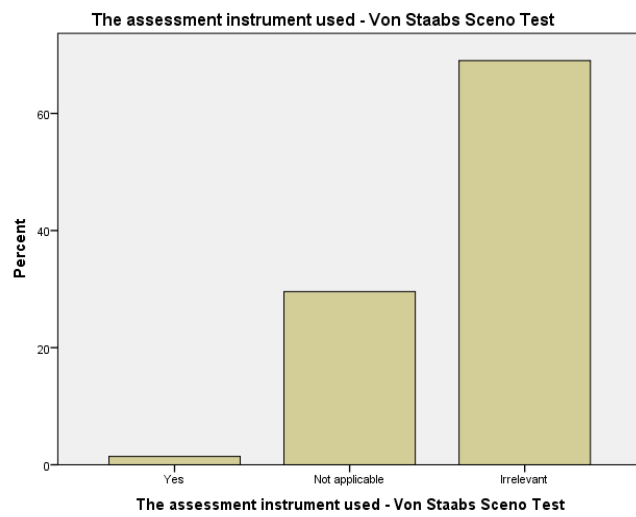
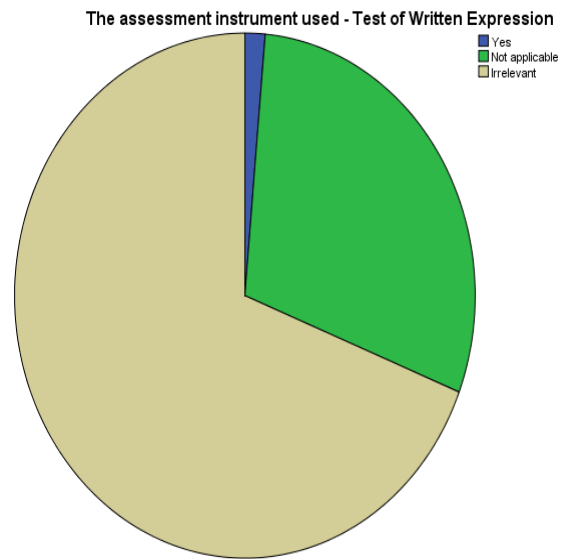
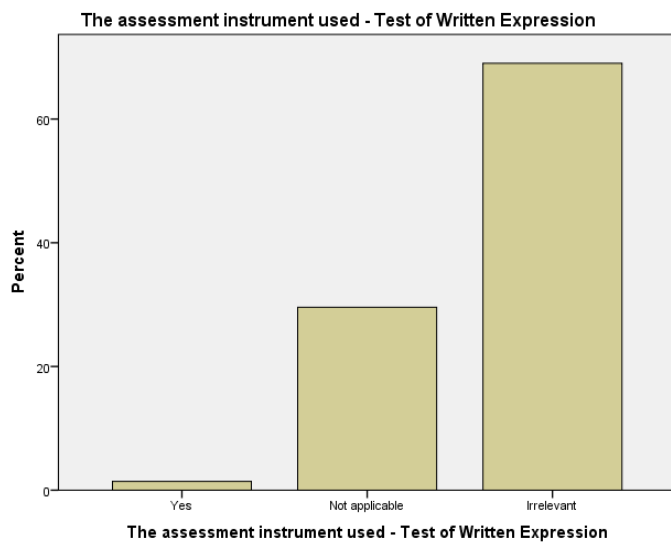
The assessment instrument used - Test of Written Spelling

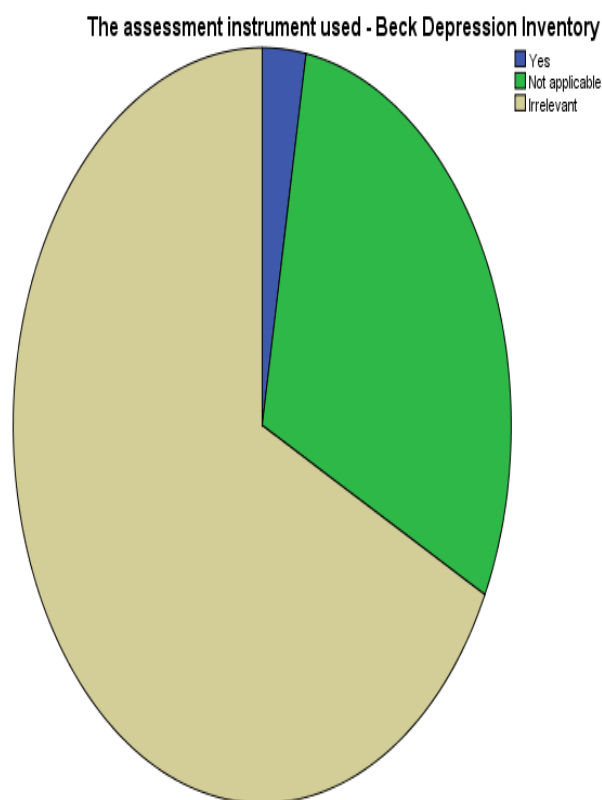
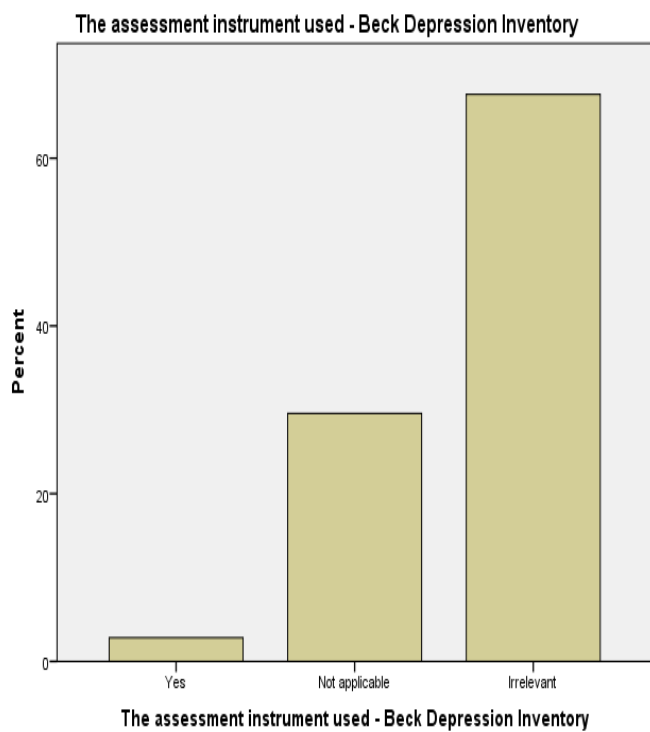
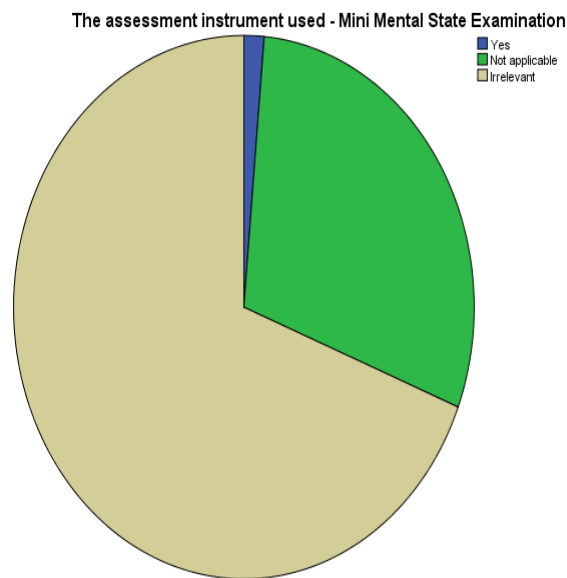
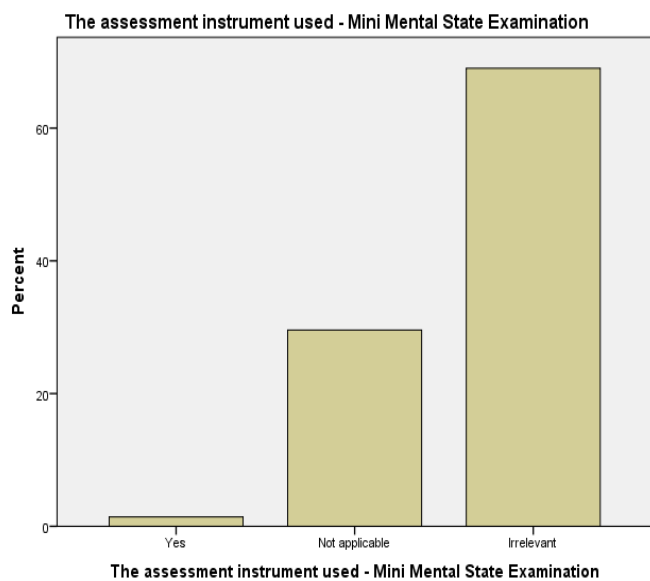


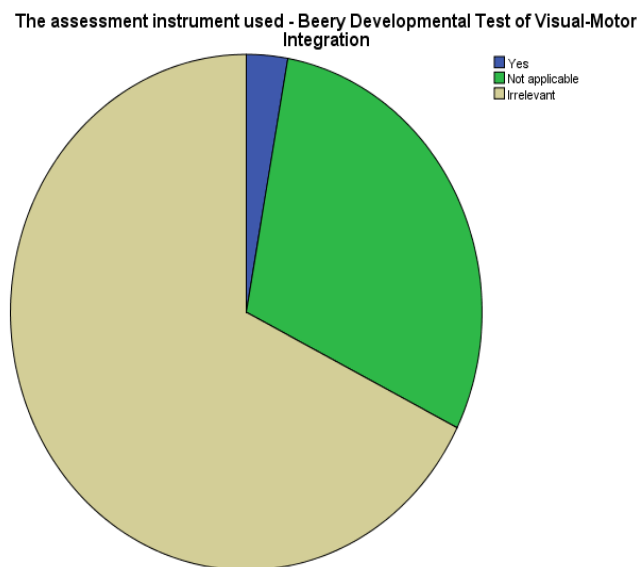
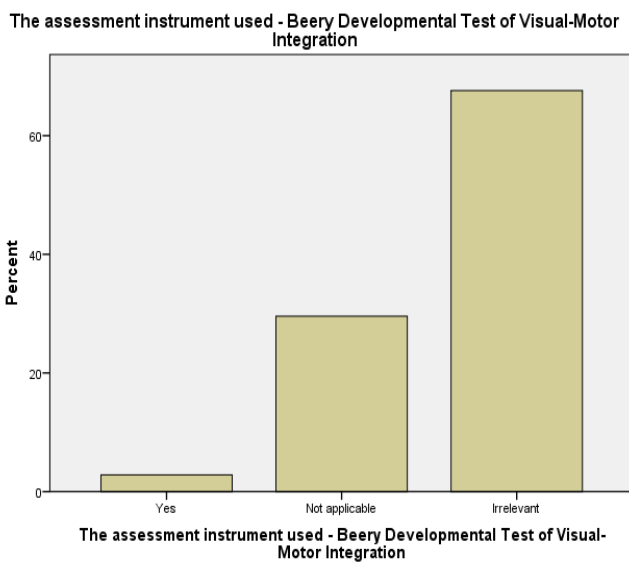
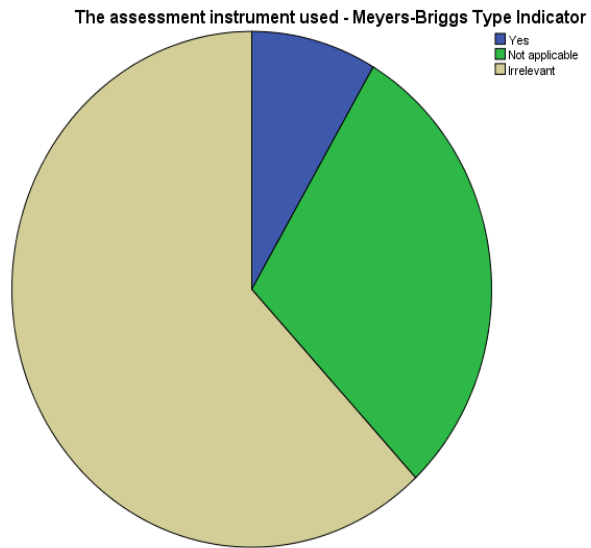
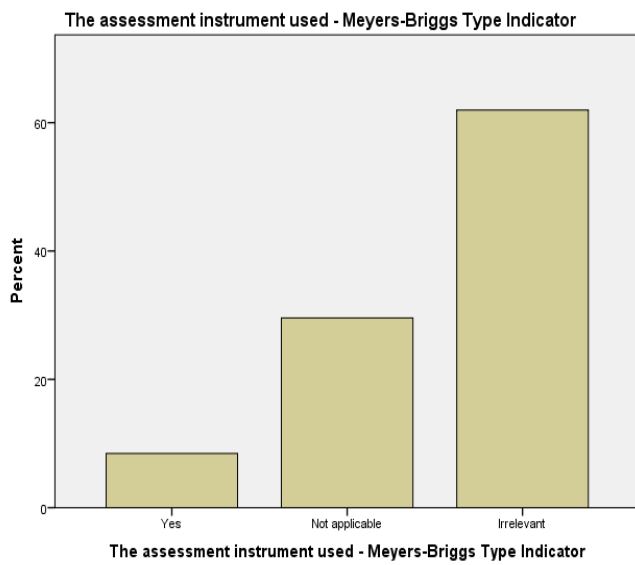
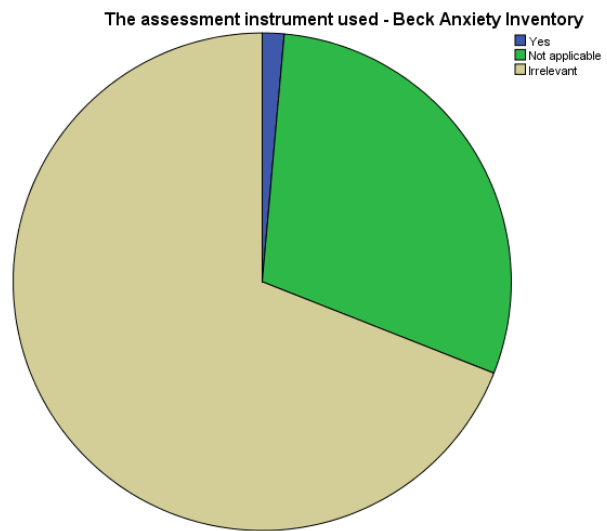
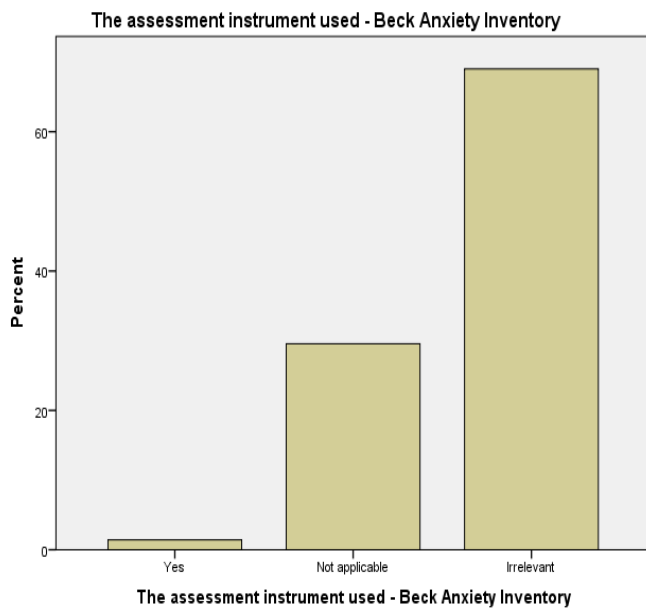
The assessment instrument used - Test of Written Spelling

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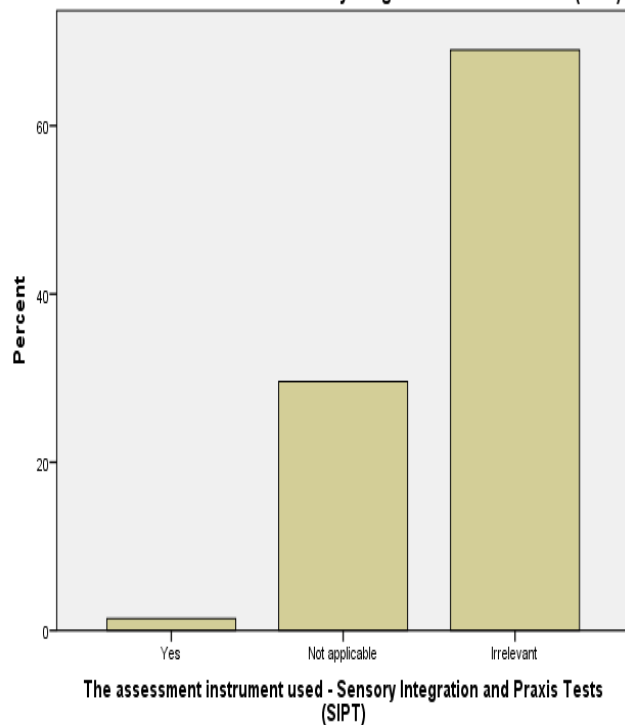




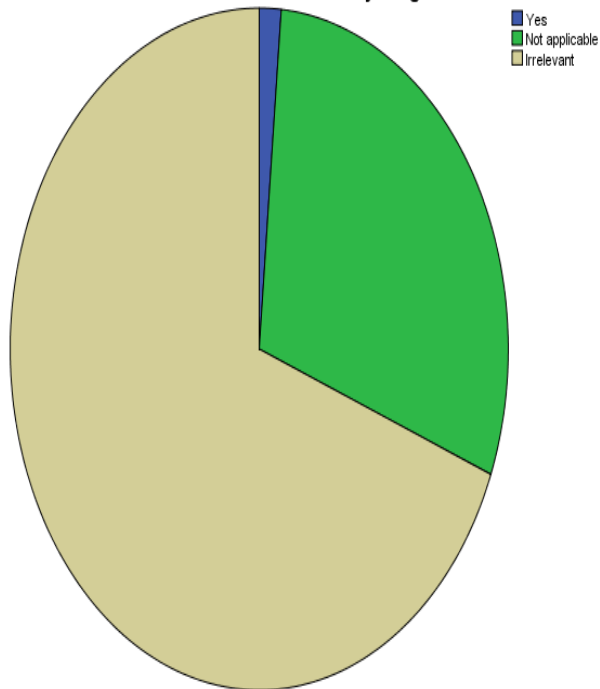




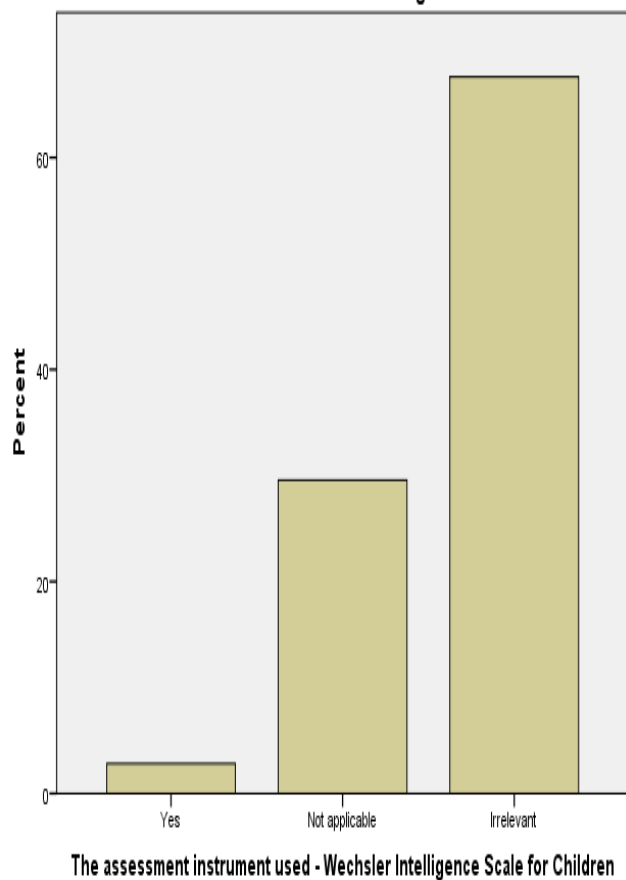
The assessment instrument used - Sensory Integration and Praxis Tests (SIPT)



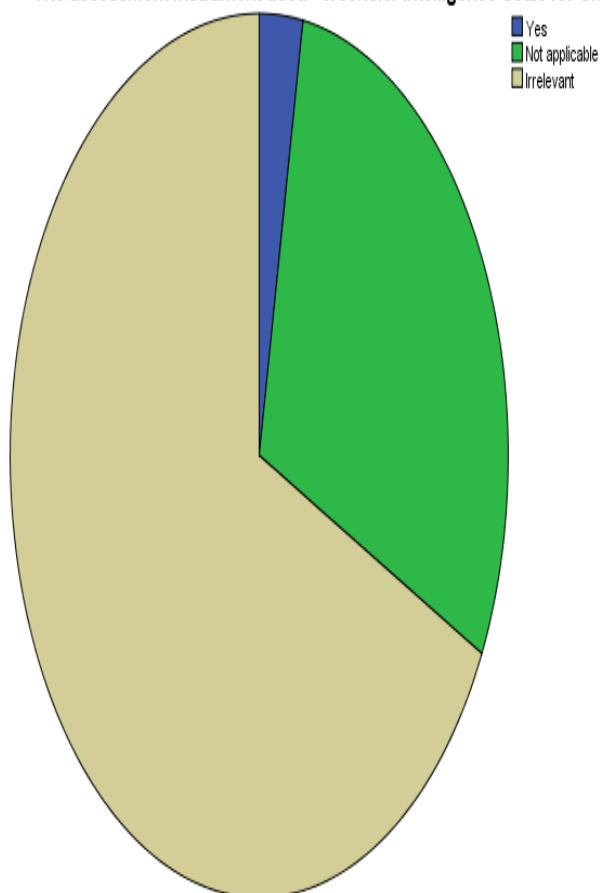
The assessment instrument used - Sensory Integration and Praxis Tests (SIPT)

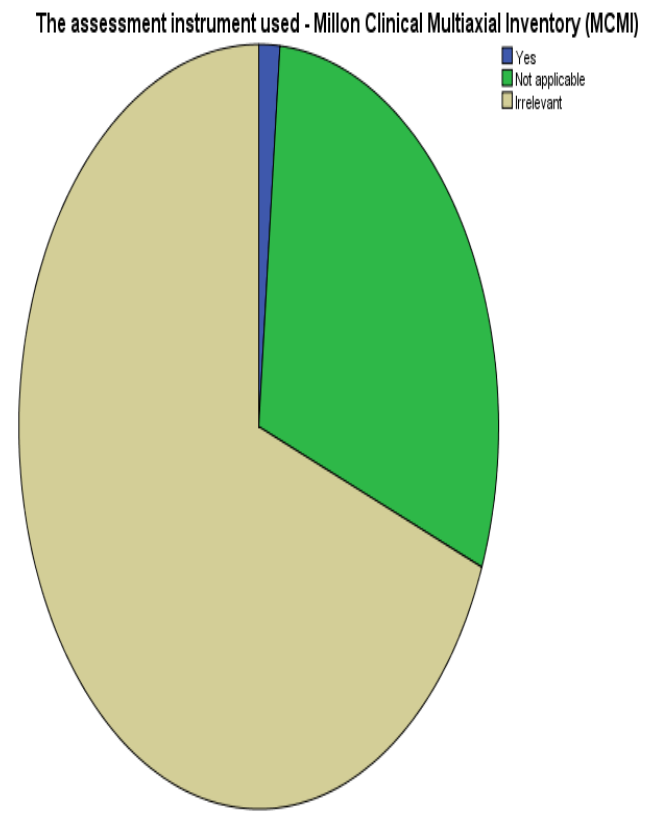
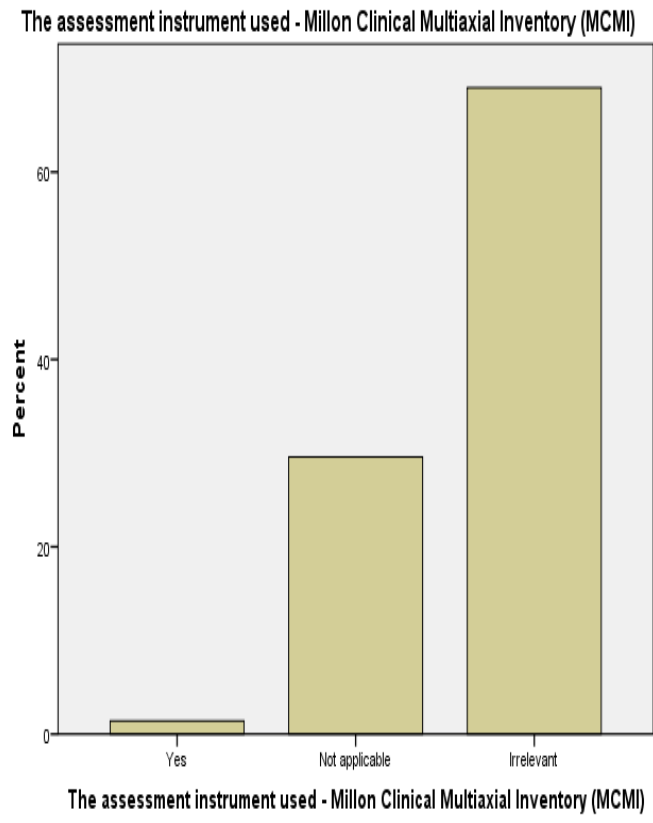
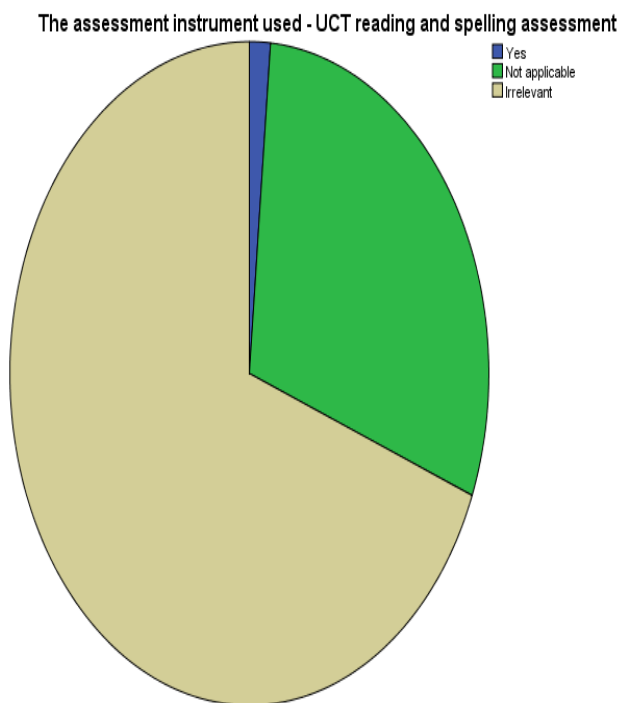
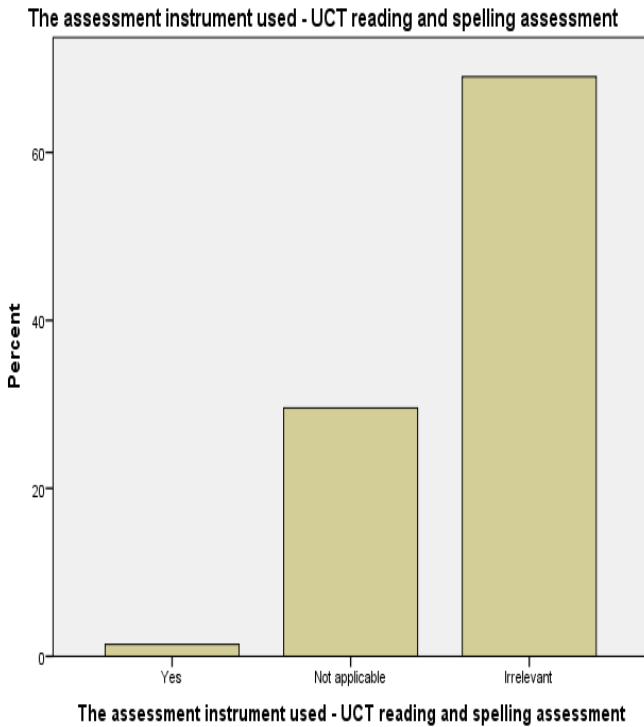


The assessment instrument used - Wechsler Intelligence Scale for Children

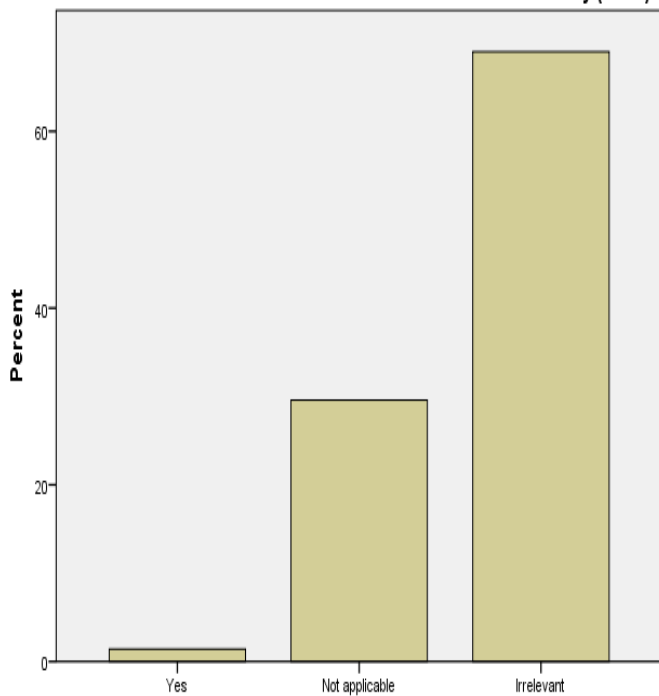


The assessment instrument used - Wechsler Intelligence Scale for Children



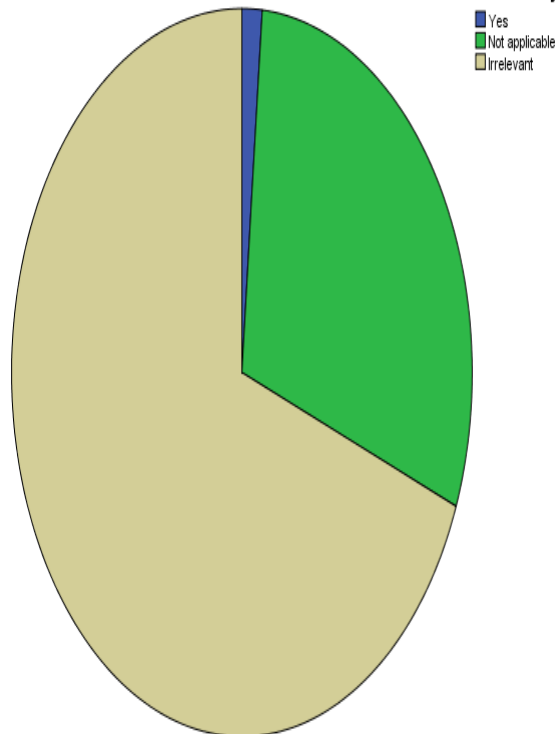


The assessment instrument used - Millon Adolescent Clinical Inventory (MACI)

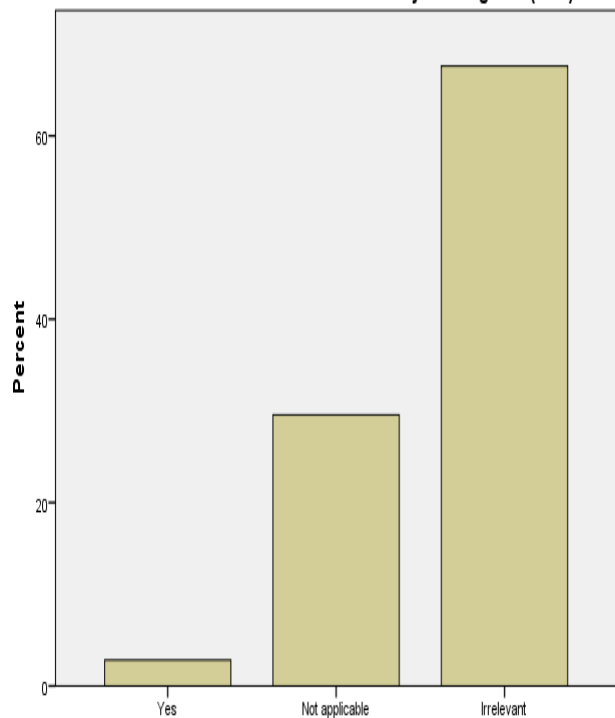


The assessment instrument used - Millon Adolescent Clinical Inventory (MACI)

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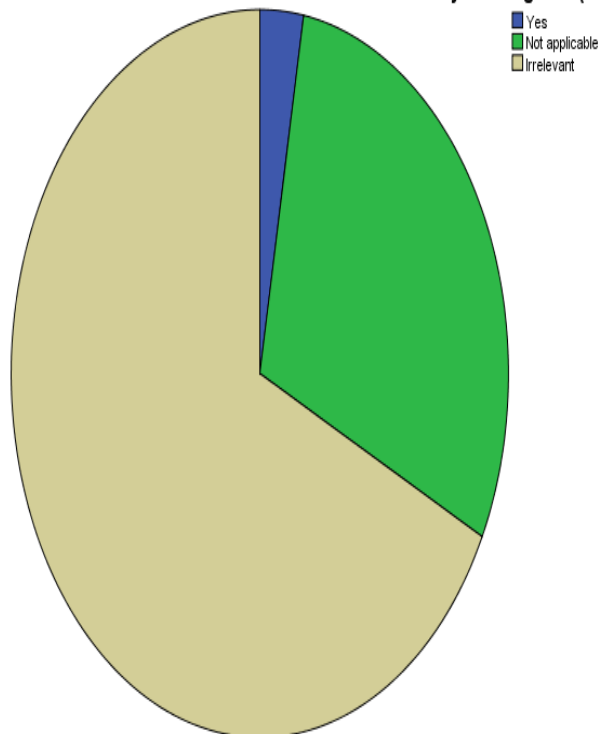


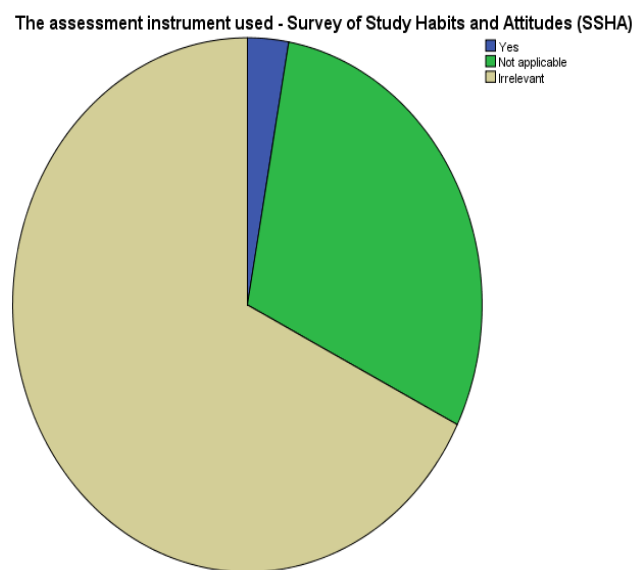
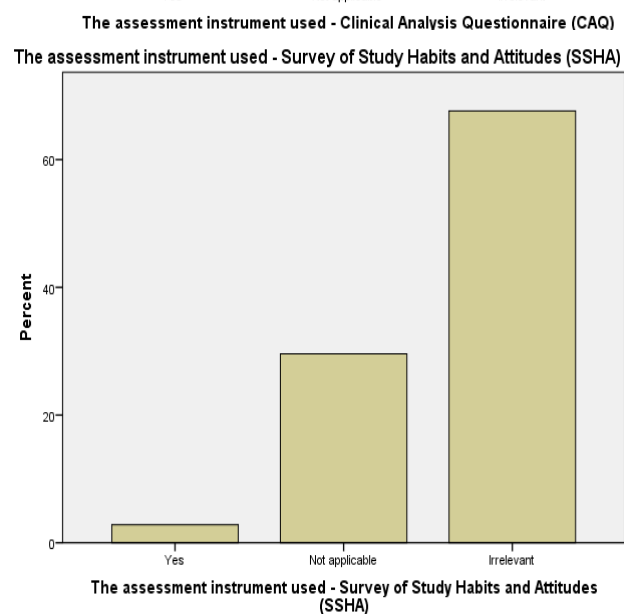
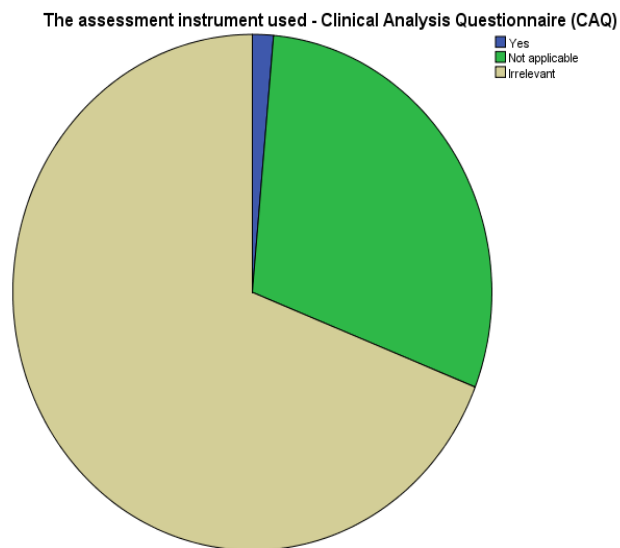
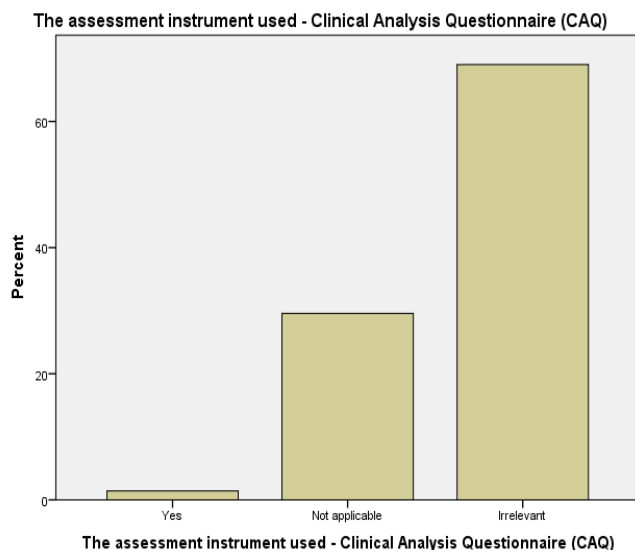
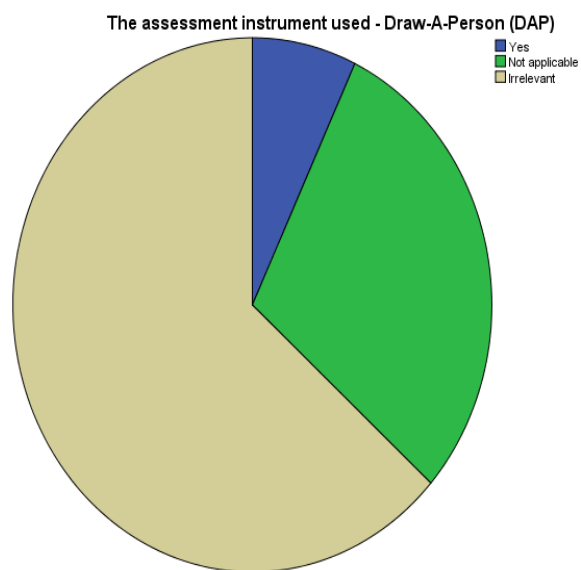
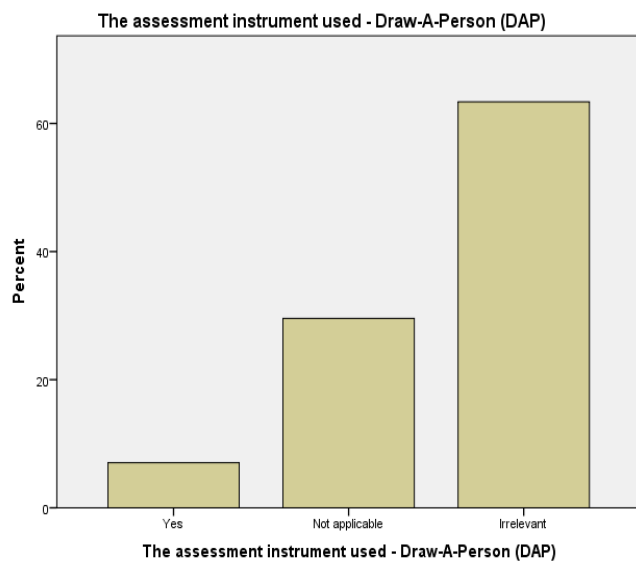
The assessment instrument used - Kinetic Family Drawing Test (KFD)

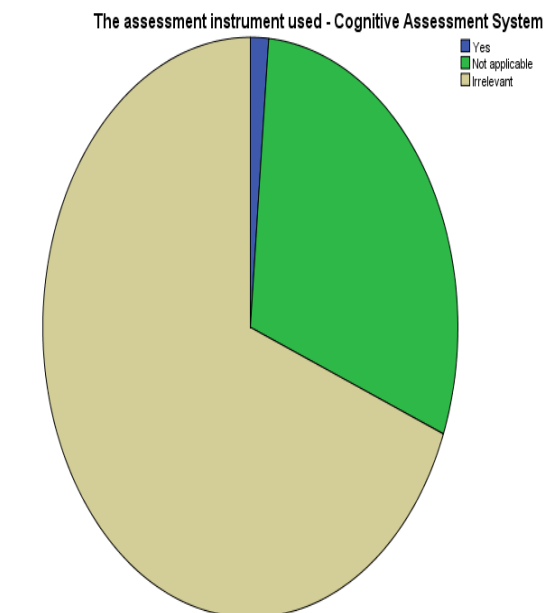
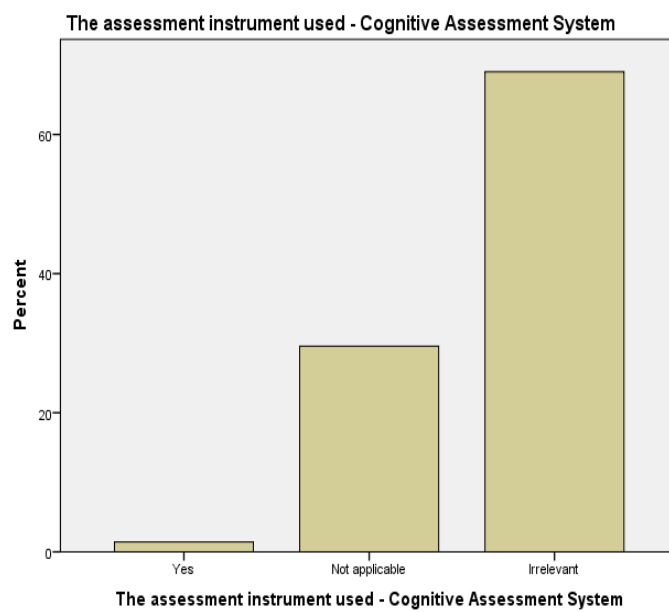
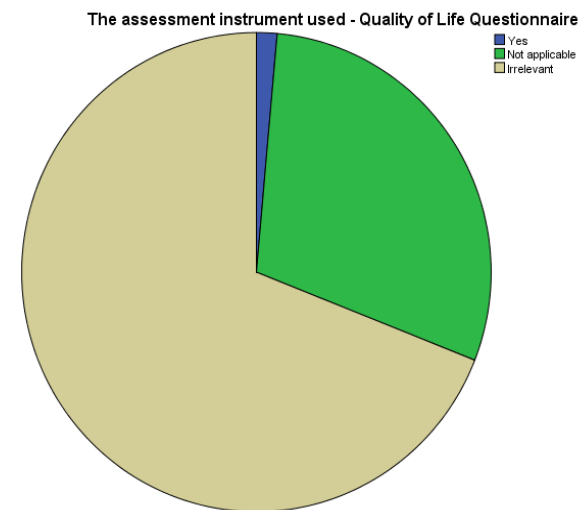
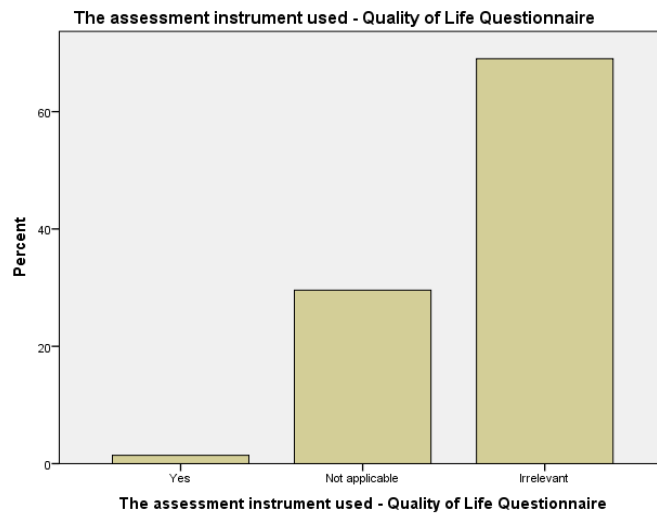
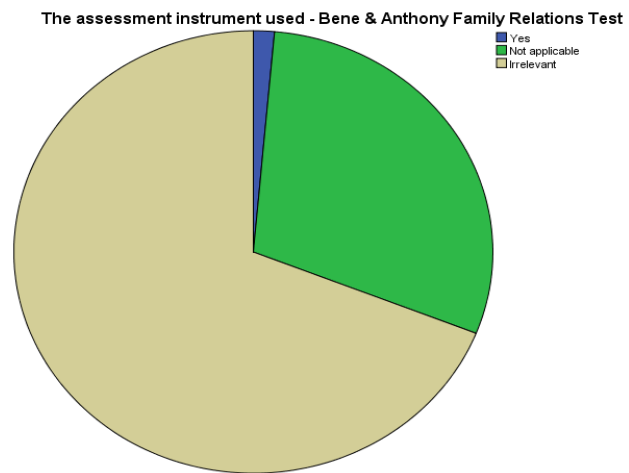
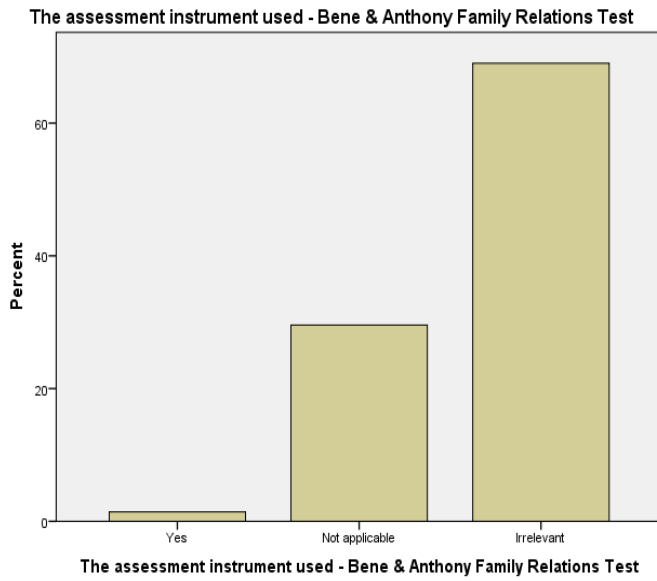


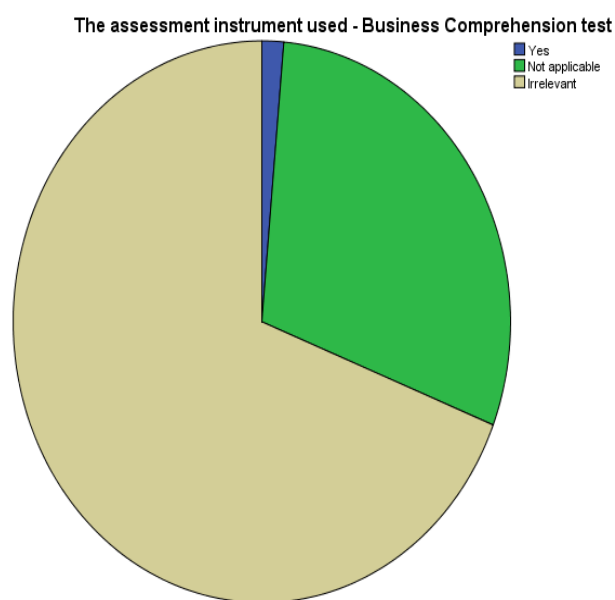
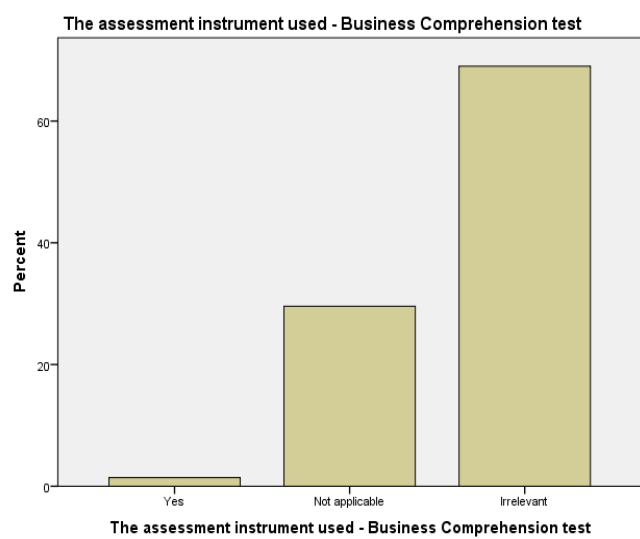
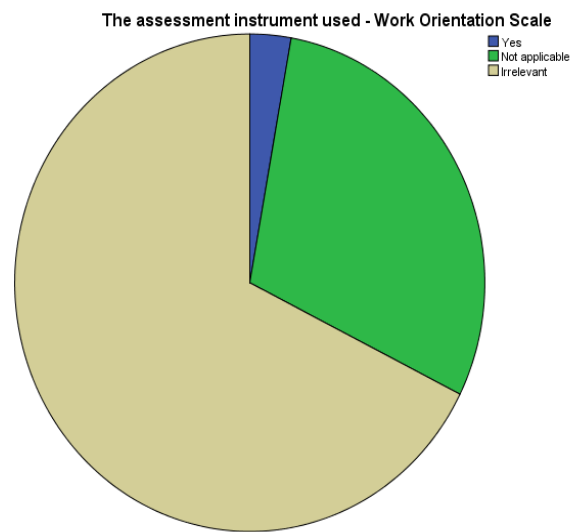
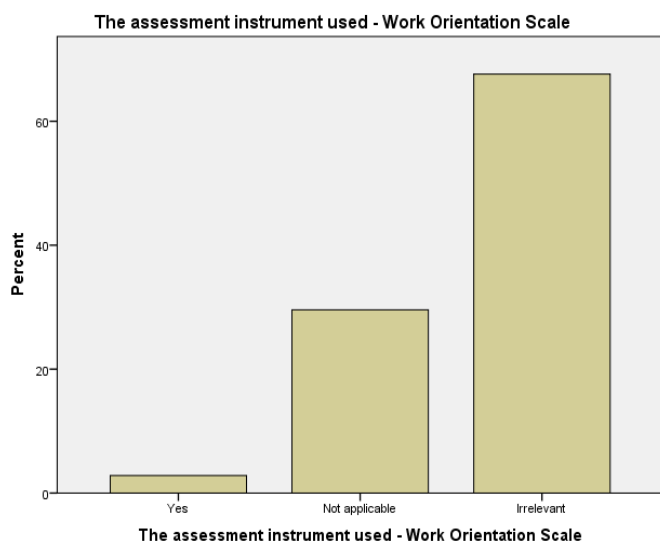
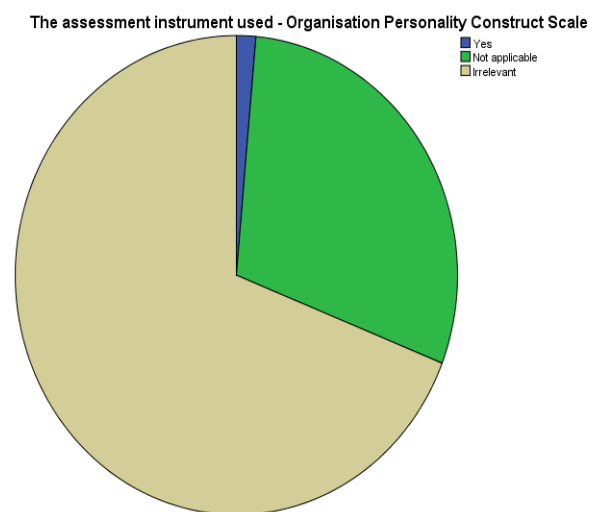
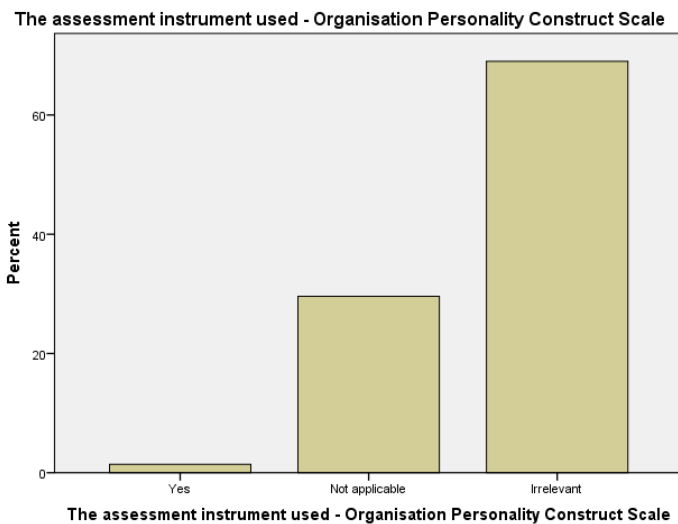
The assessment instrument used - Kinetic Family Drawing Test (KFD)

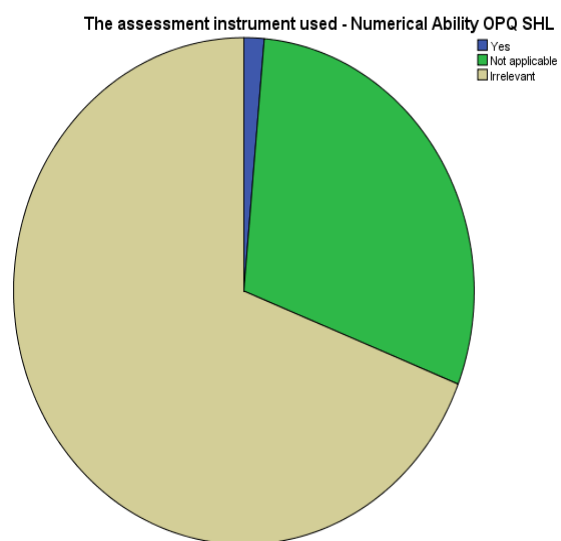
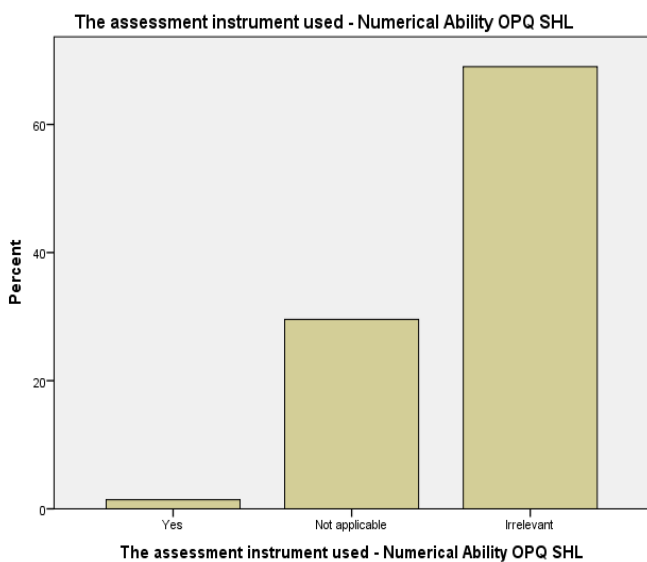
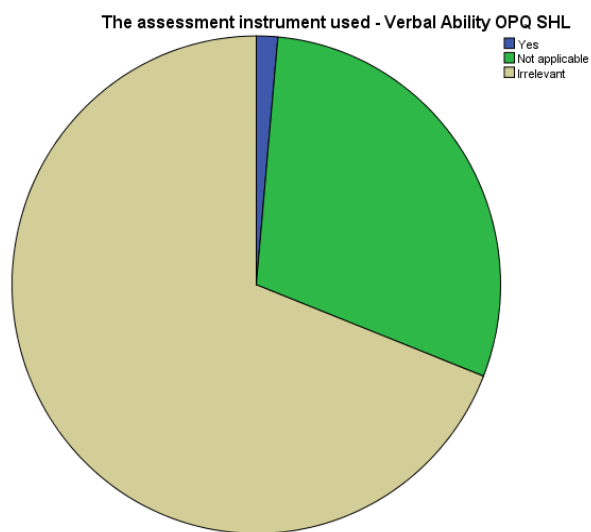
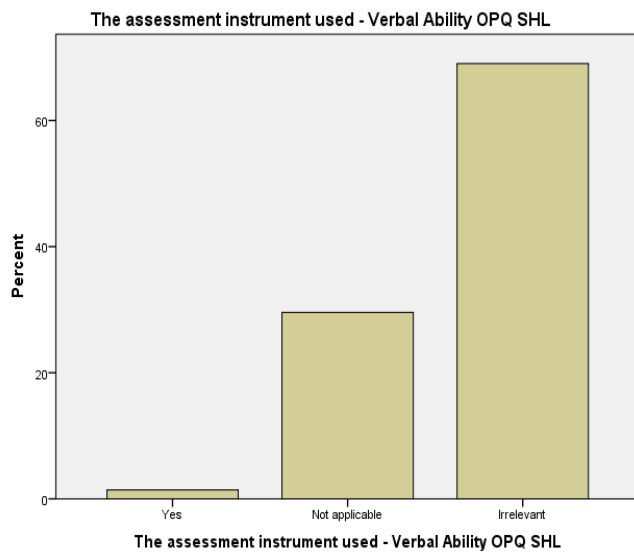
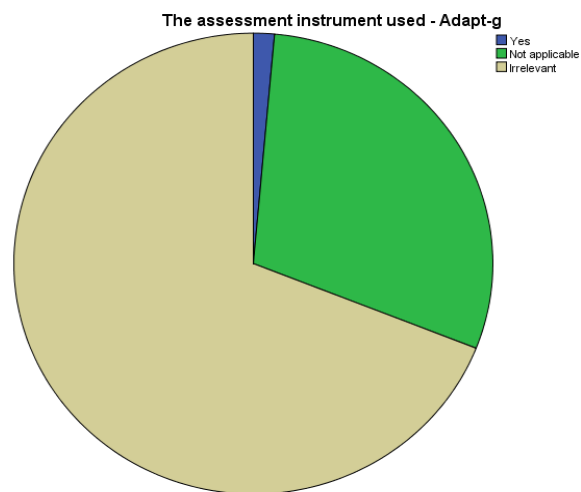
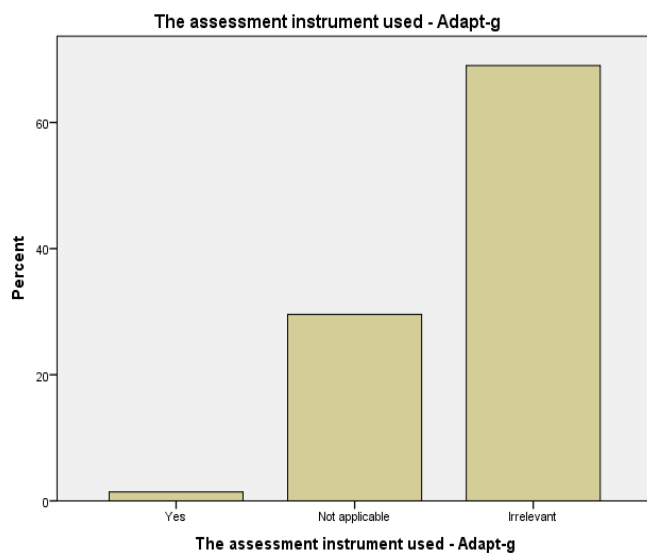
The assessment instrument used - Kinetic Family Drawing Test (KFD)

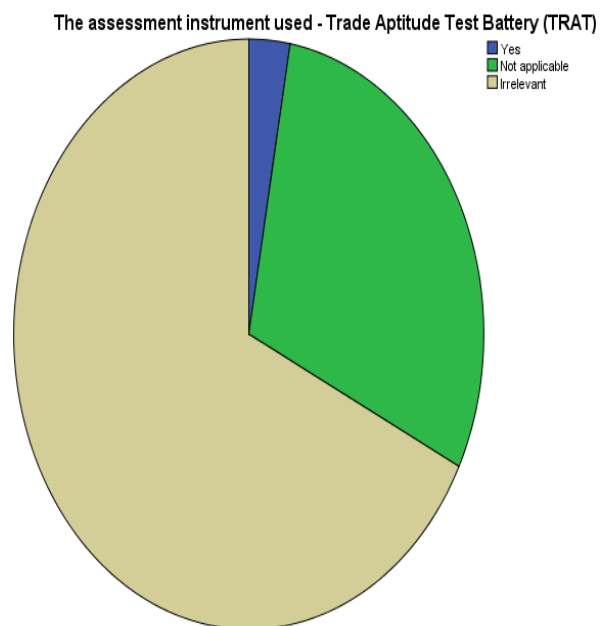
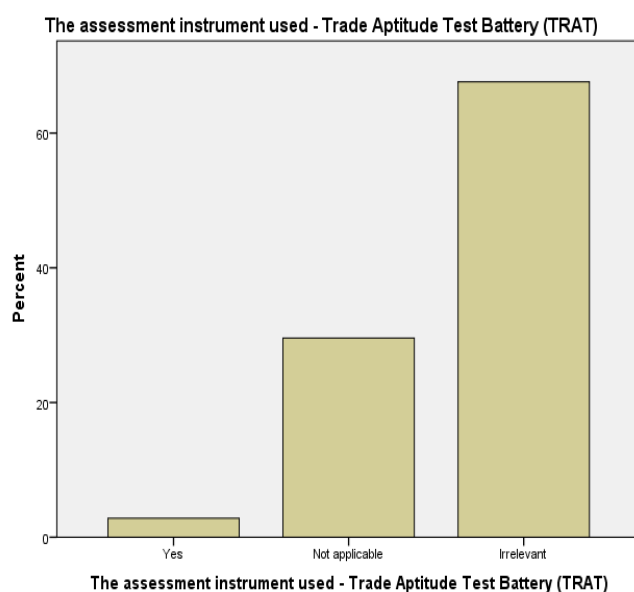
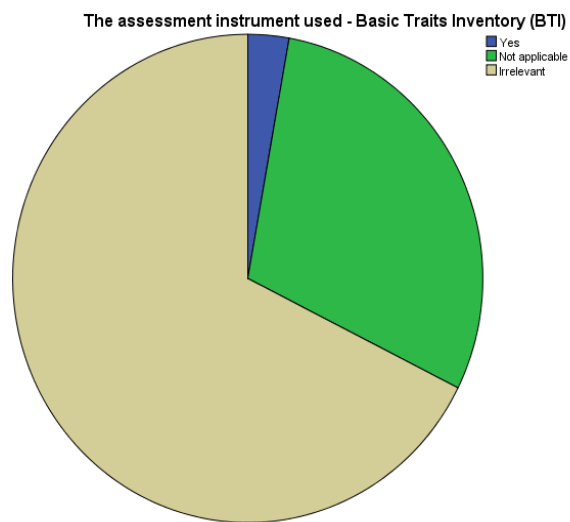
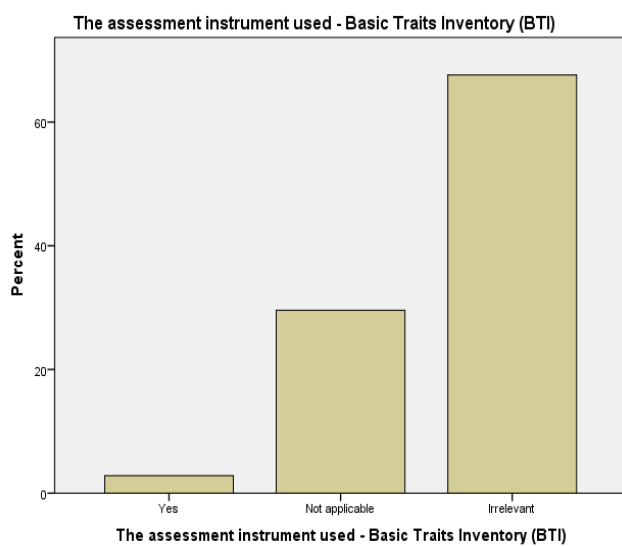
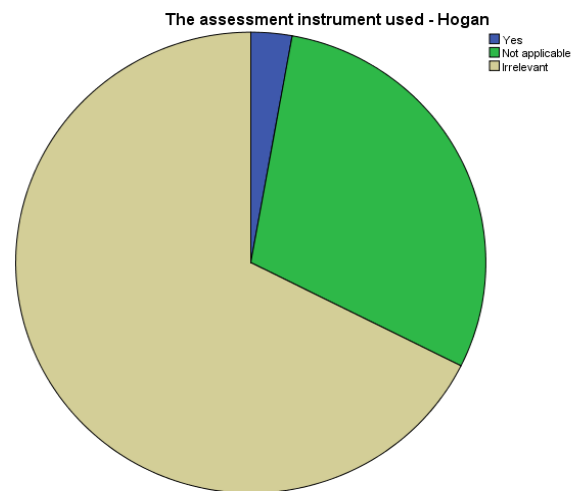
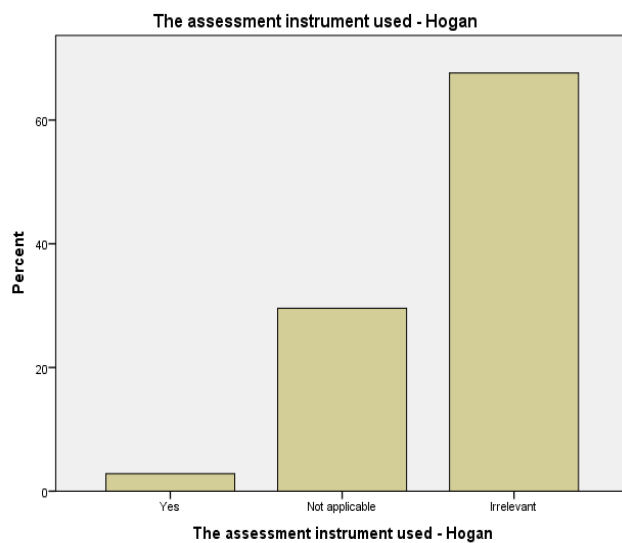


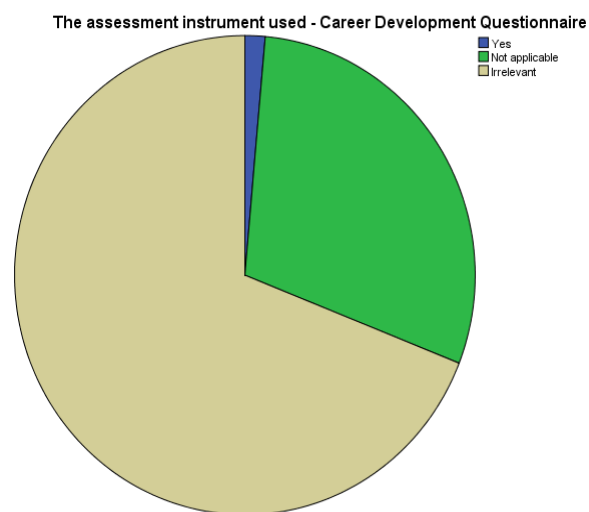
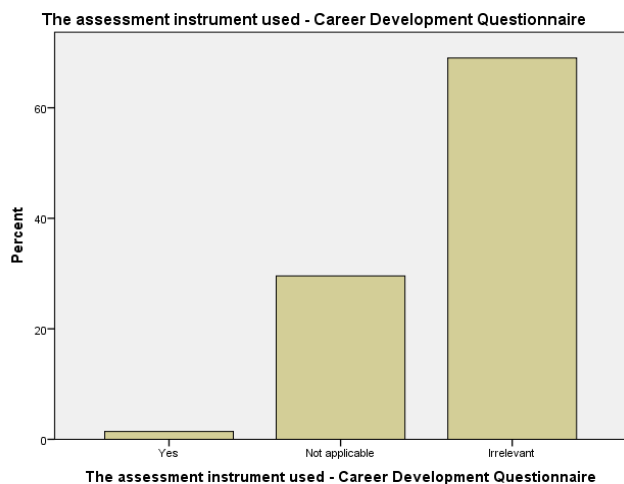
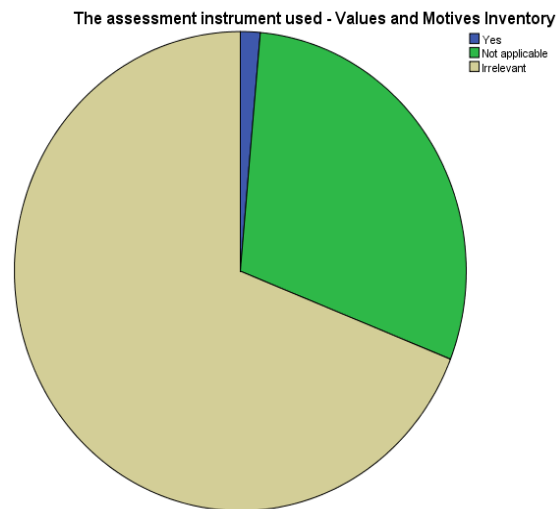
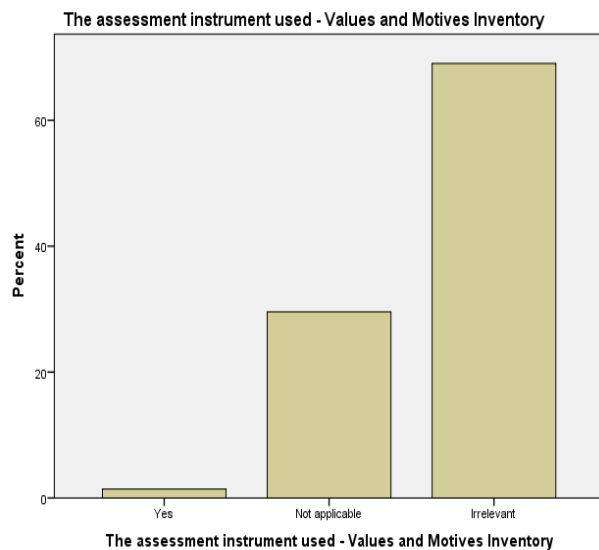
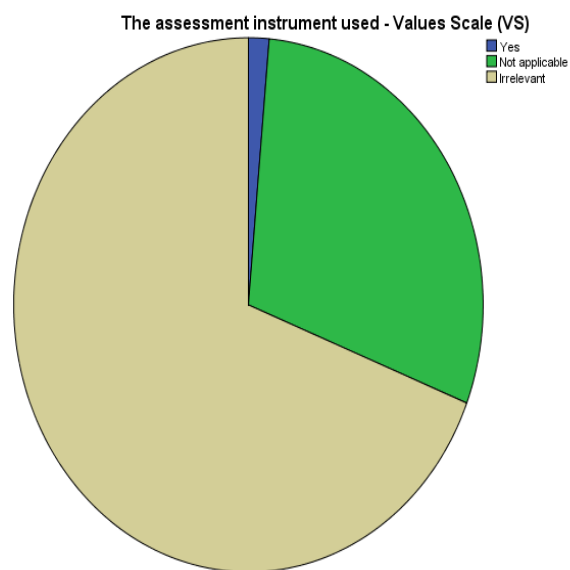
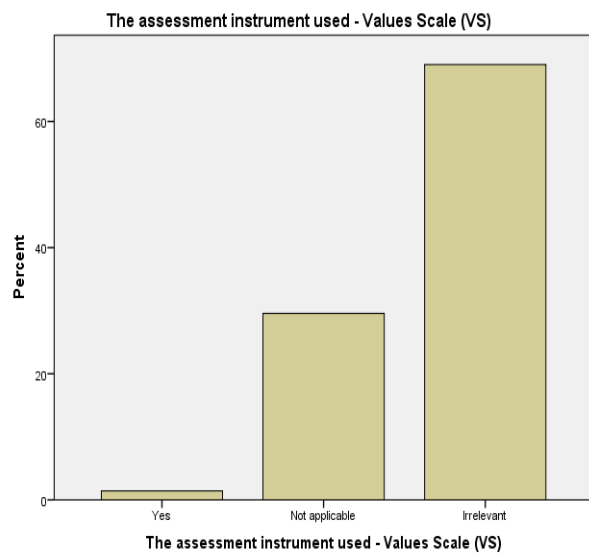


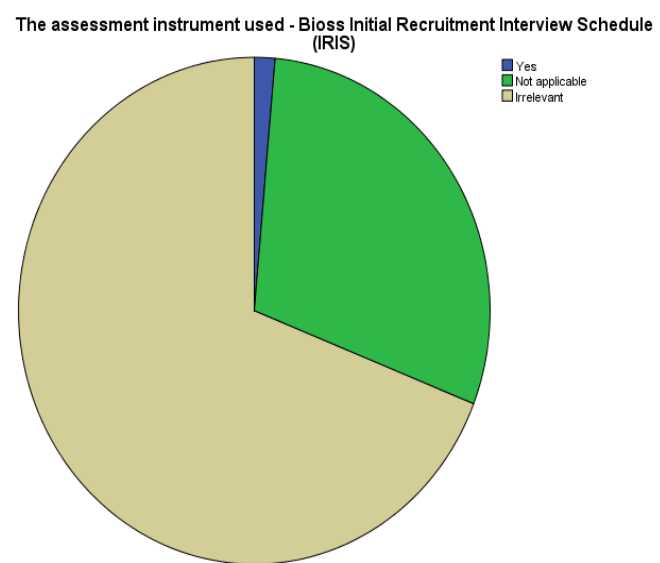
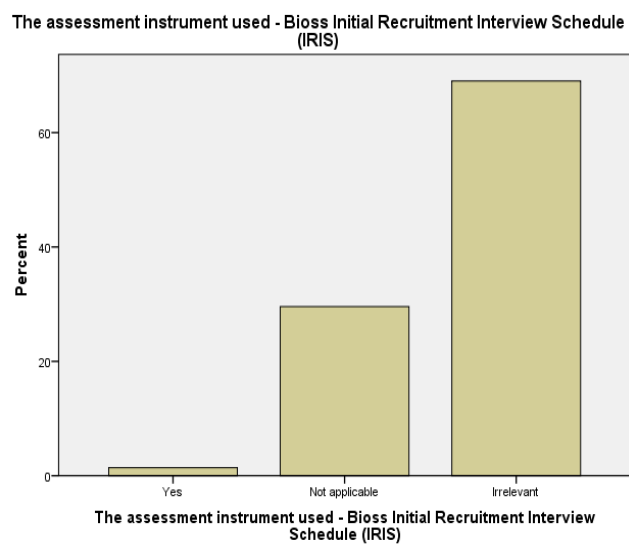
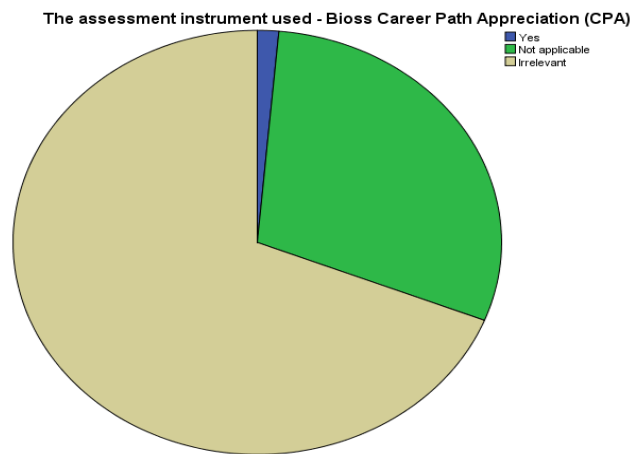
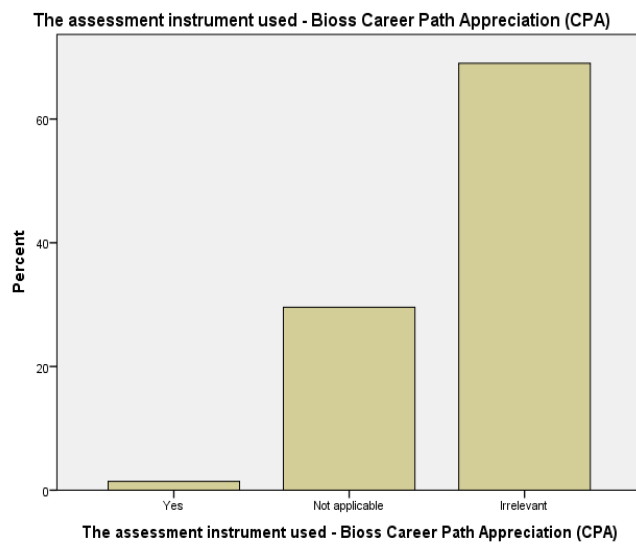
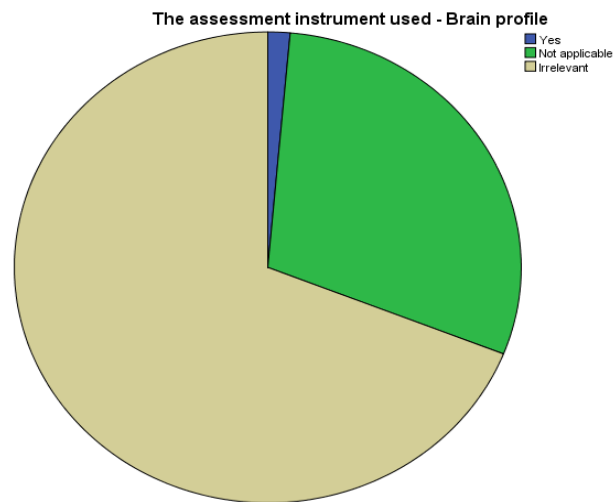
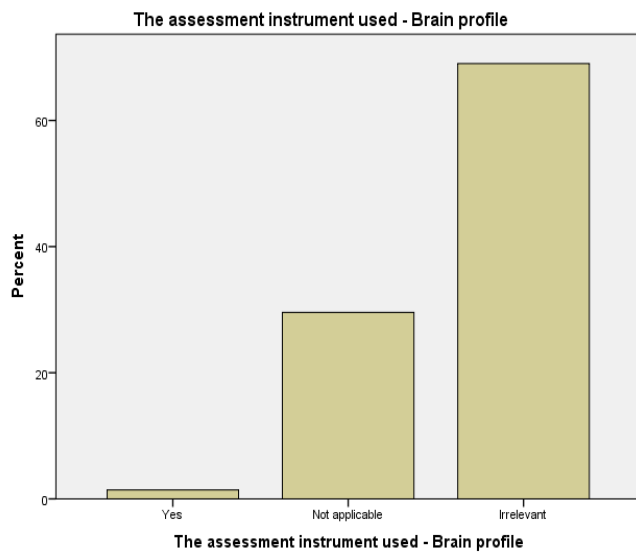




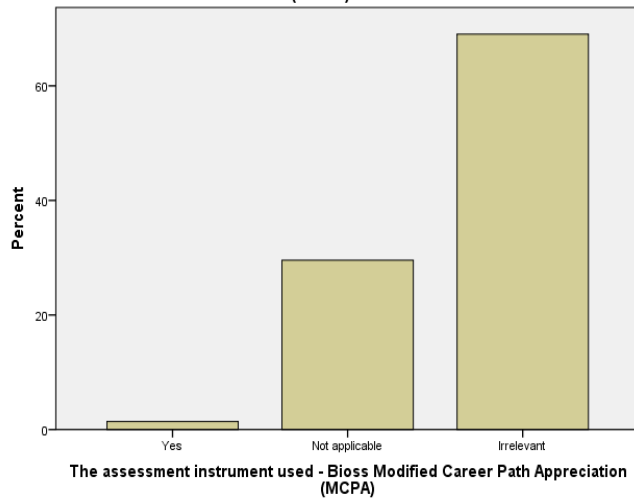




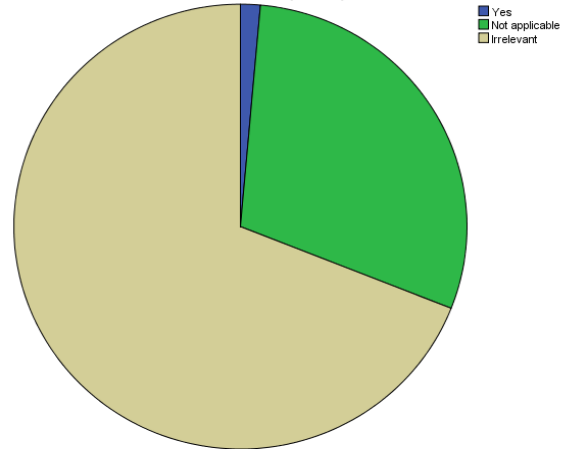




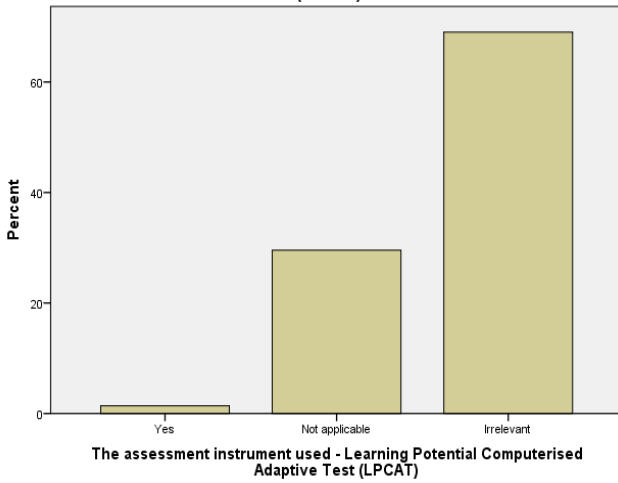
The assessment instrument used - Bioss Modified Career Path Appreciation (MCPA)



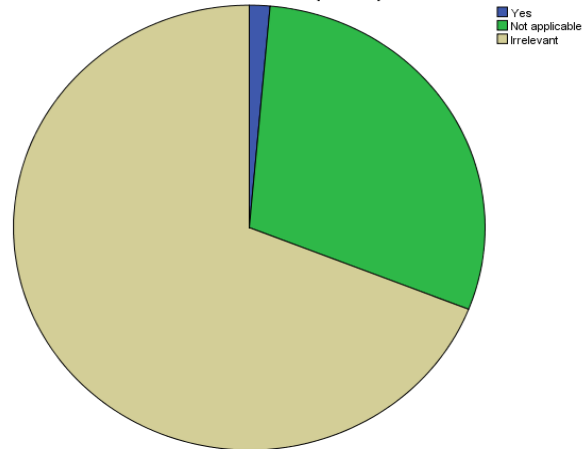
The assessment instrument used - Bioss Modified Career Path Appreciation (MCPA)



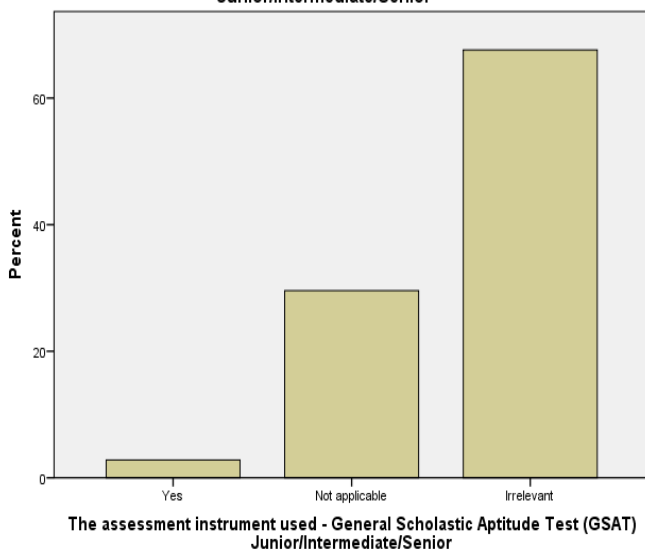
The assessment instrument used - Learning Potential Computerised Adaptive Test (LPCAT)



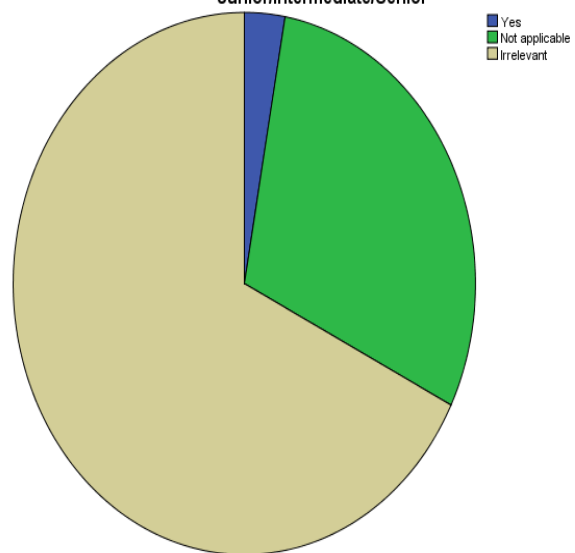
The assessment instrument used - Learning Potential Computerised Adaptive Test (LPCAT)

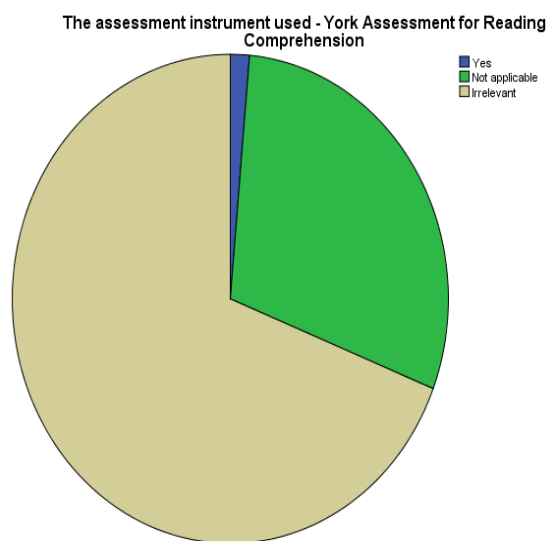
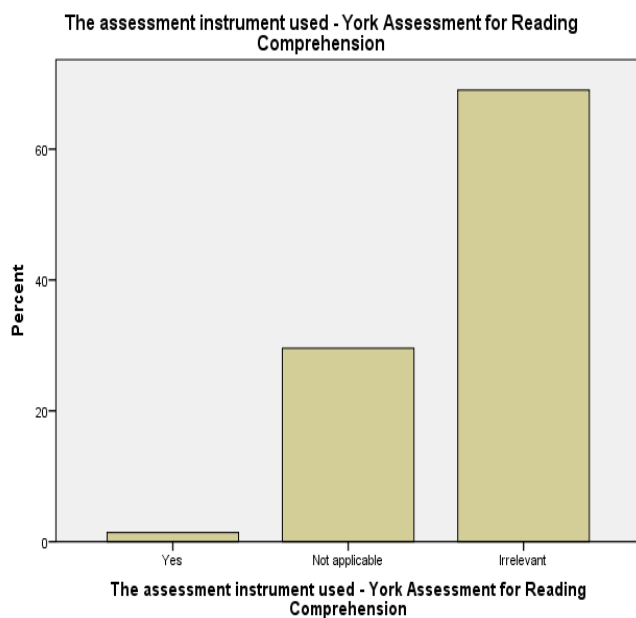
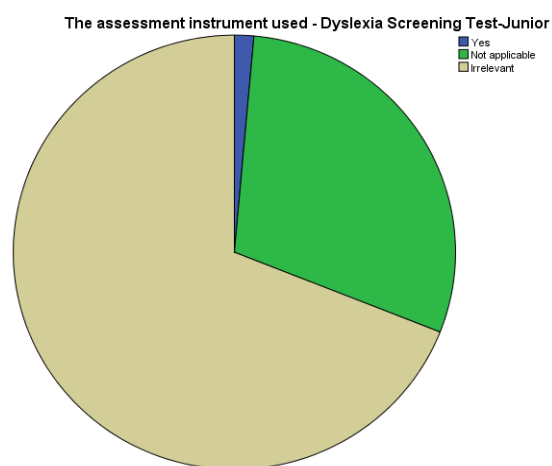
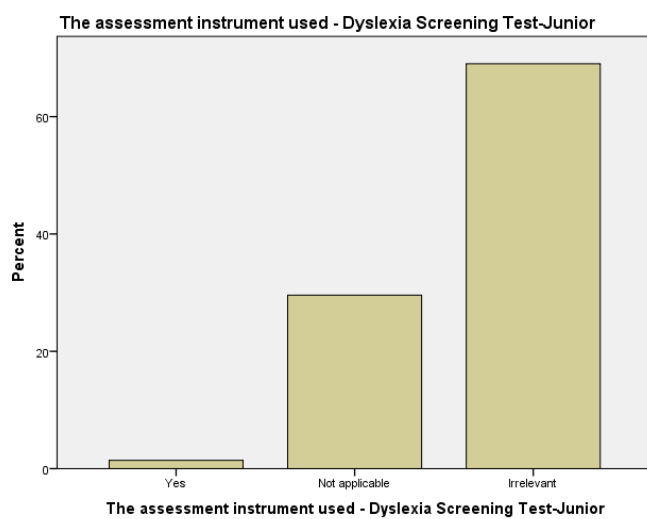
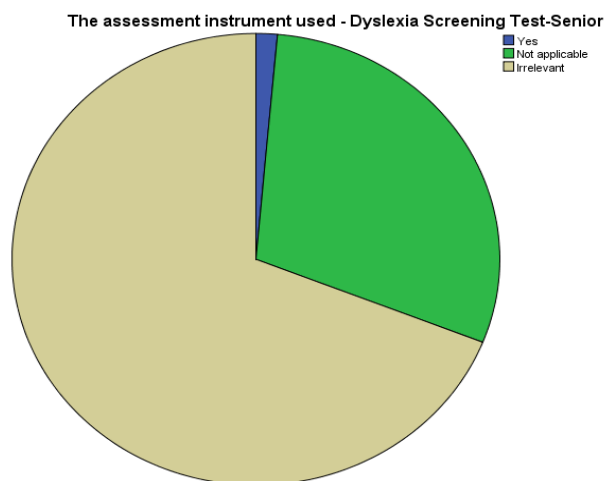
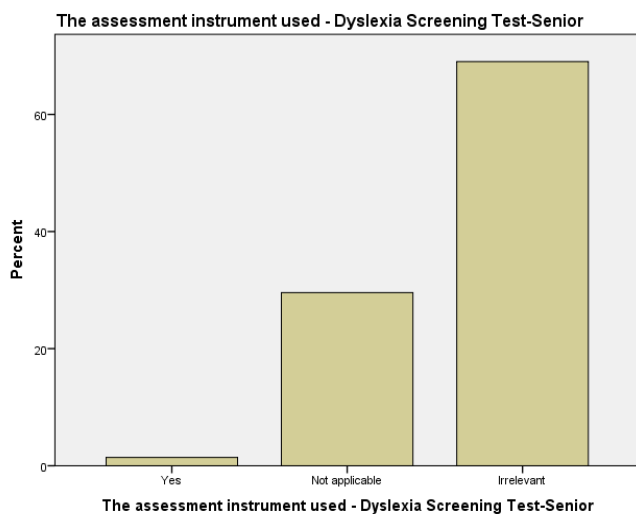


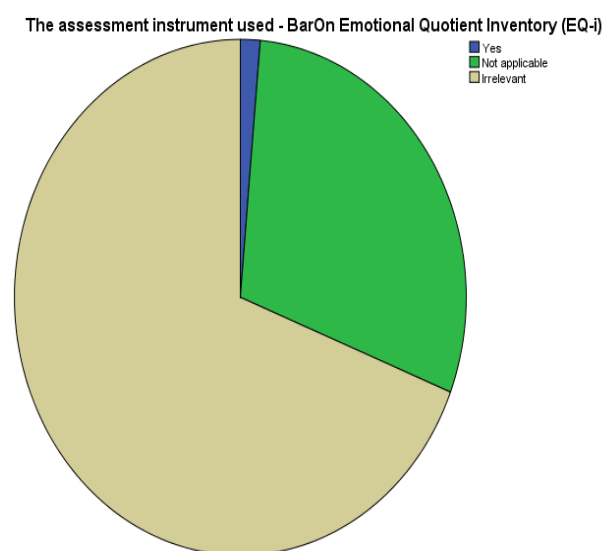
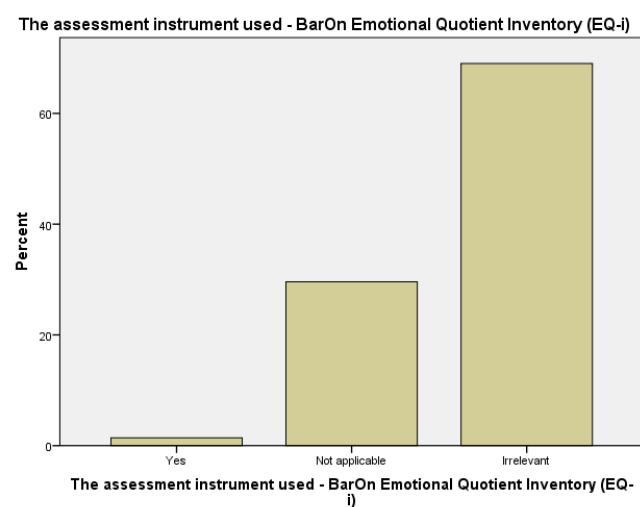
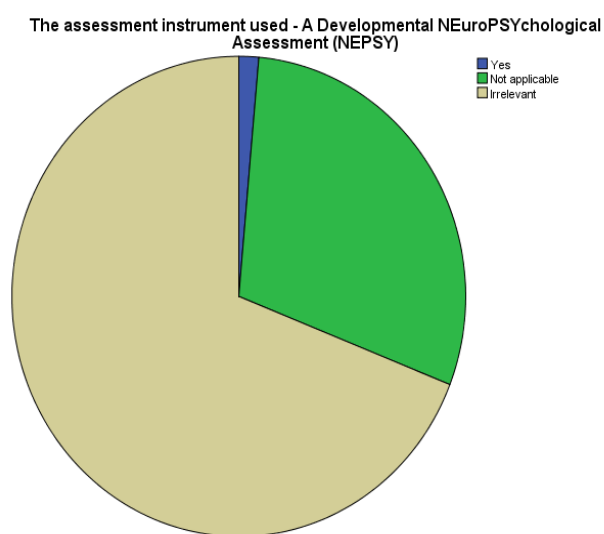
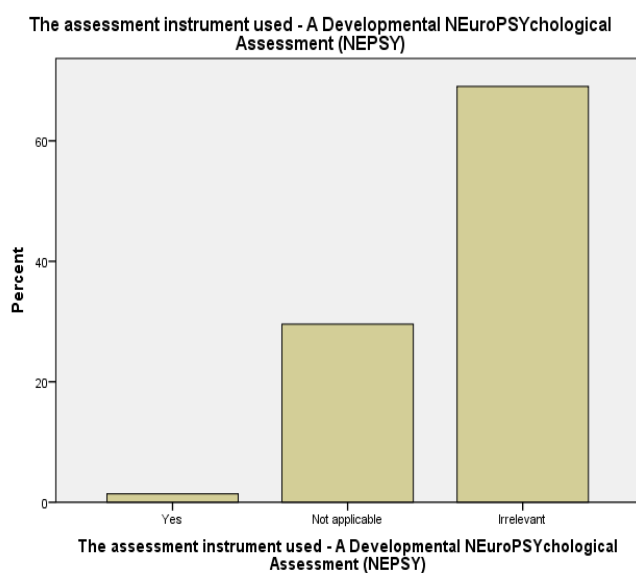
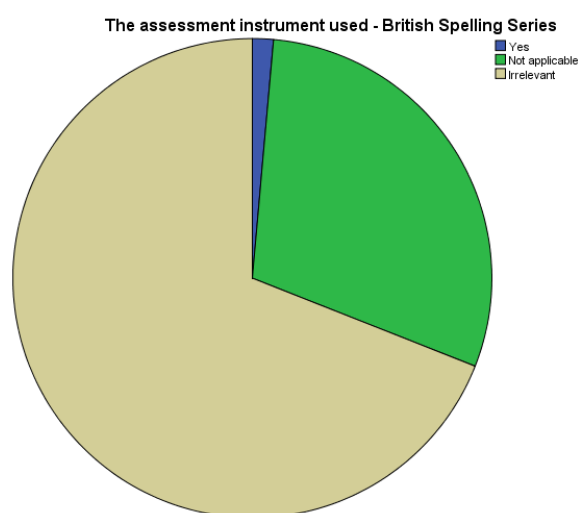
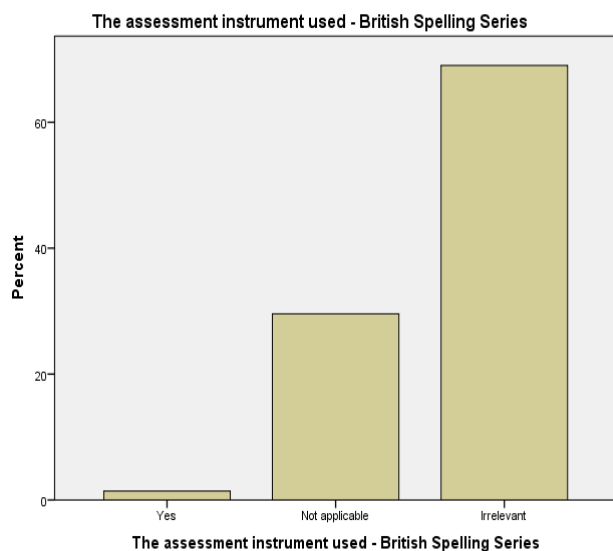
The assessment instrument used - General Scholastic Aptitude Test (GSAT) Junior/Intermediate/Senior

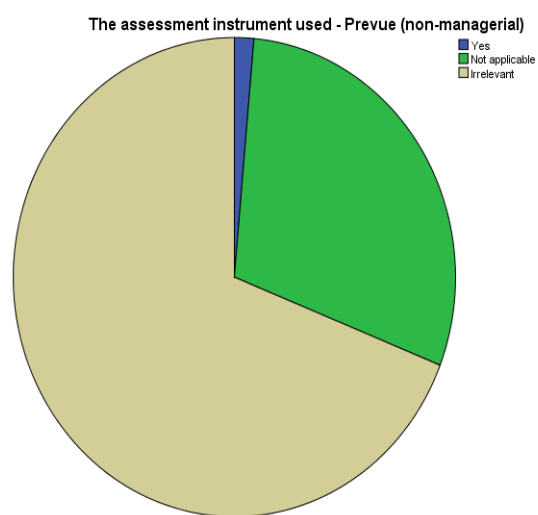
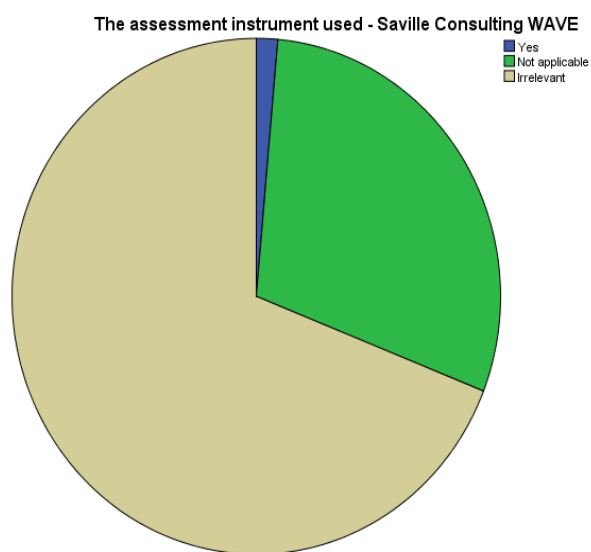
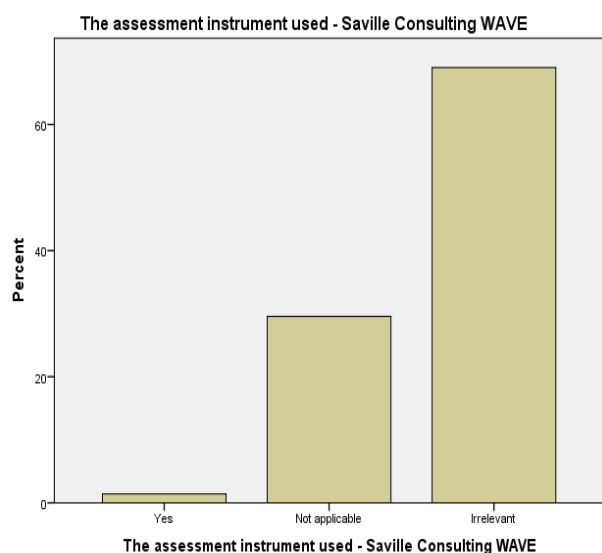
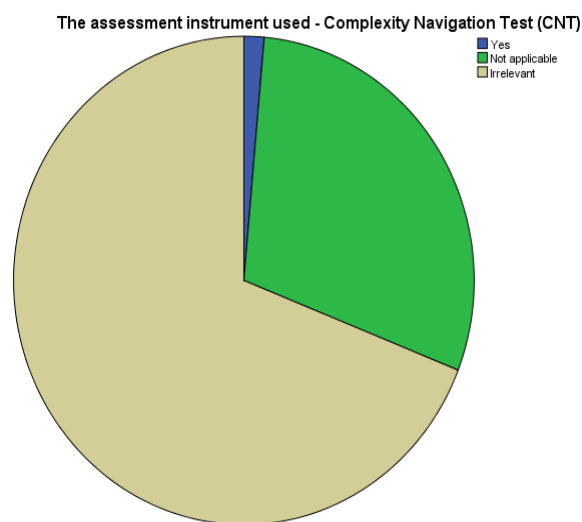
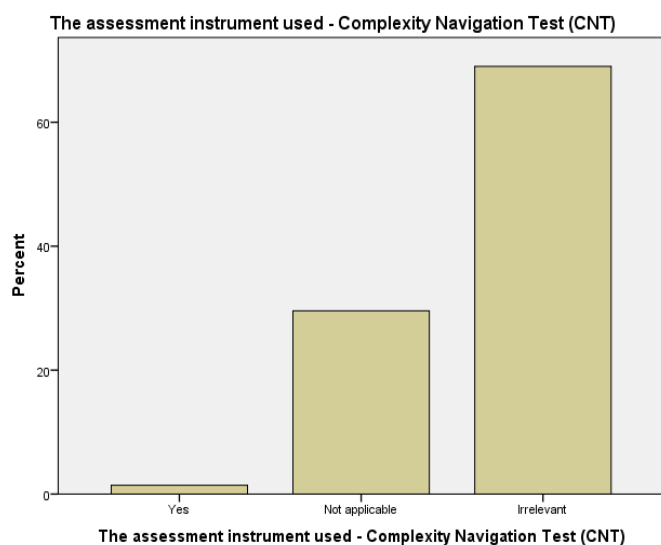


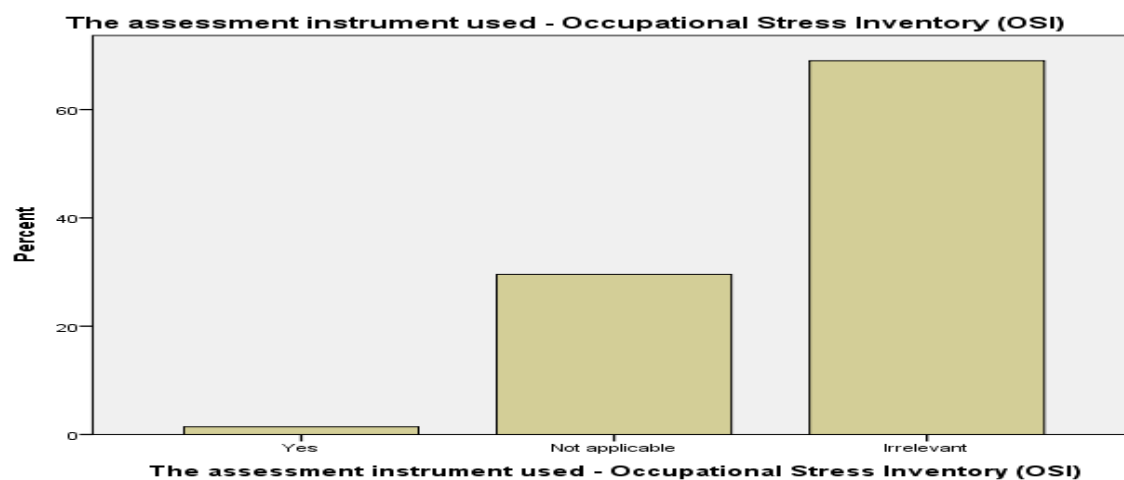
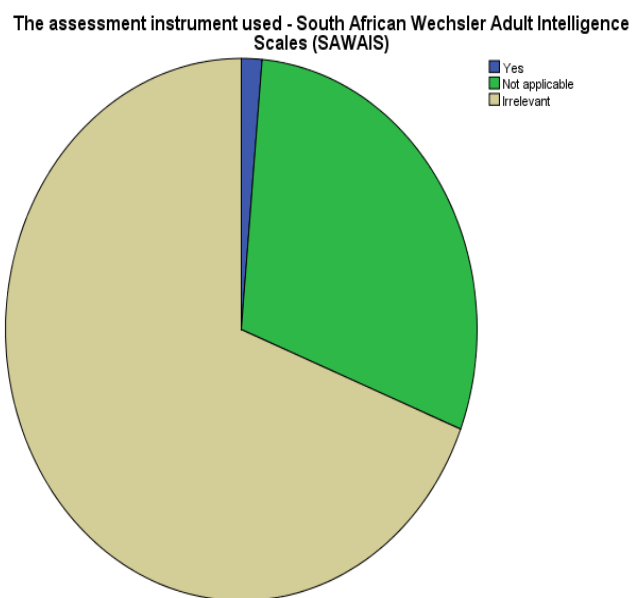
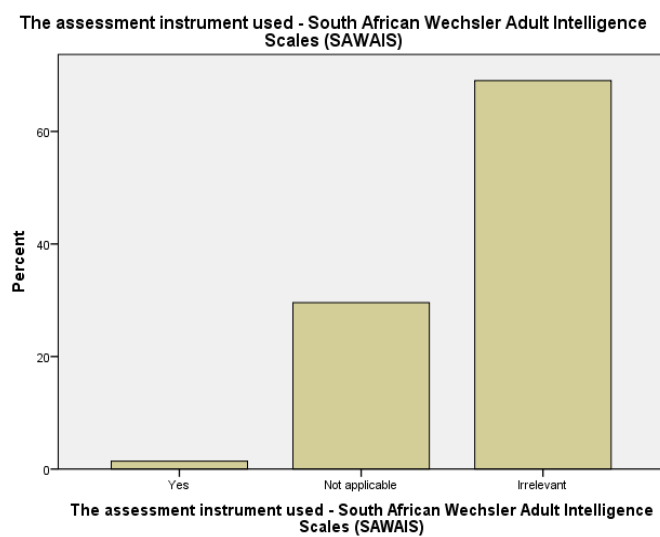
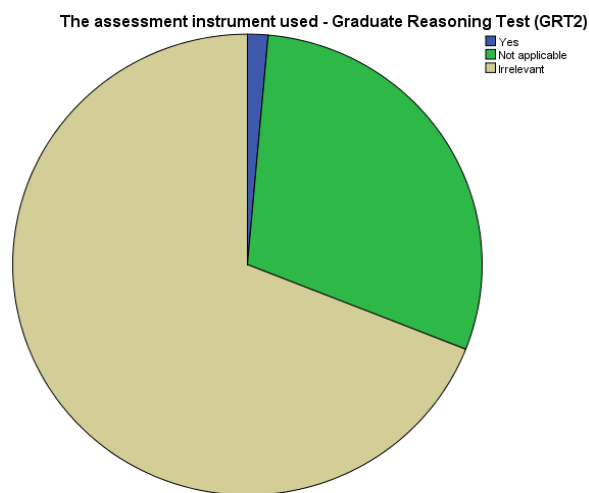
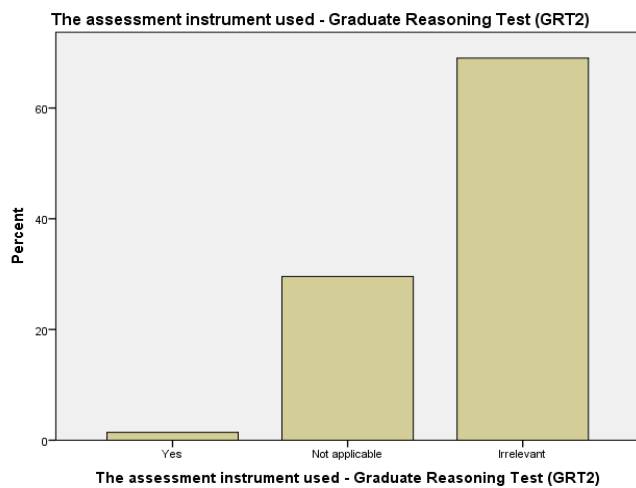
The assessment instrument used - General Scholastic Aptitude Test (GSAT) Junior/Intermediate/Senior

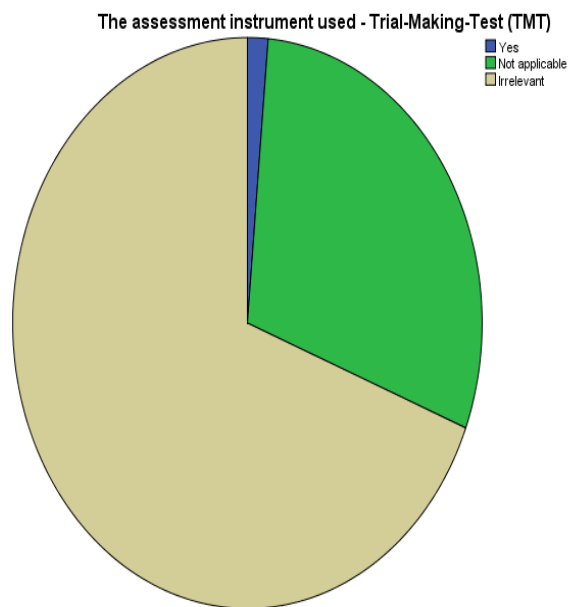
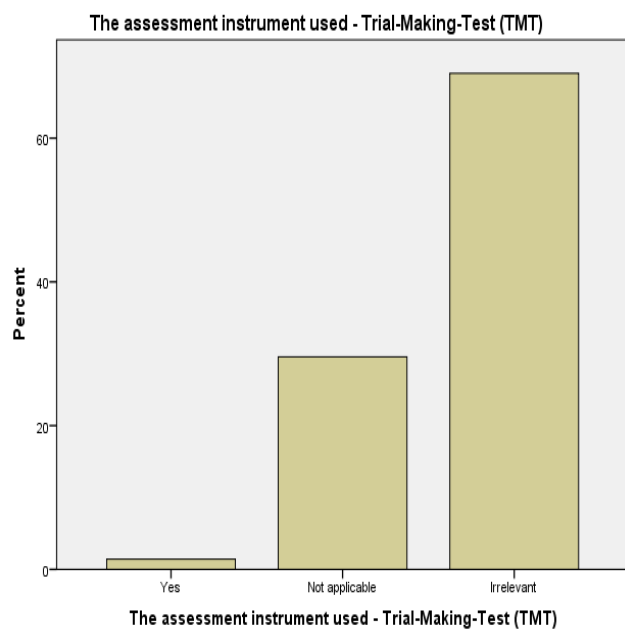
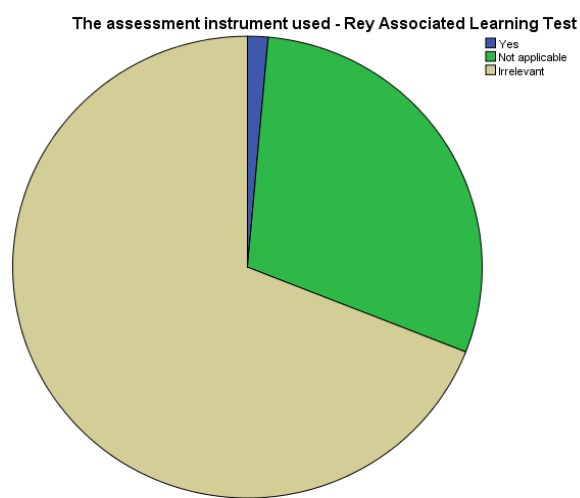
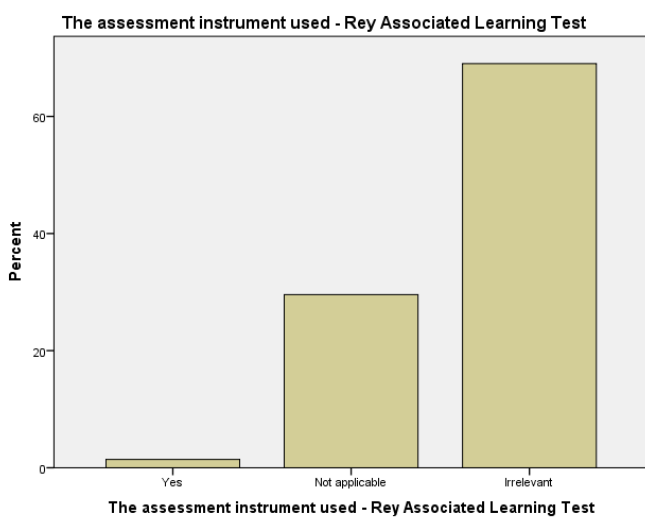
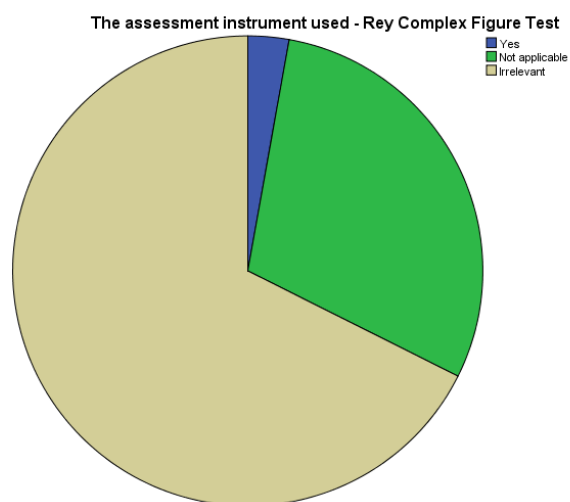
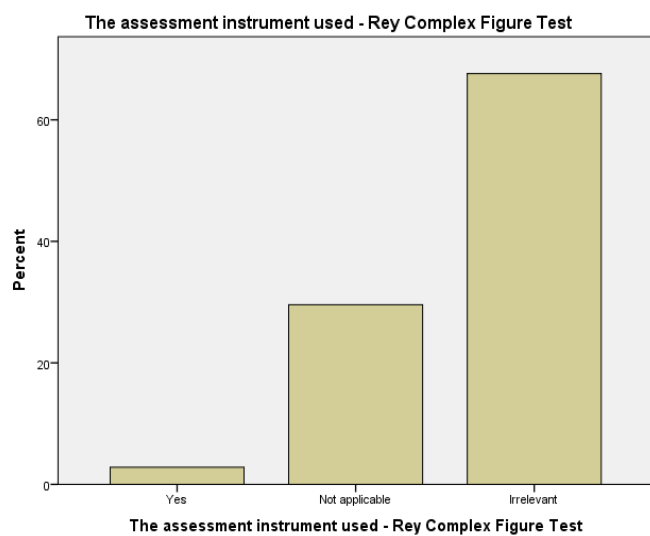




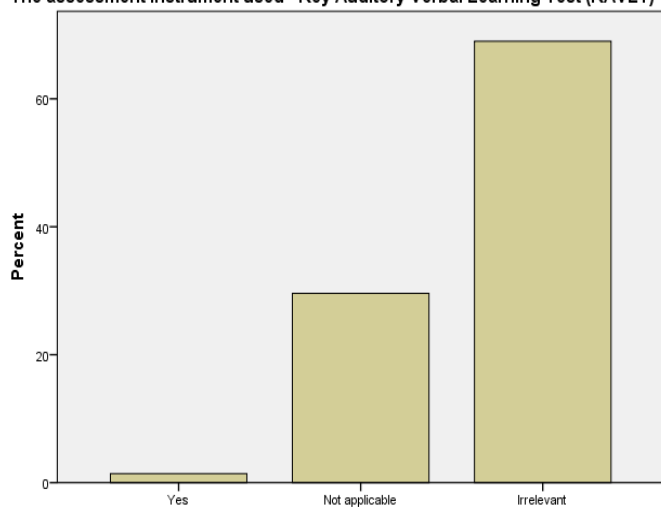






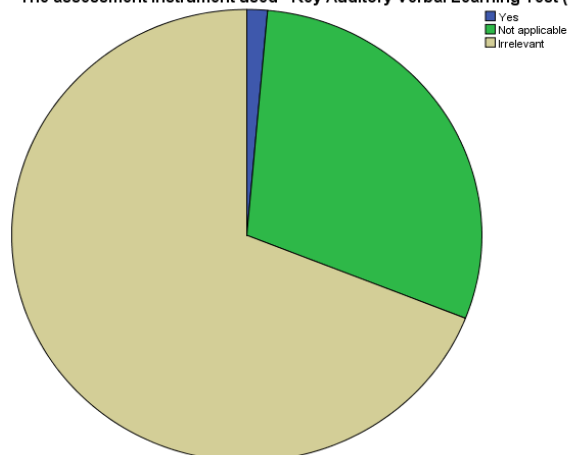


The assessment instrument used - Rey Auditory Verbal Learning Test (RAVLT)

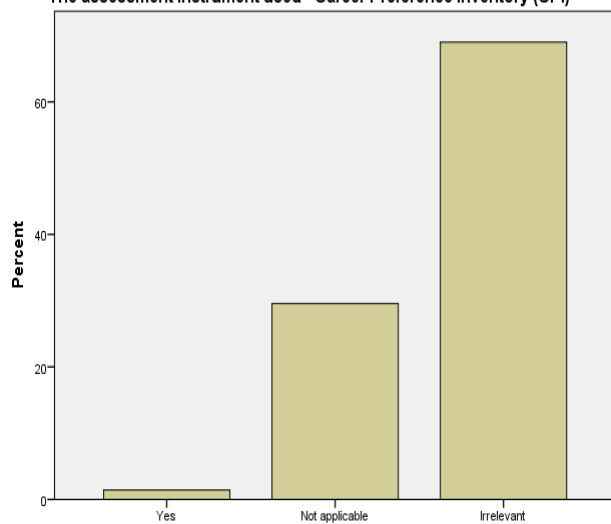


The assessment instrument used - Rey Auditory Verbal Learning Test (RAVLT)

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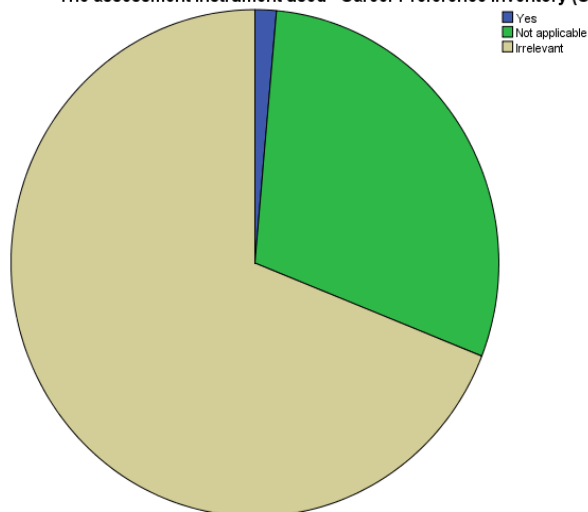


The assessment instrument used - Career Preference Inventory (CPI)

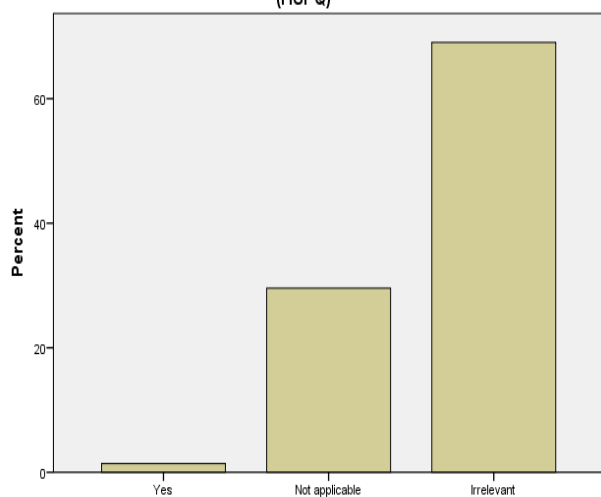


The assessment instrument used - Career Preference Inventory (CPI)

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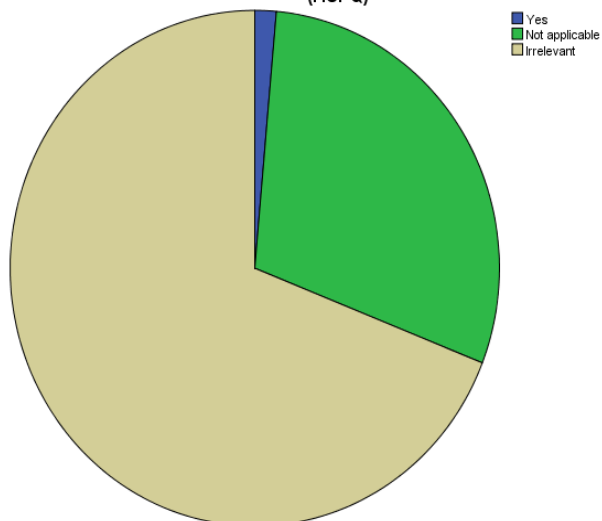


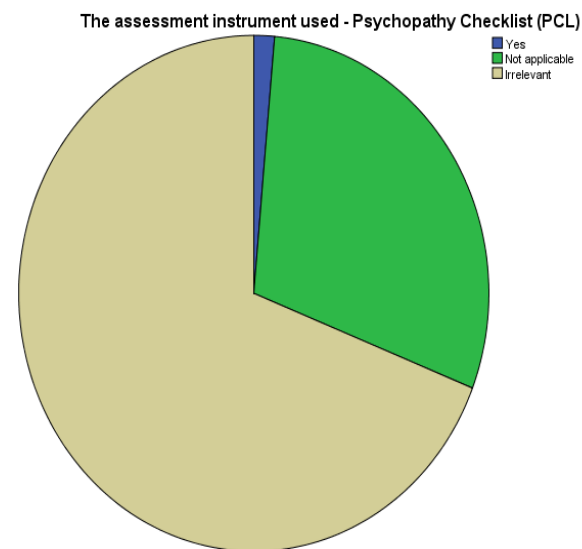
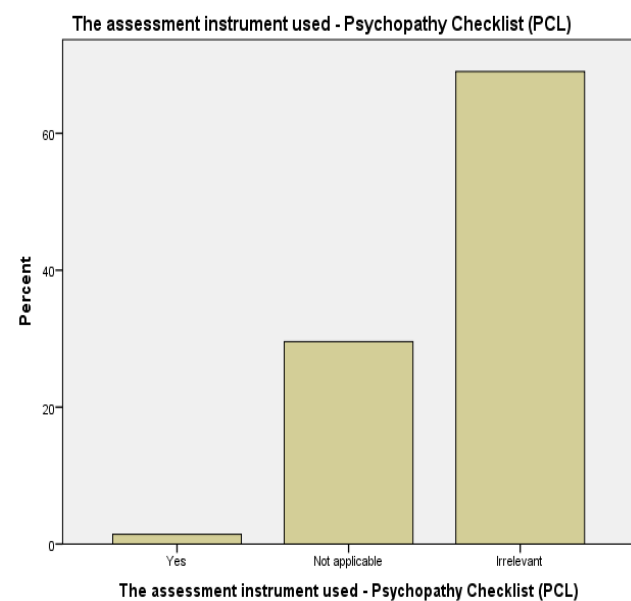
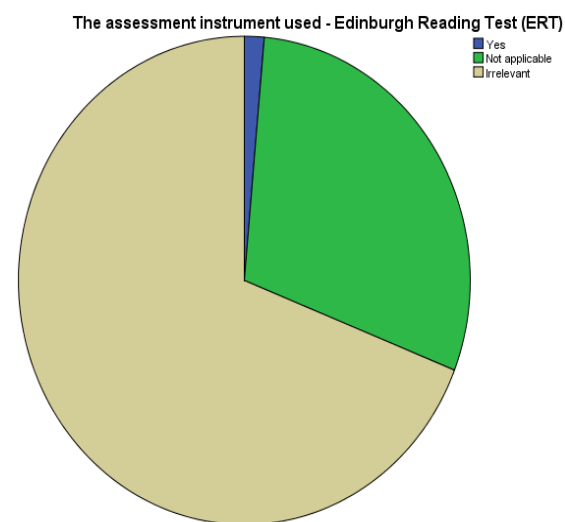
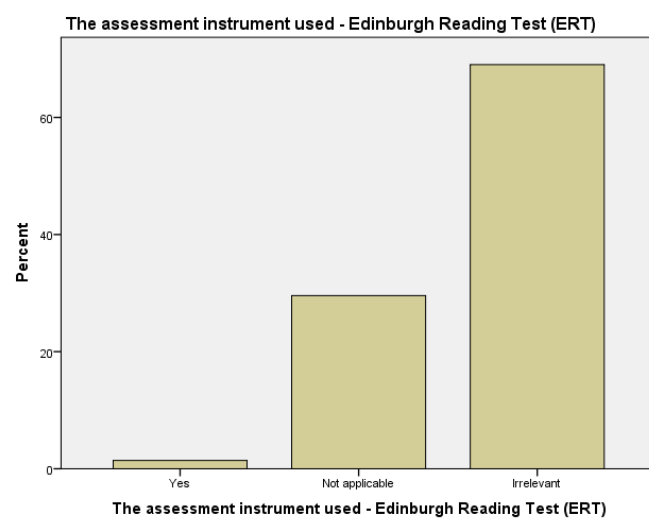
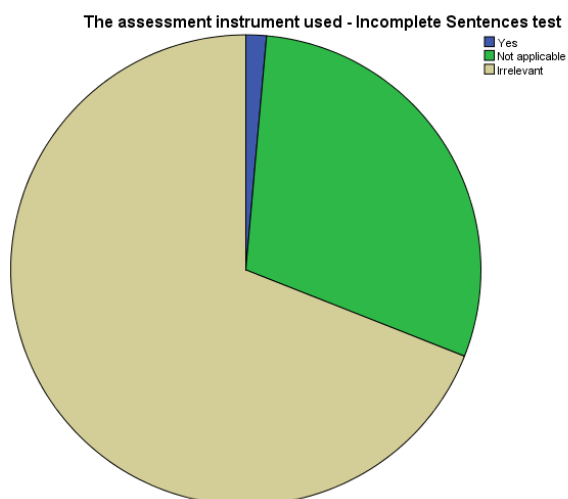
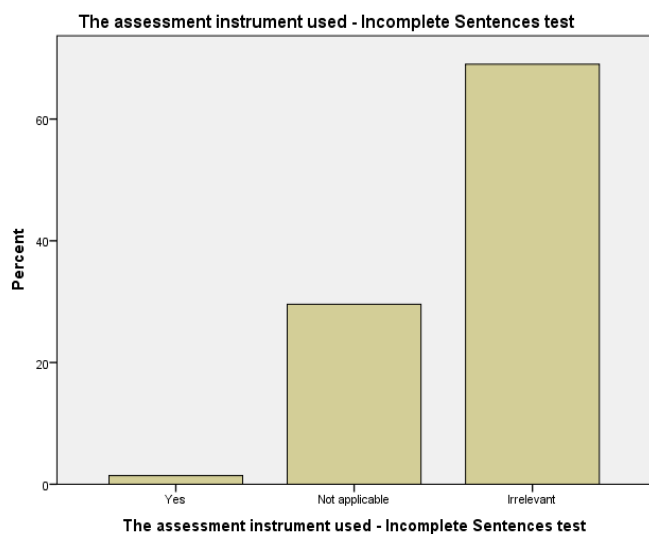
The assessment instrument used - High School Personality Questionnaire (HSPQ)



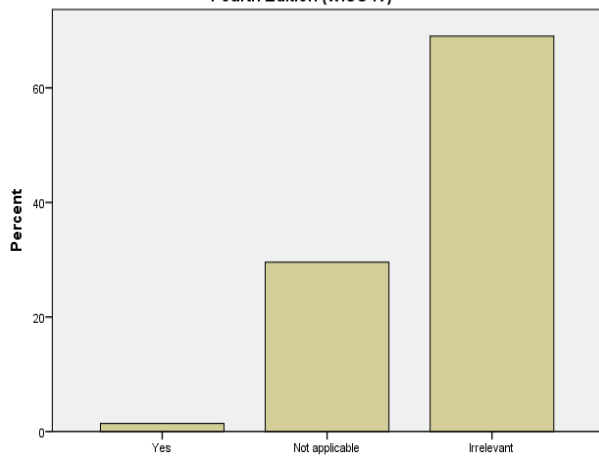
The assessment instrument used - High School Personality Questionnaire (HSPQ)

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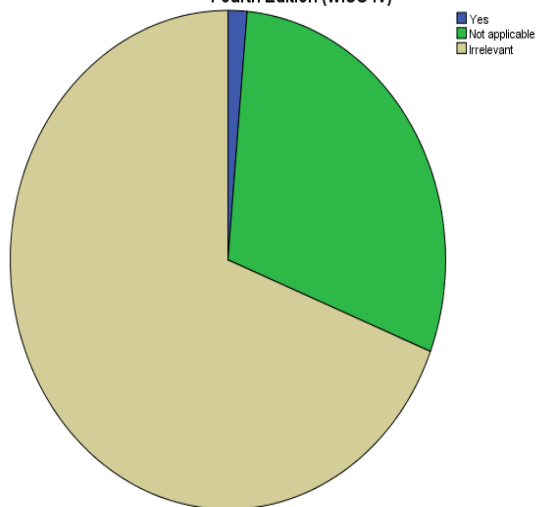


The assessment instrument used - The Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)

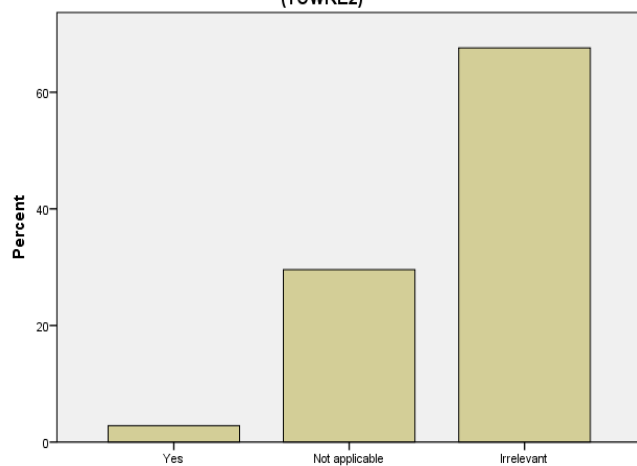


The assessment instrument used - The Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)

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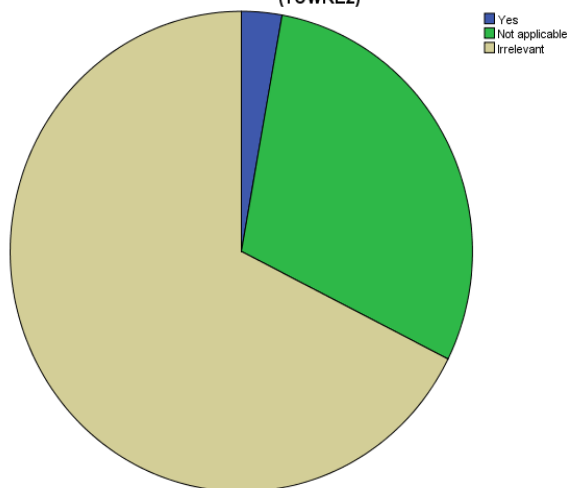


The assessment instrument used - Test of Word Reading Efficiency 2nd Edition (TOWRE2)

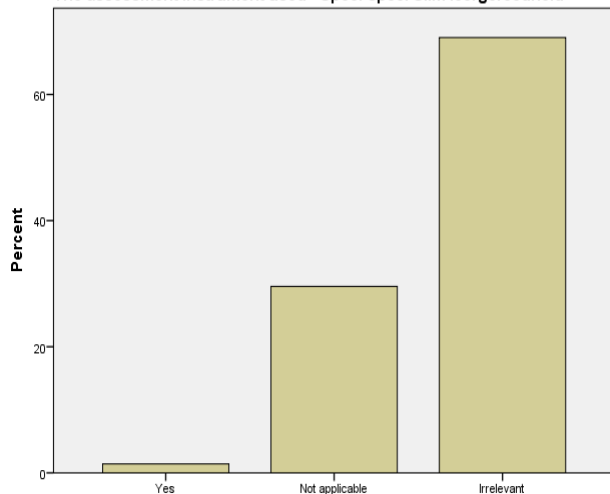


The assessment instrument used - Test of Word Reading Efficiency 2nd Edition (TOWRE2)

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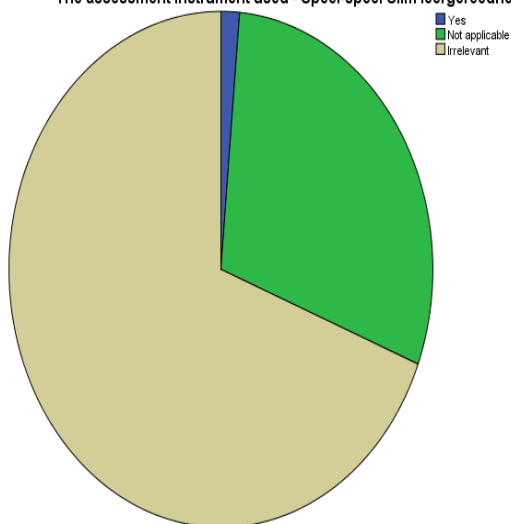


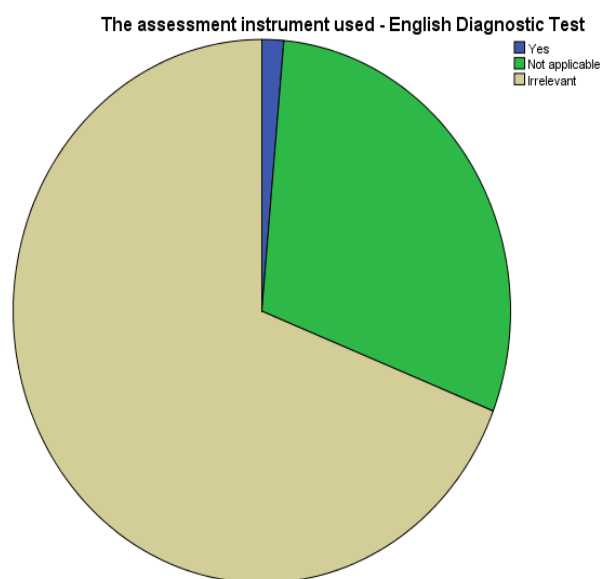
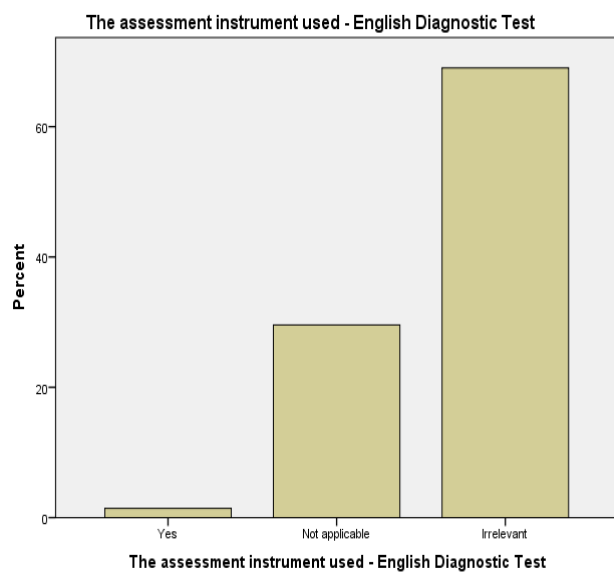
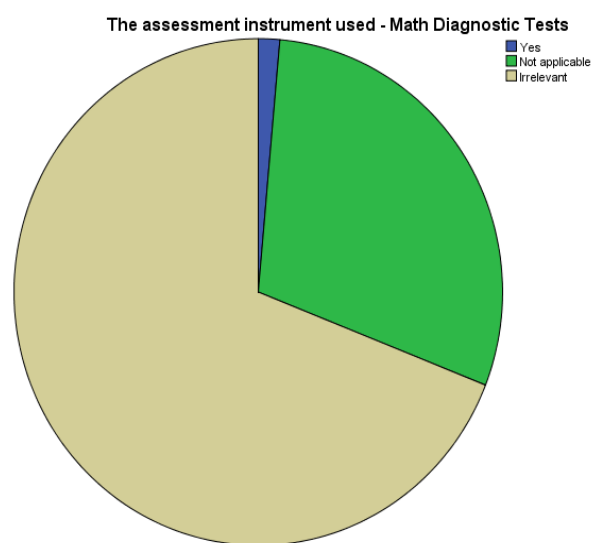
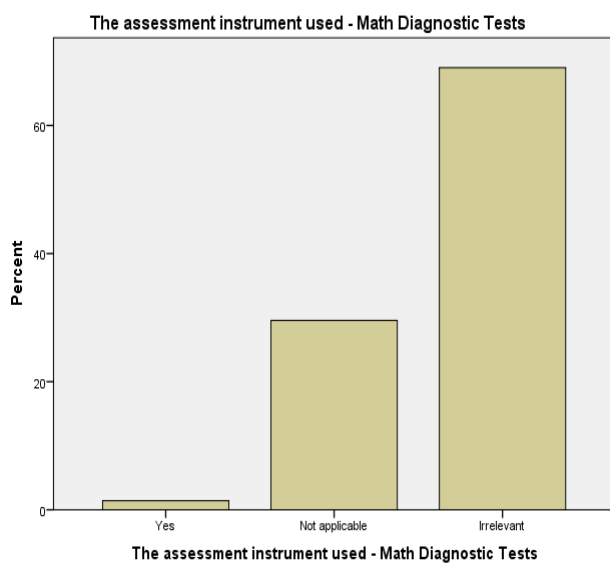
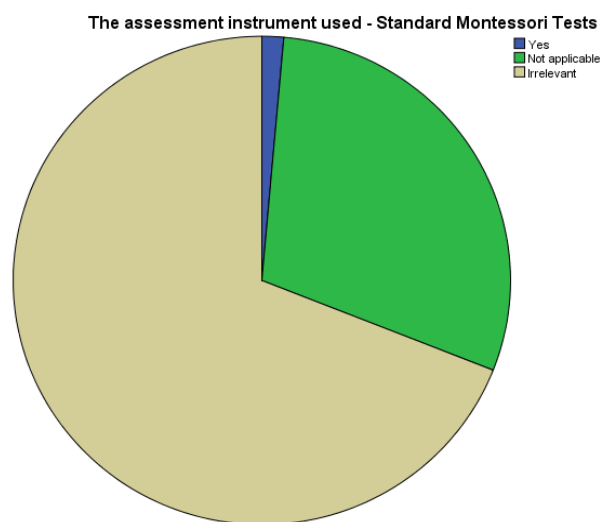
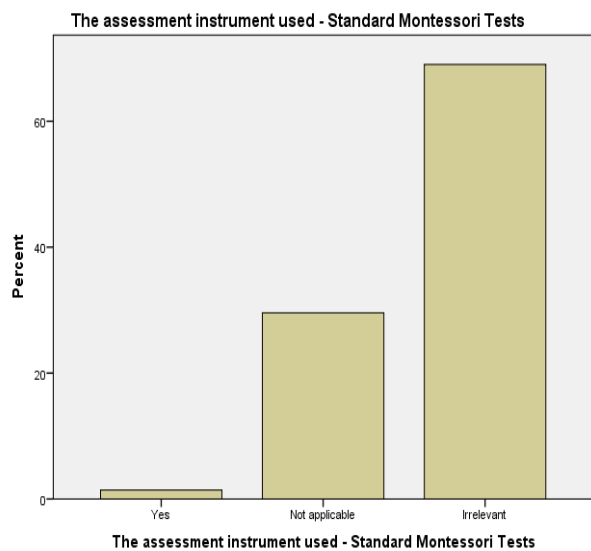
The assessment instrument used - Speel-spel Slim leergereedheid

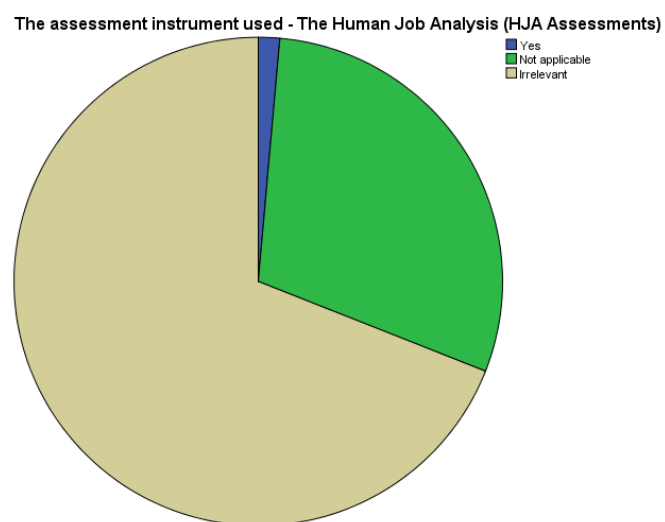
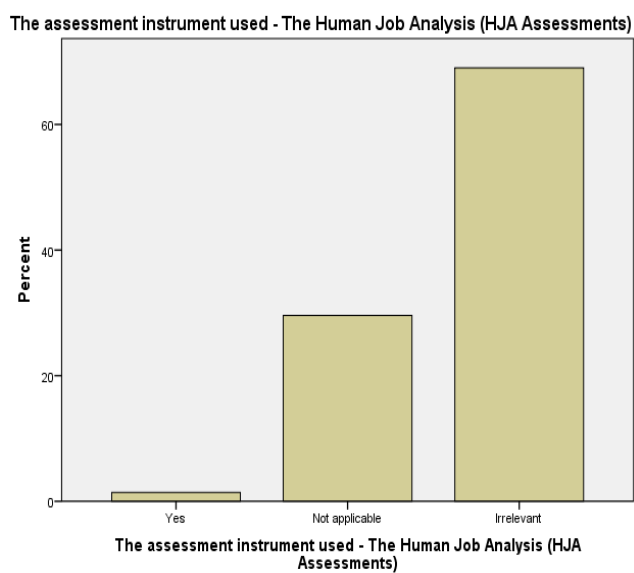
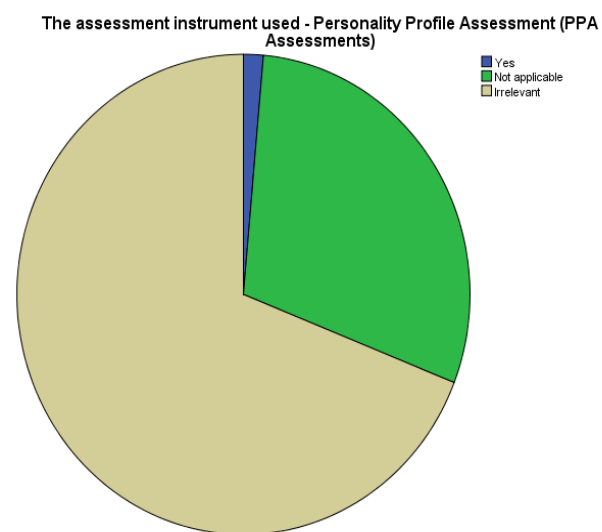
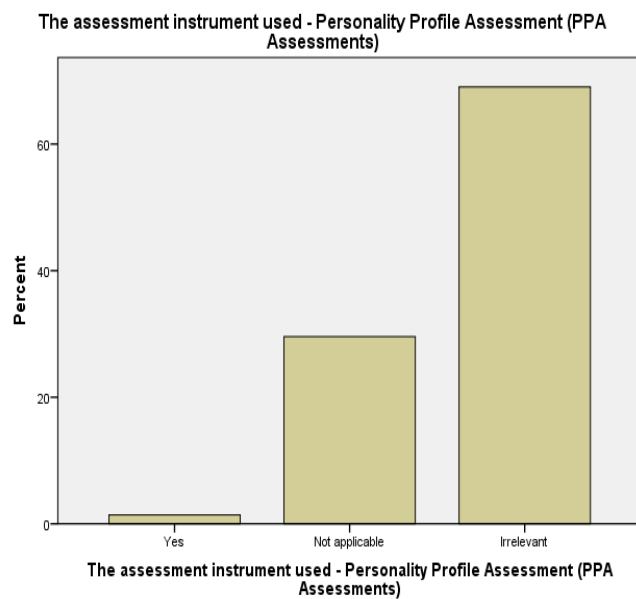
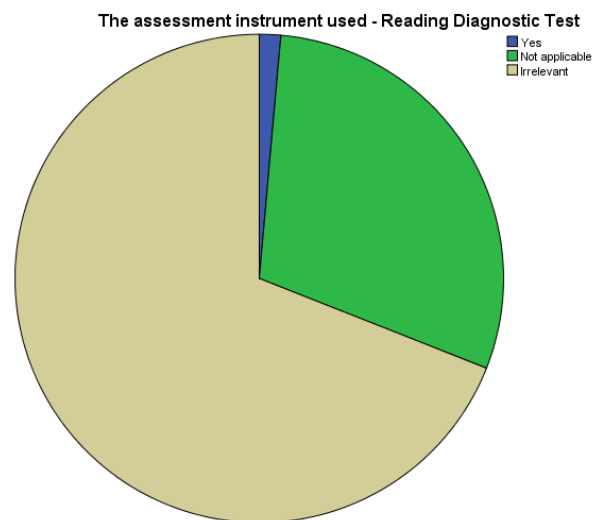
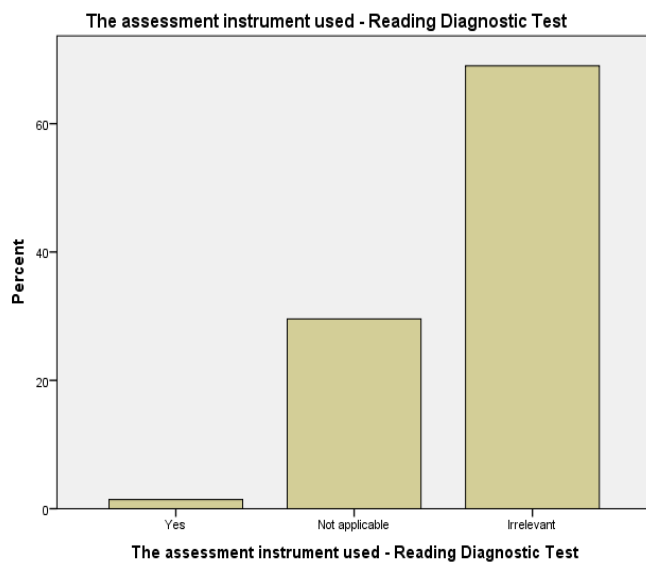


The assessment instrument used - Speel-spel Slim leergereedheid

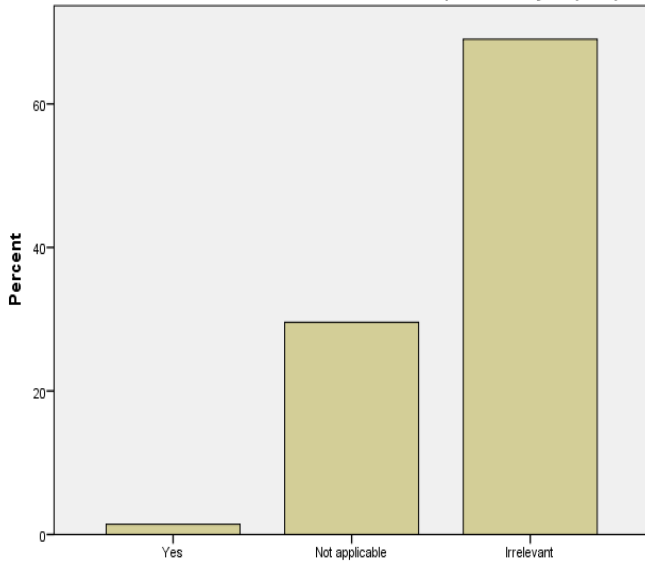
The assessment instrument used - Speel-spel Slim leergereedheid





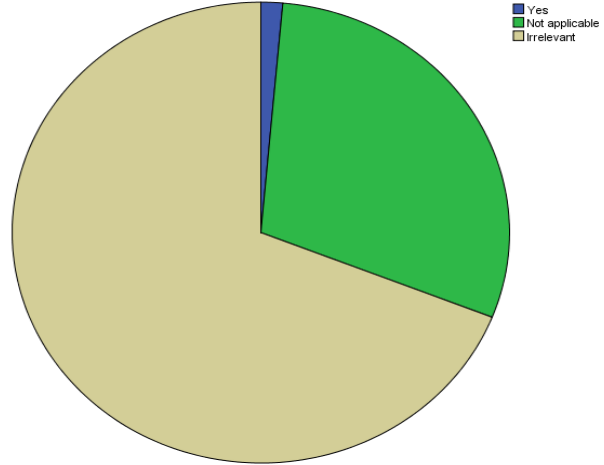


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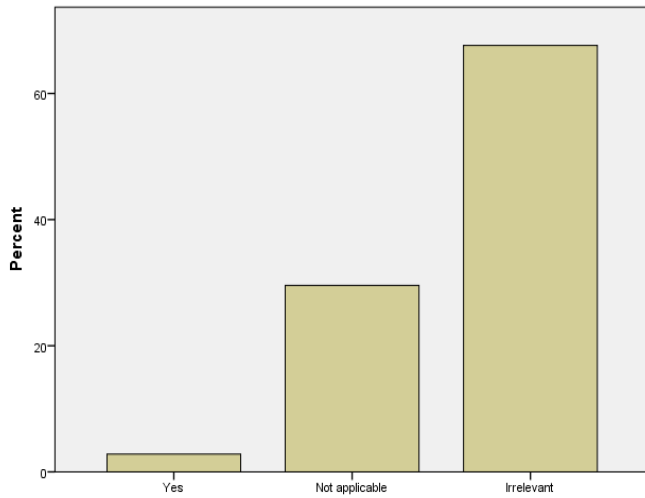


The assessment instrument used - Personal Development Analysis (PDA)

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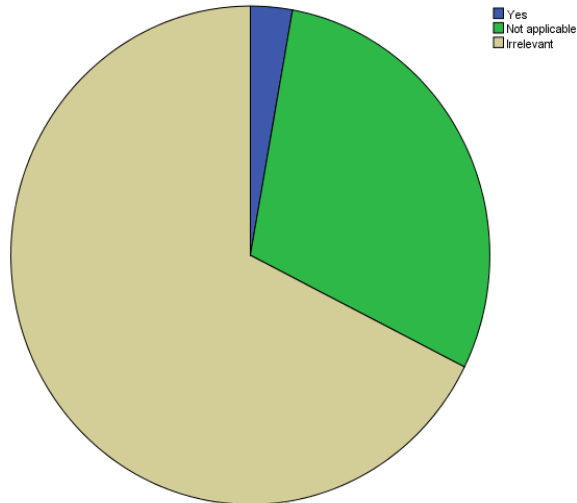


The assessment instrument used - SHL-Talent Measurement Assessments

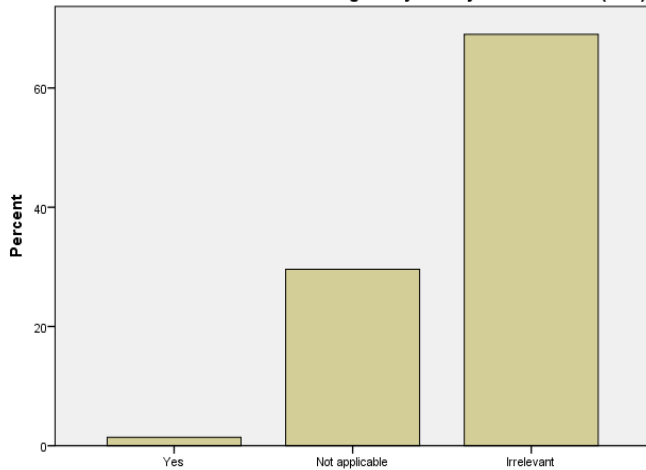


The assessment instrument used - SHL-Talent Measurement Assessments

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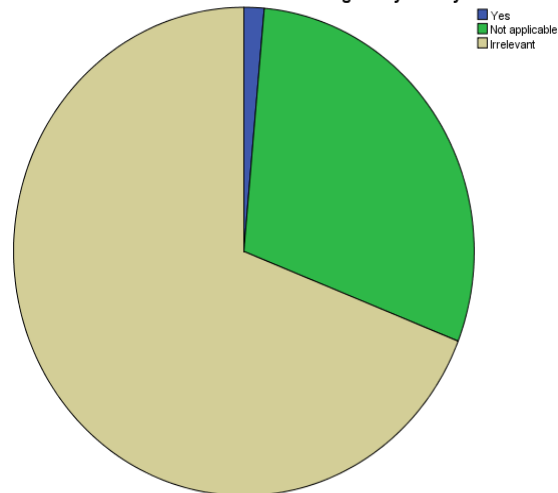


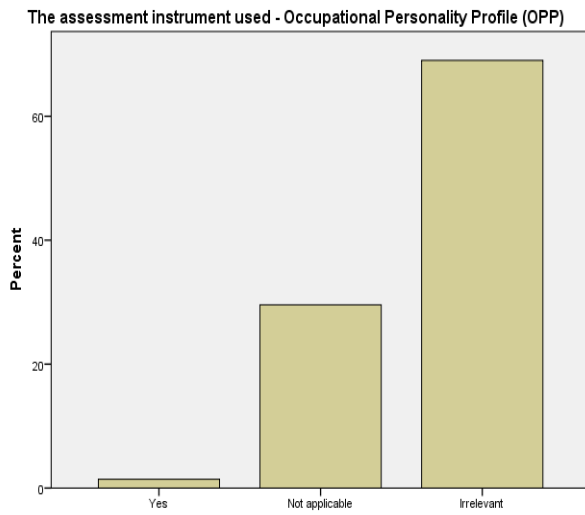
The assessment instrument used - Learning Ability Battery Test Assessor (LAB)



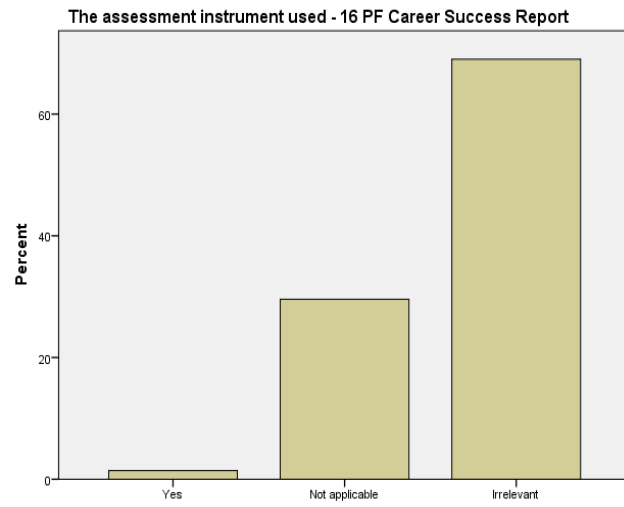
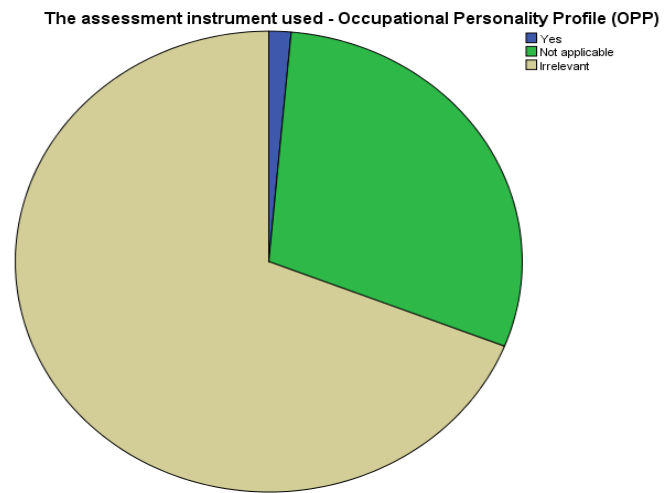
The assessment instrument used - Learning Ability Battery Test Assessor (LAB)

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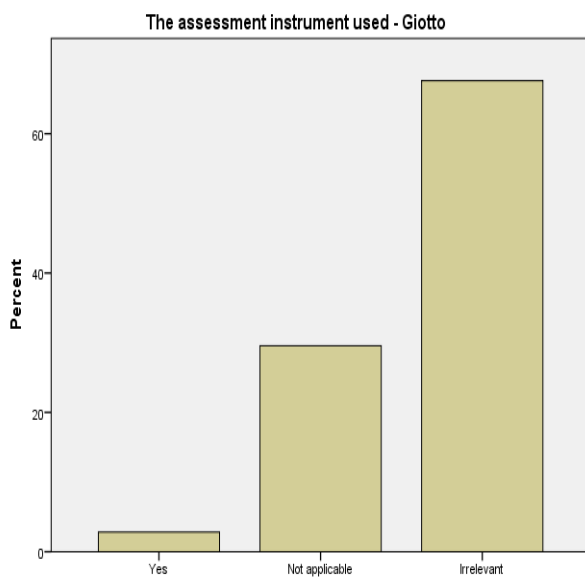
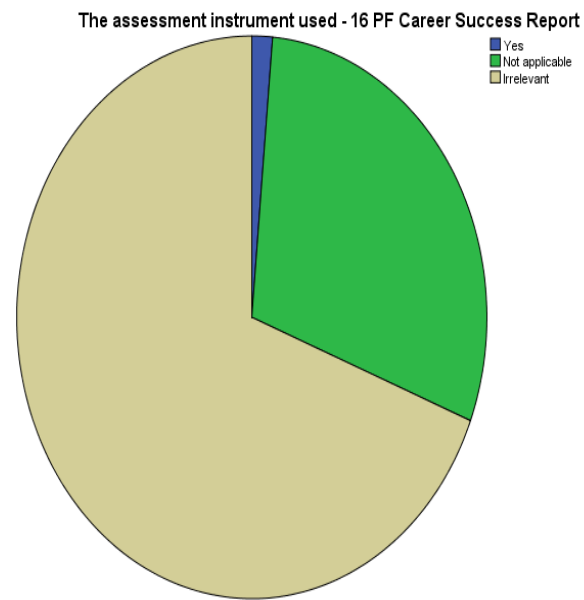




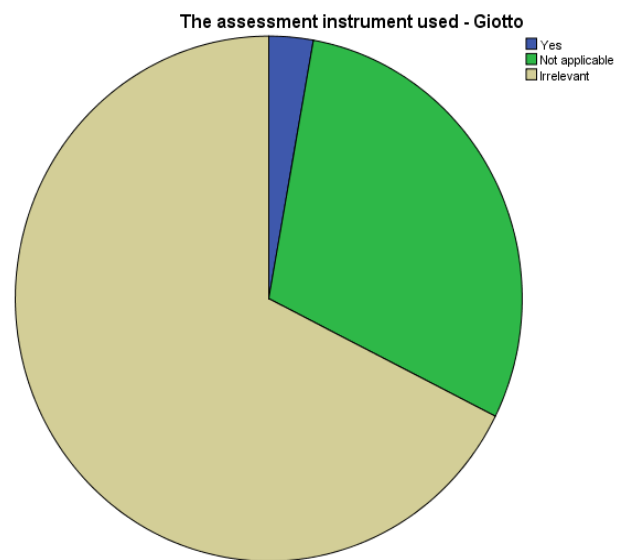
The assessment instrument used - Occupational Personality Profile (OPP)

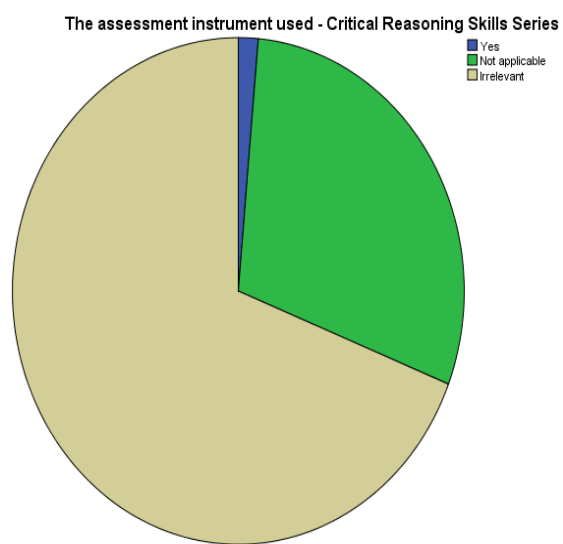
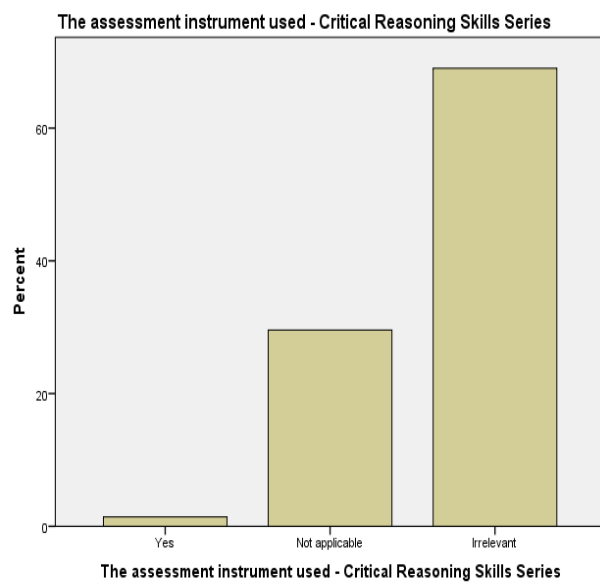
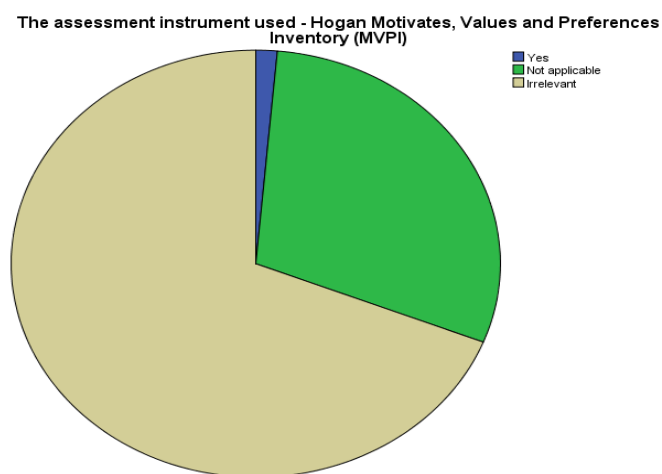
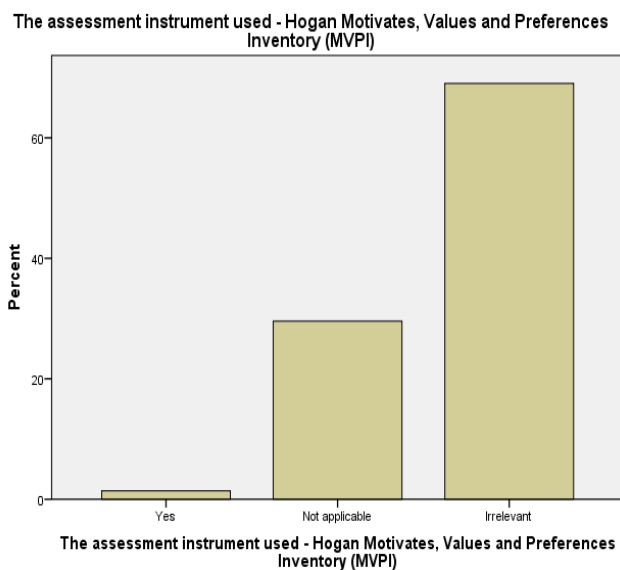
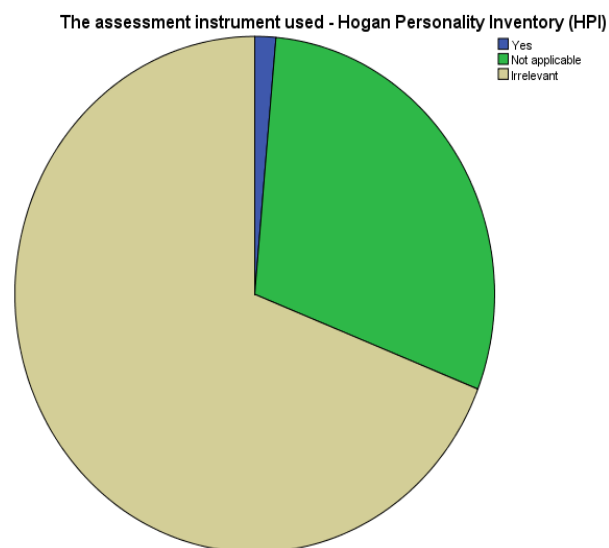
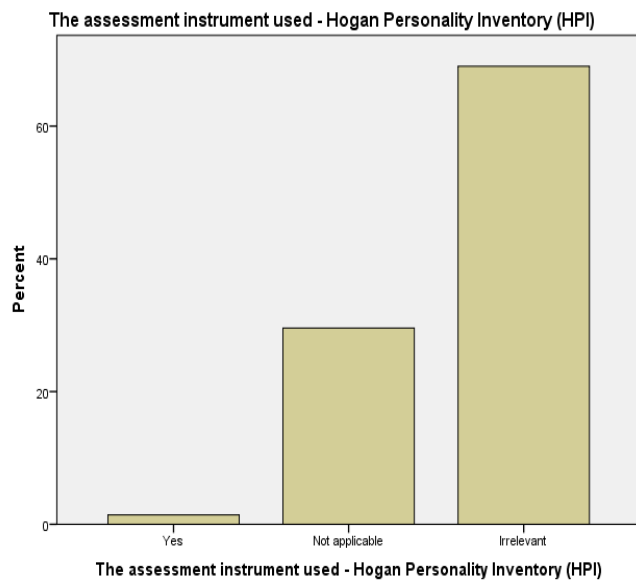


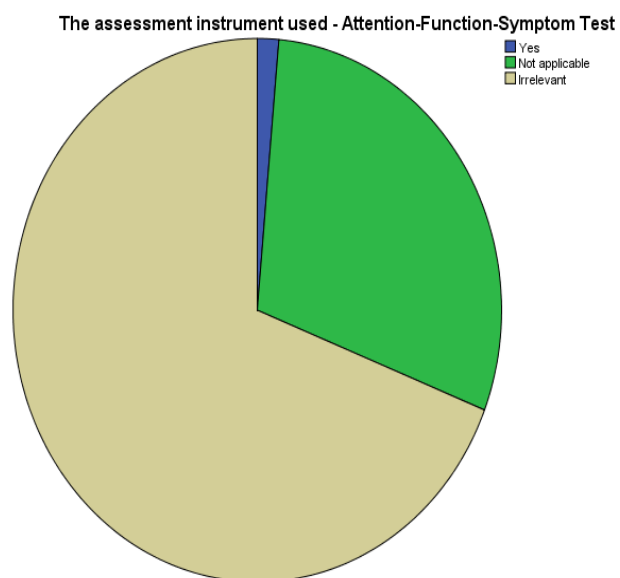
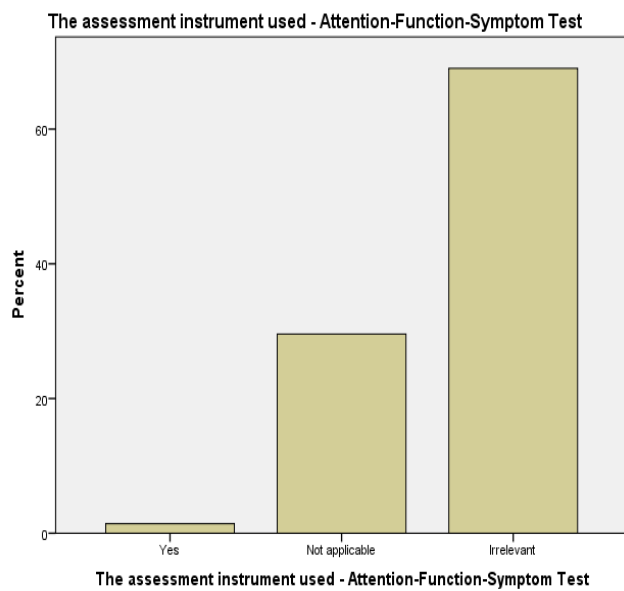
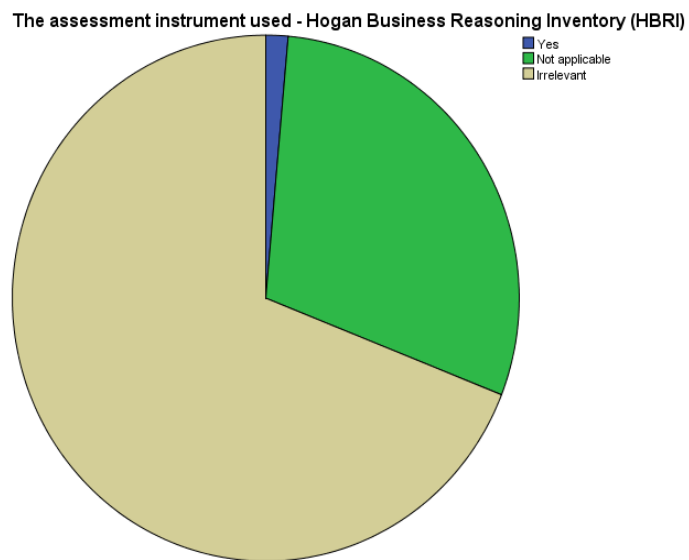
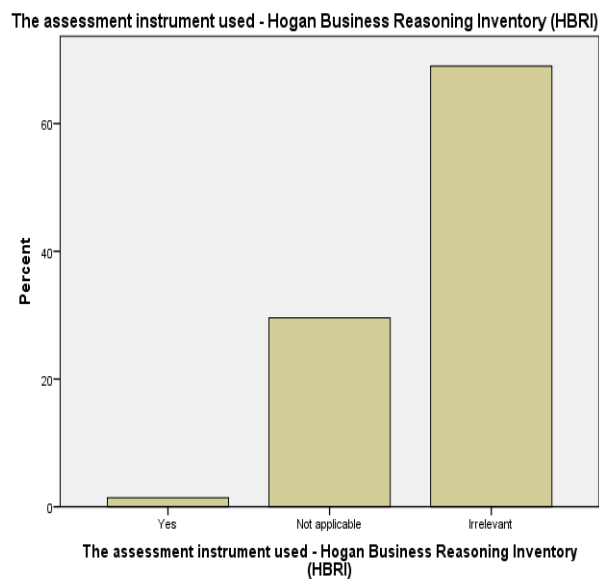
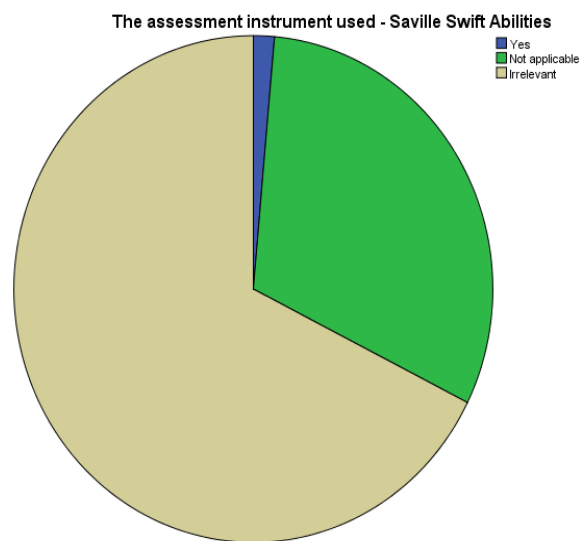
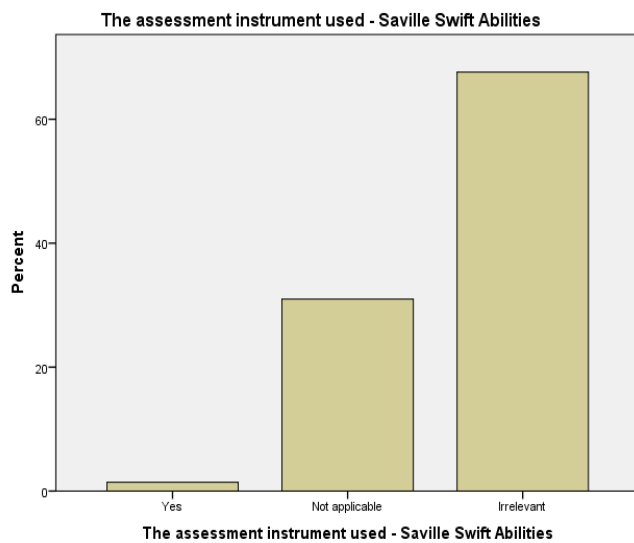
The assessment instrument used - 16 PF Career Success Report



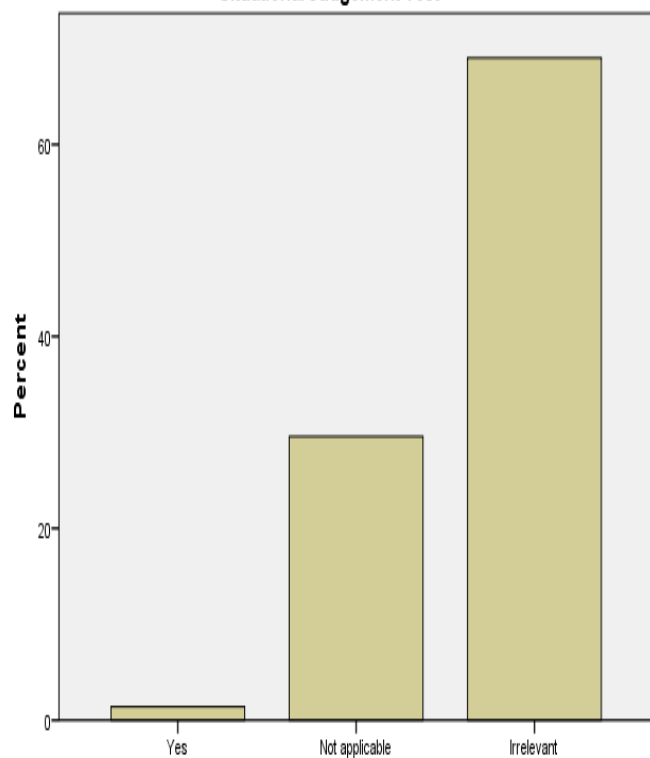
The assessment instrument used - Giotto



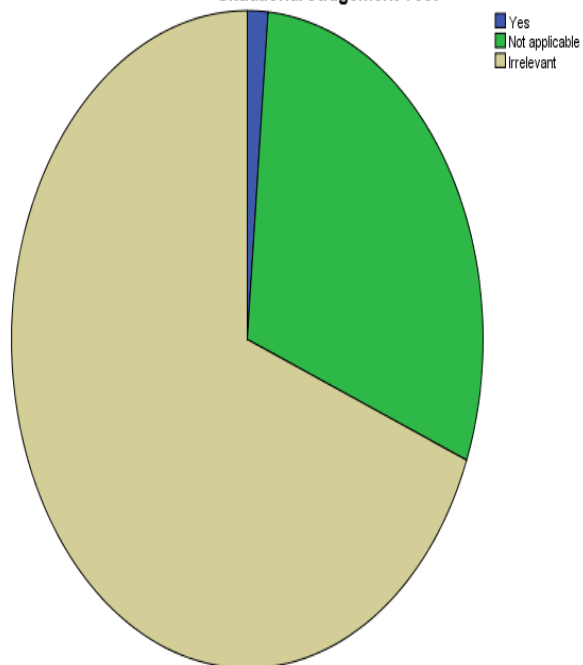




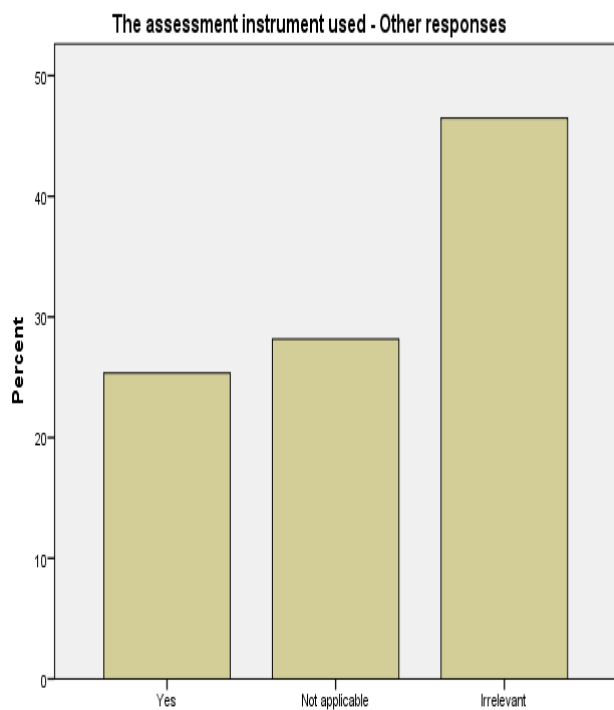
The assessment instrument used - CEB-SHL Executive Scenarios test/SHL's Situational Judgement Test



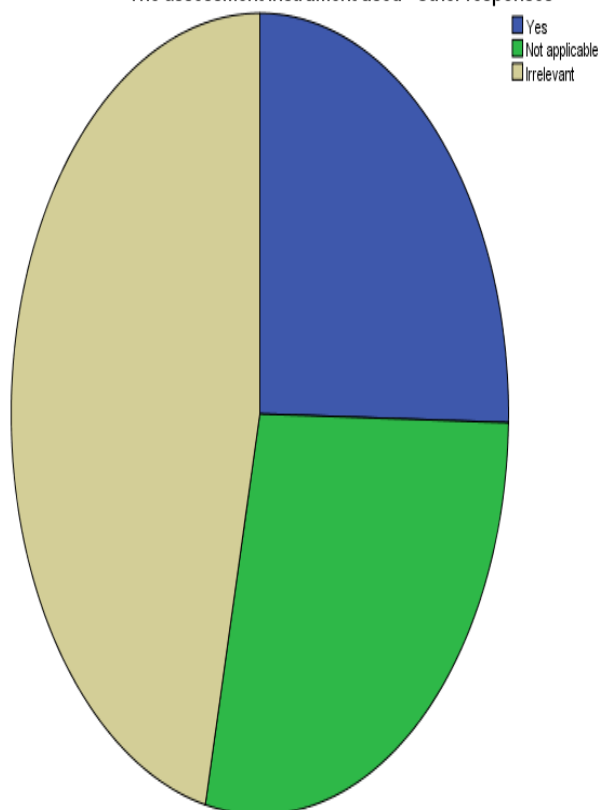
The assessment instrument used - CEB-SHL Executive Scenarios test/SHL's Situational Judgement Test



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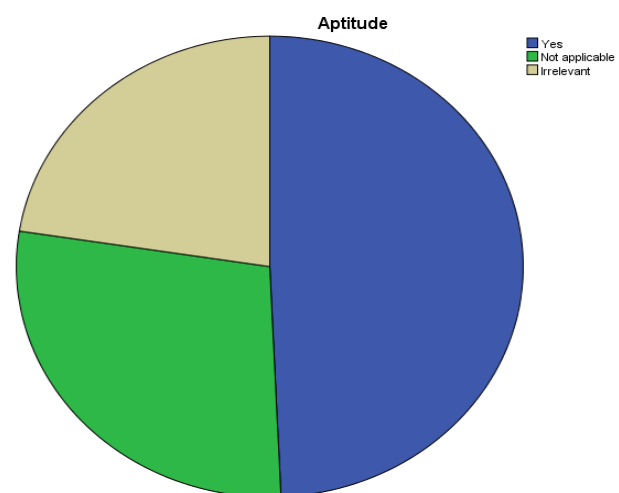
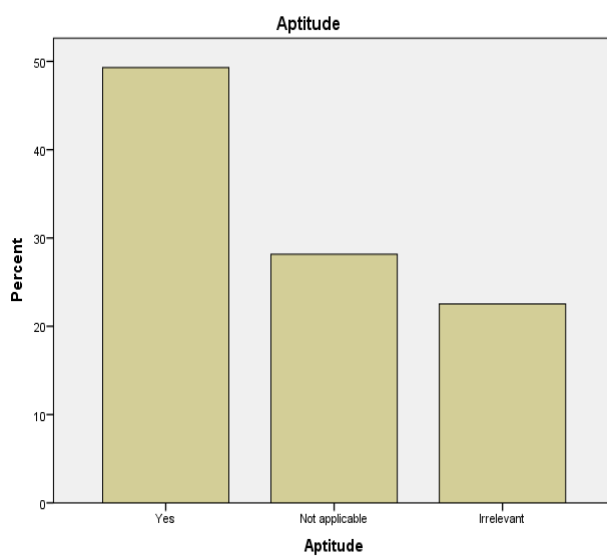
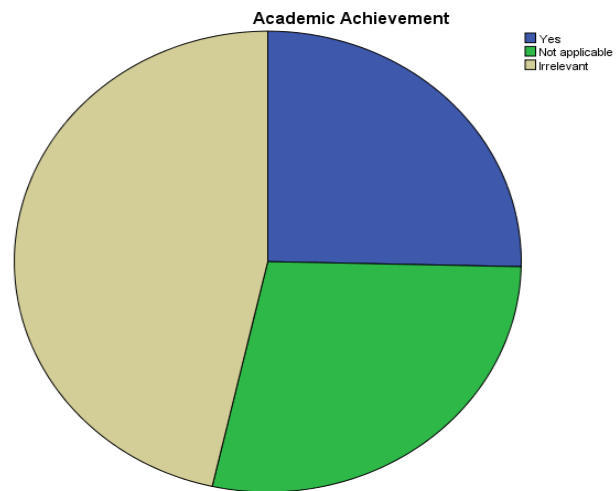
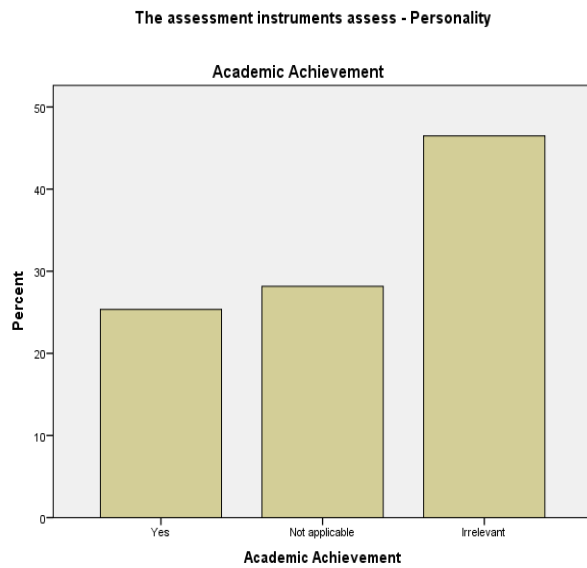
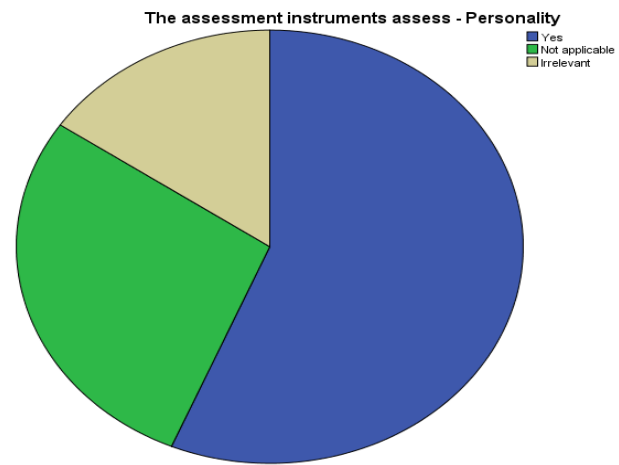
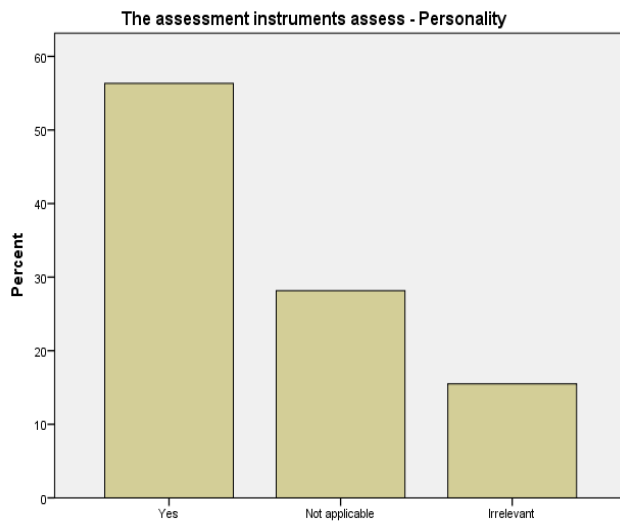


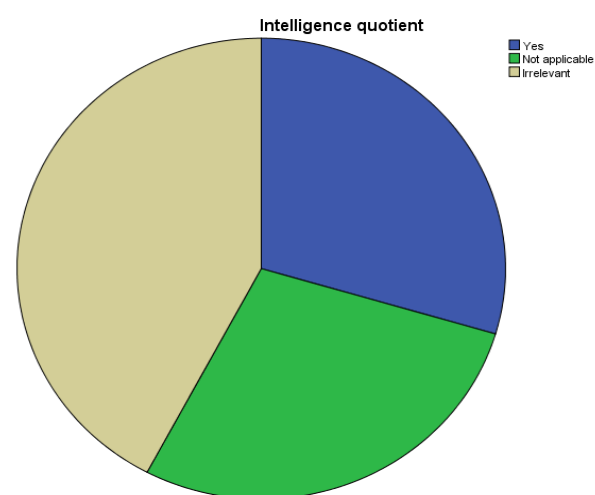
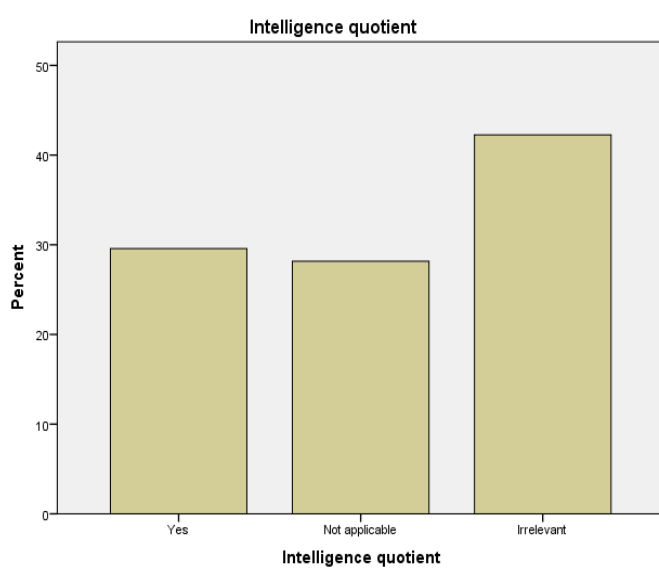
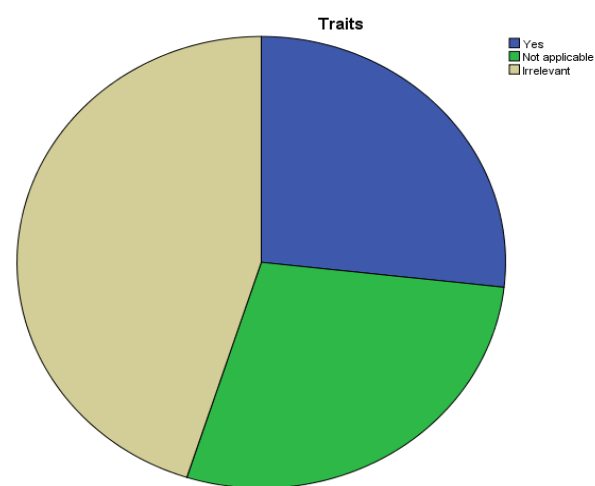
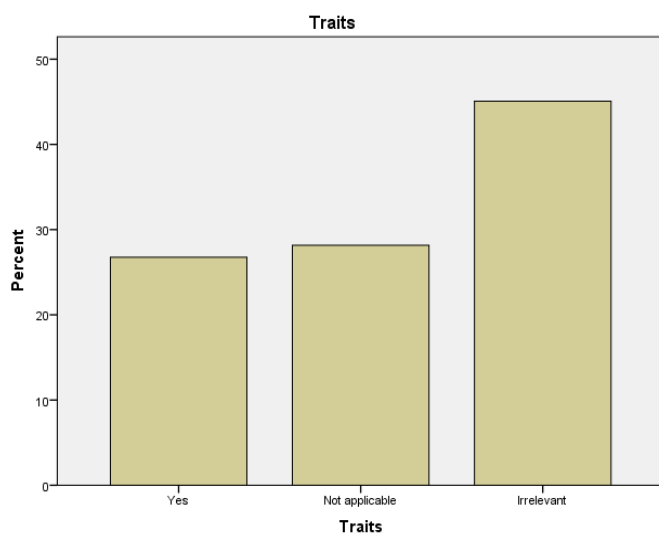
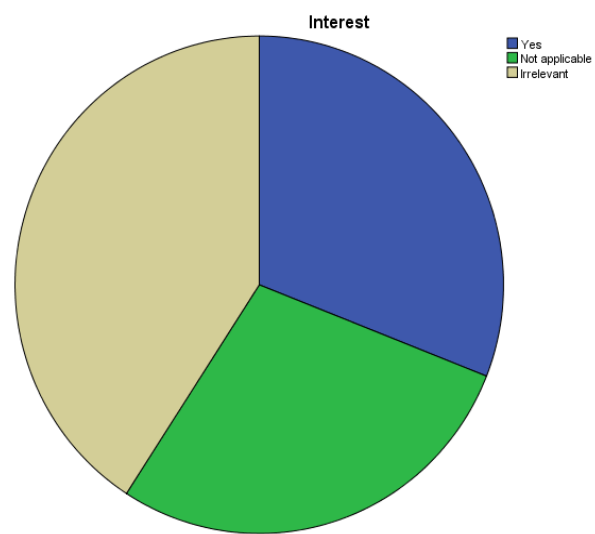
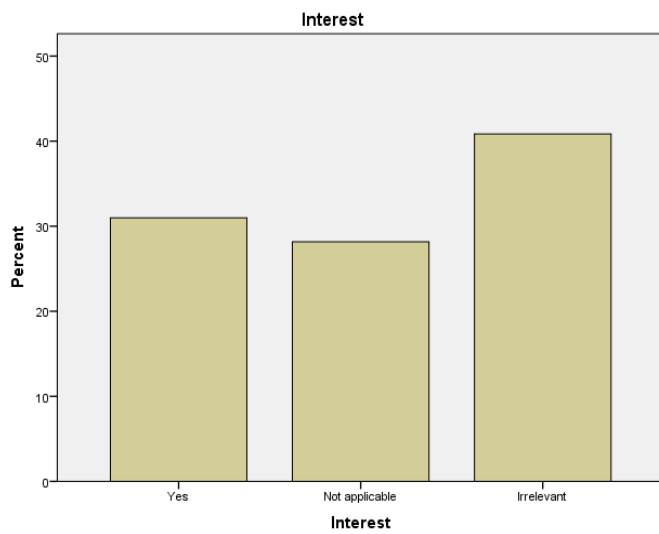
The assessment instrument used - Other responses

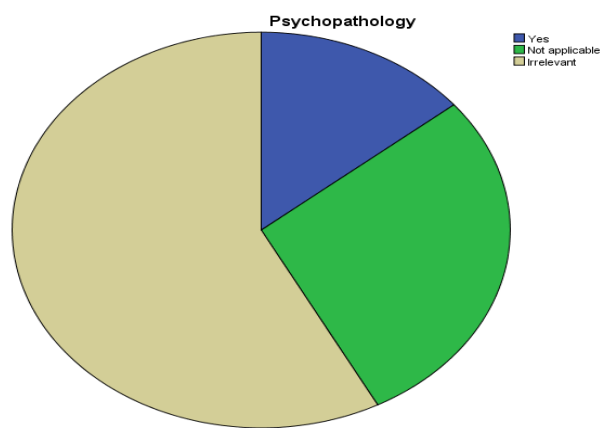
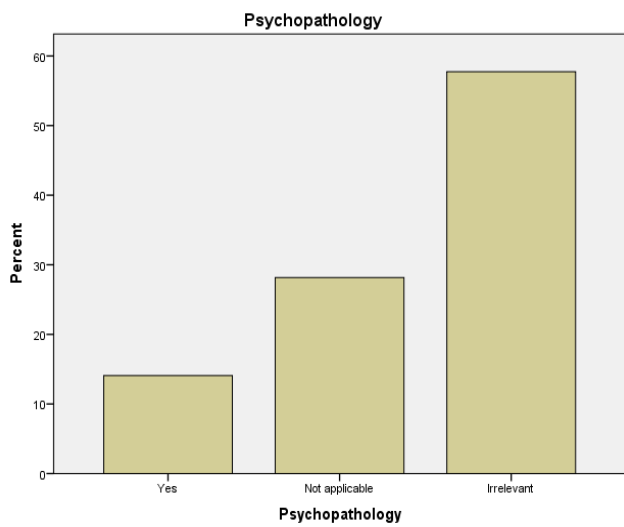
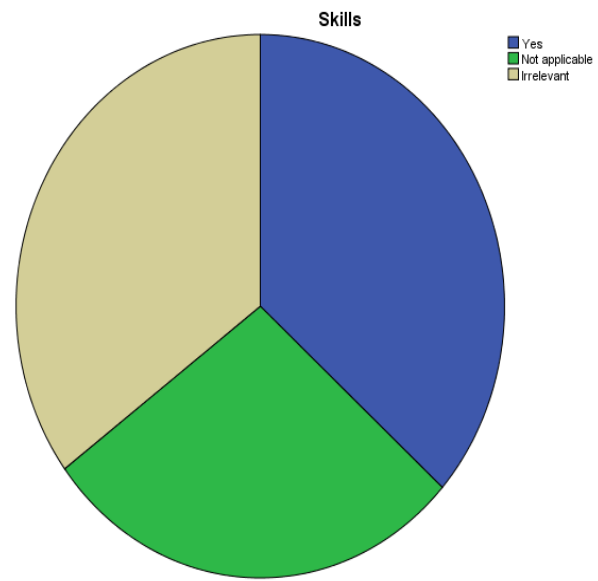
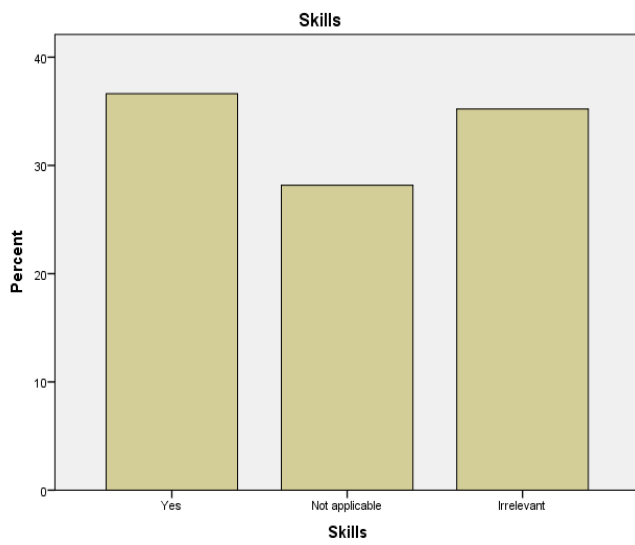


The assessment instrument used - Other responses

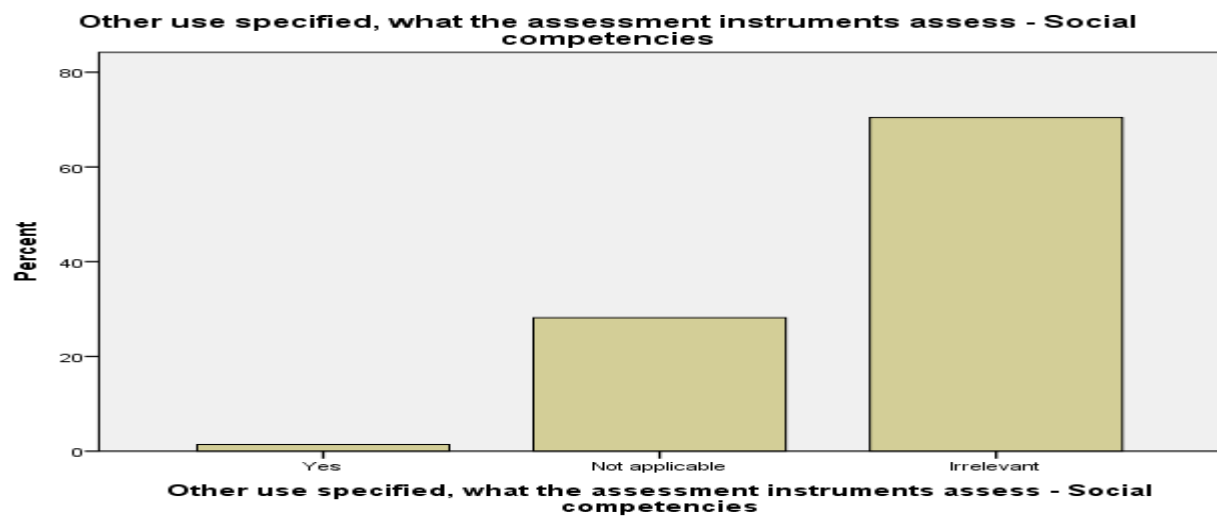
8. What do the assessment instruments assess? (please choose the appropriate boxes)



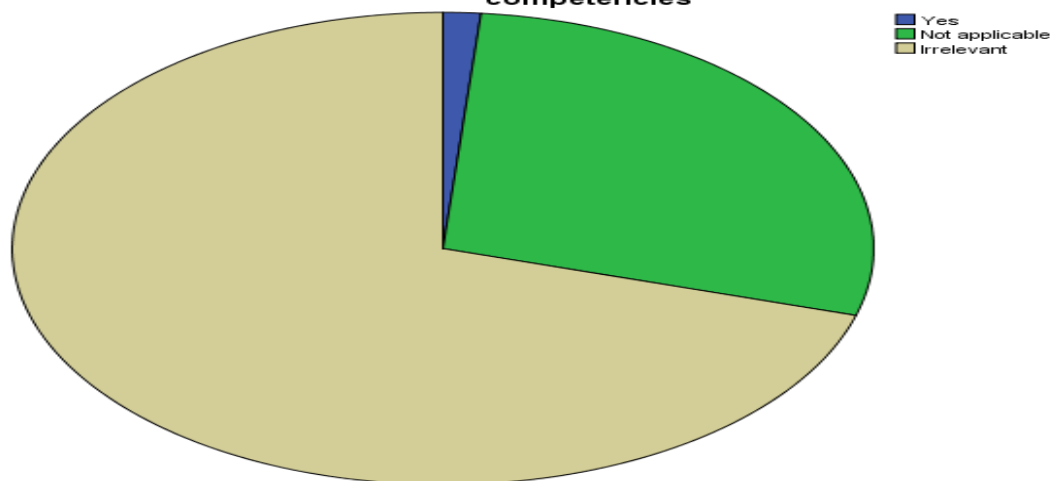




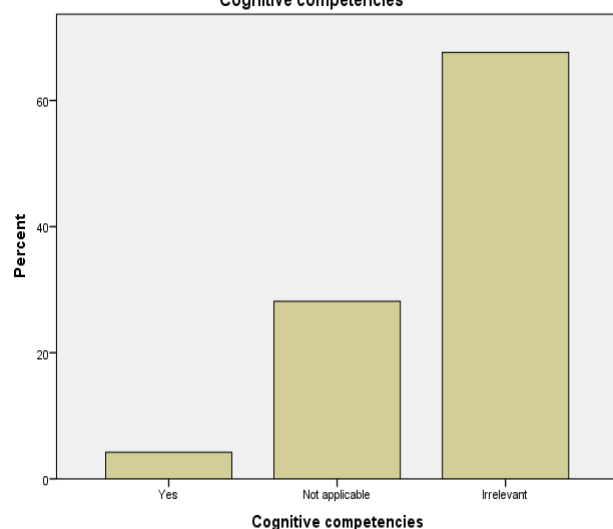
8.1 Other use specified, what the assessment Instruments assess



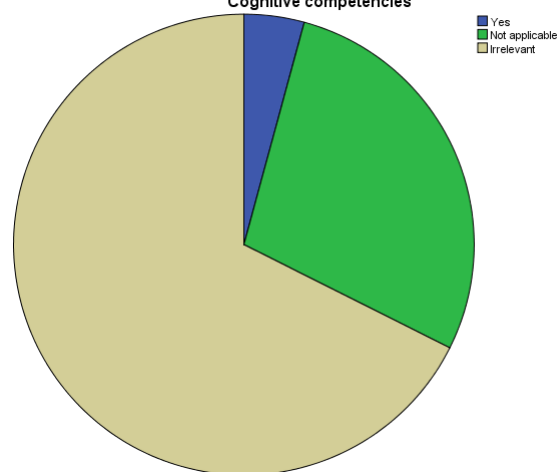
Other use specified, what the assessment instruments assess - Social competencies



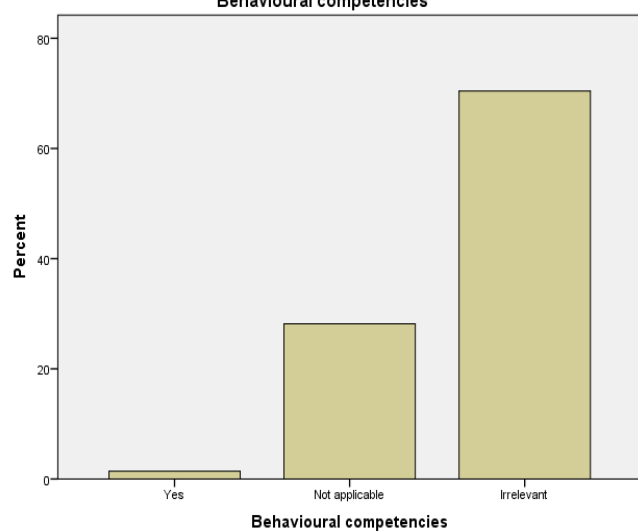
Cognitive competencies



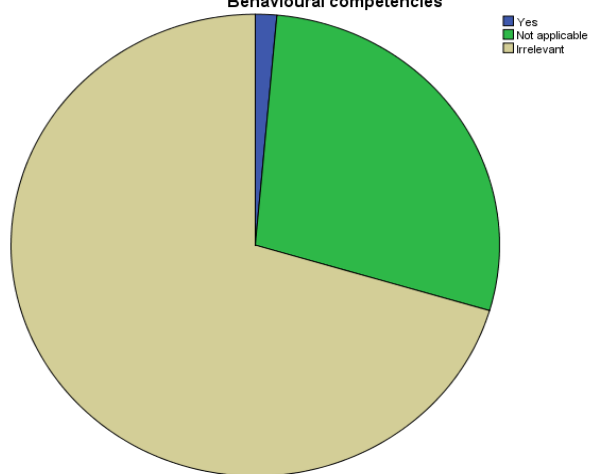
Cognitive competencies

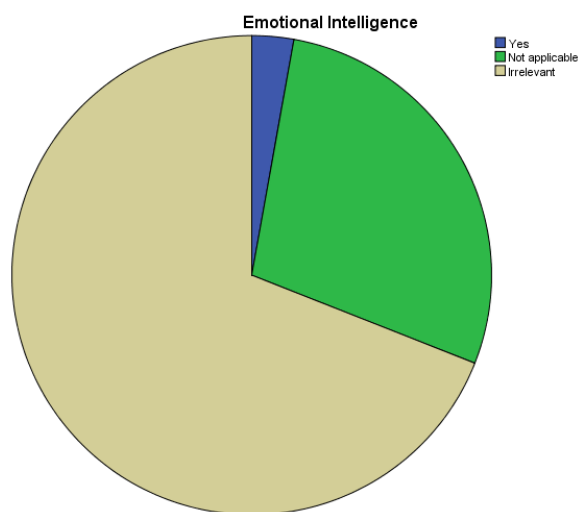
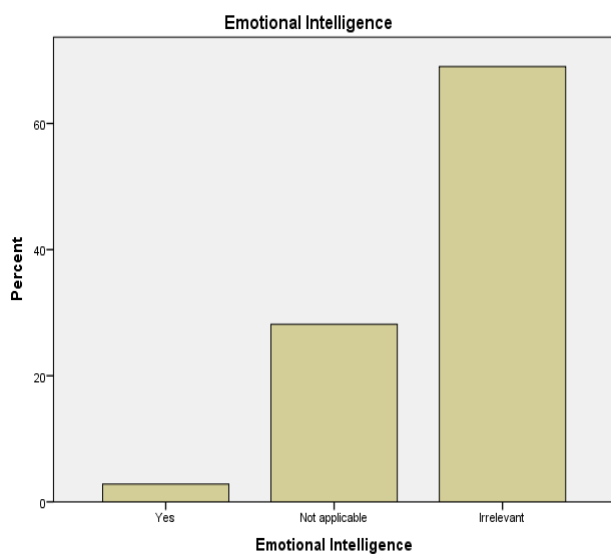


Behavioural competencies

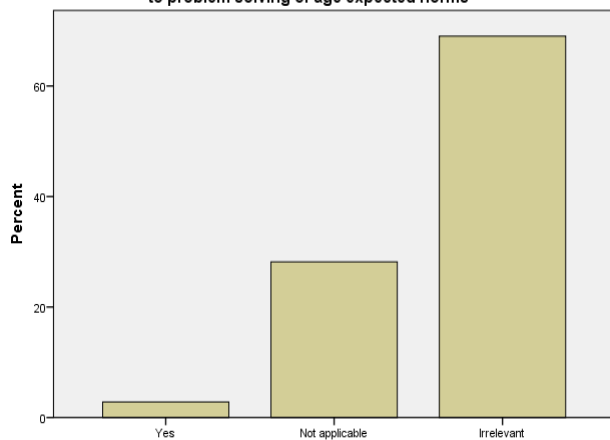


Behavioural competencies



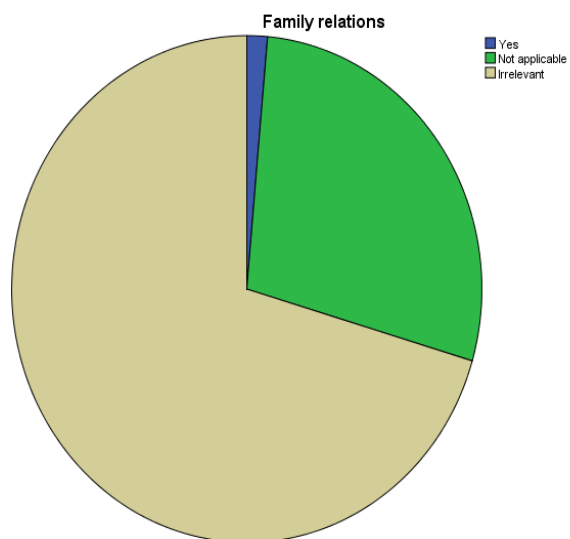
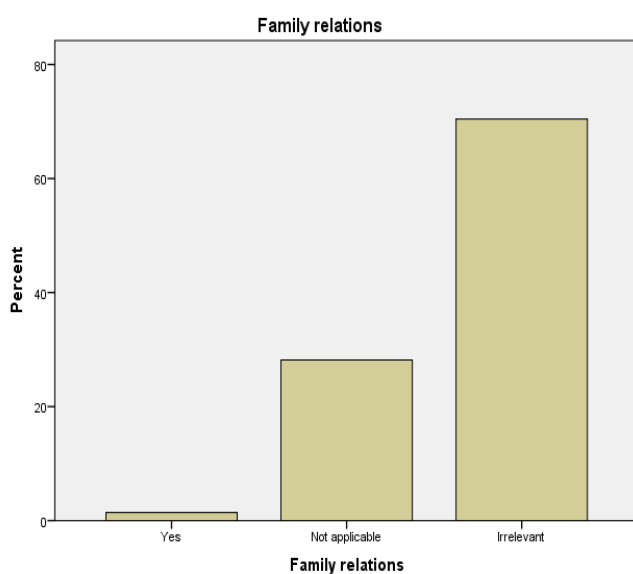
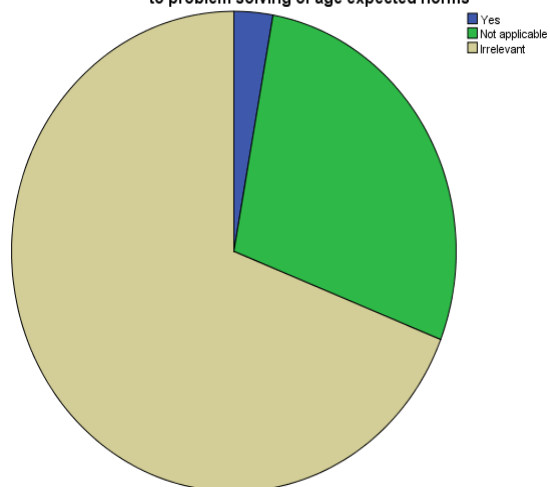


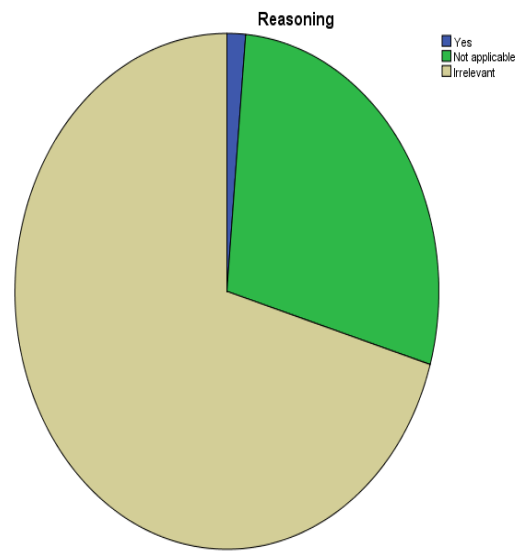
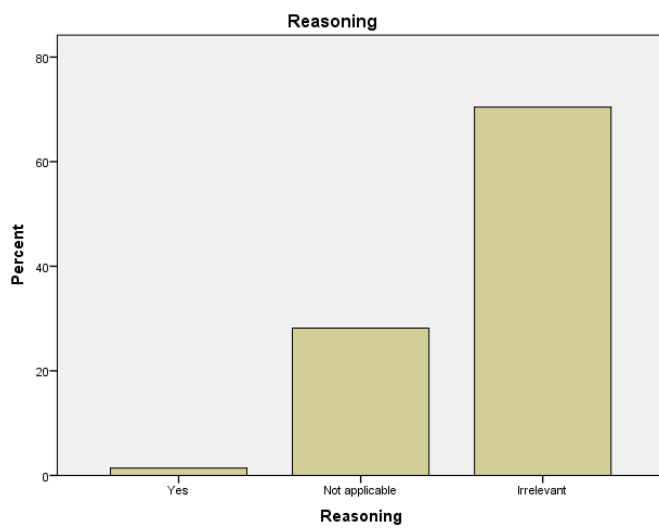
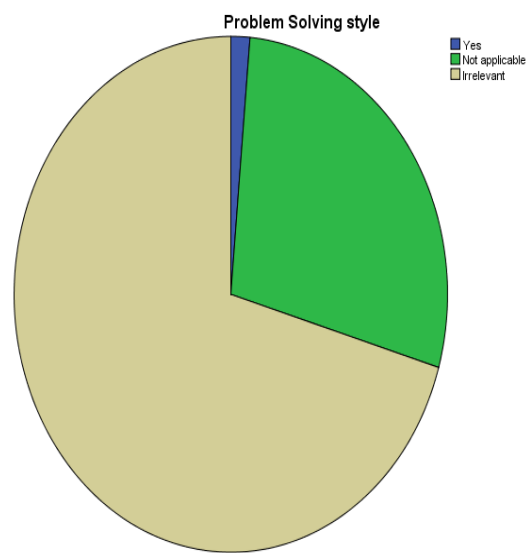
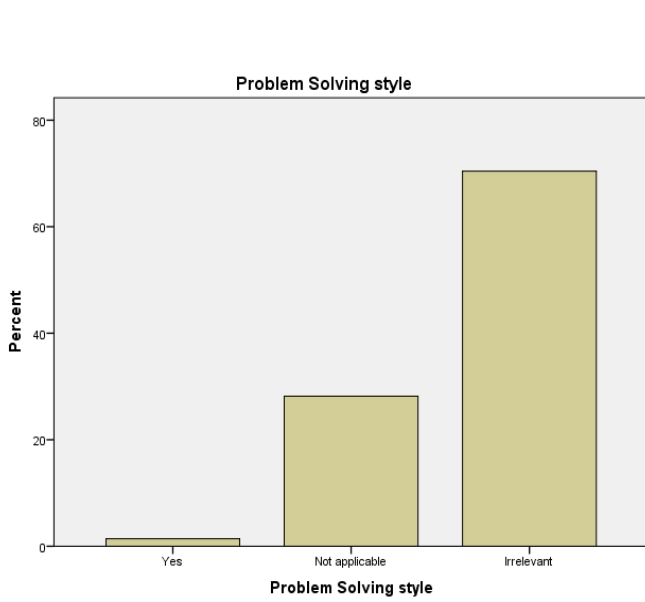
Preferred thinking styles (14 styles are measured) and work environment suited to problem solving of age expected norms

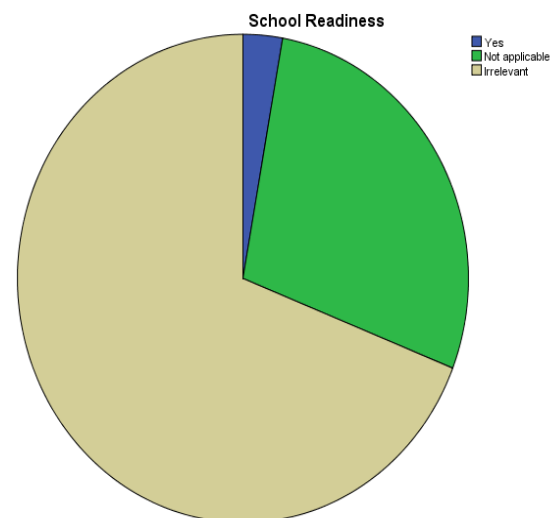
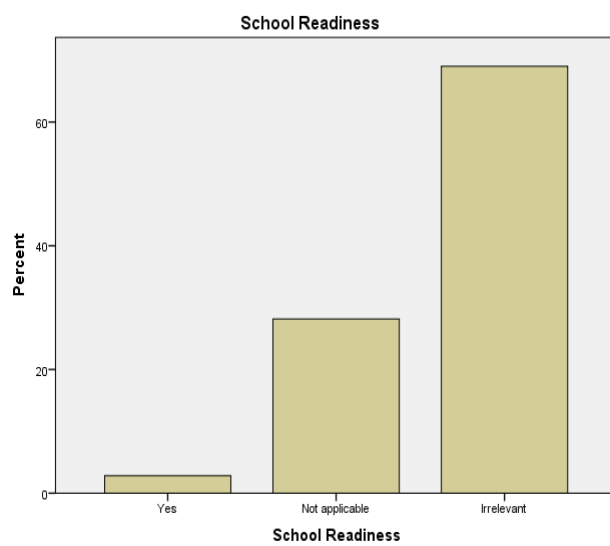
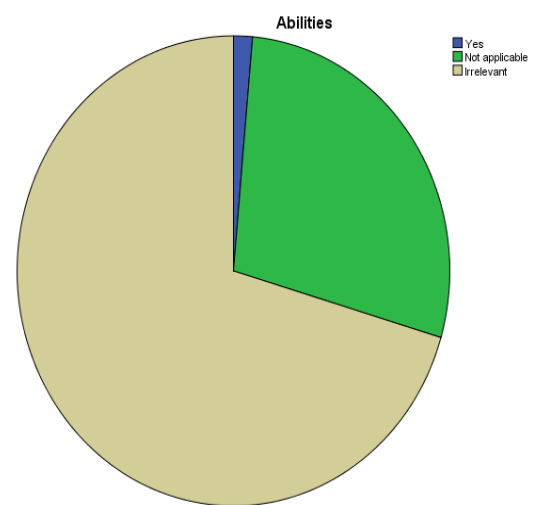
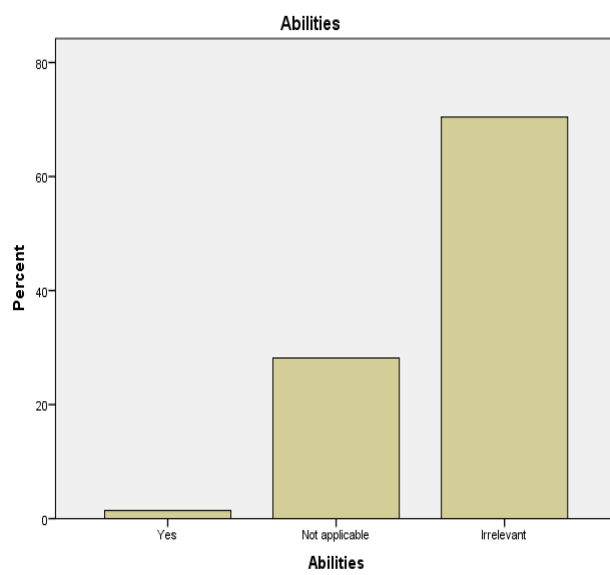
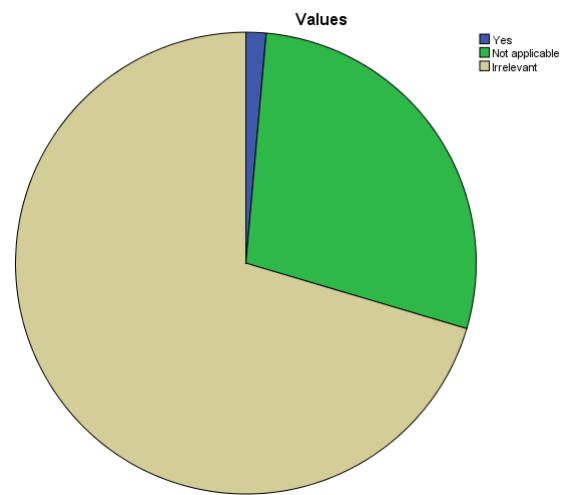
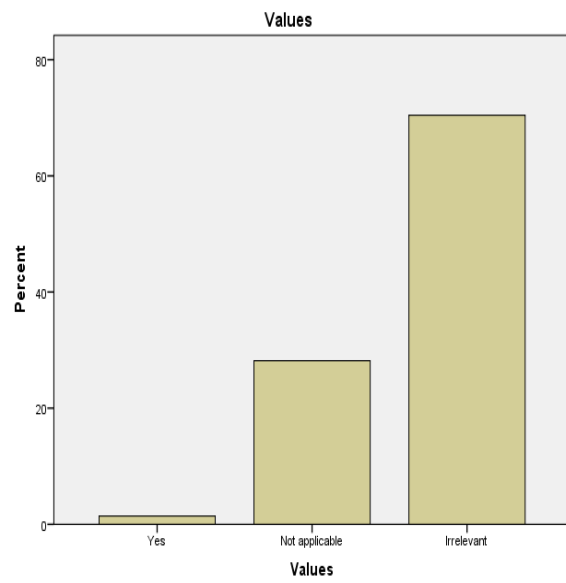


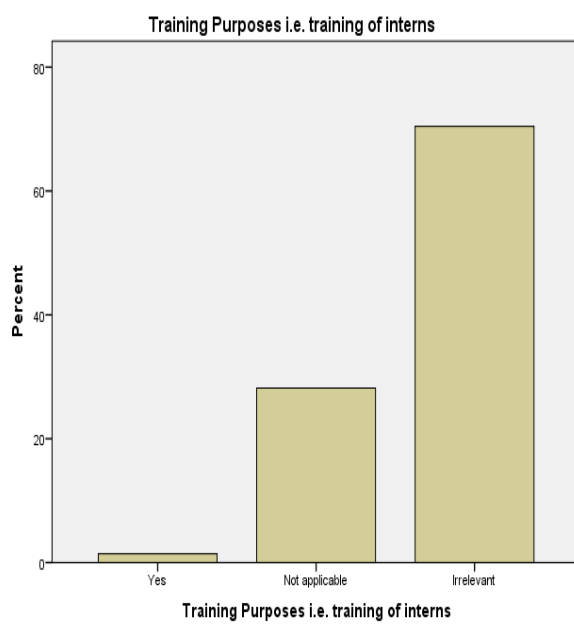
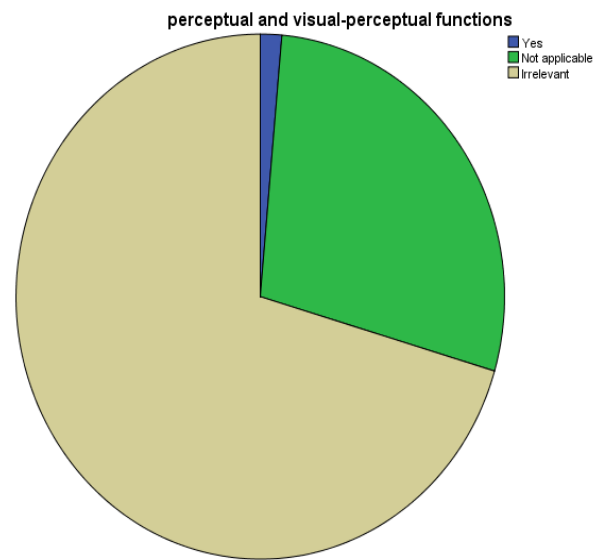
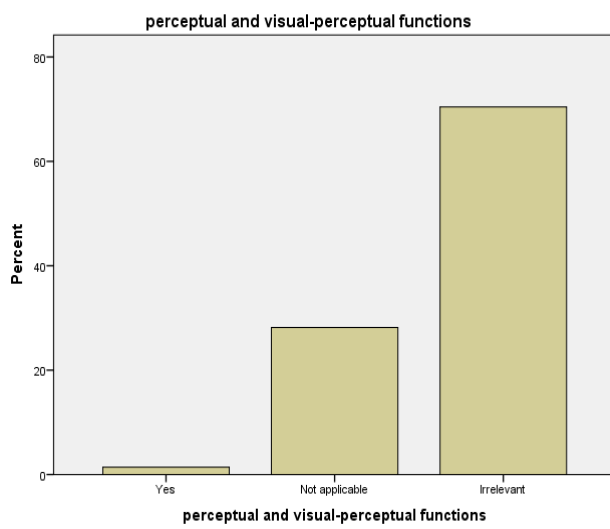
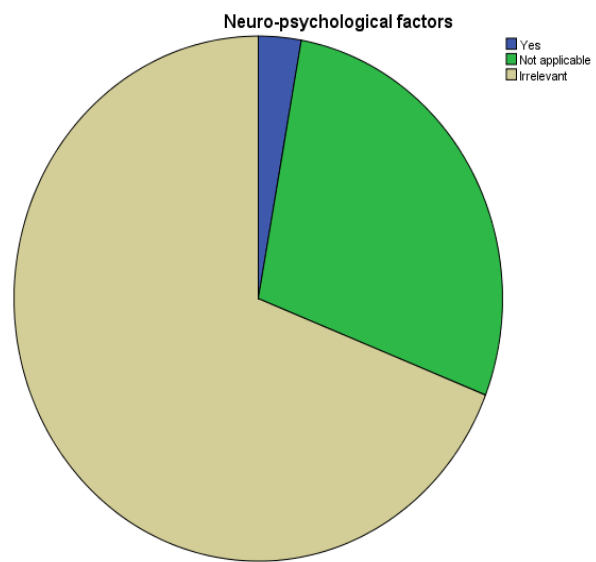
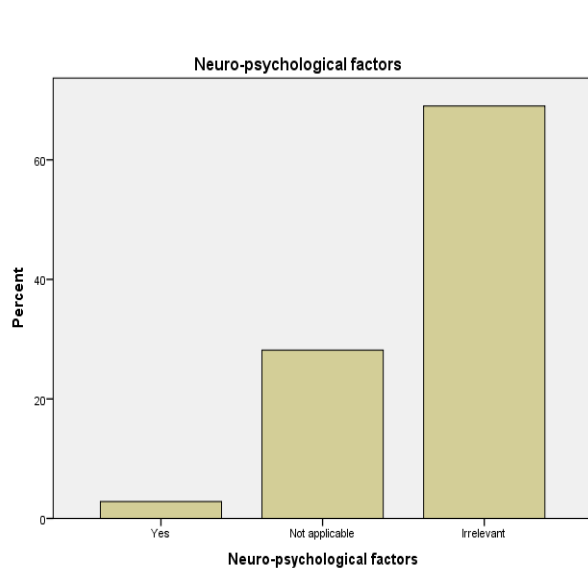
Preferred thinking styles (14 styles are measured) and work environment suited to problem solving of age expected norms

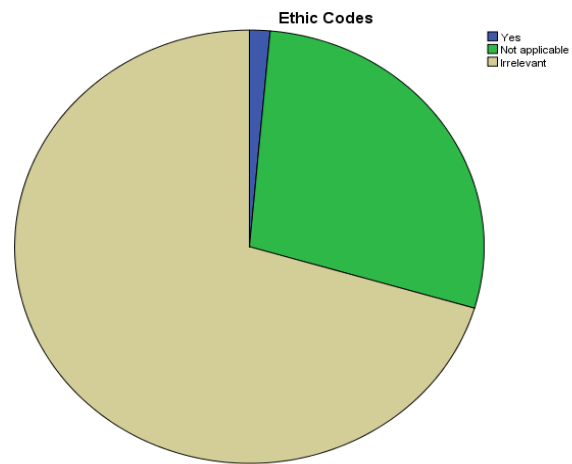
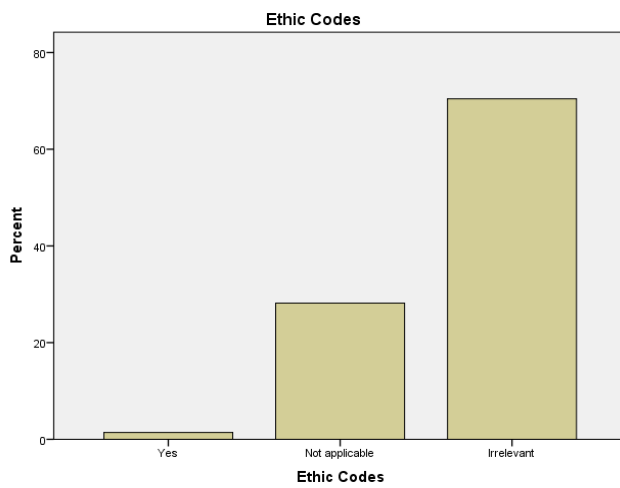
Preferred thinking styles (14 styles are measured) and work environment suited to problem solving of age expected norms



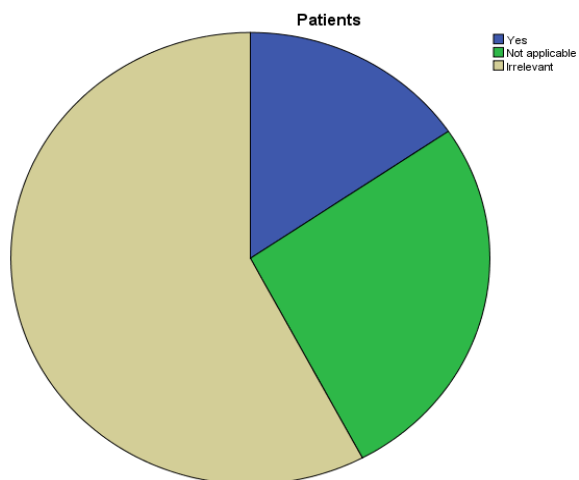
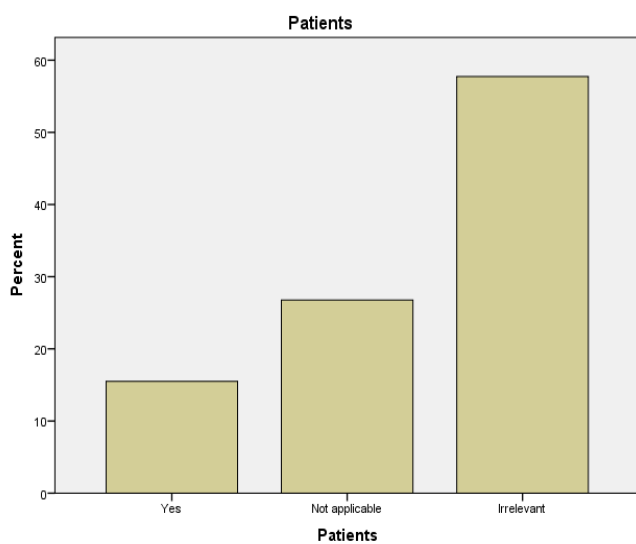
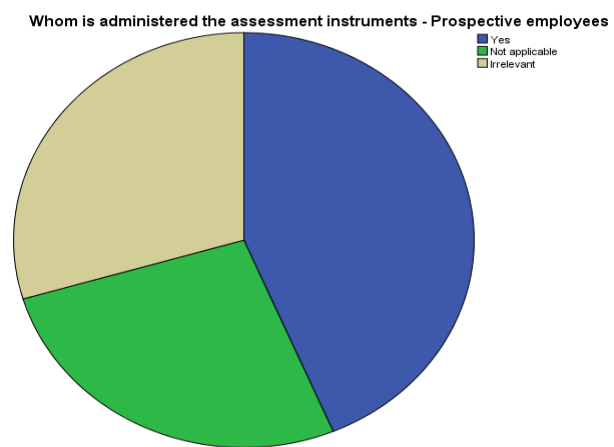
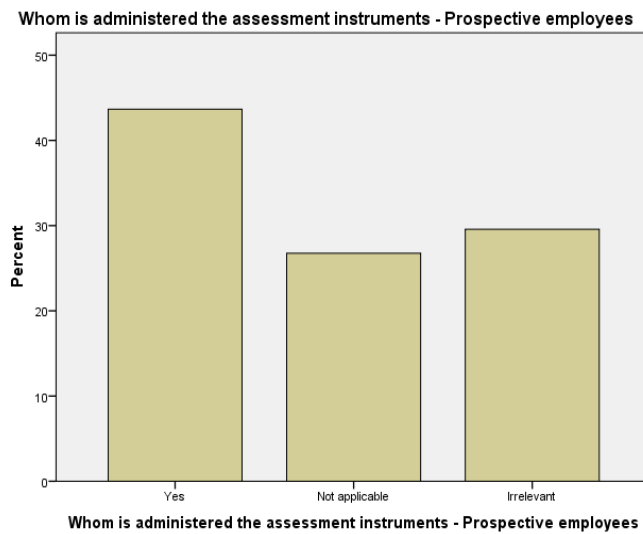


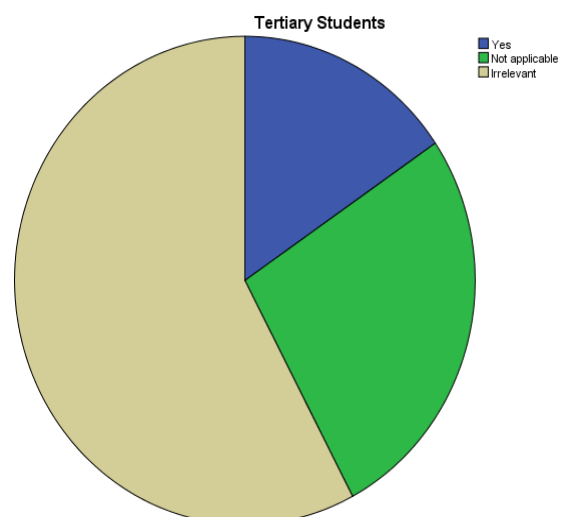
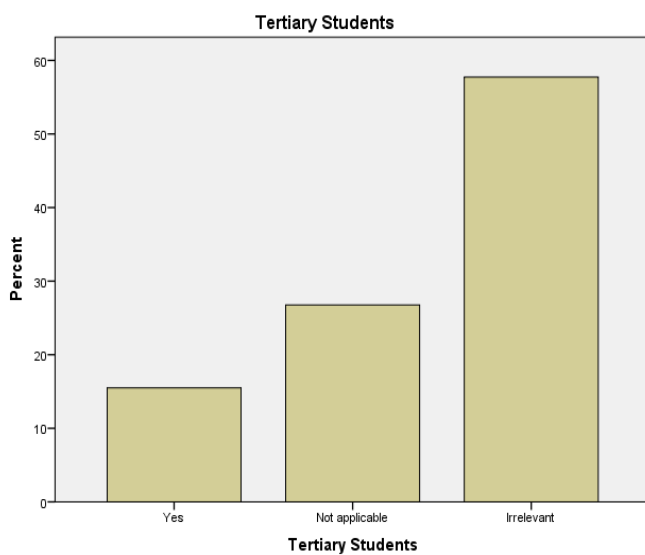
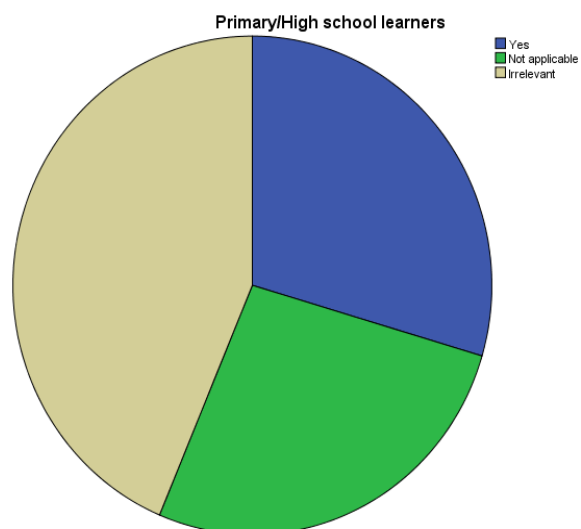
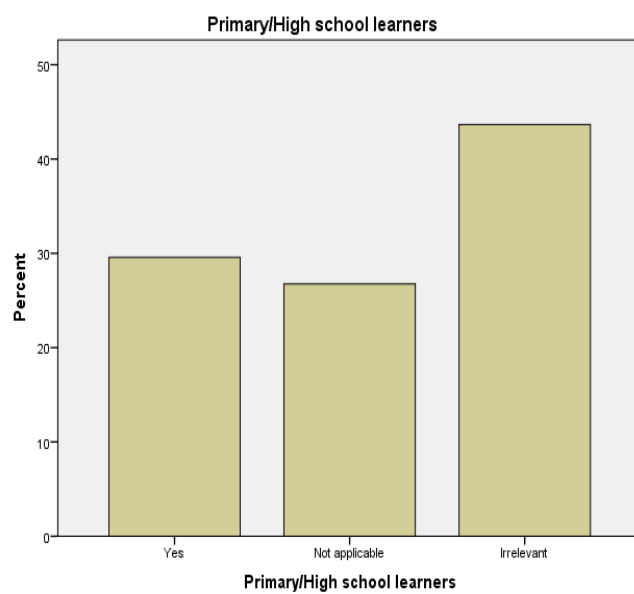
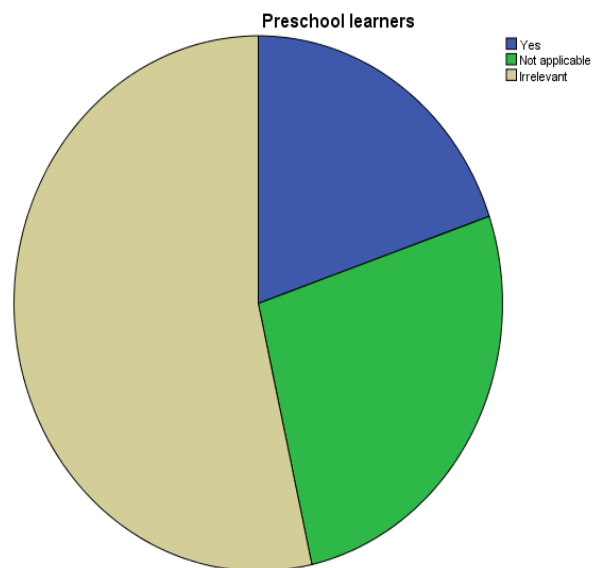
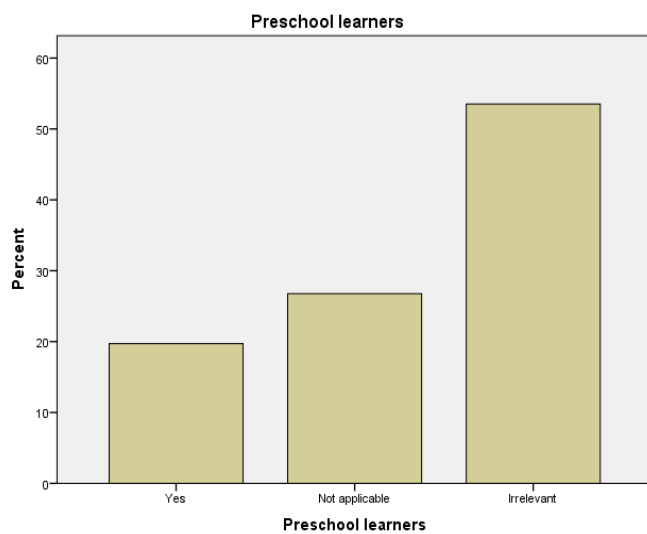


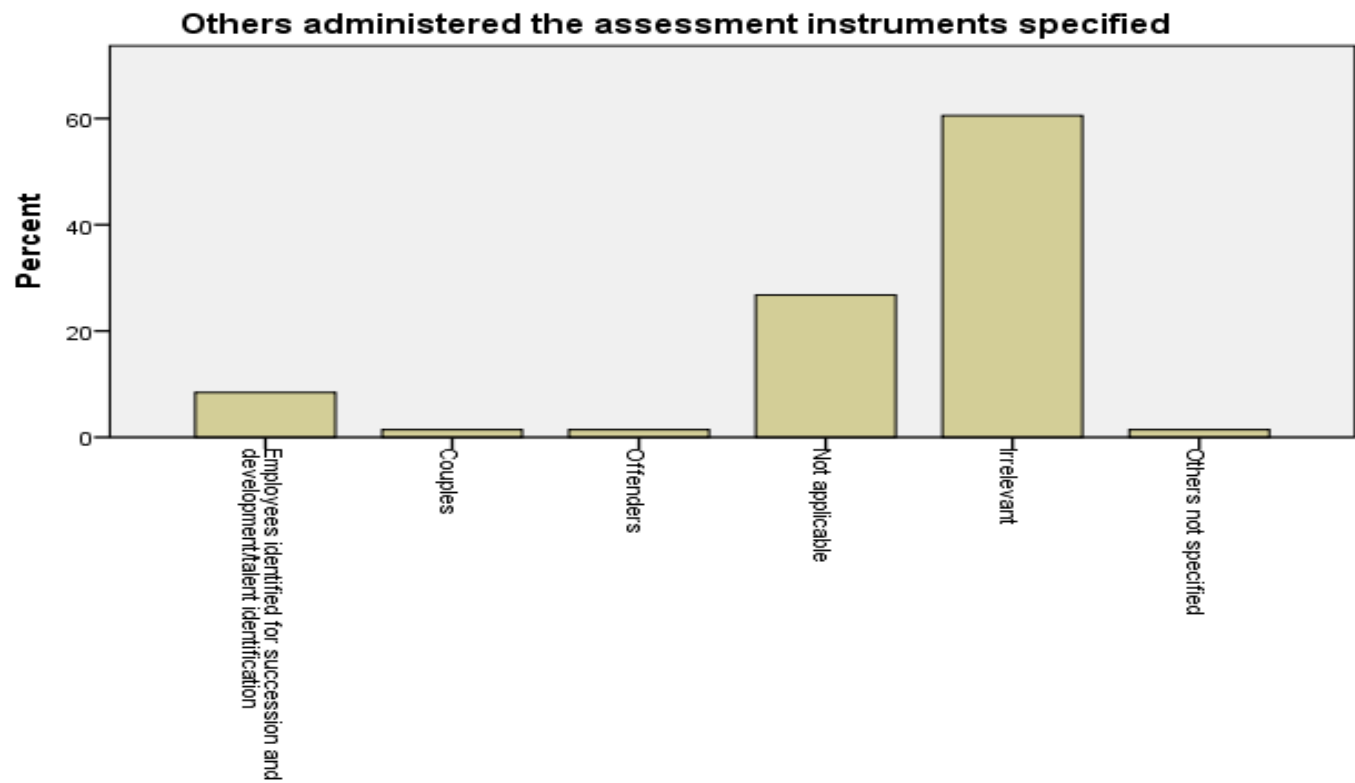




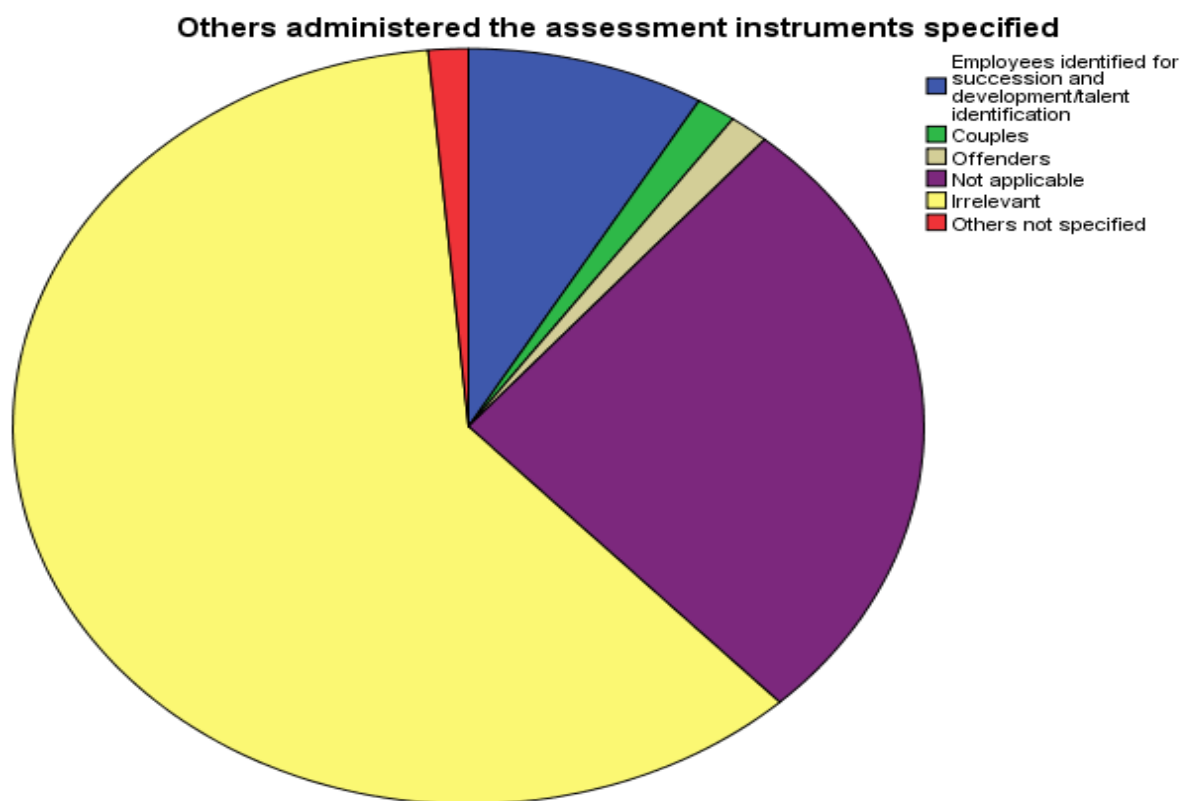
9. To whom do you administer your assessment instruments? (please choose the appropriate boxes)



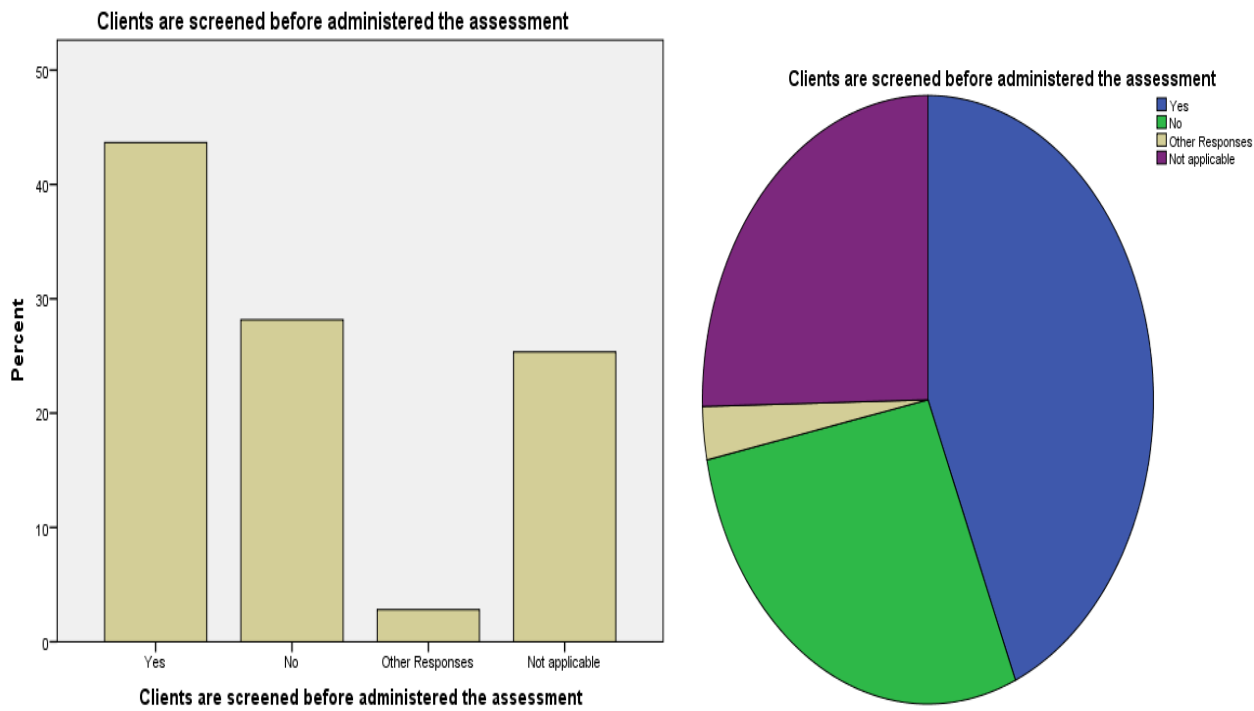




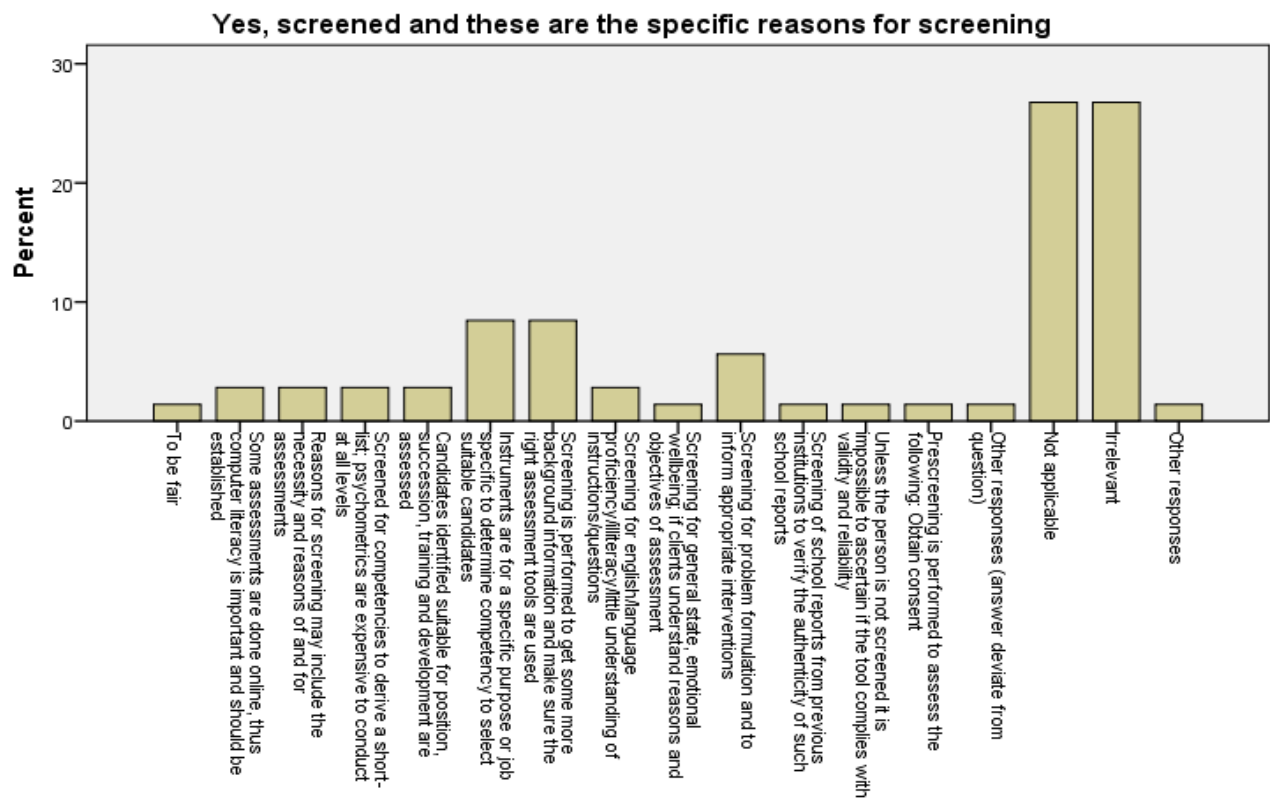
Others administered the assessment instruments specified



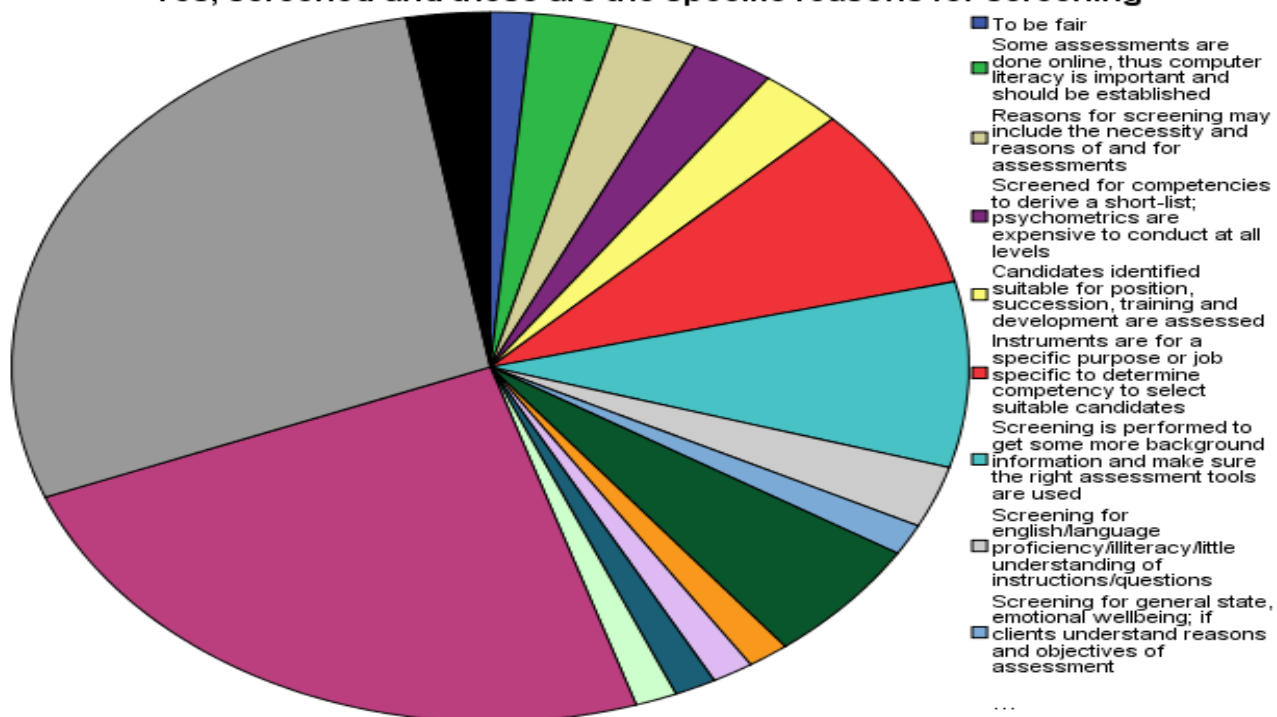
10. Are the clients screened (examine to assess suitability for assessment) before the assessment instruments are administered?



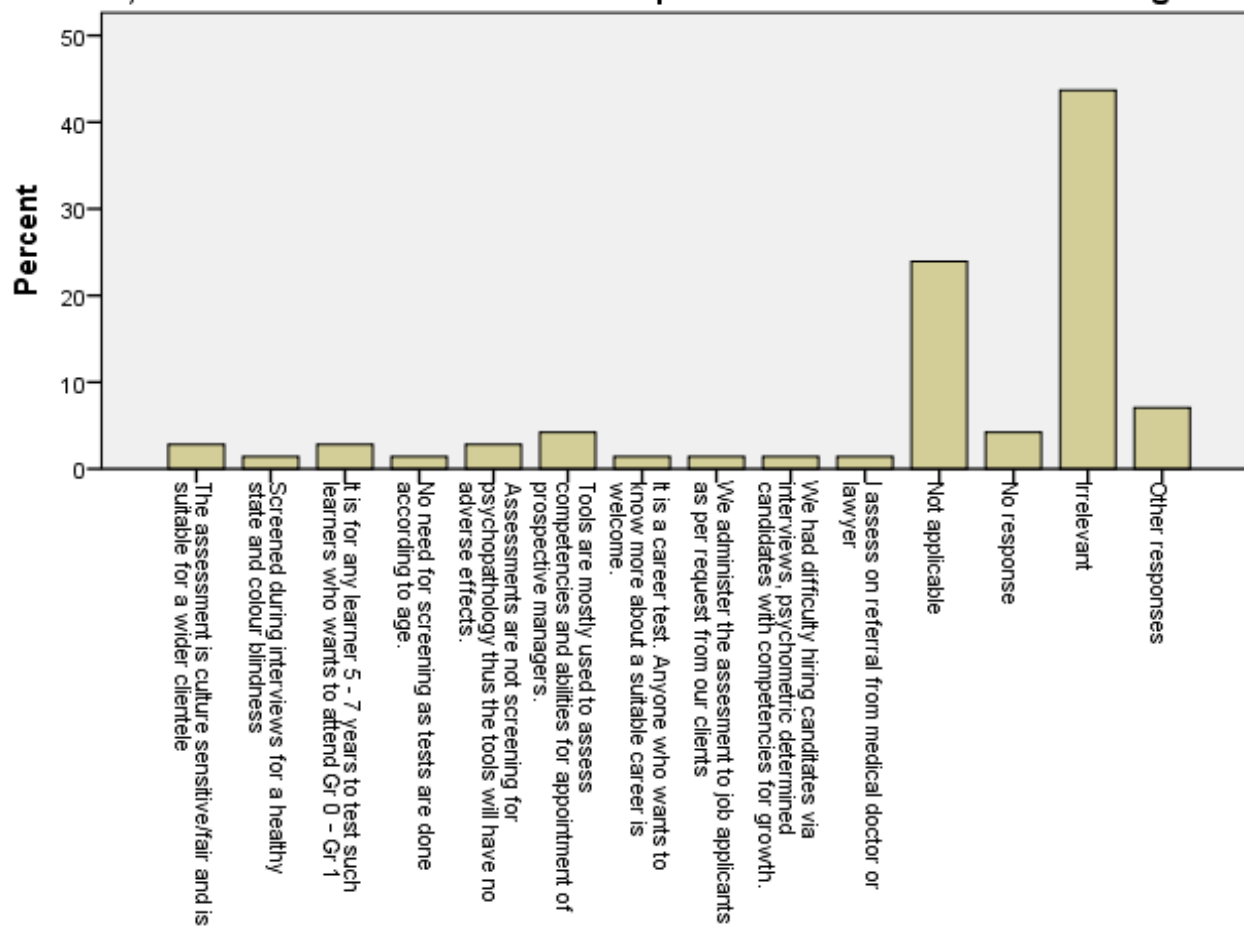
11. Are there any specific reasons for screening or not screening? Please elaborate on your answer in (10) above.

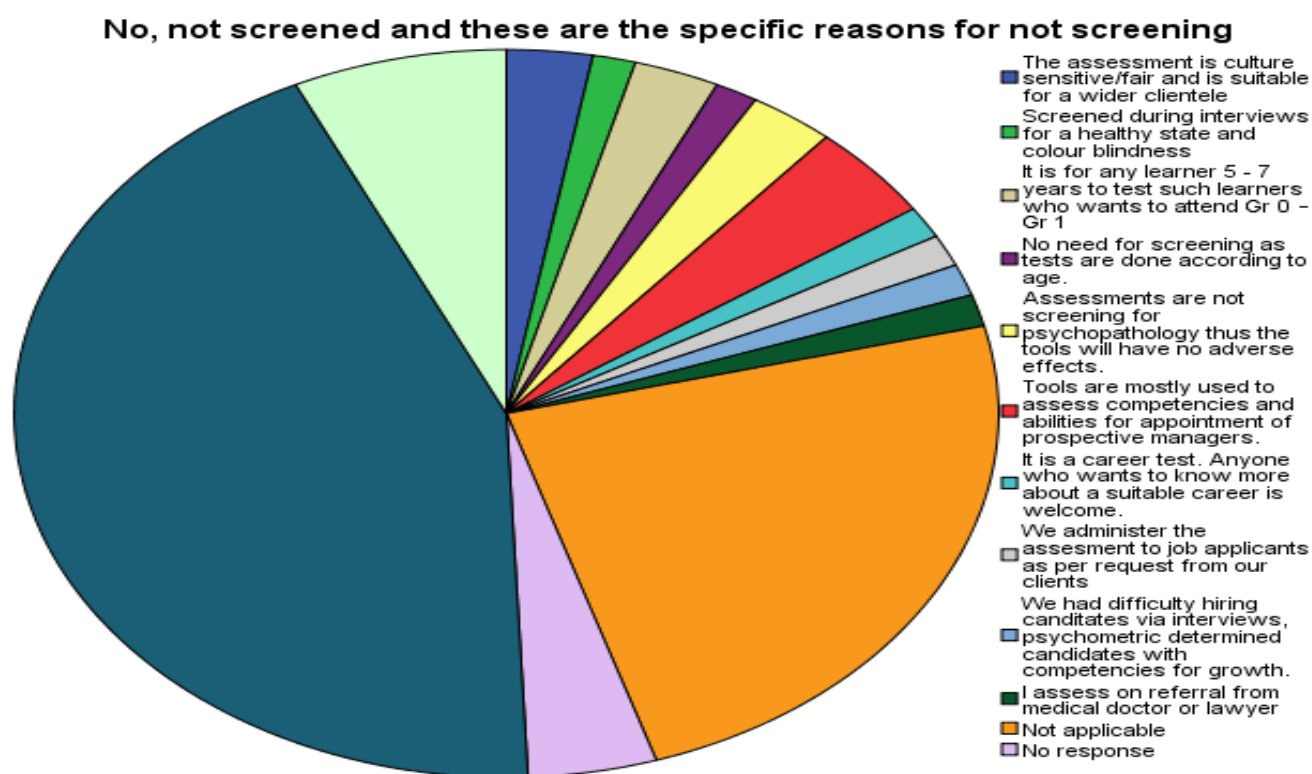


Yes, screened and these are the specific reasons for screening

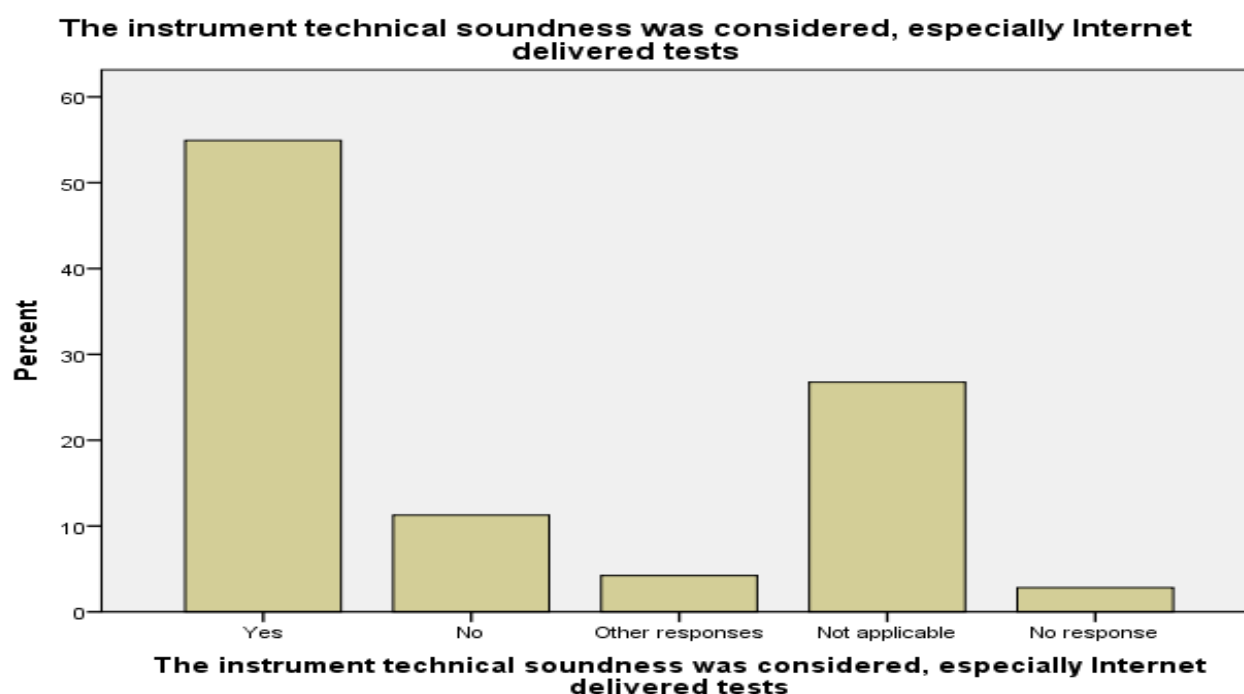


No, not screened and these are the specific reasons for not screening

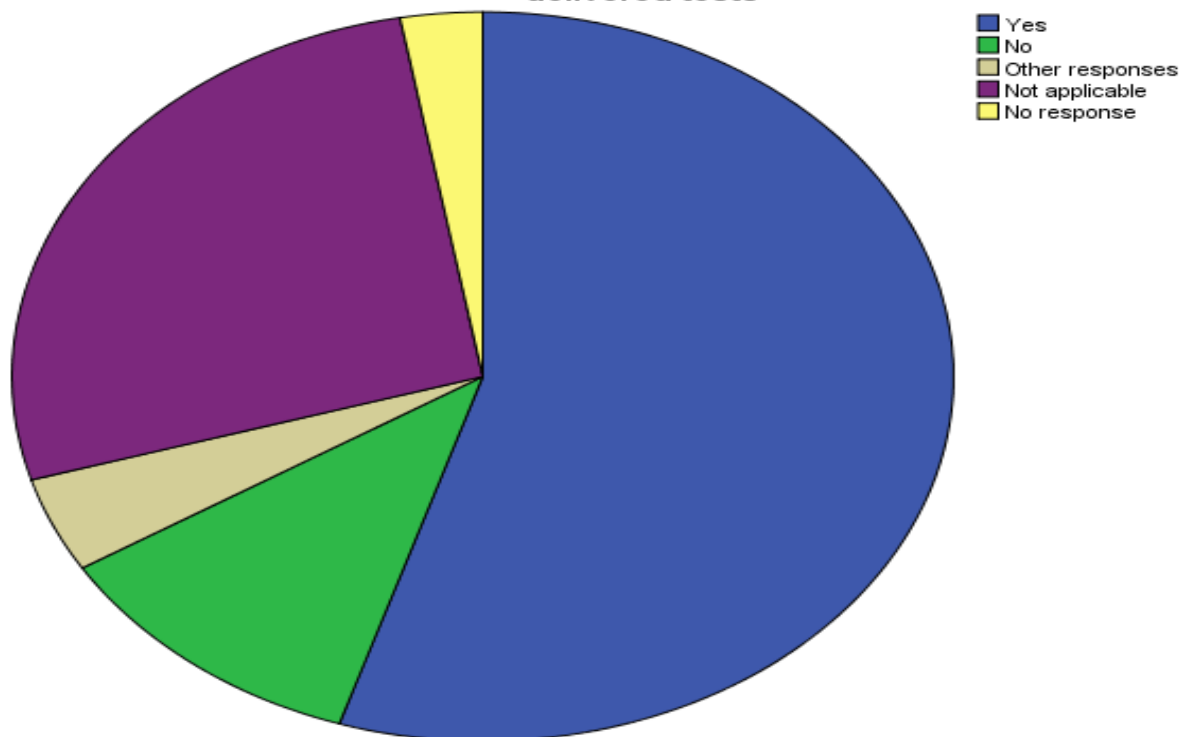




12. Does the assessment instruments administrator consider the assessment instruments technical adequacy/soundness before use? Especially Internet Delivered tests/questionnaires.

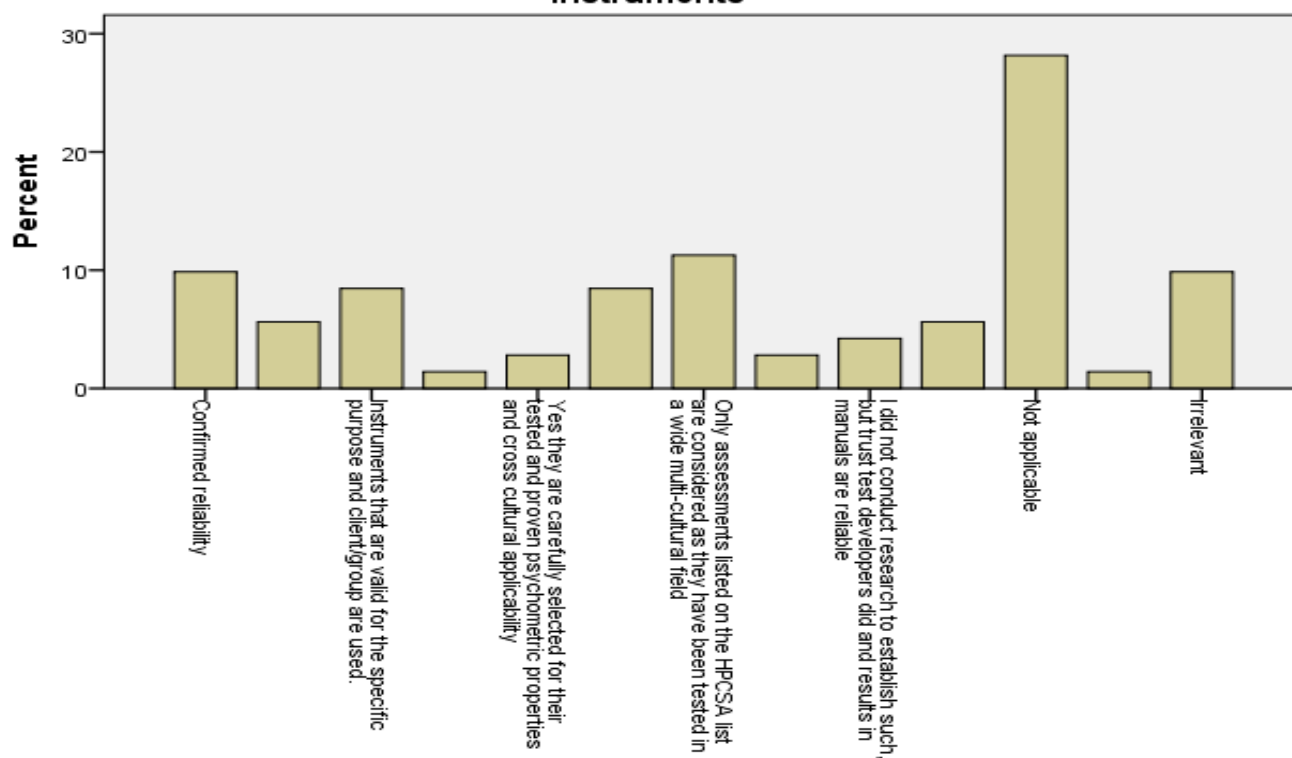


The instrument technical soundness was considered, especially Internet delivered tests

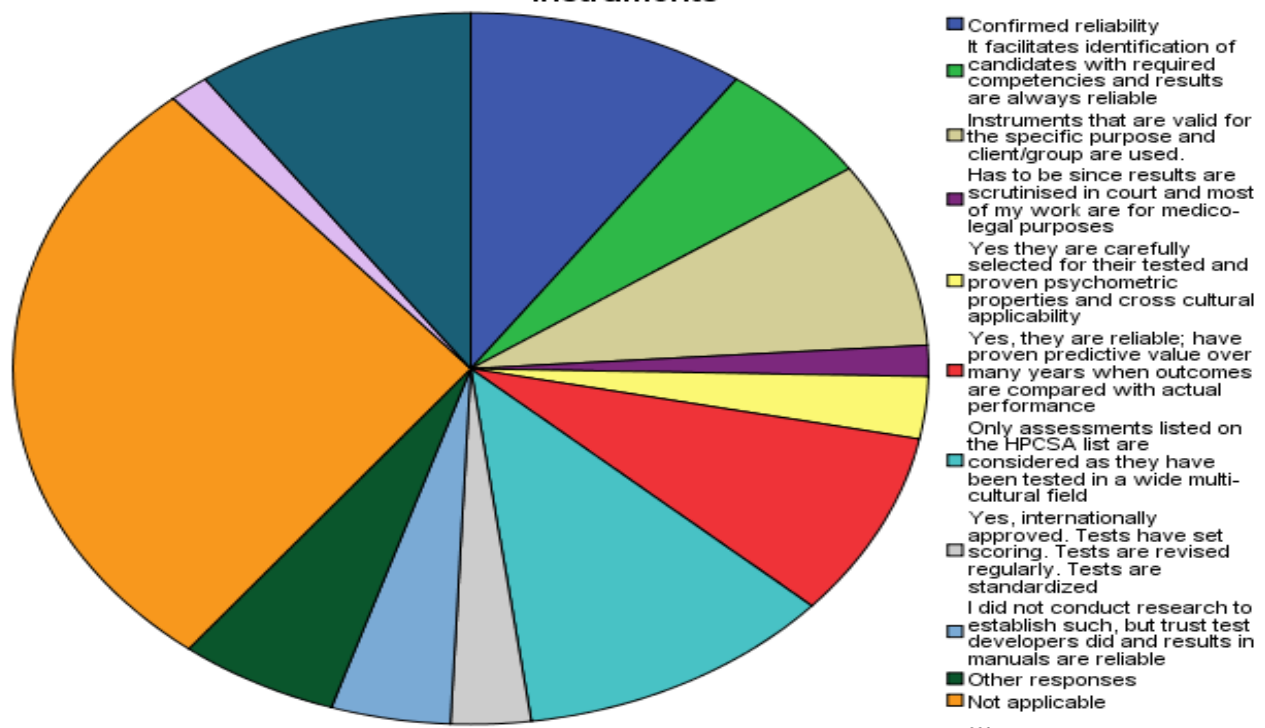


13. Are the assessment instruments used in your institution reliable (a test or assessment instrument is reliable if it produces similar results each time the instrument is used)? Elaborate.

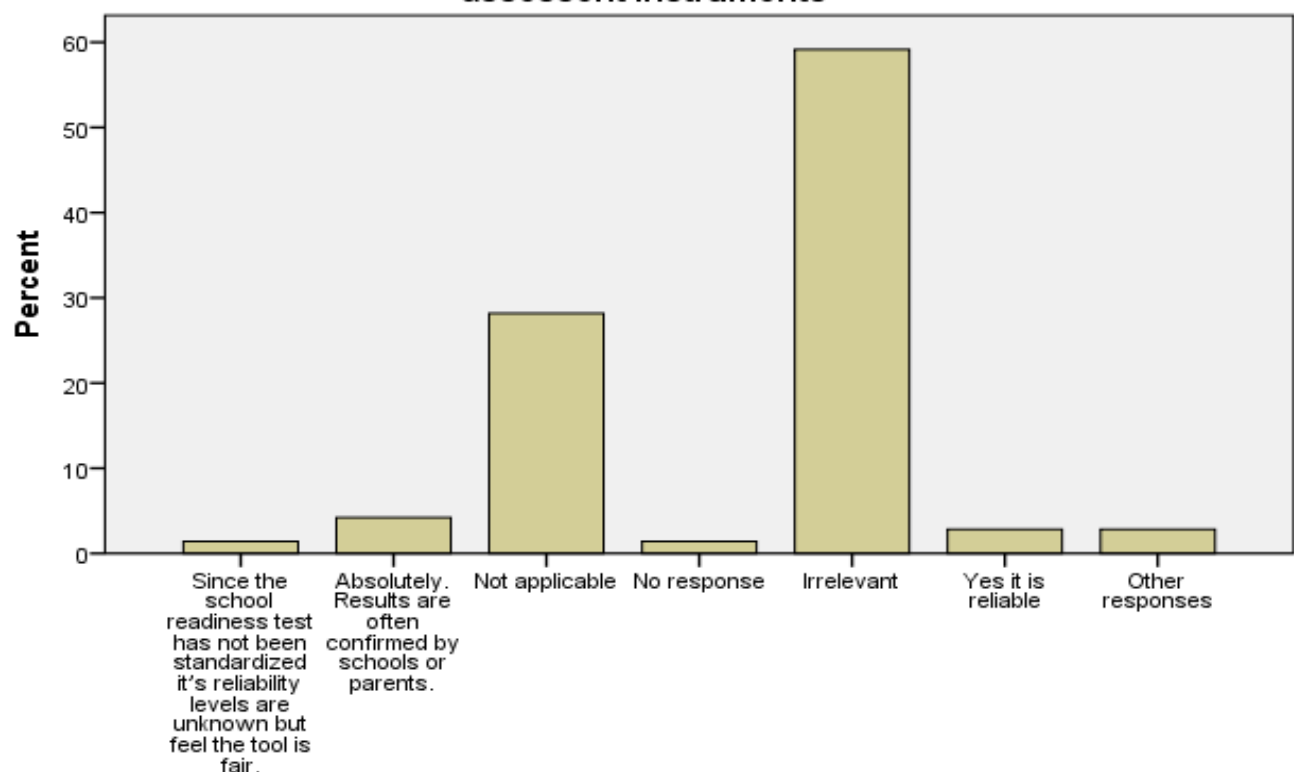
Yes, technical soundness is considered and the institution use reliable assessment instruments



Yes, technical soundness is considered and the institution use reliable assessment instruments

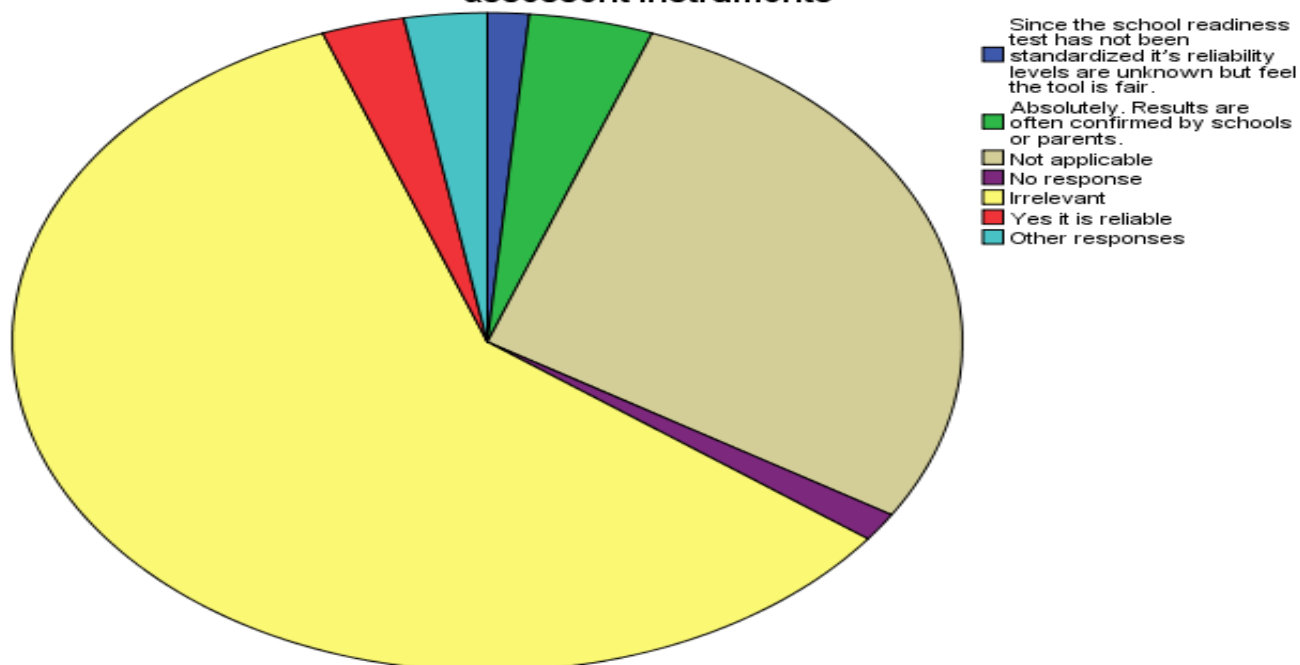


No, technical soundness is not considered but the institution use reliable assessment instruments



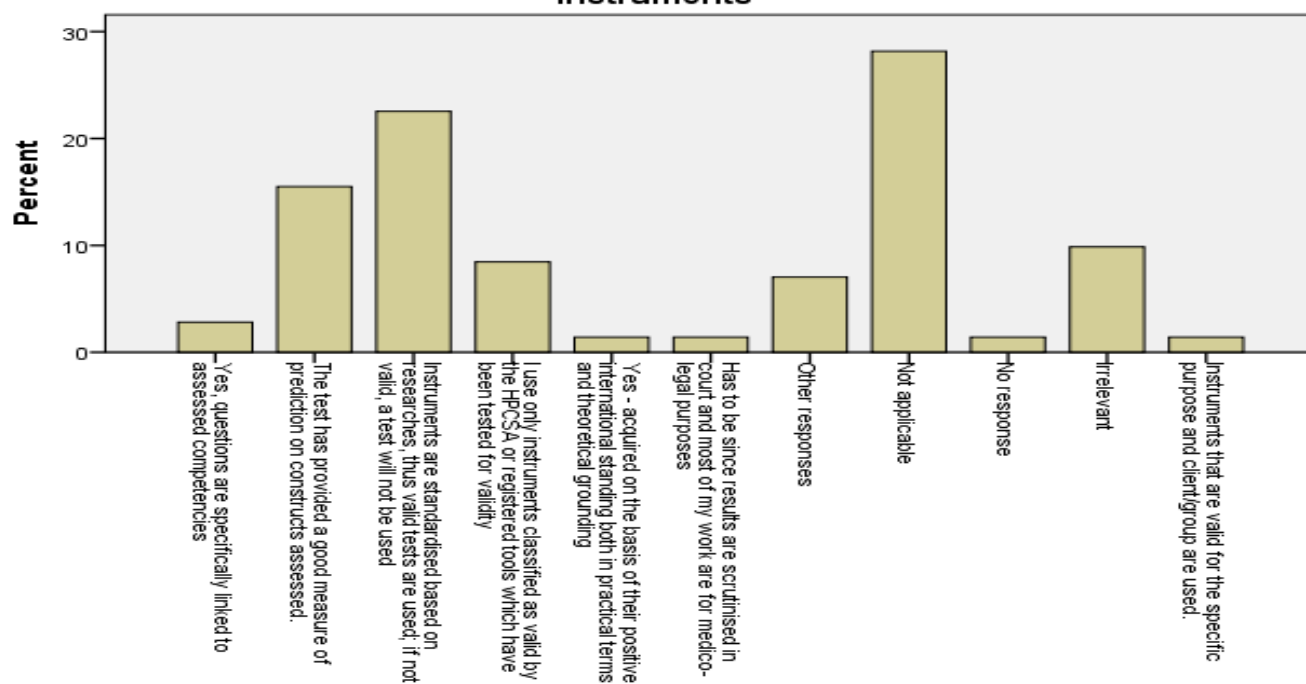
No, technical soundness is not considered but the institution use reliable assessment instruments

No, technical soundness is not considered but the institution use reliable assessent instruments

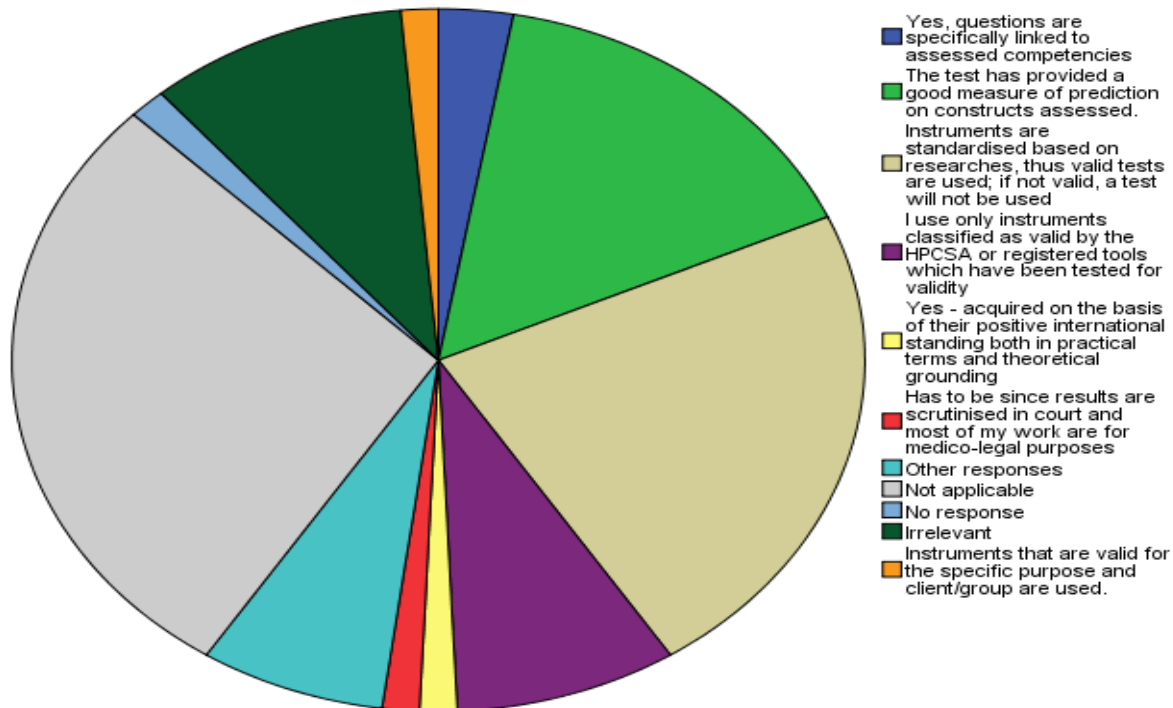


14. Are the assessment instruments used in your institution valid (a test or assessment instrument is valid if in fact it measures what it professes to measure)? Elaborate.

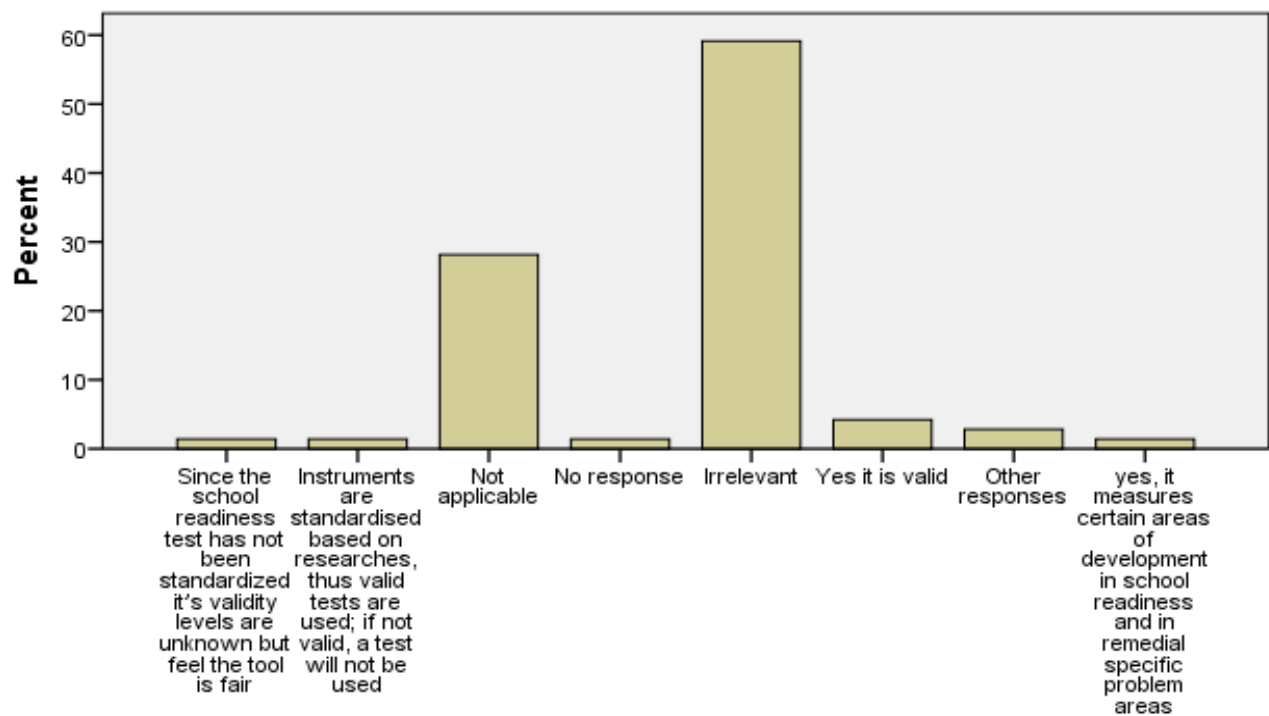
Yes, technical soundness is considered and the institution use valid assessent instruments



Yes, technical soundness is considered and the institution use valid assessment instruments

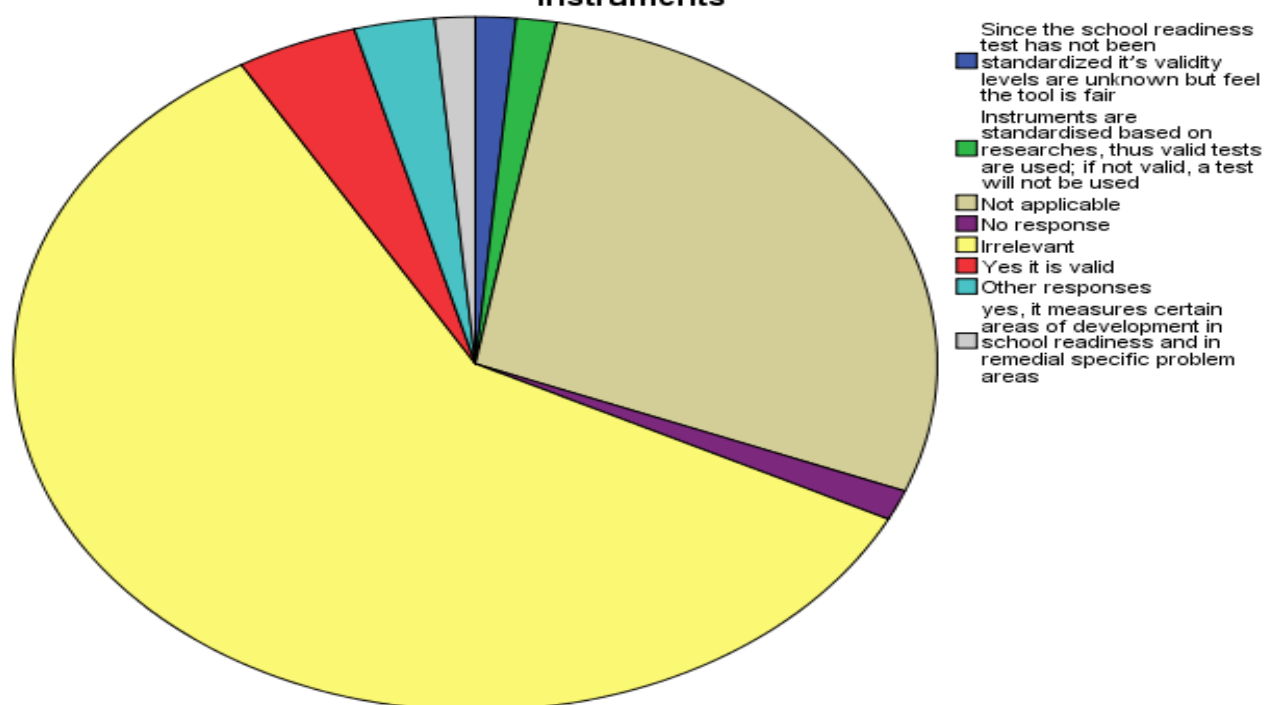


No, technical soundness is considered and the institution use valid assessment instruments

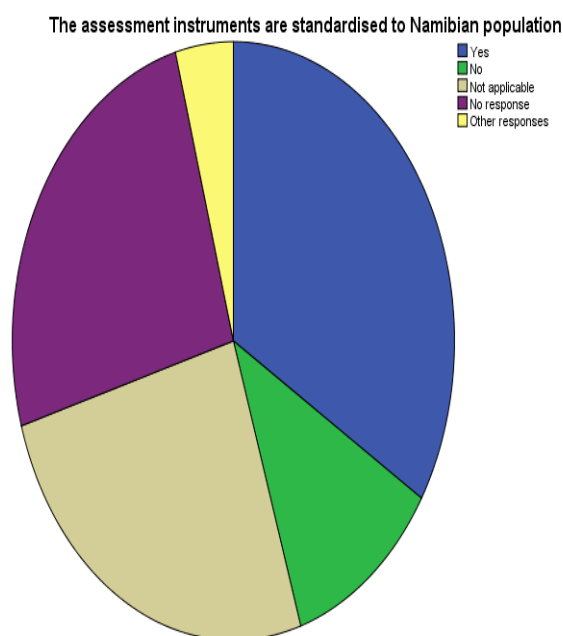
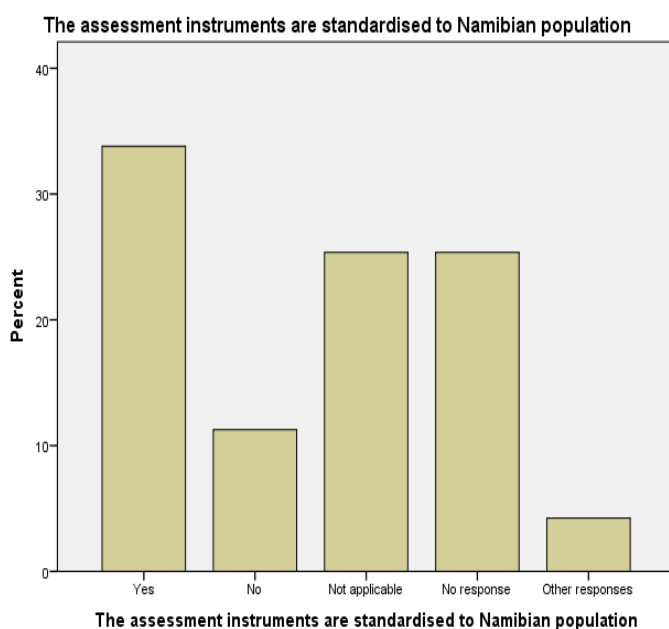


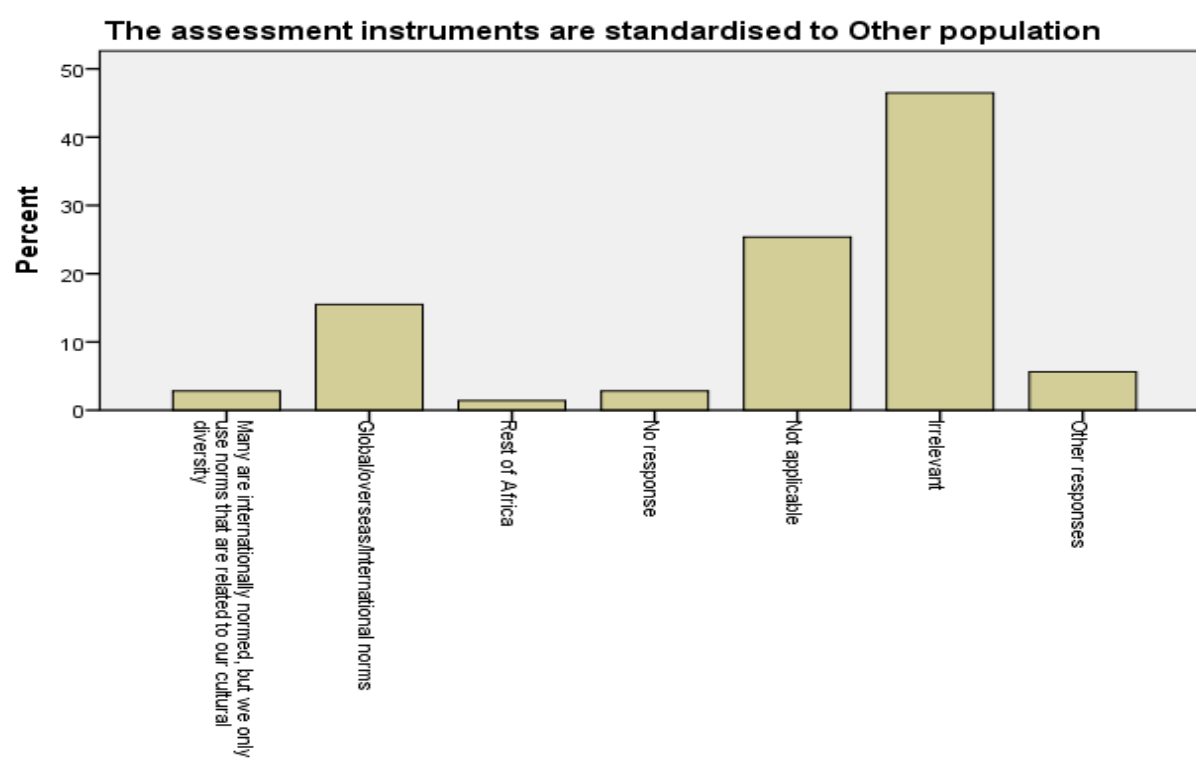
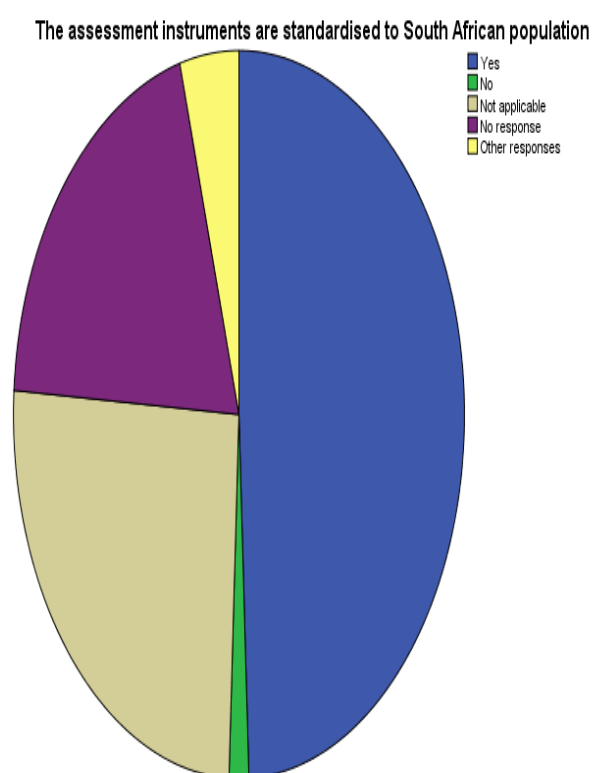
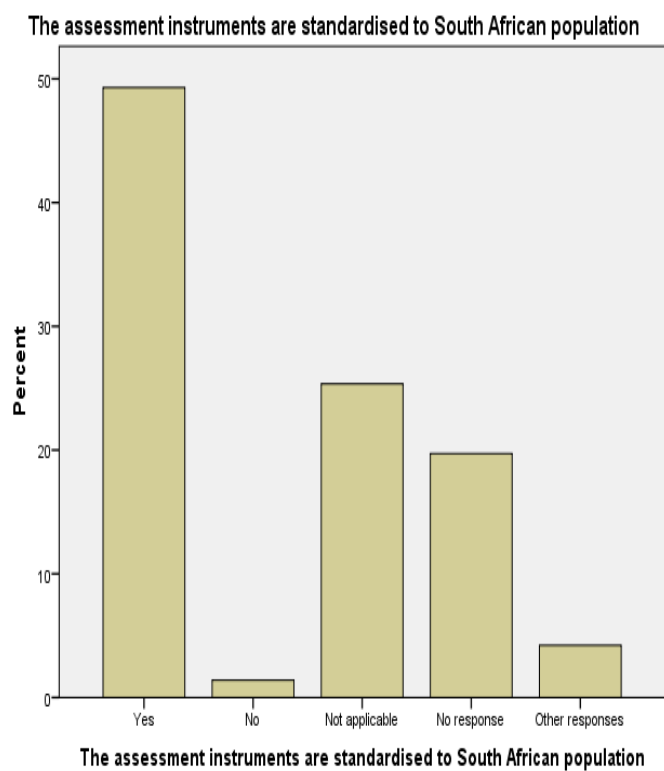
No, technical soundness is considered and the institution use valid assessment instruments

No, technical soundness is considered and the institution use valid assessment instruments

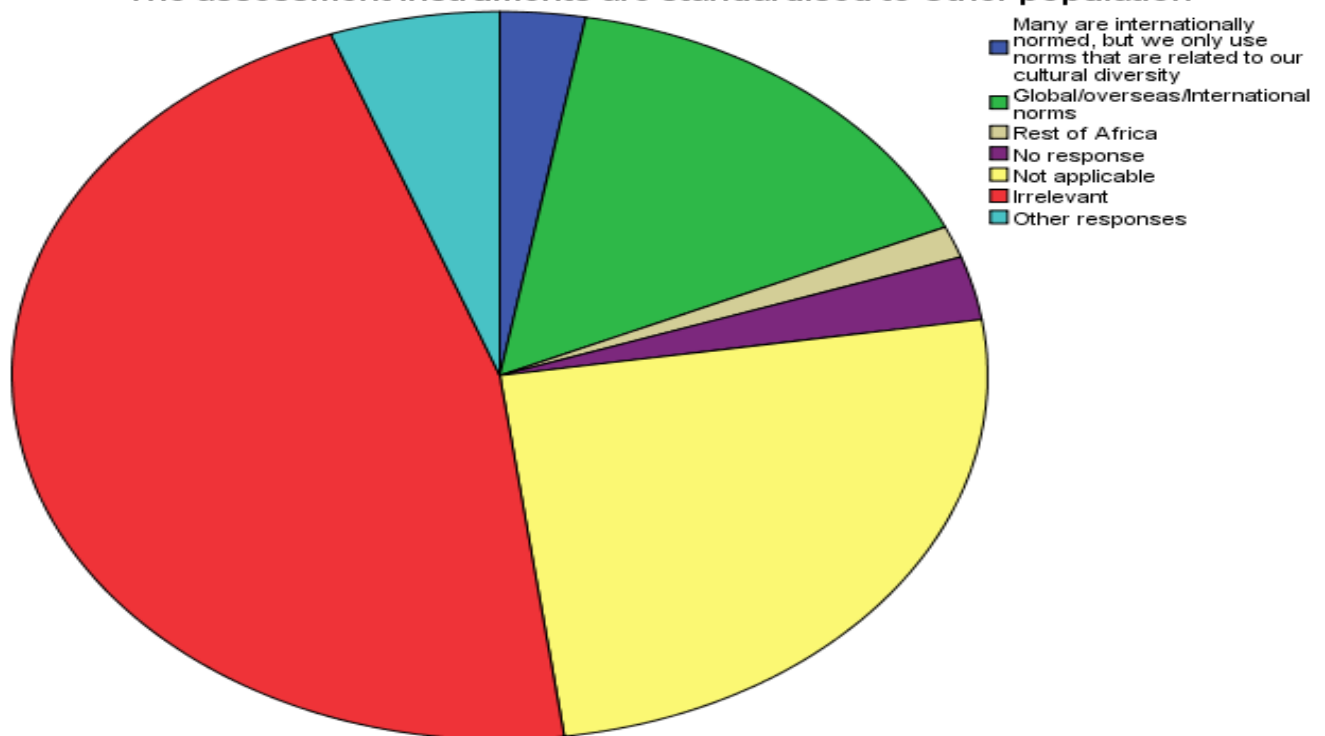


15. Are the assessment instruments standardised to – Yes/No: The Namibian population; South African population; Other (specify)
- 16.



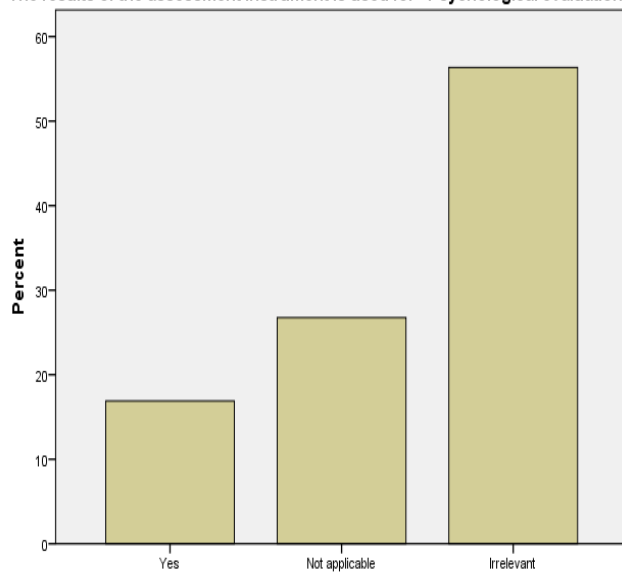


The assessment instruments are standardised to Other population



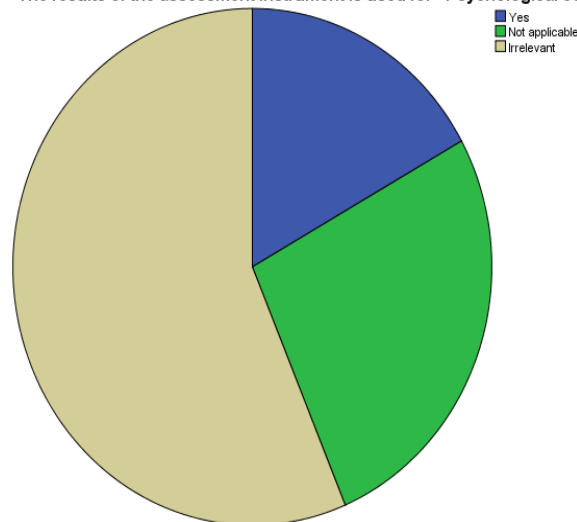
17. (16.1) What are the results of the assessment instruments used for? (Please choose the appropriate boxes)

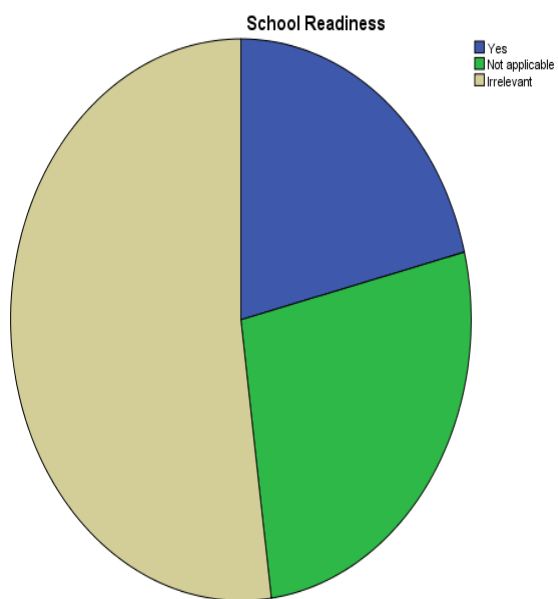
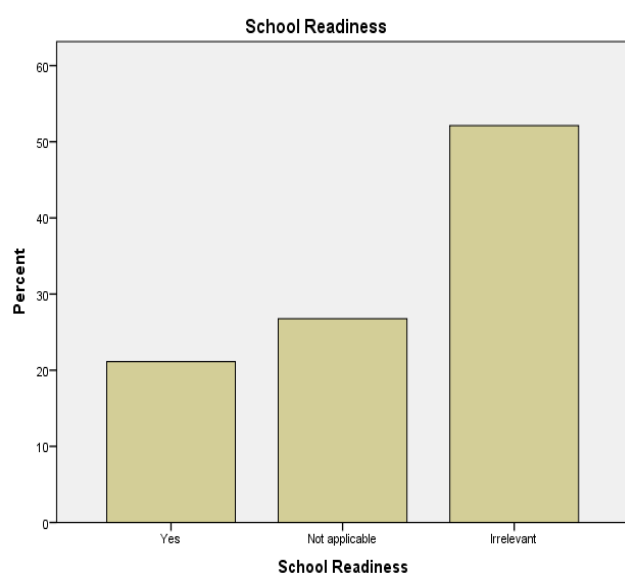
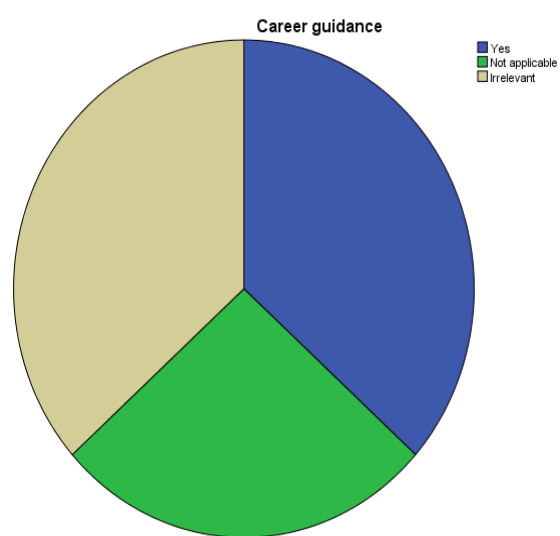
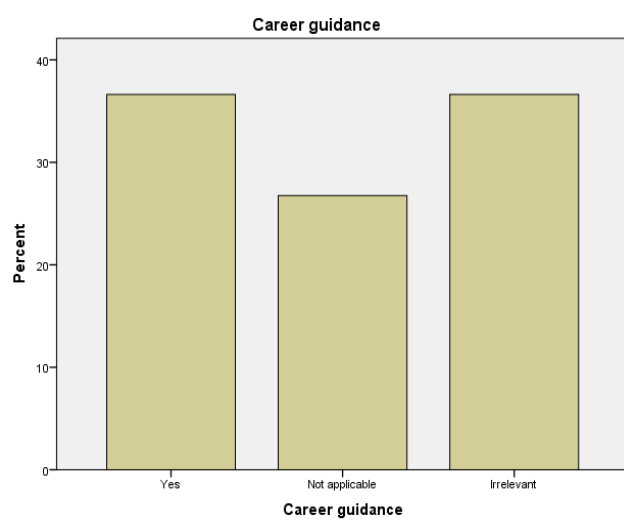
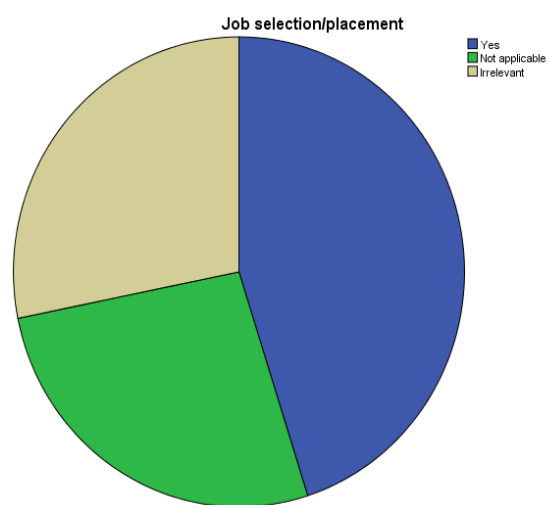
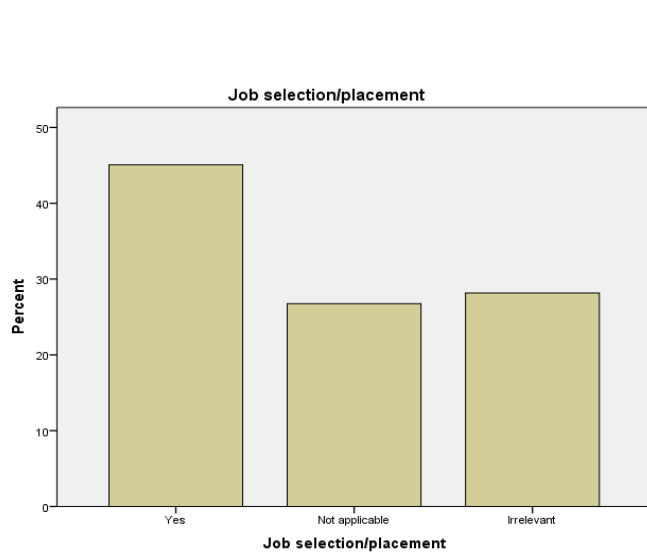
The results of the assessment instrument is used for - Psychological evaluation

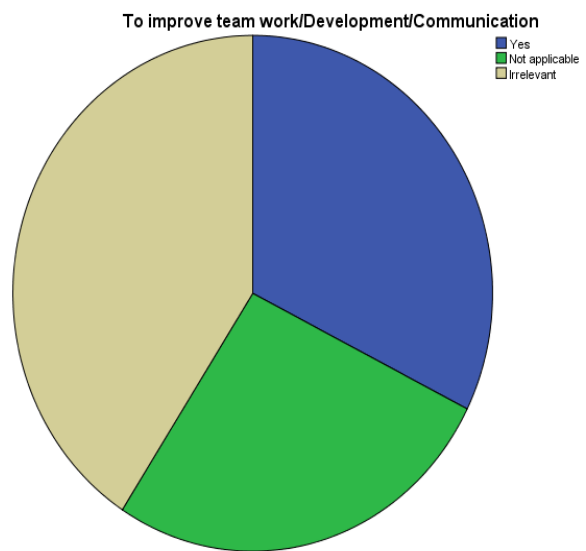
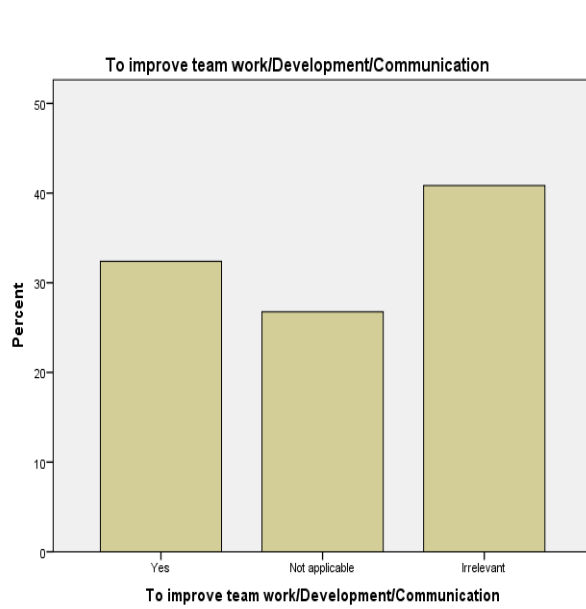
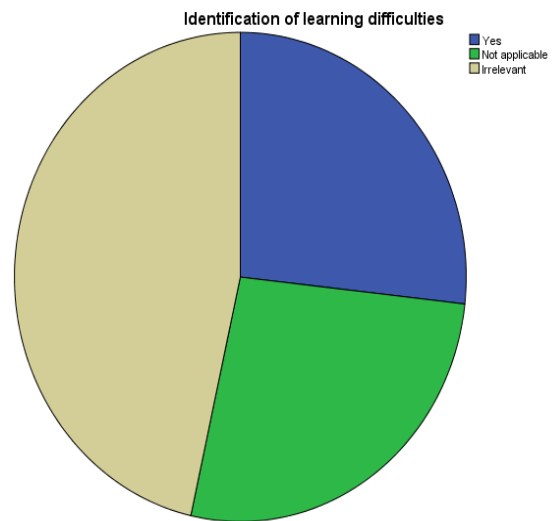
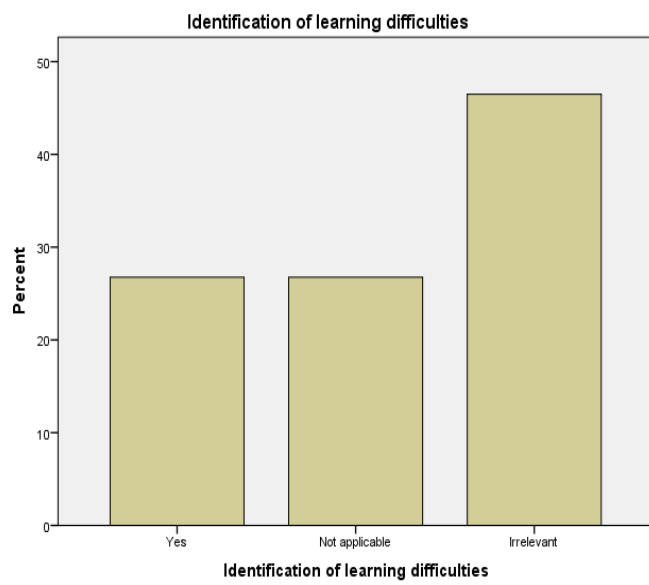
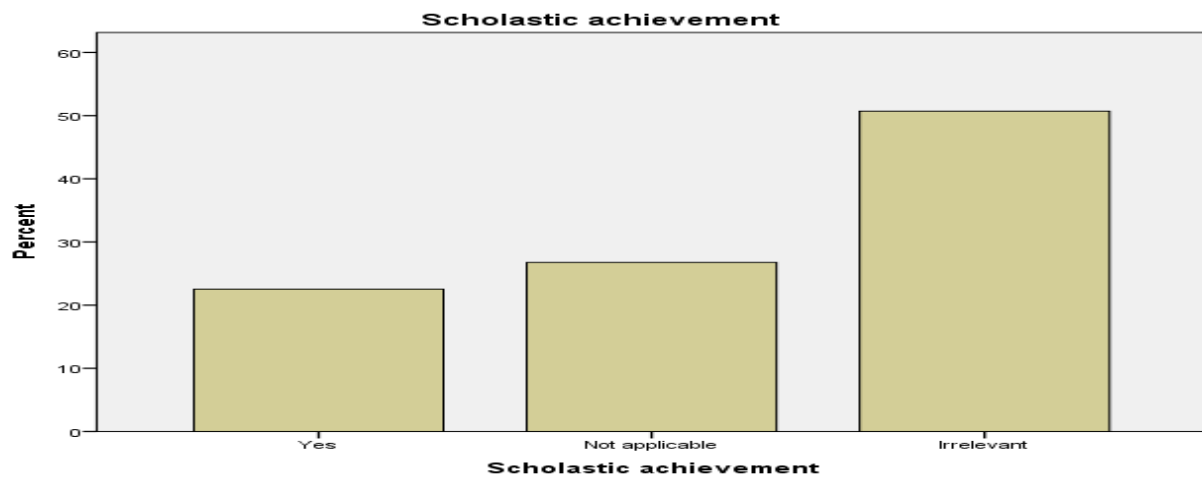


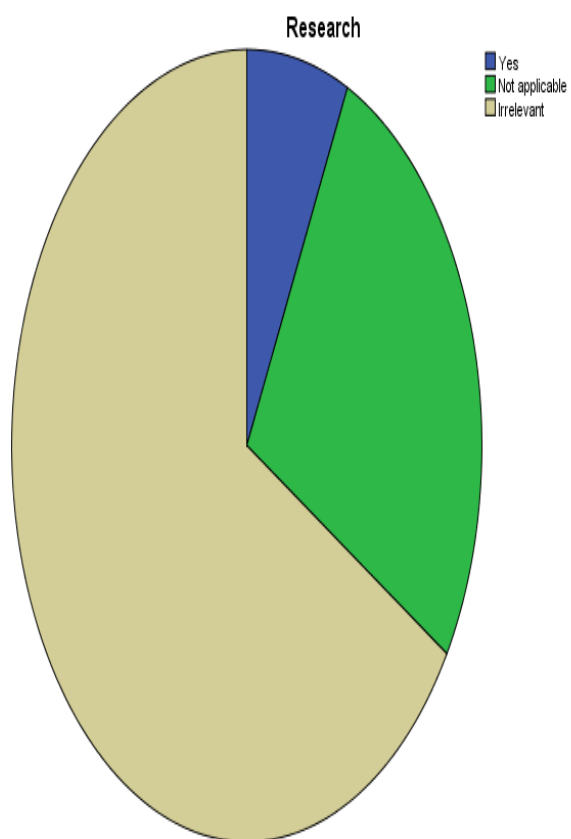
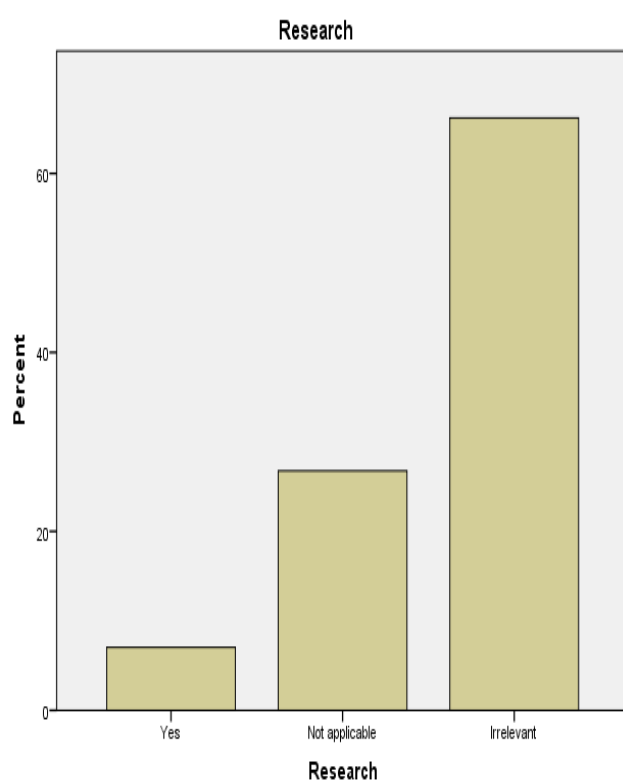
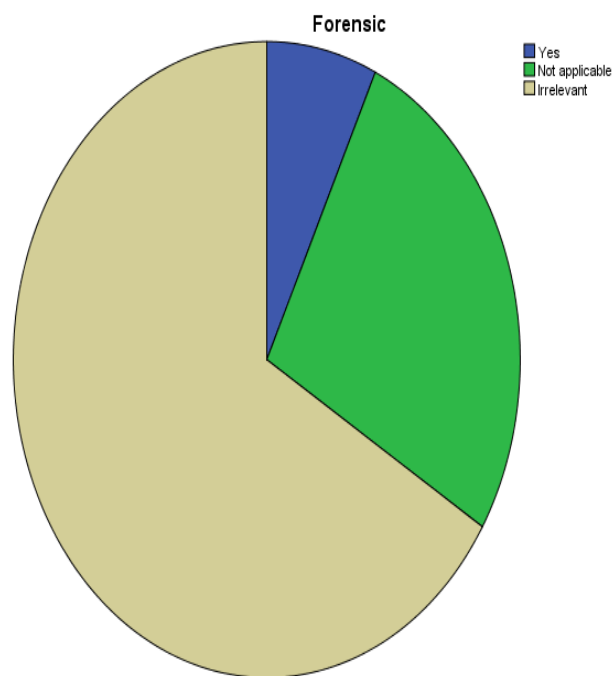
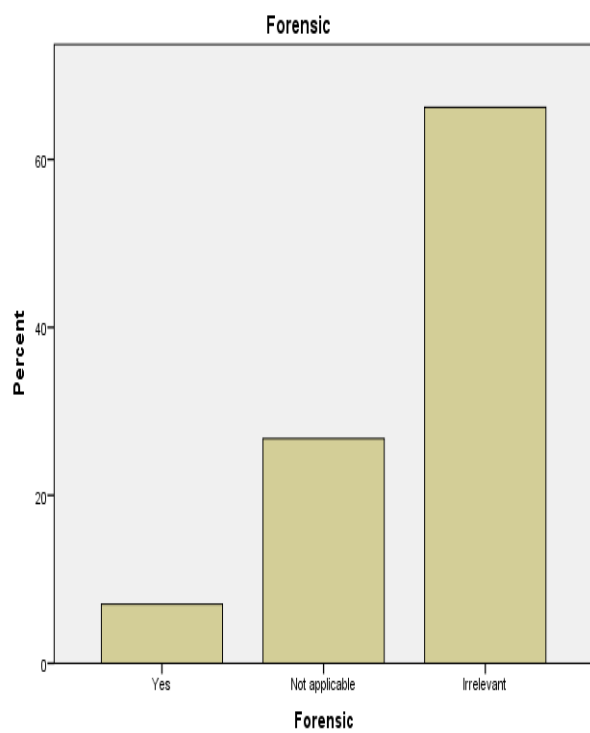
The results of the assessment instrument is used for - Psychological evaluation

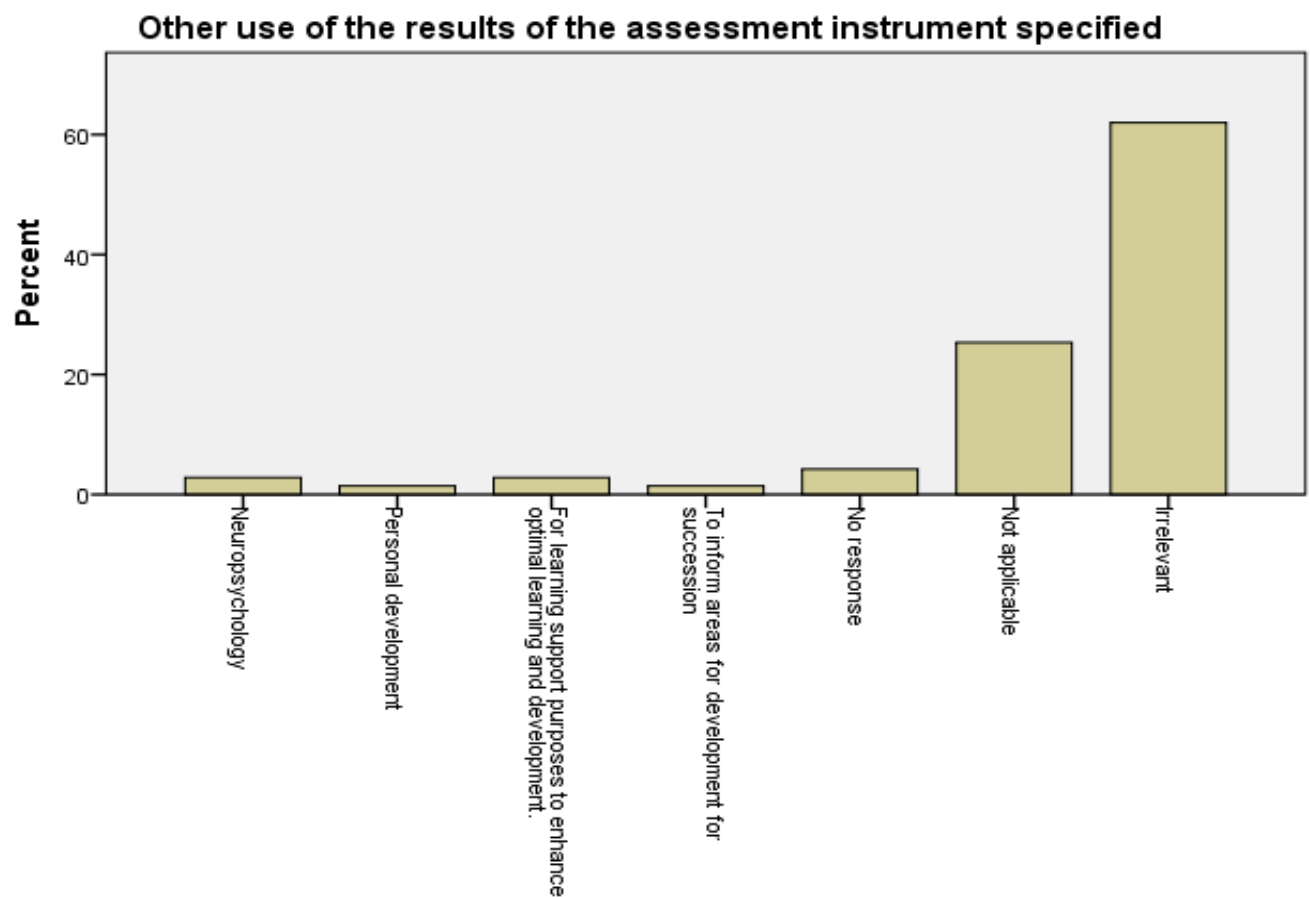
The results of the assessment instrument is used for - Psychological evaluation



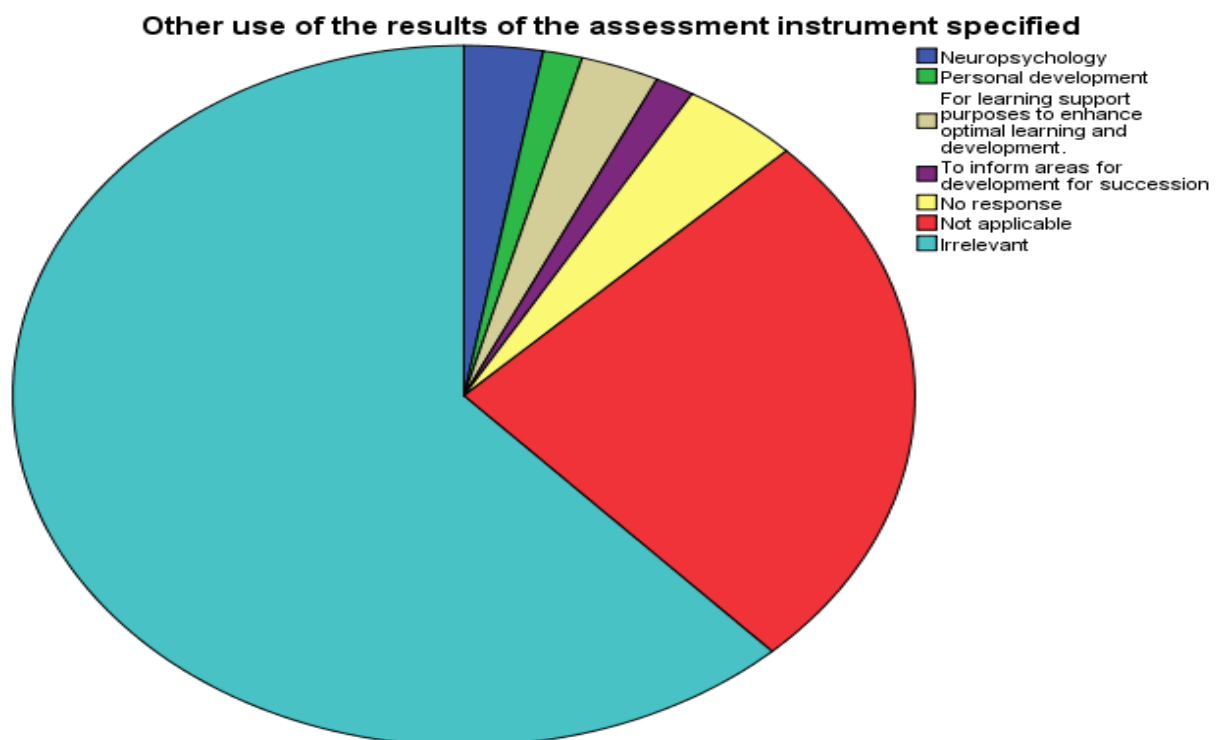




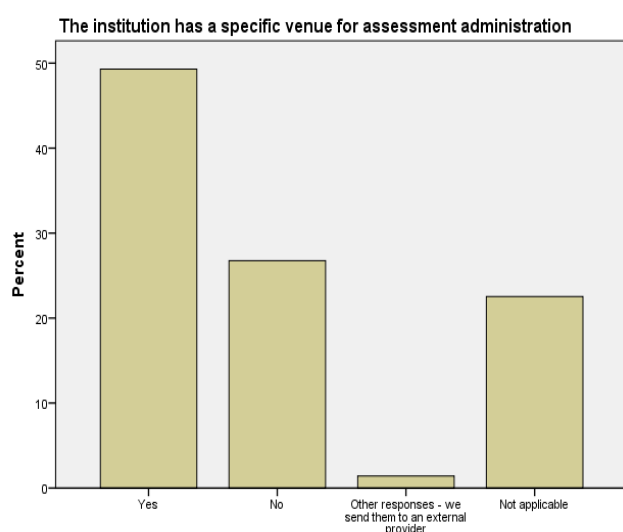




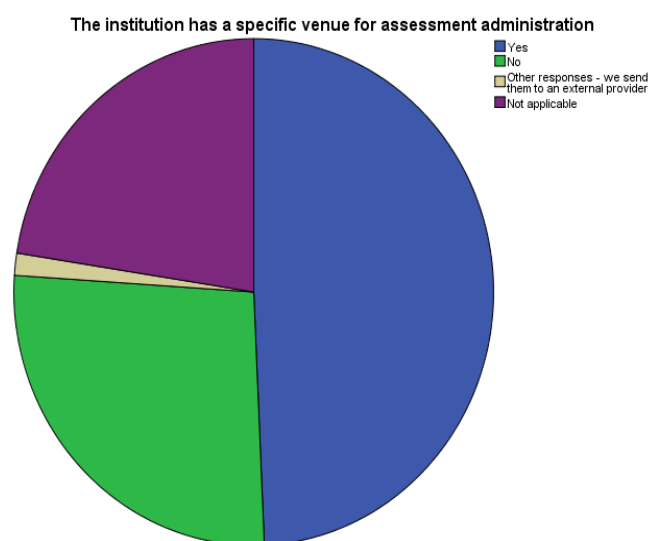
Other use of the results of the assessment instrument specified



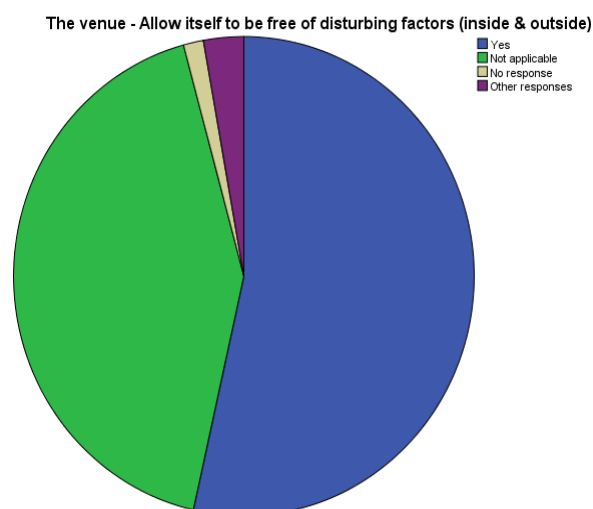
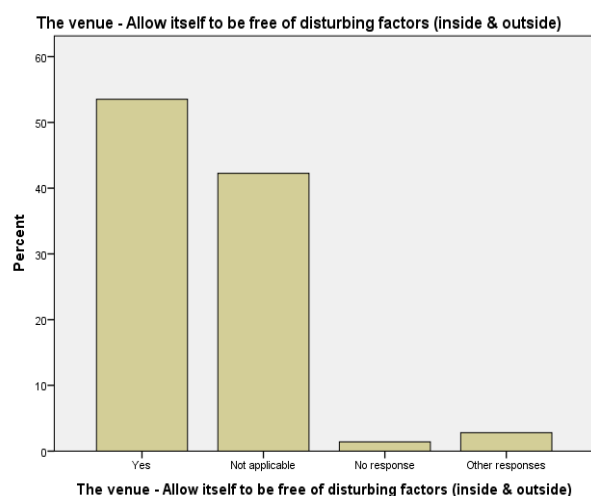
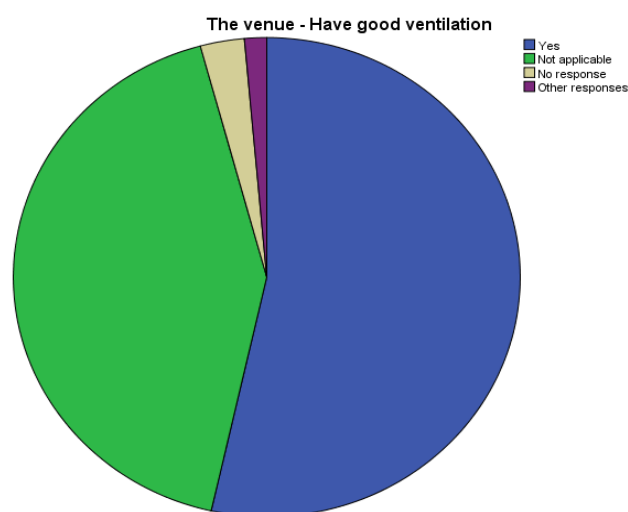
18.Does your institution have a specific venue for assessment instrument administration?

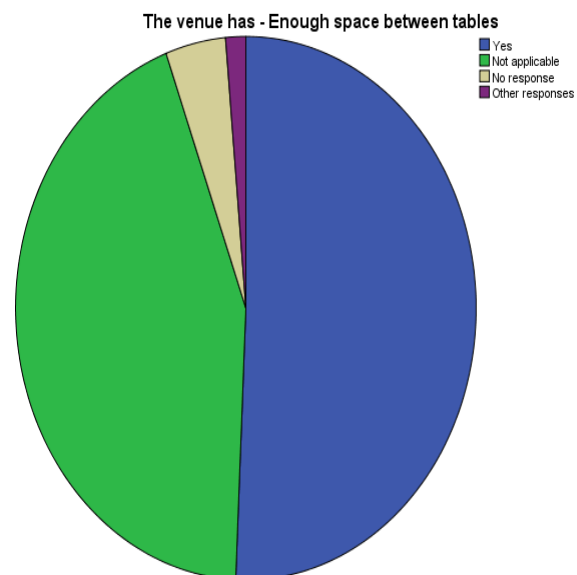
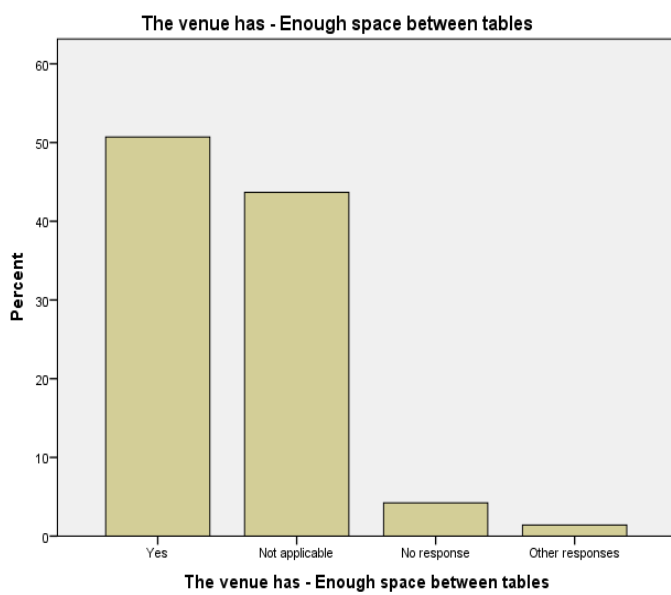
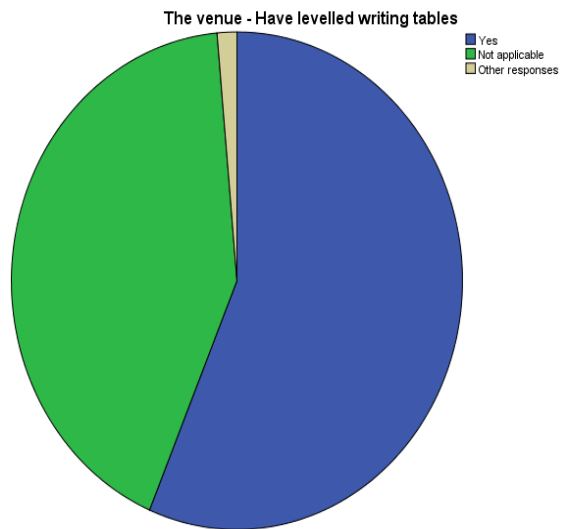
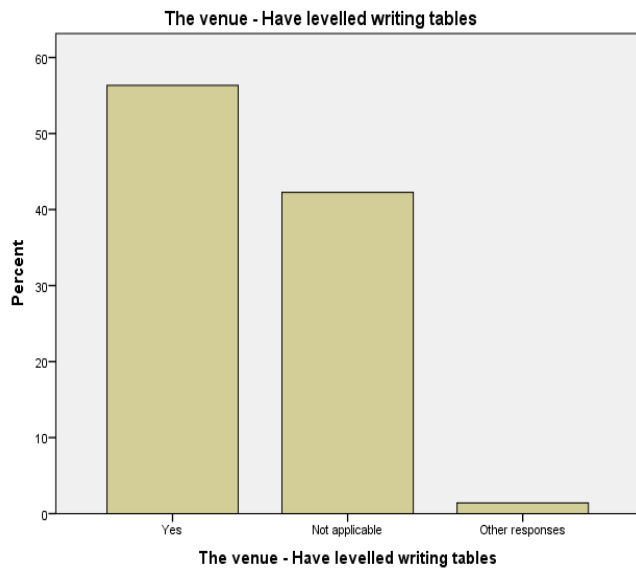
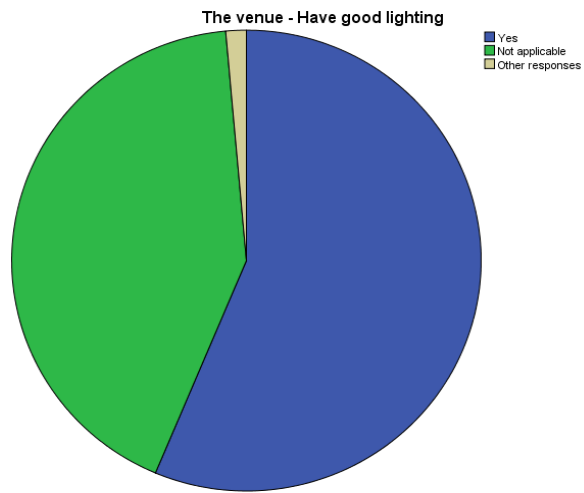
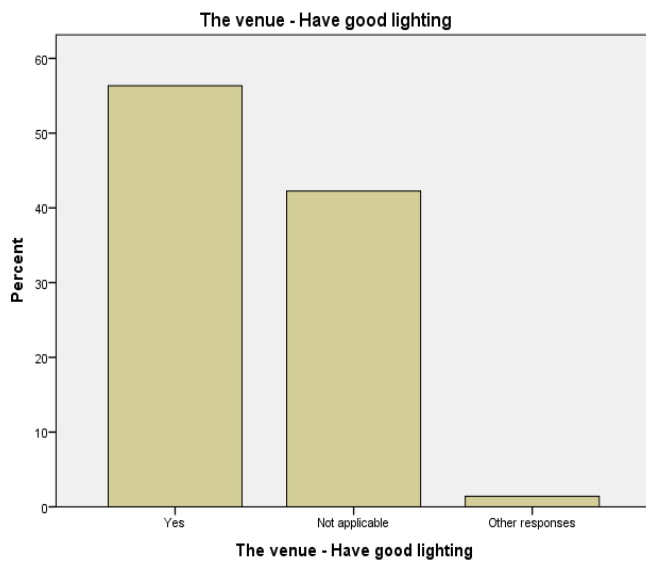


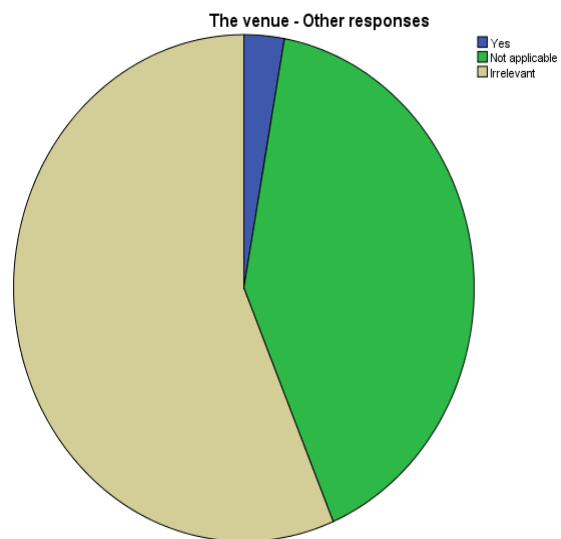
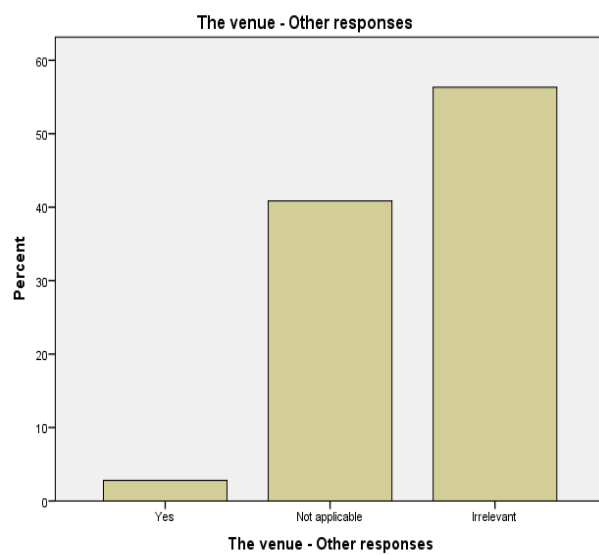
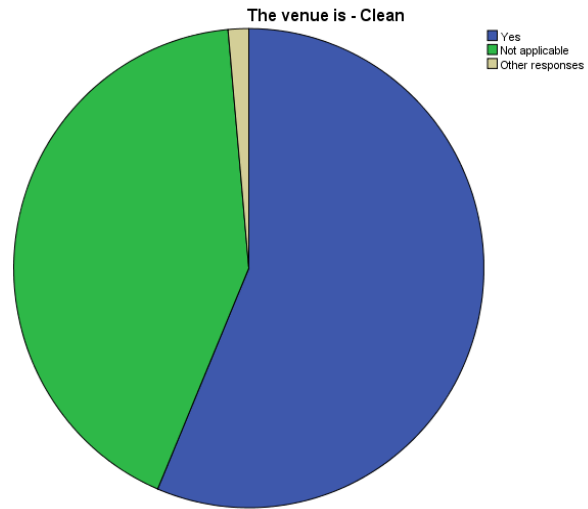
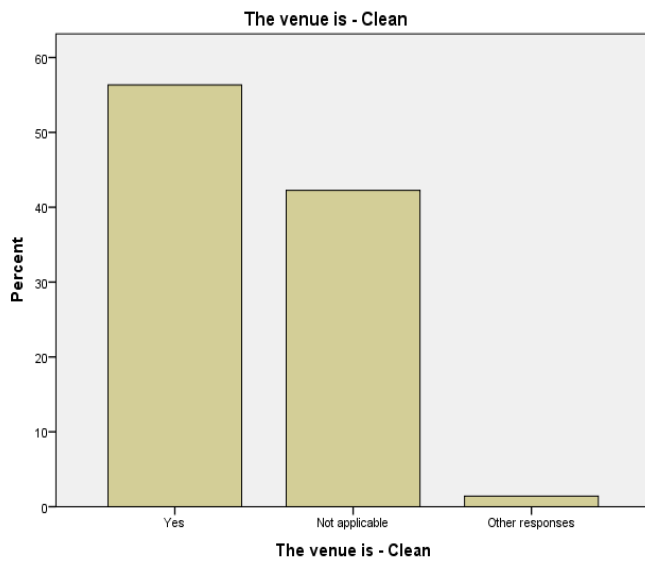
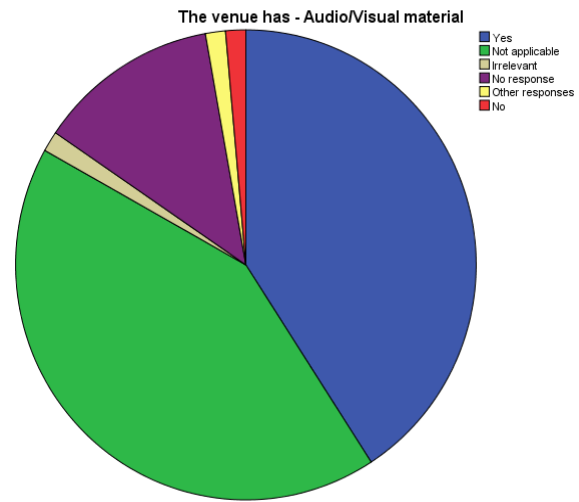
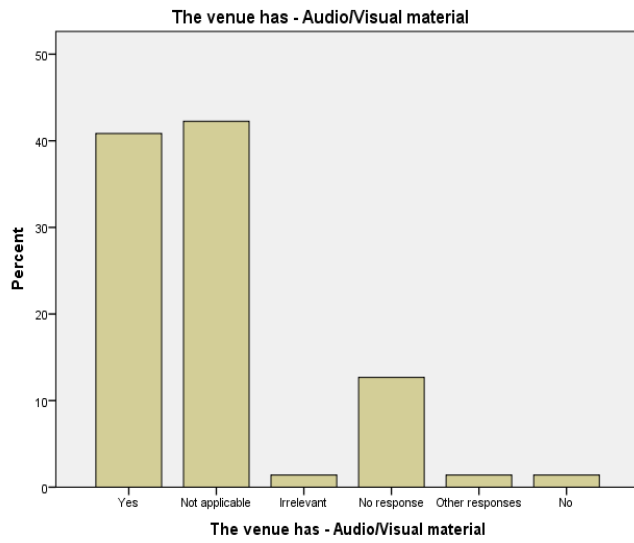
The institution has a specific venue for assessment administration



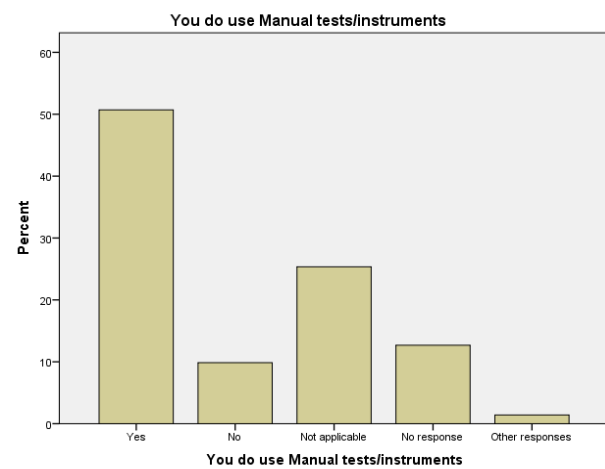
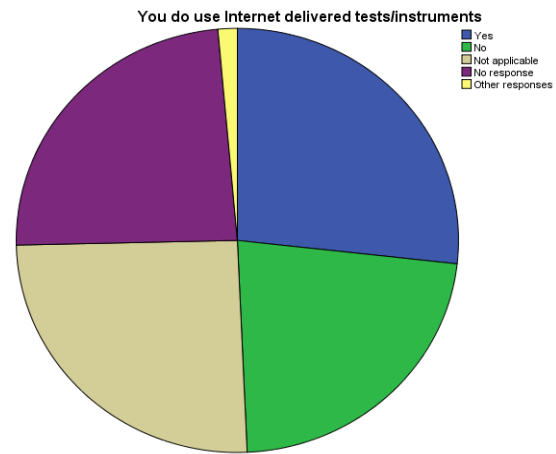
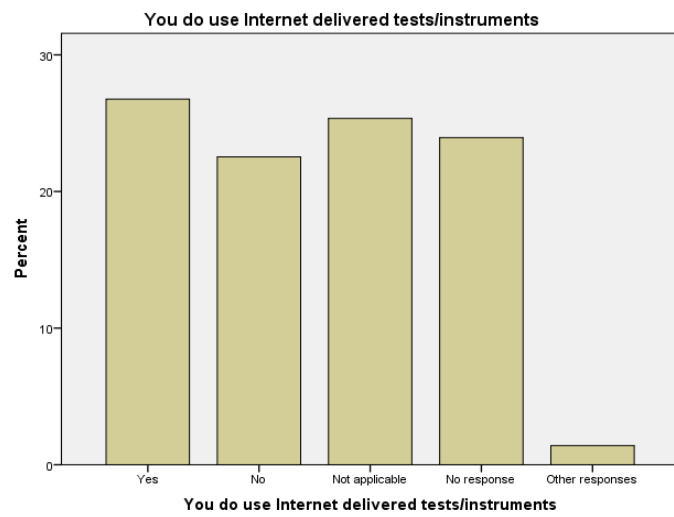
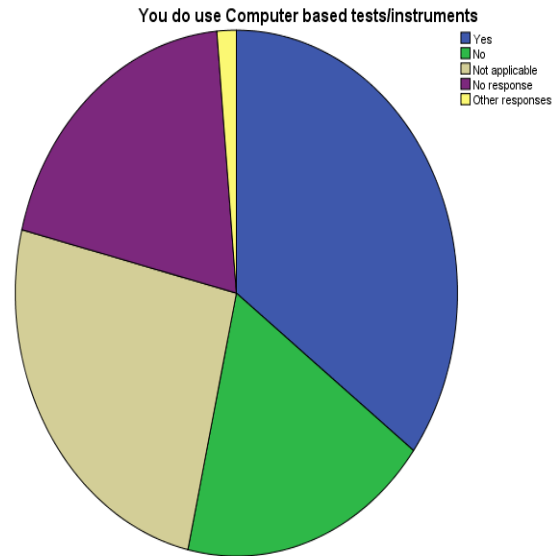
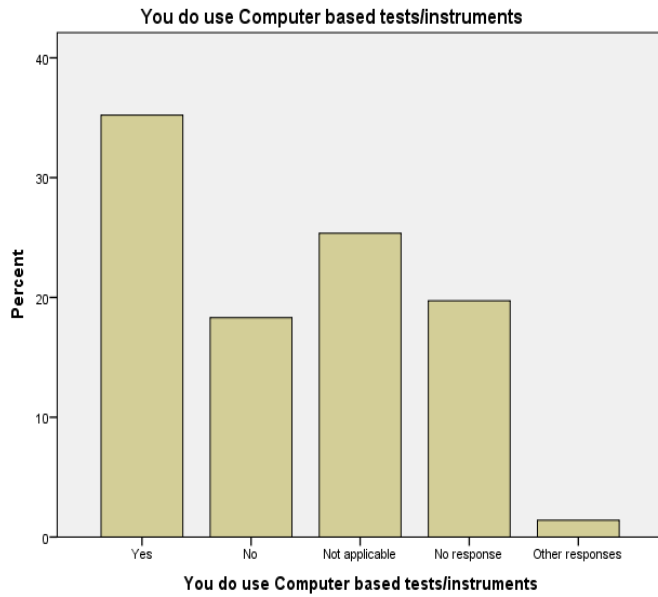
19.Does the venue?(Please choose the appropriate boxes)



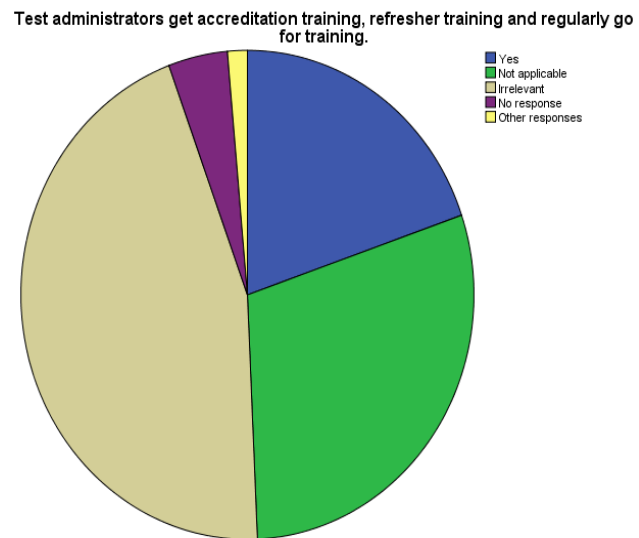
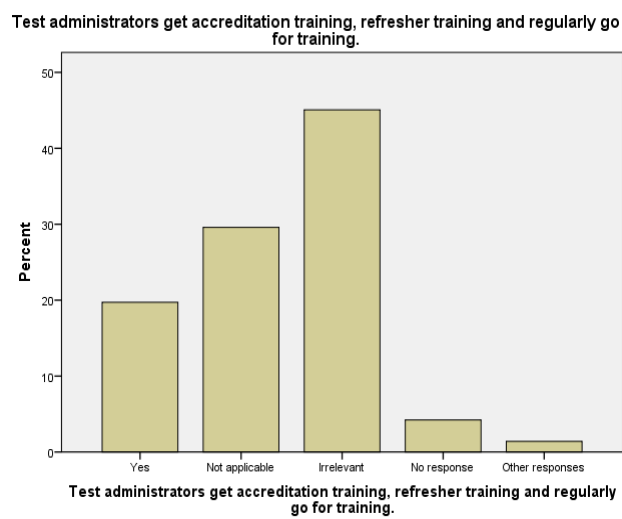
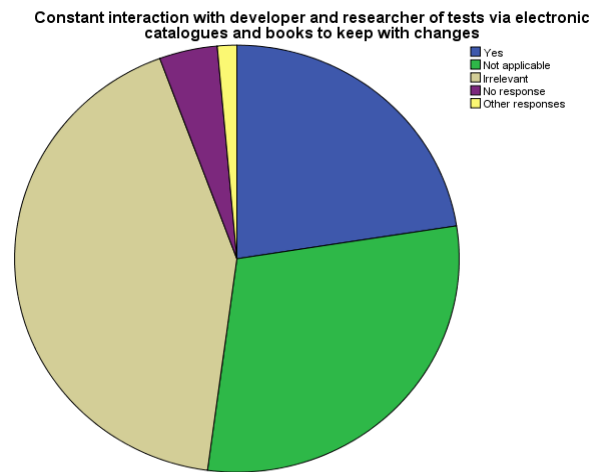
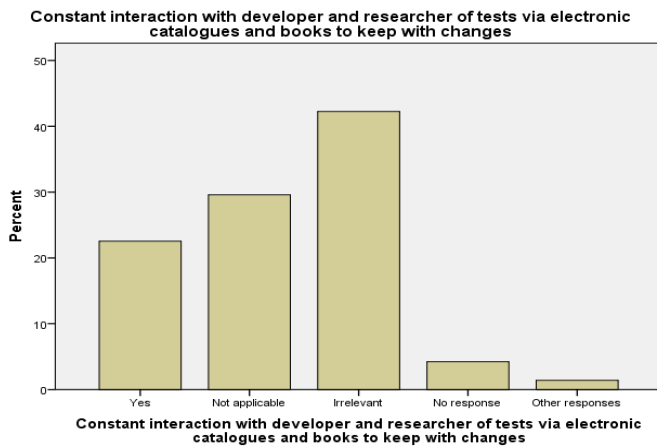
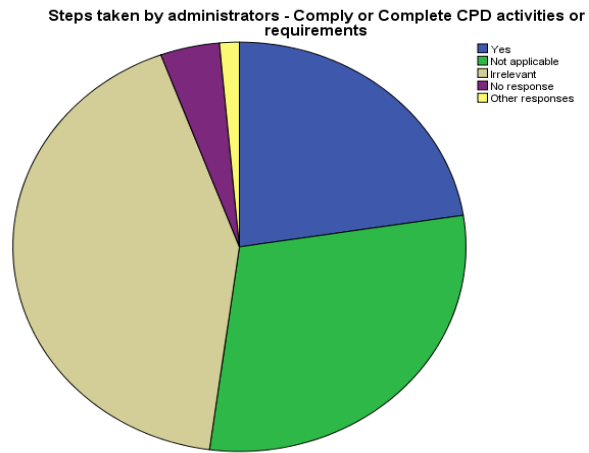
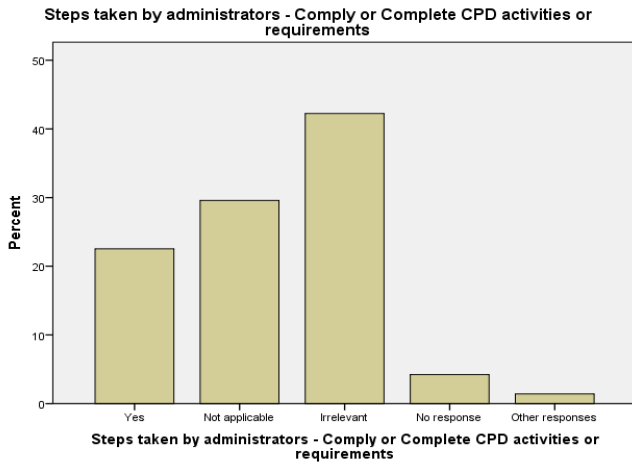




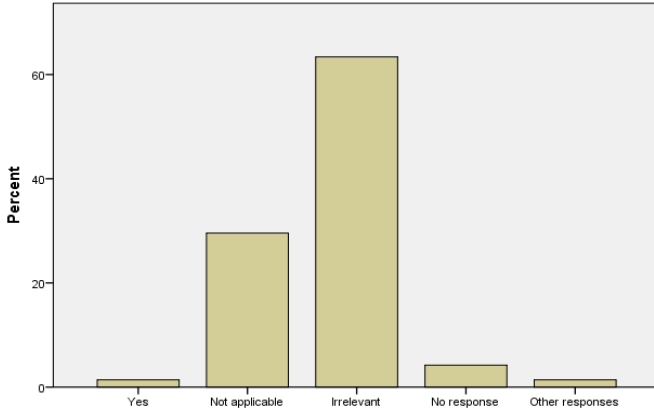
20. Do you use?



21. What steps are taken for the assessment instrument administrators to keep abreast with the assessment instruments they use?

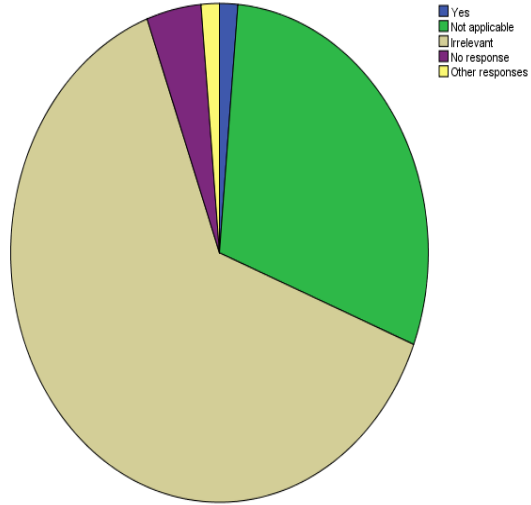


Test administrators committed to ethical value ensure valid & reliable tests are used and register with certified tests

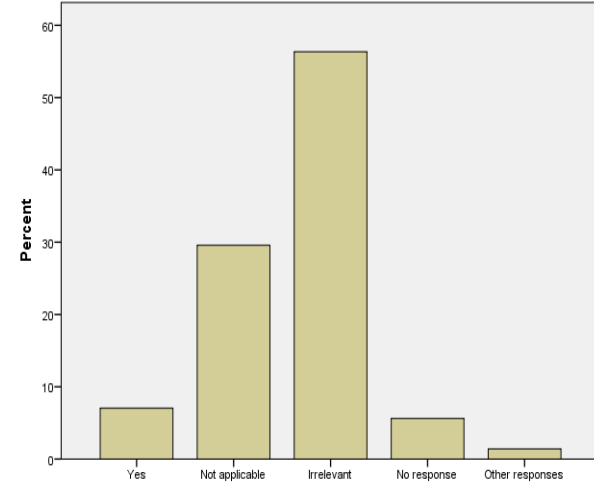


Test administrators committed to ethical value ensure valid & reliable tests are used and register with certified tests

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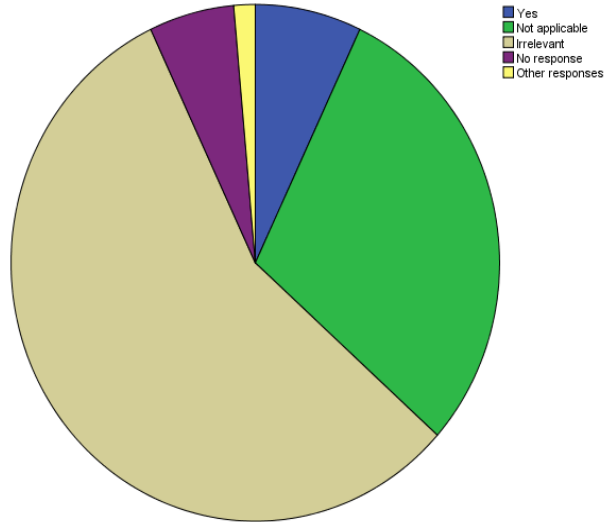


Skype sessions or group discussions with colleagues/peers

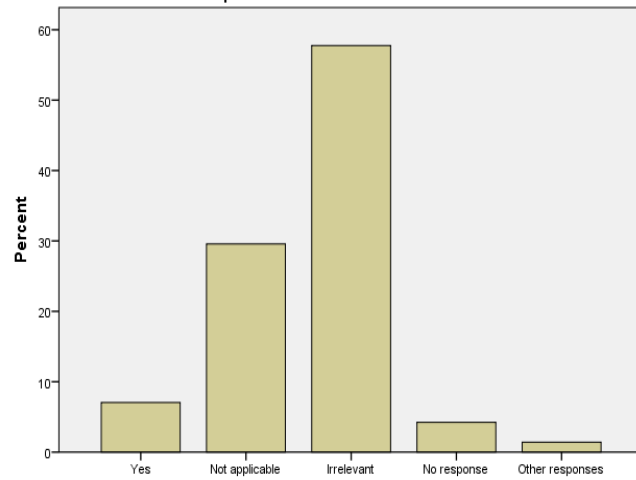


Skype sessions or group discussions with colleagues/peers

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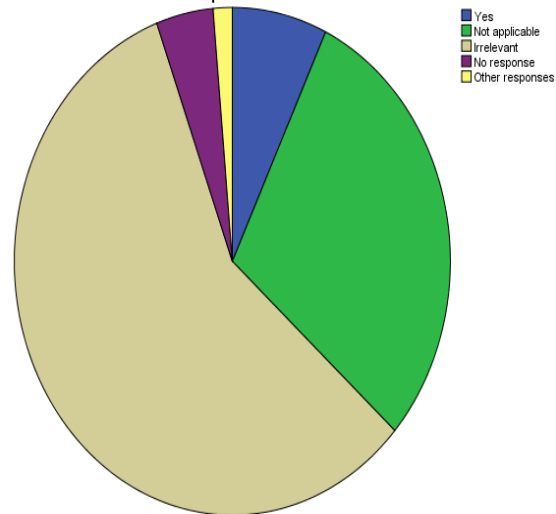


Tools are received from owners if administrators are certified; owners determine development of testers to continue use

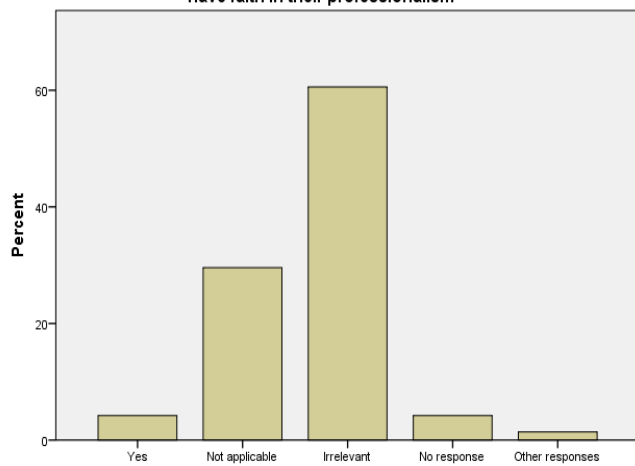


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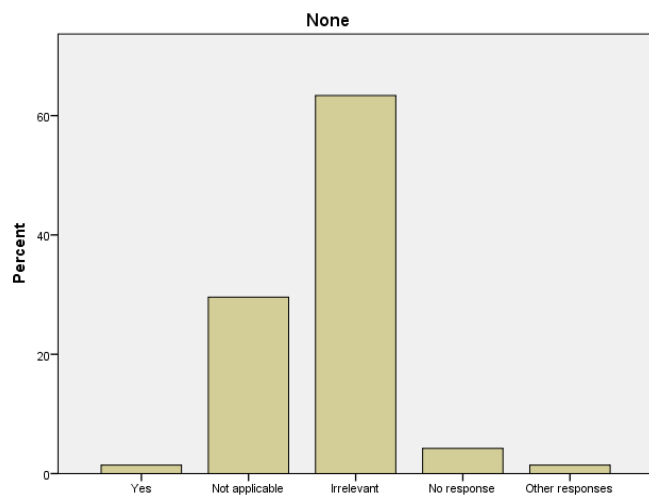
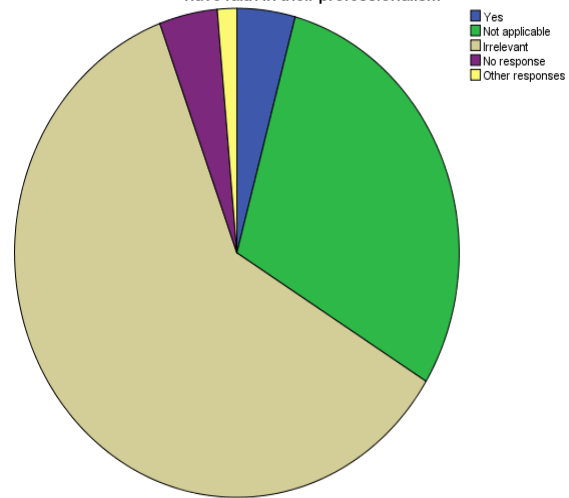


Since we made use of outside professionals the onus is theirs to be updated and have faith in their professionalism

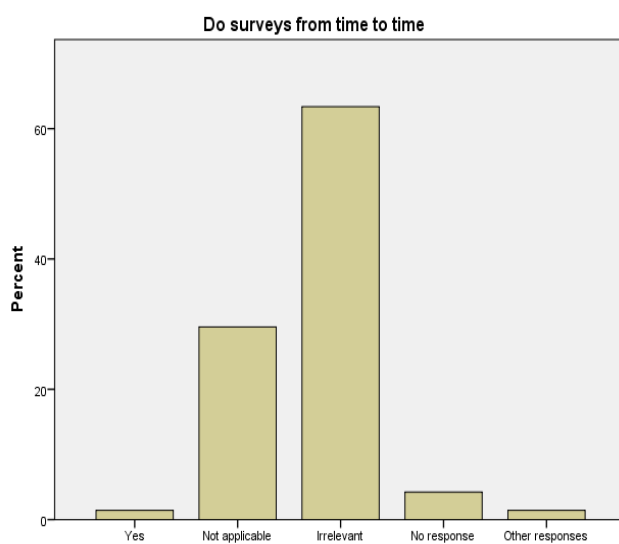
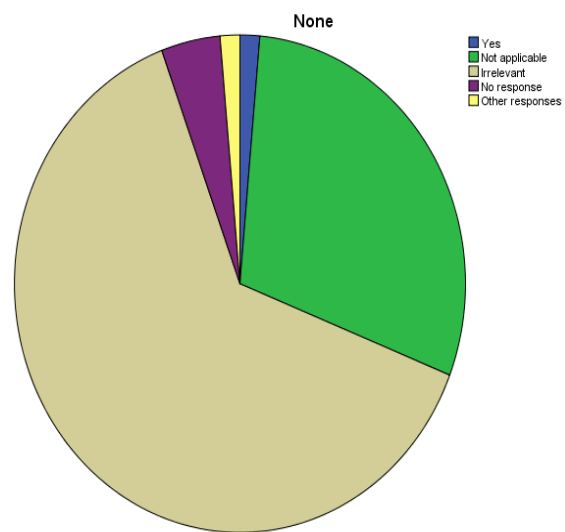


Since we made use of outside professionals the onus is theirs to be updated and have faith in their professionalism

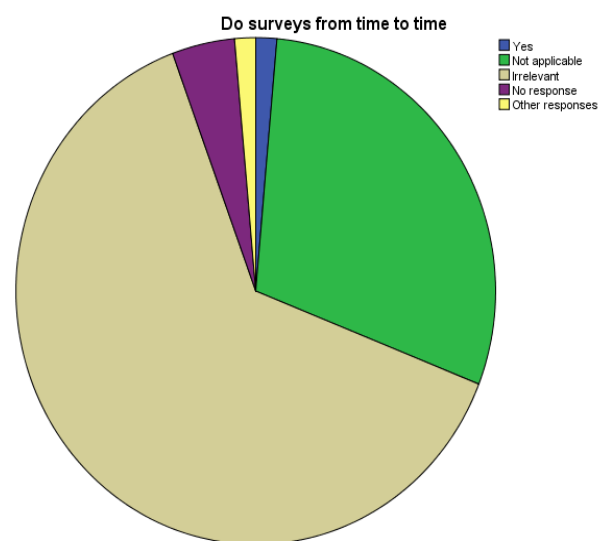
Since we made use of outside professionals the onus is theirs to be updated and have faith in their professionalism

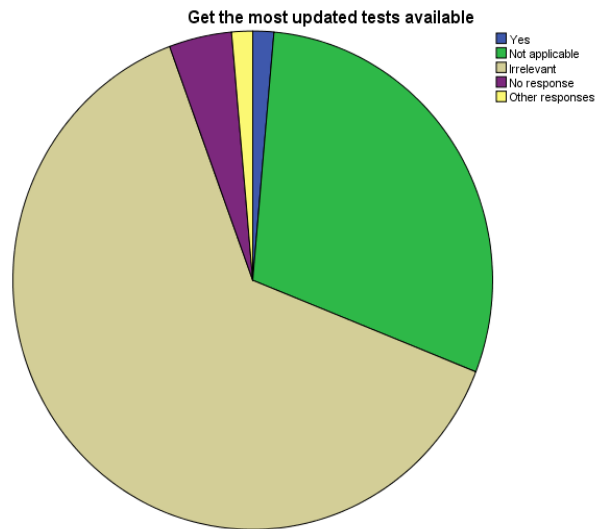
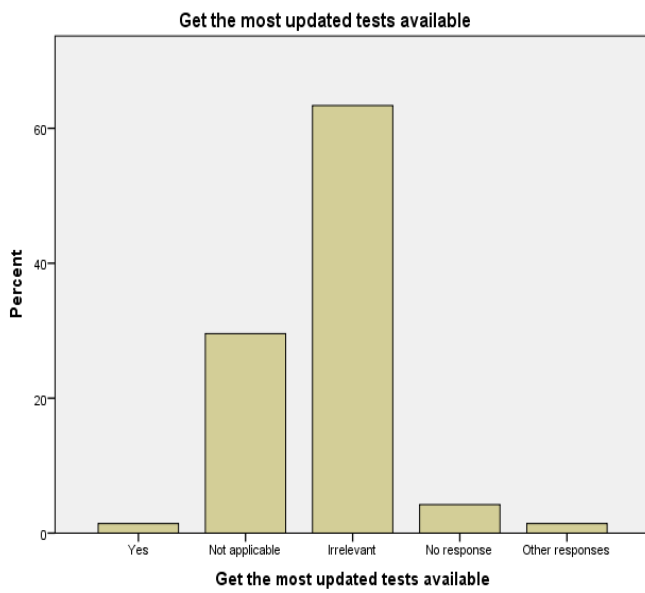


None

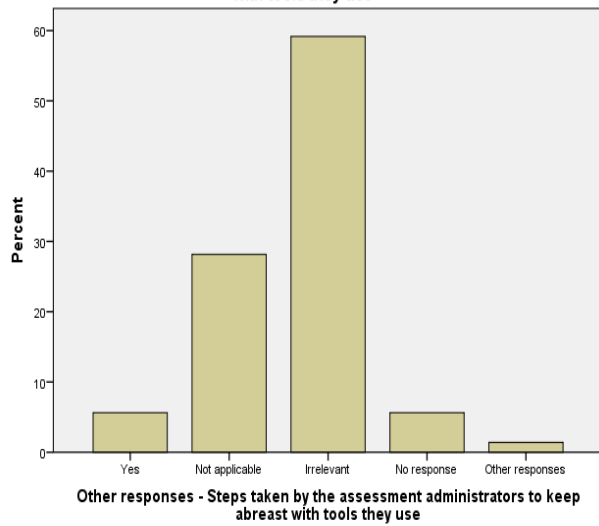


Do surveys from time to time

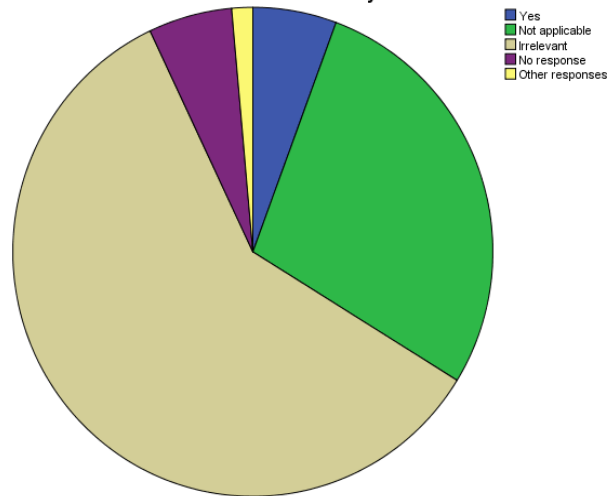




Other responses - Steps taken by the assessment administrators to keep abreast with tools they use

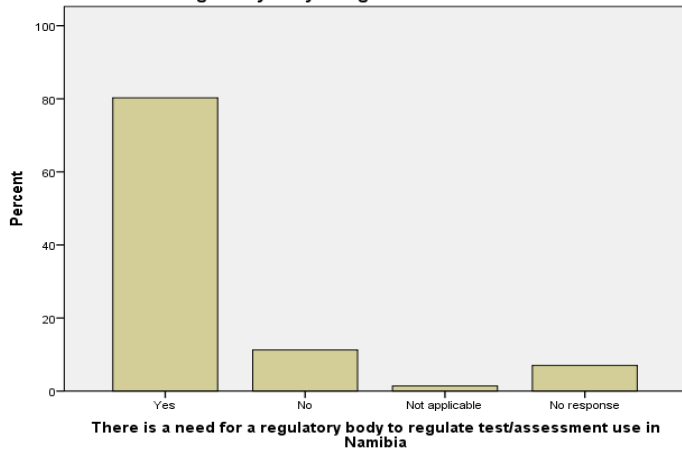


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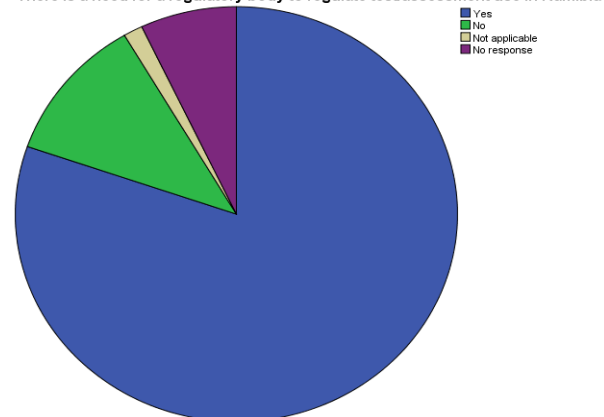


22. Do you think there is a need for a regulatory body to regulate test/assessment usage in Namibia?

There is a need for a regulatory body to regulate test/assessment use in Namibia

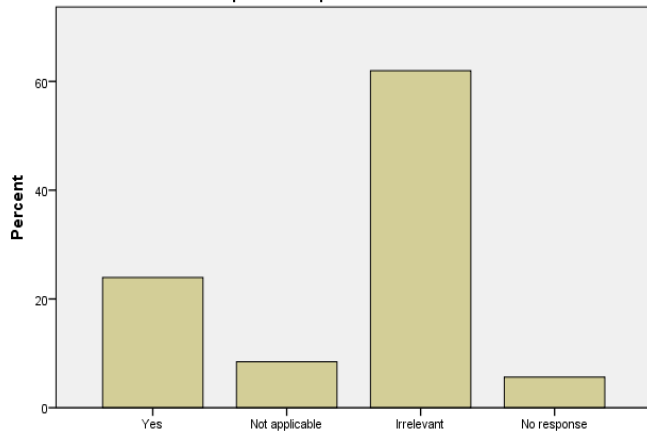


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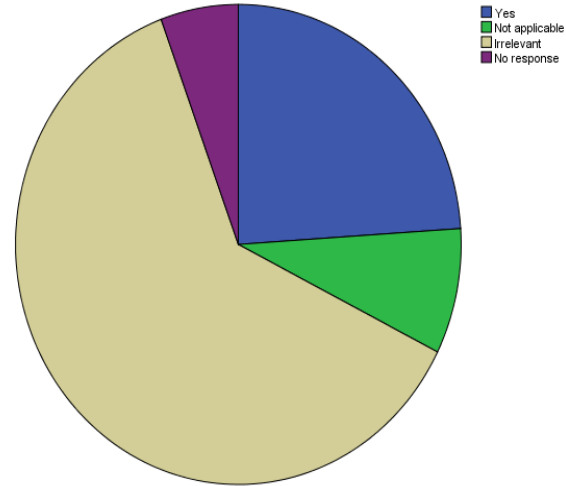
23. 1. Please elaborate on the above (Yes to 21)?

Yes, there is a need for a regulatory body - Un/less qualified conduct/abuse tests; for a professions integrity, psychological constructs tests must be used by the qualified to prevent harm

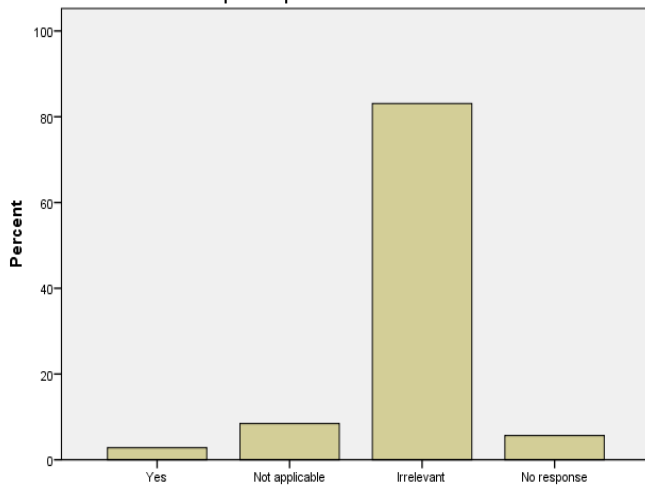


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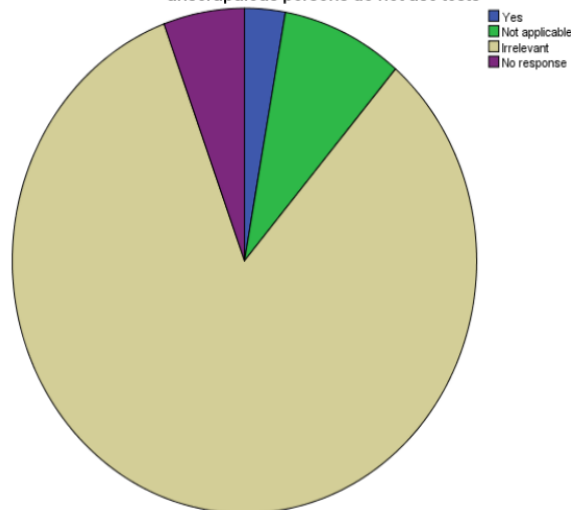


To control the unprofessional use of psychometric tests to ensure that unscrupulous persons do not use tests

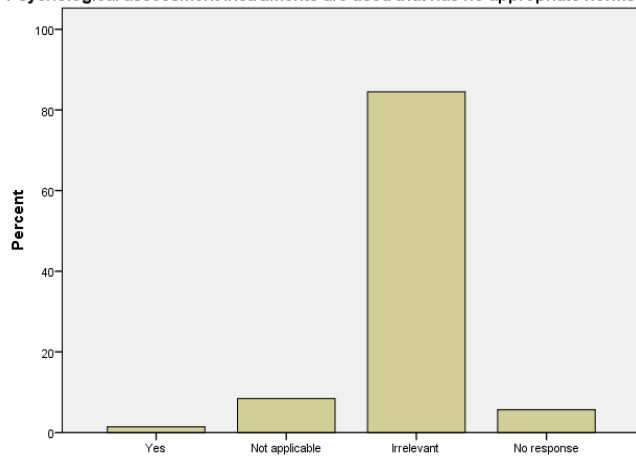


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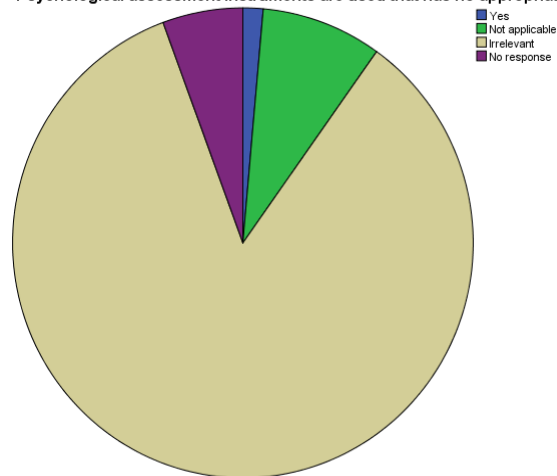


Psychological assessment instruments are used that has no appropriate norms

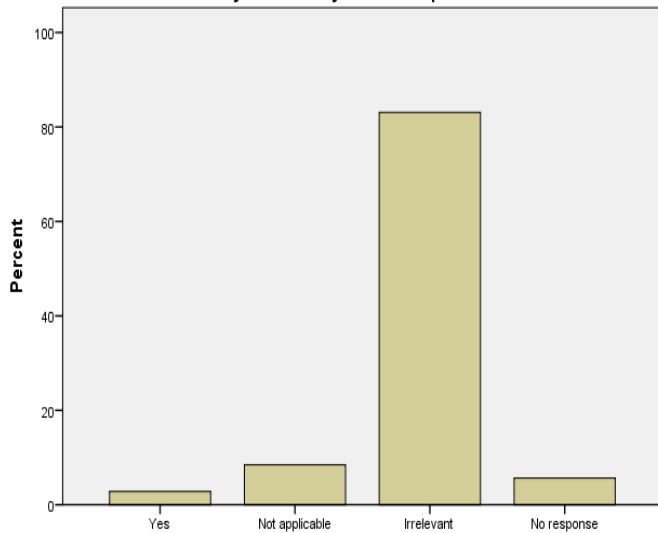


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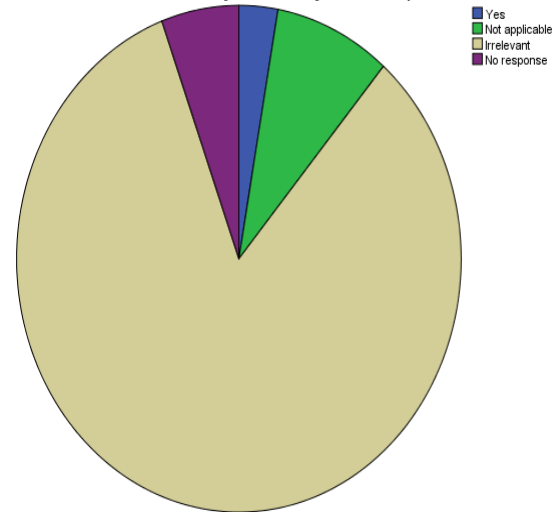


There are many internet based assessment instruments used that have no reliability and validity technical qualities

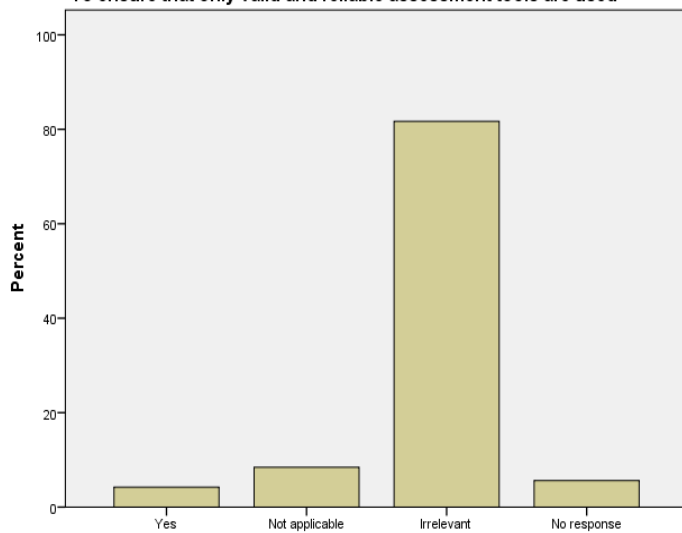


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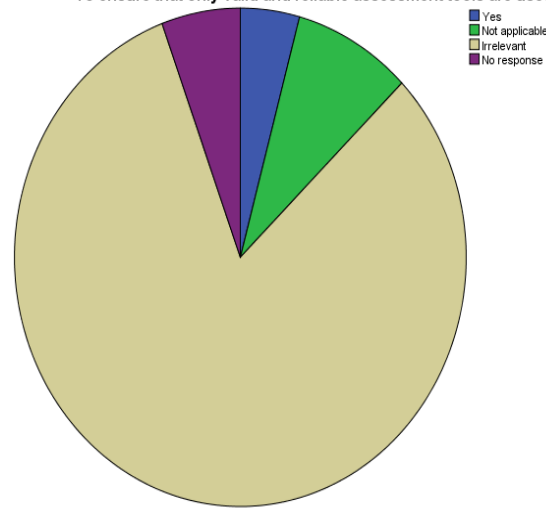


To ensure that only valid and reliable assessment tools are used

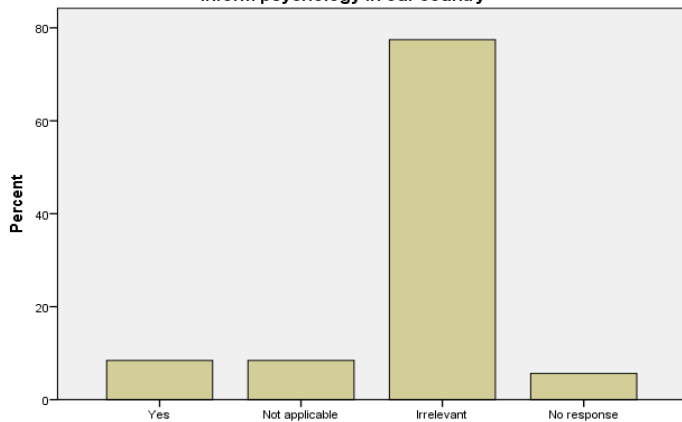


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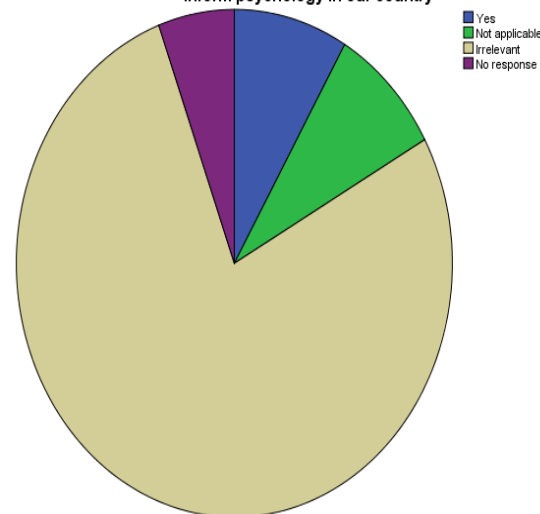


To check tests suitability for Namibia; encourage Namibian test development to inform psychology in our country

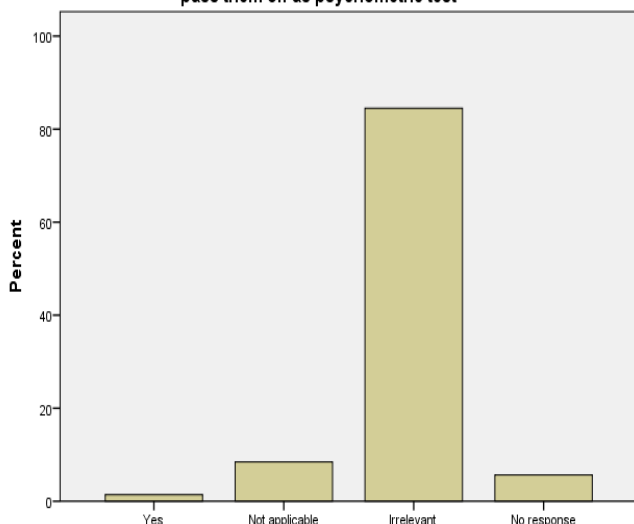


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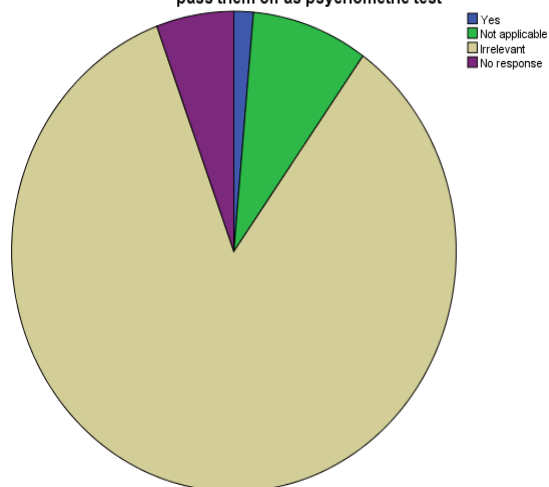


Some administrators give tests that are not valid, reliable, or standardised, and pass them off as psychometric test

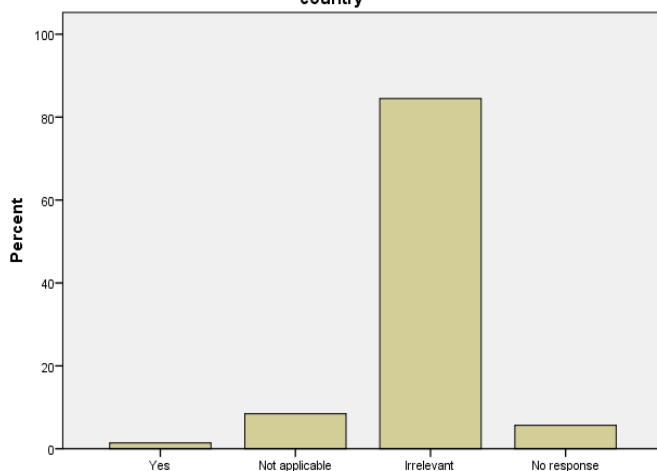


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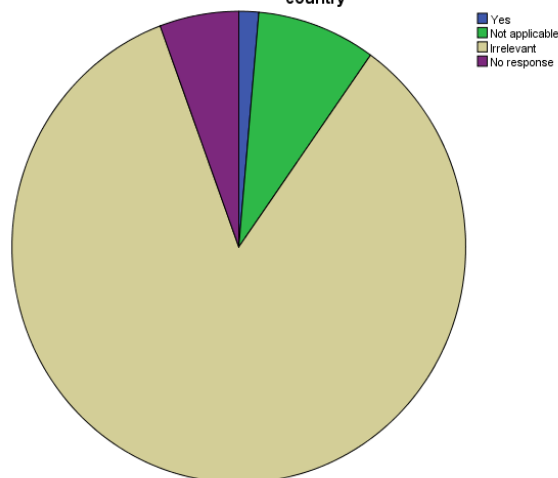


This will give a good measure of control on the number of assessors are in the country

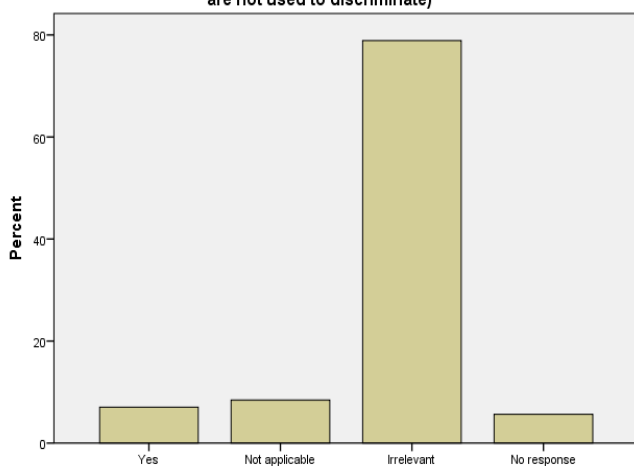


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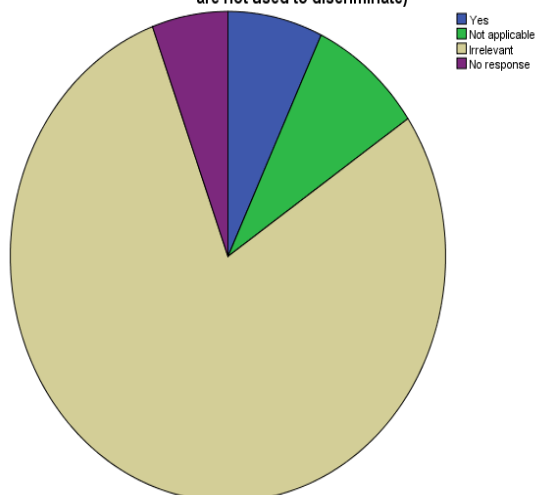


Just as Health workers, one have to register with a body for tests (to ensure tests are not used to discriminate)

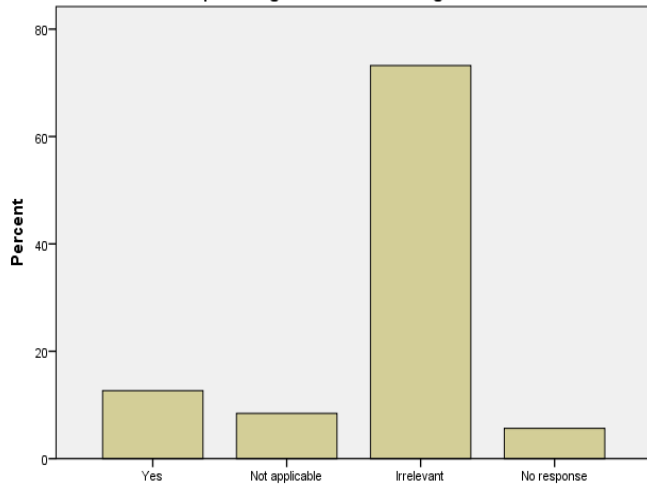


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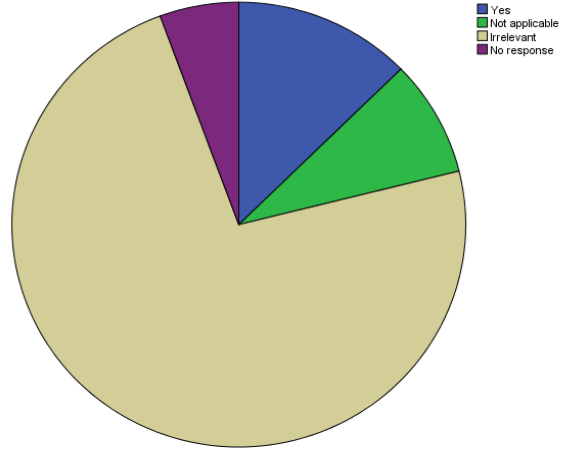


No regulating body exist; tests are conducted with no consequences; a body could provide guidelines on test regulation

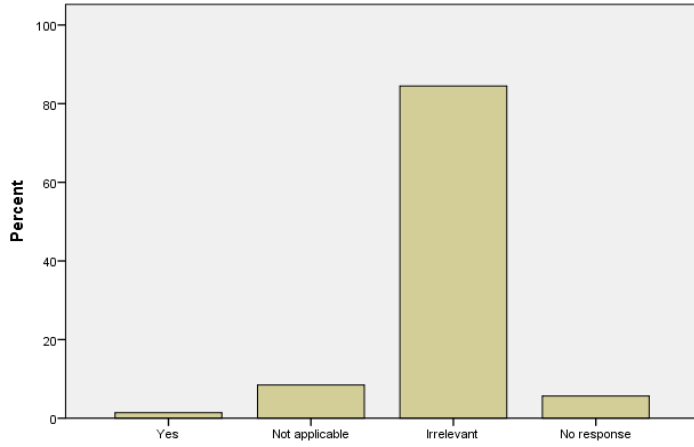


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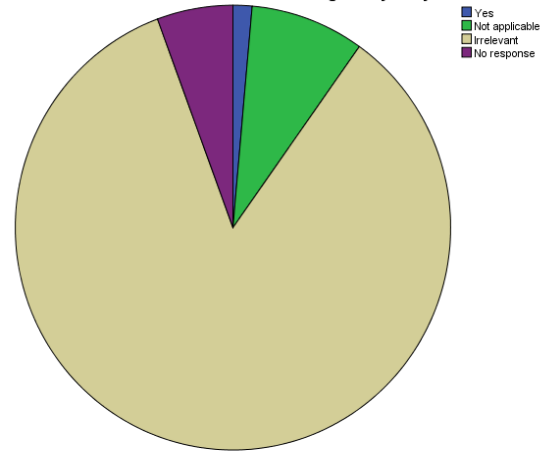


In Occupational therapy, if standards are not set, how can we maintain a good service without a regulatory body

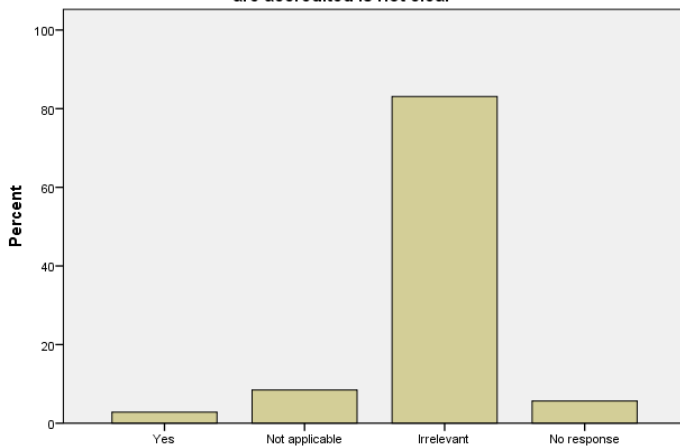


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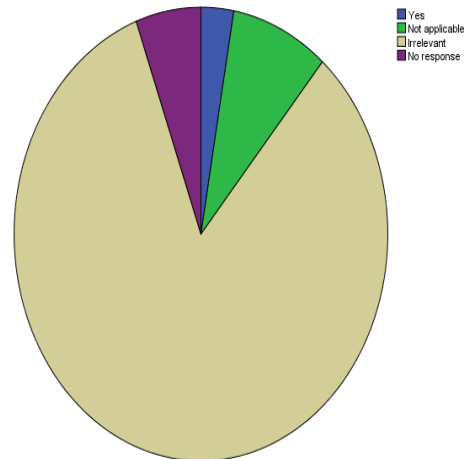


Many institutions fly in providers from other country with no legislation; how they are accredited is not clear

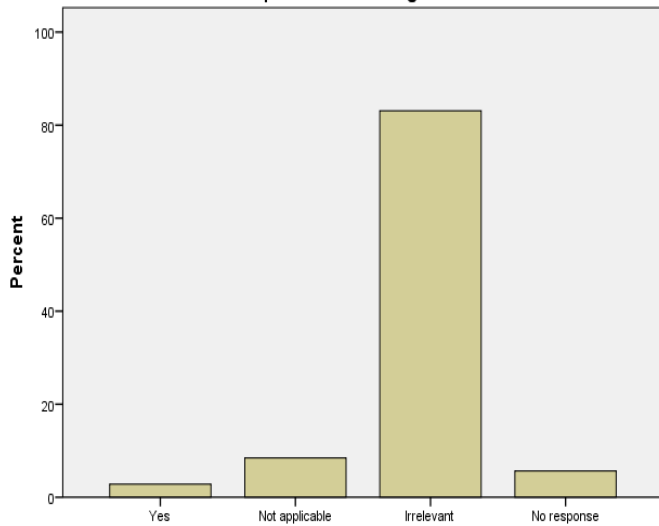


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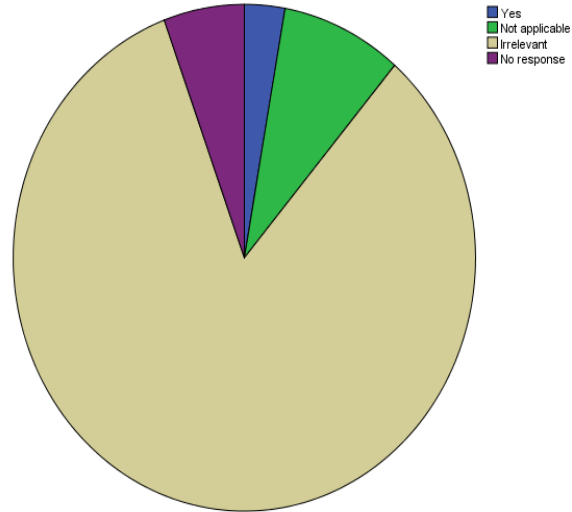


Tests for psychological evaluation should be used by Clinical Psychologists and must take place under their guidance

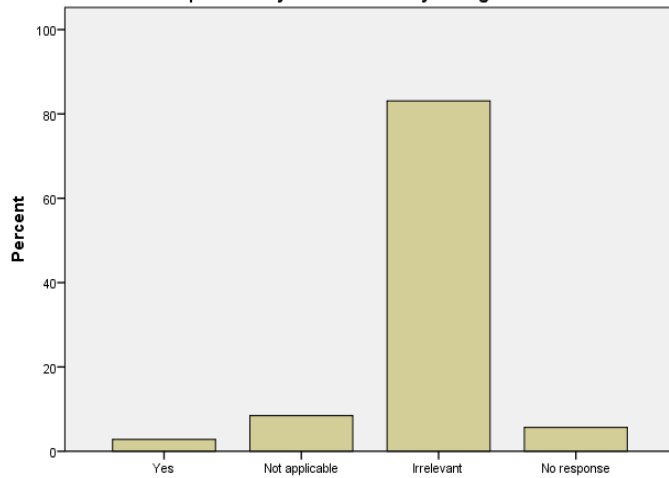


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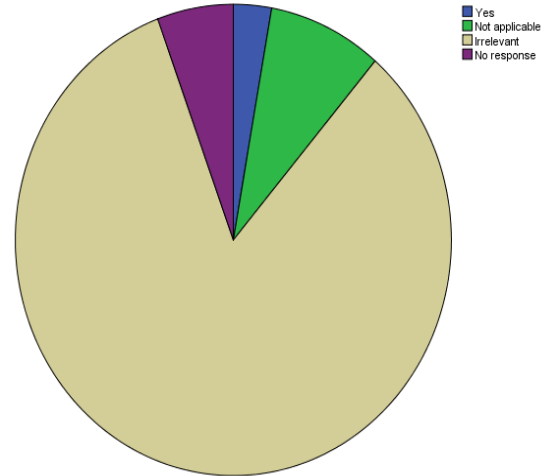


Tests used for employment, may it be for recruitment or development, must be supervised by an Industrial Psychologist

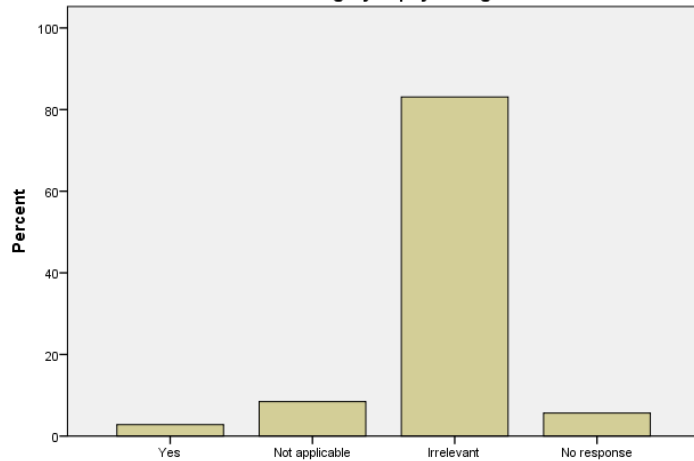


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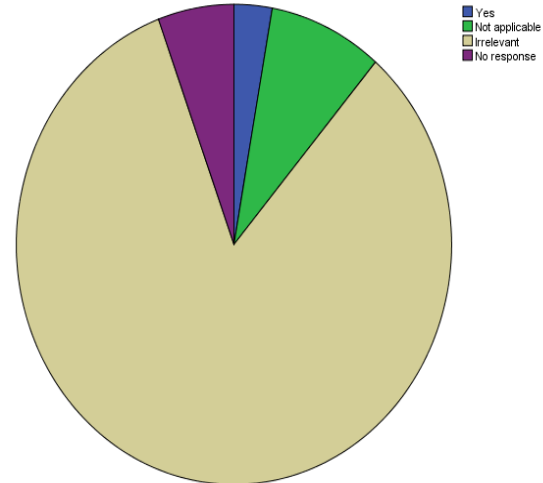


Psychometricians may administer tests, but must be guided and supervised by the relevant category of psychologist

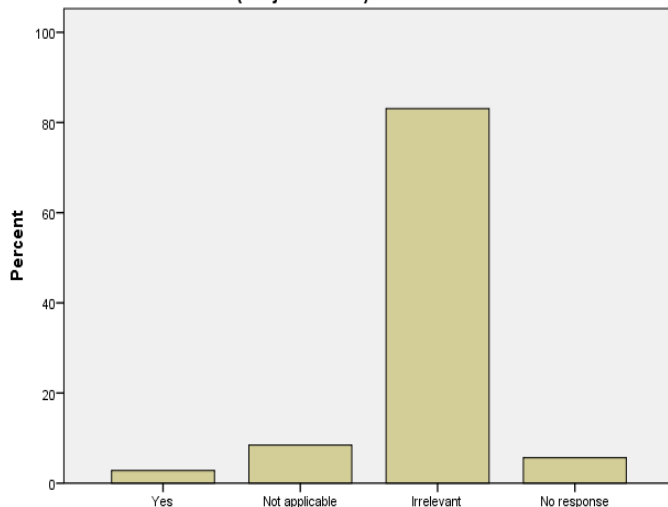


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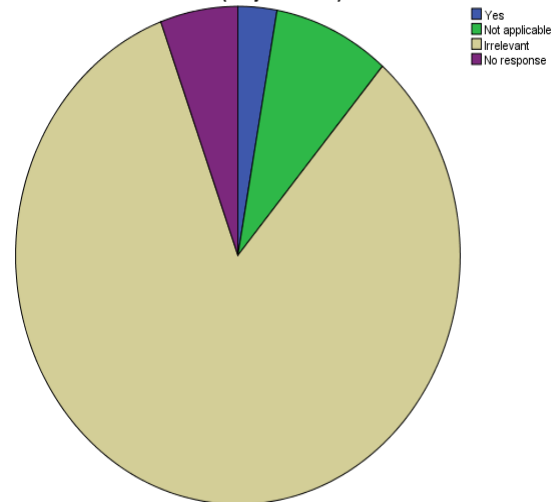


An educational psychologist should evaluate school readiness, school career decisions (subject choice) and career choice

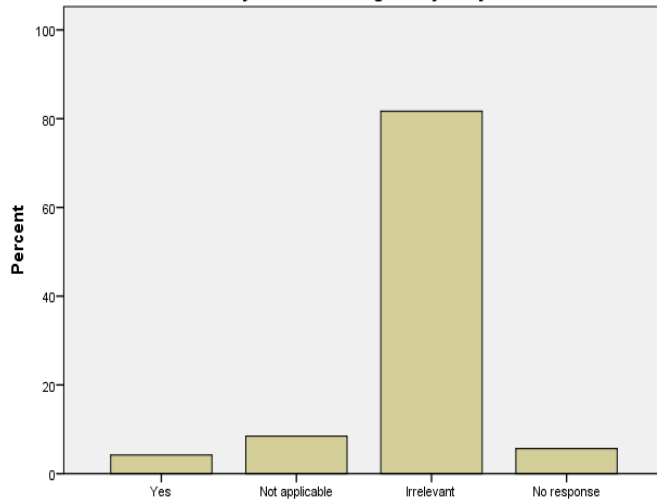


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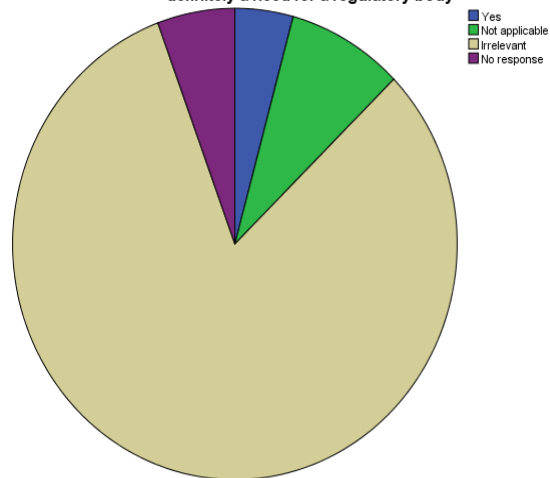


Industrial psychologists and HR practitioners operate unsupervised, there is definitely a need for a regulatory body

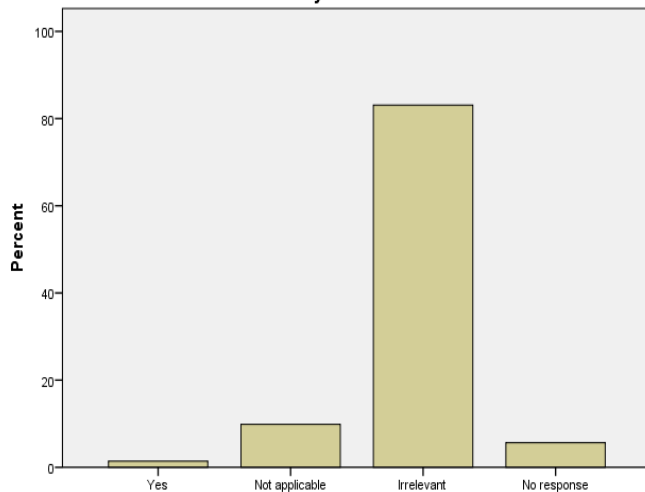


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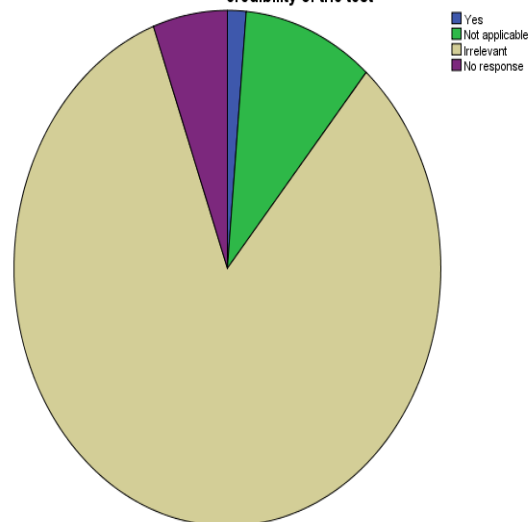


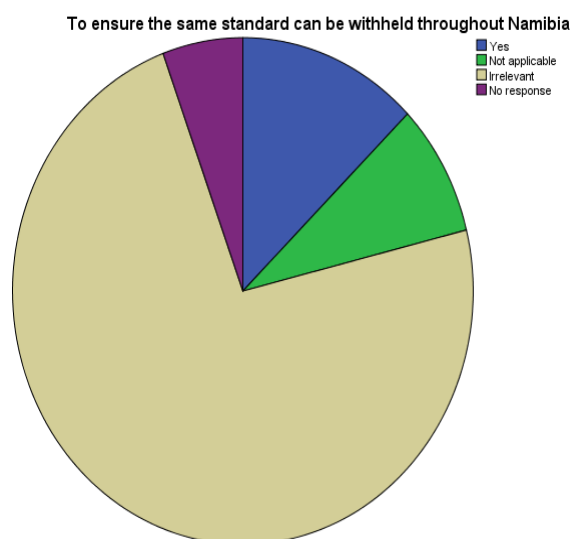
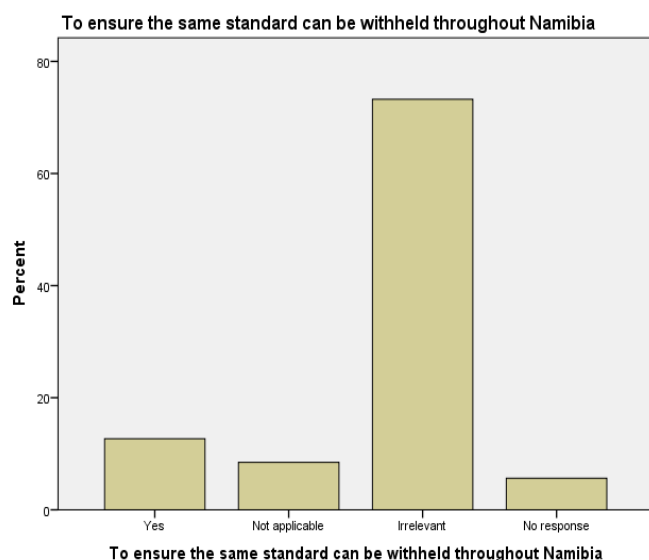
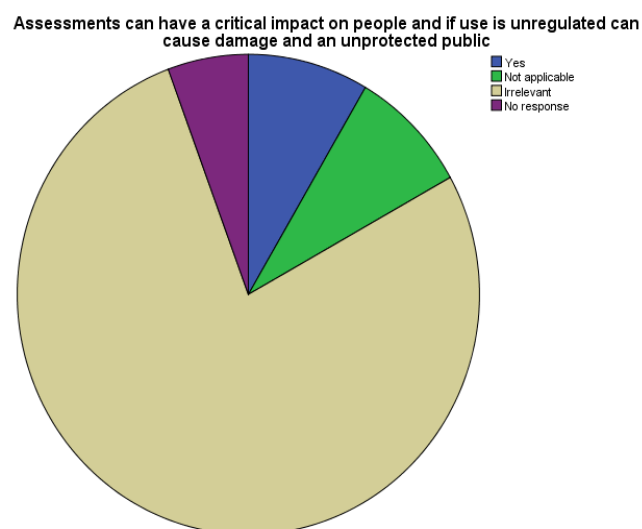
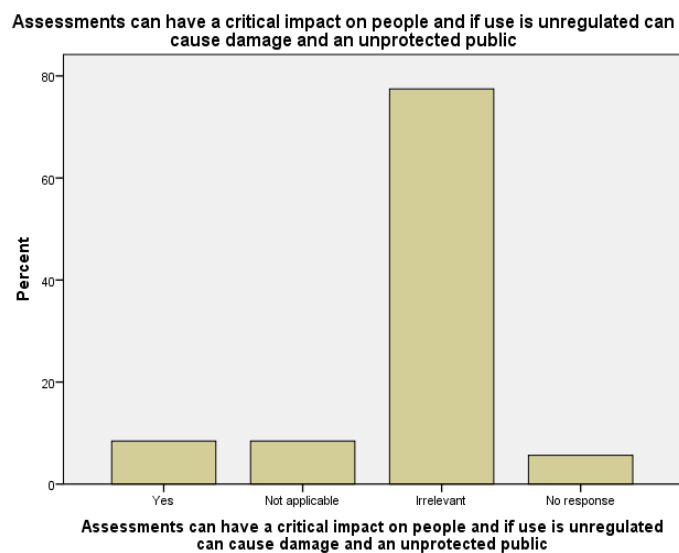
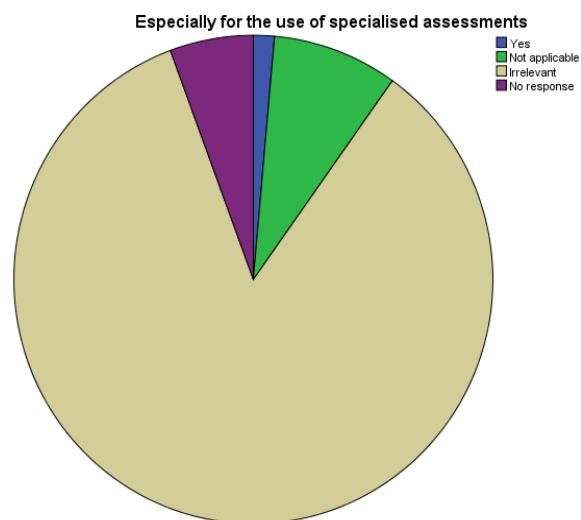
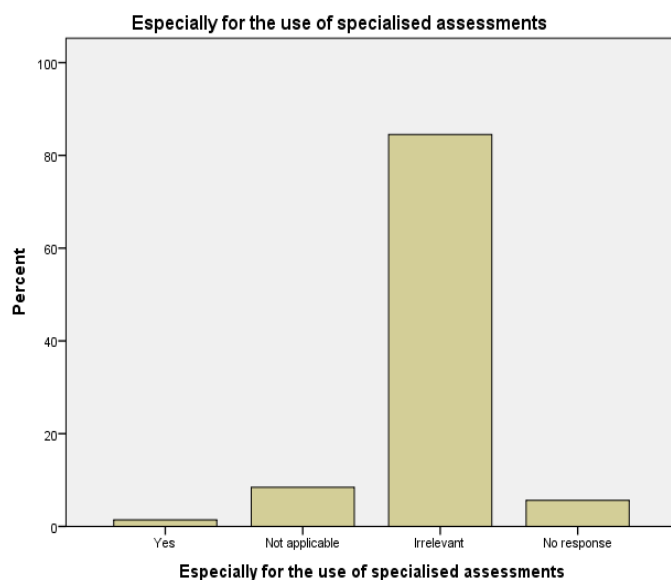
No competent/trained HRP in most employers to monitor/evaluate and assess the credibility of the test



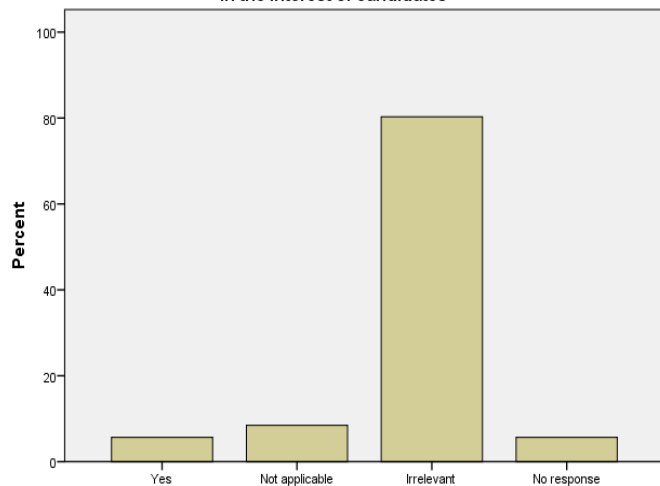
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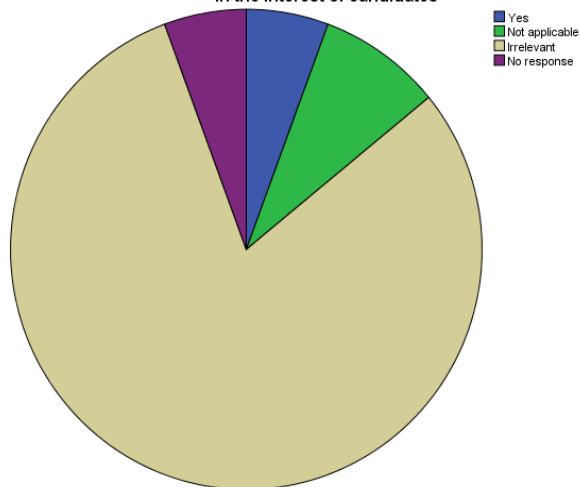


There should be a body to ensure fairness, specifically for safeguarding fairness in the interest of candidates

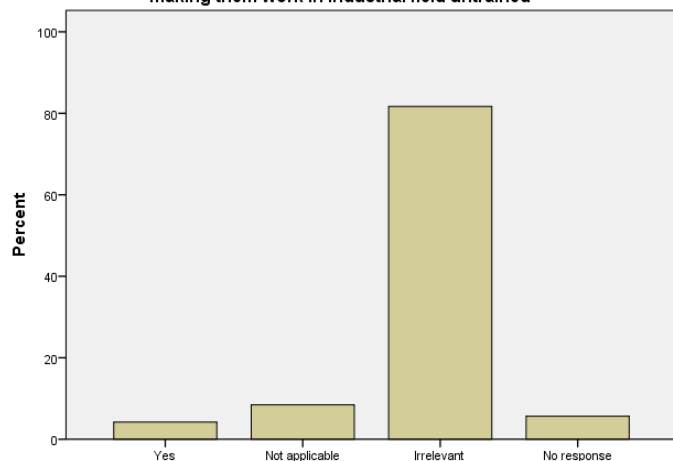


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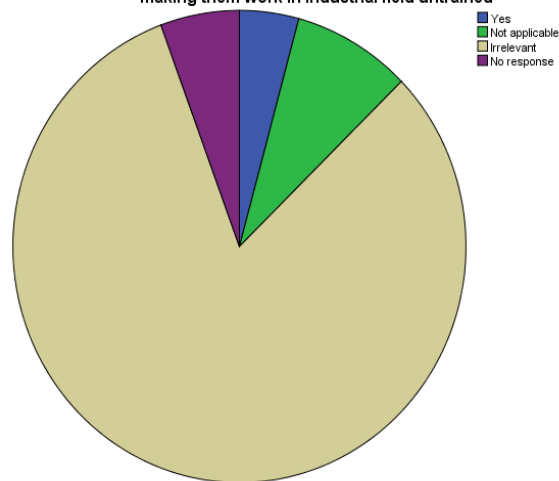


In Namibia, what clinical, educational and industrial psychologist do is unguided; making them work in Industrial field untrained

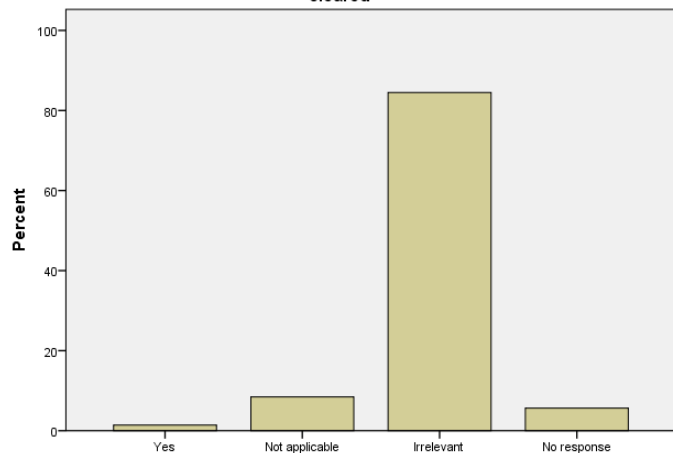


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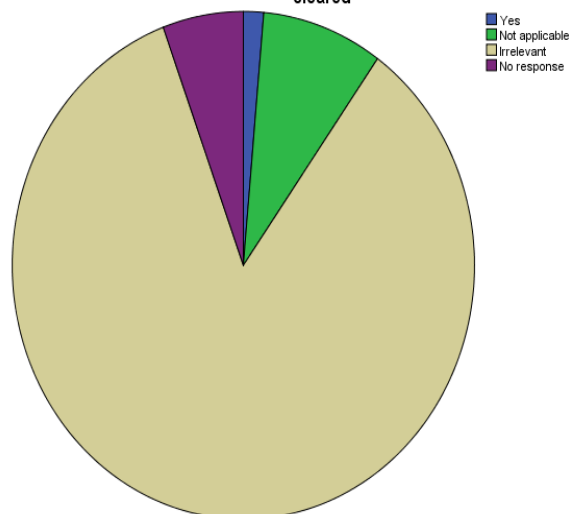


The authority of psychometricians and psychological counsellors should be cleared

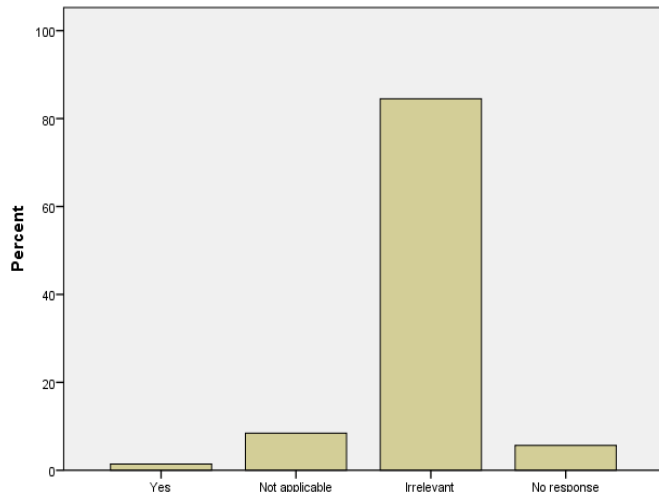


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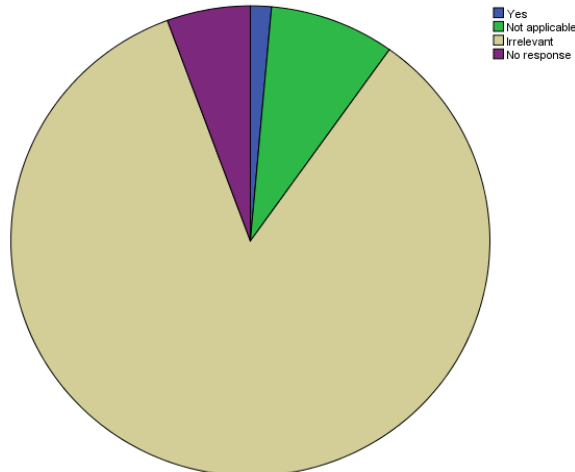


The school counsellor cannot maintain and attend to all the needs in schools

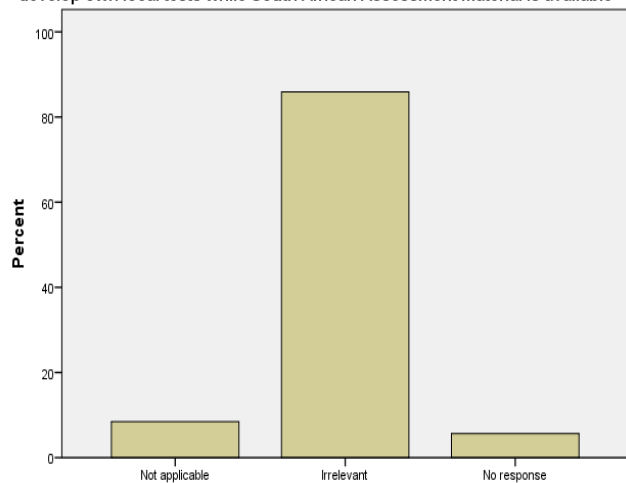


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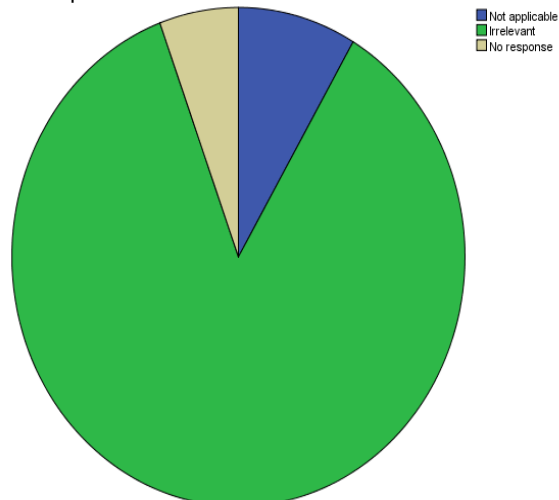


Its time Namibia develops own tests, but its understandable that it is costly to develop own local tests while South African Assessment material is available

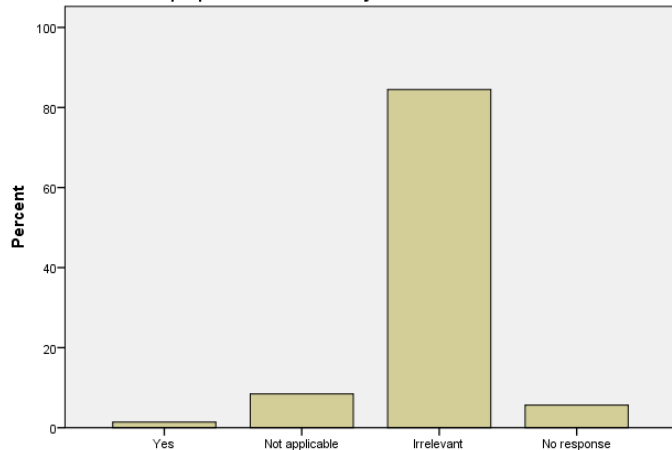


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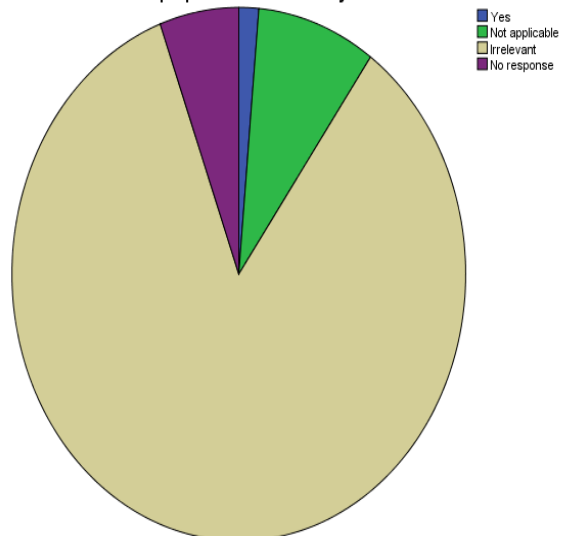


The board must ensure guidelines do not nullify the significance of tests but perpetuates authenticity of talent search

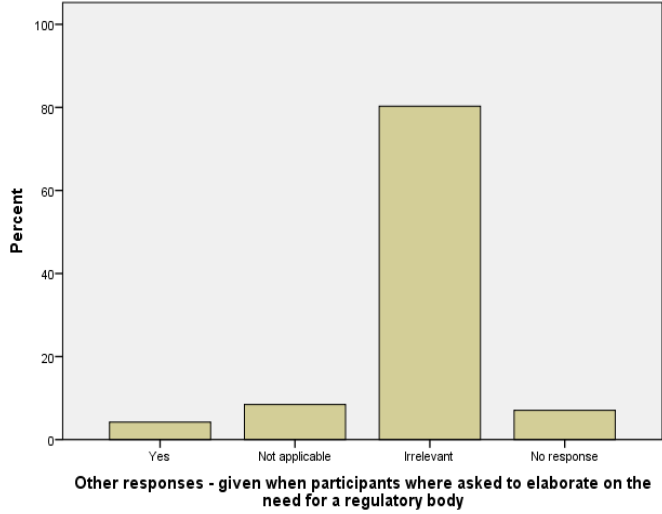


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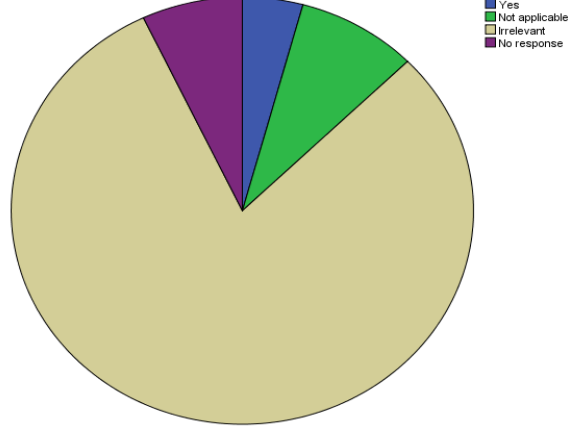
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Other responses - given when participants where asked to elaborate on the need for a regulatory body

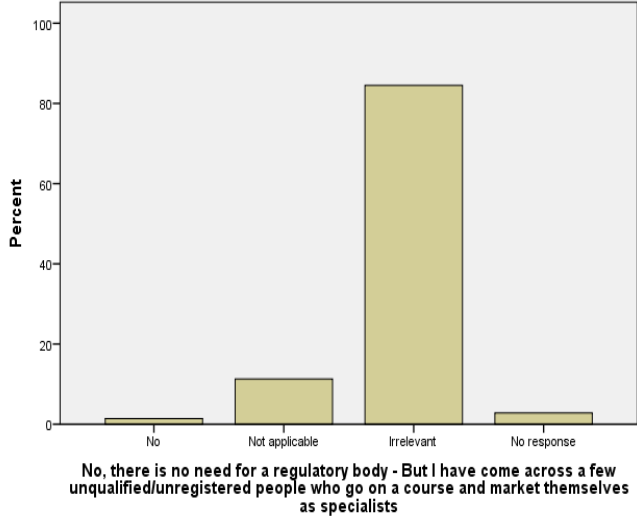


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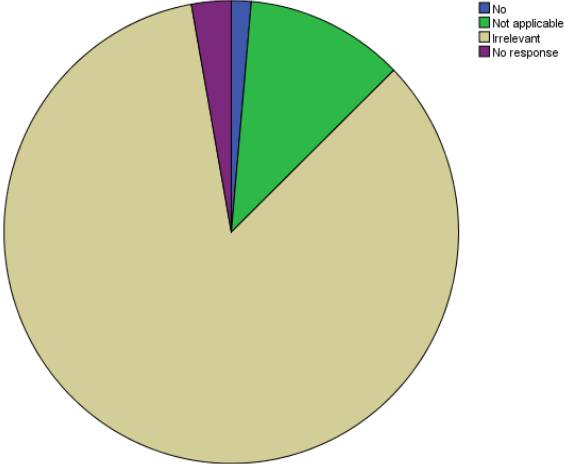


22.2. Please elaborate on the above (No to 21)?

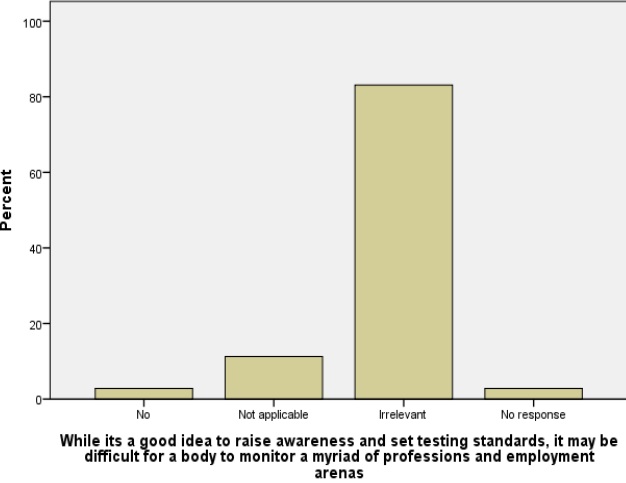
No, there is no need for a regulatory body - But I have come across a few unqualified/unregistered people who go on a course and market themselves as specialists



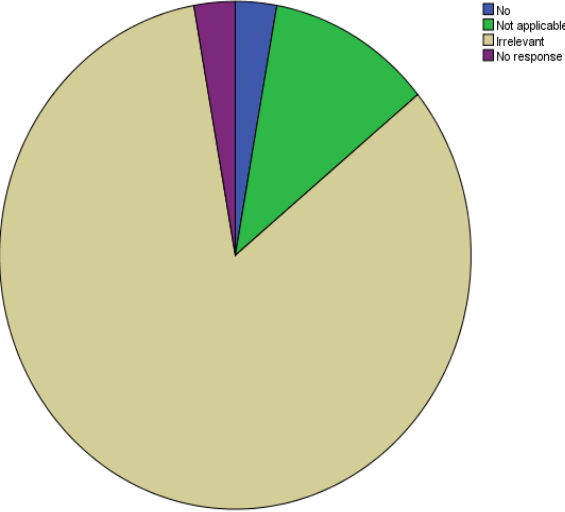
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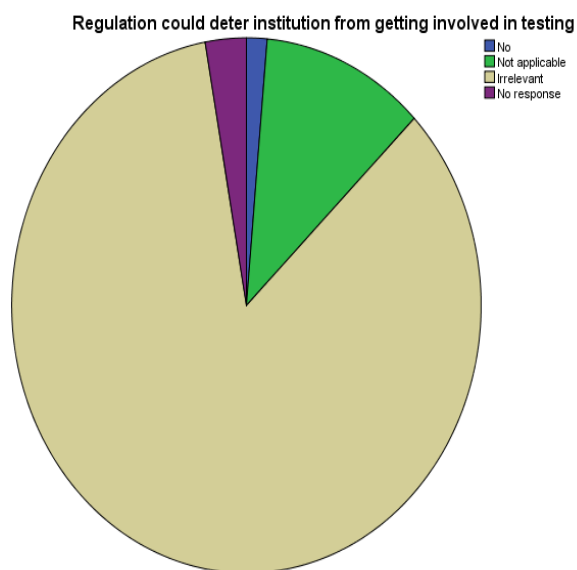
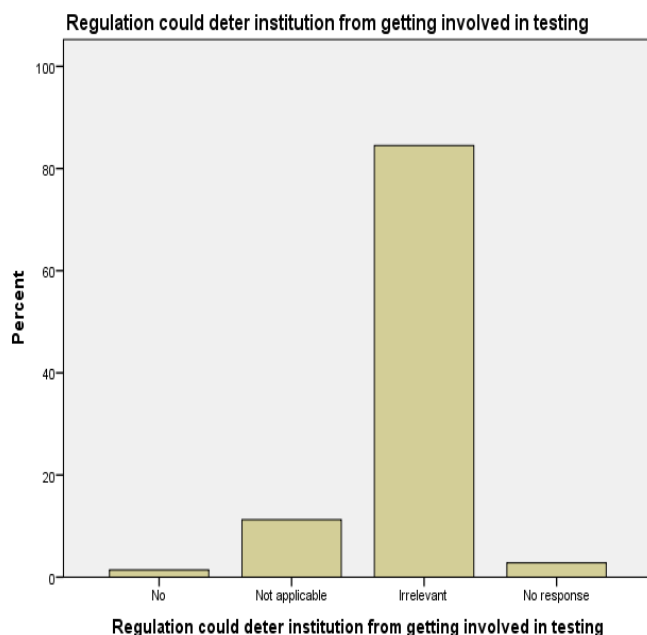
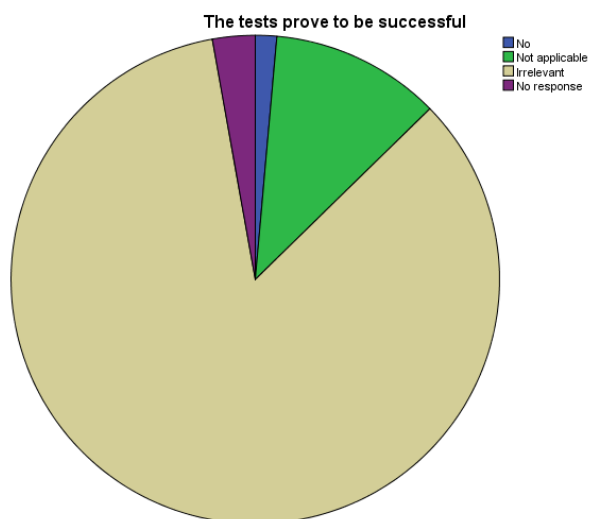
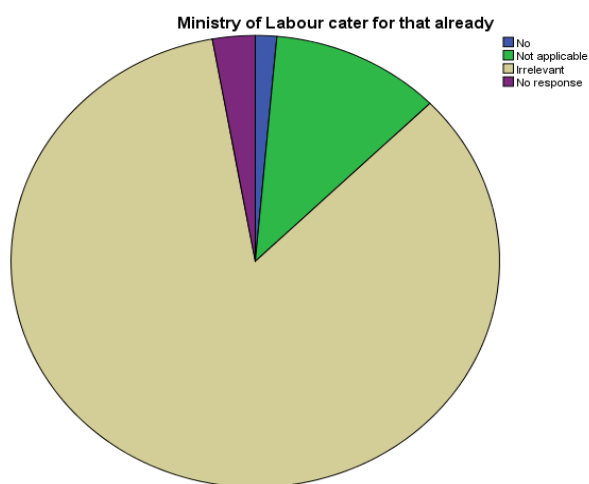
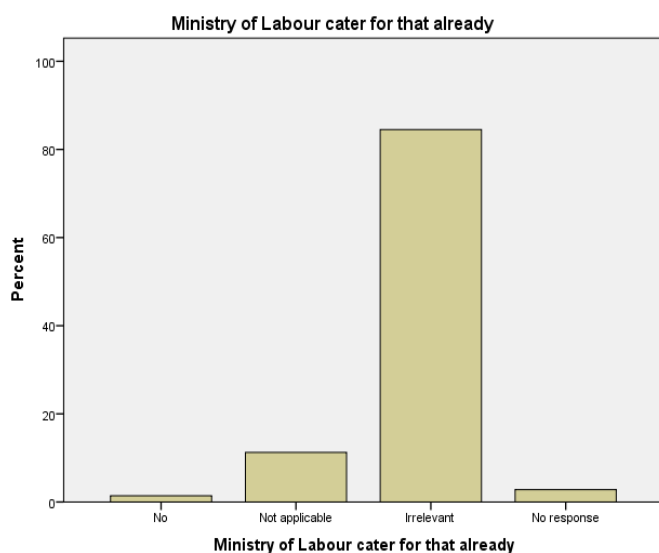


While its a good idea to raise awareness and set testing standards, it may be difficult for a body to monitor a myriad of professions and employment arenas

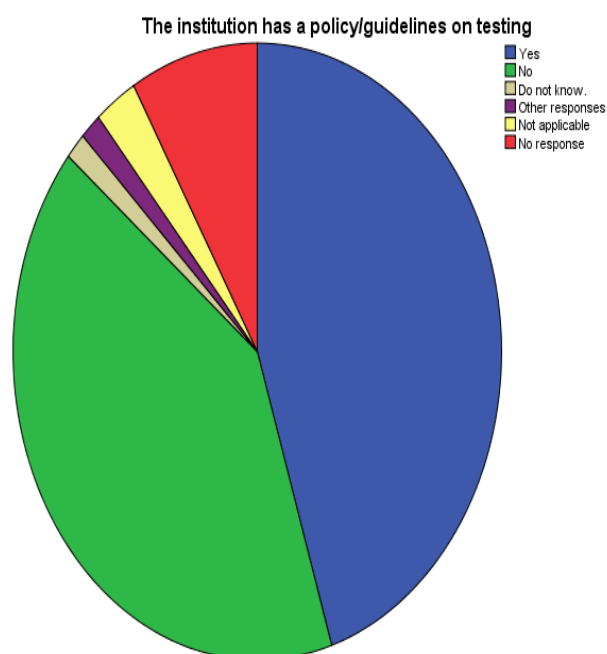
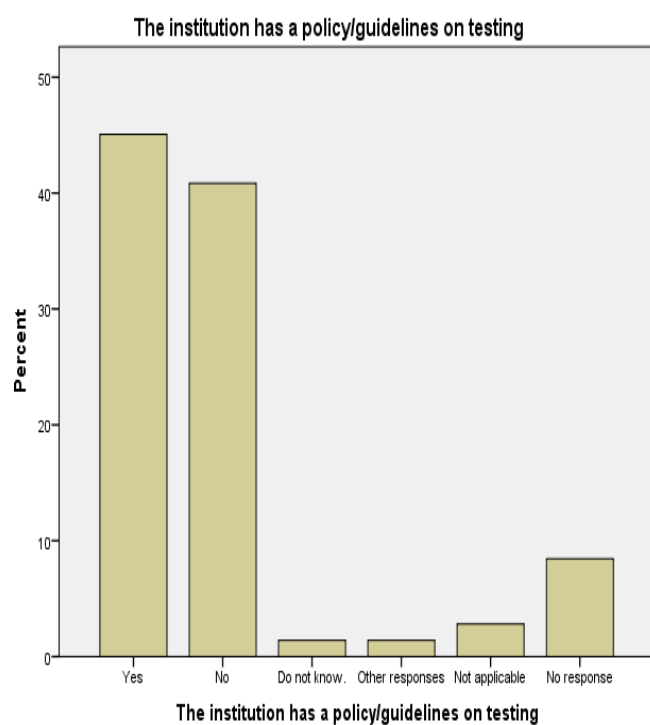


While its a good idea to raise awareness and set testing standards, it may be difficult for a body to monitor a myriad of professions and employment arenas





24. Does your institution have any policy/guidelines on testing?



25. Are you aware of the International Testing Commission (ITC)?

