

Swift Apprentice Aptitude

Technical Summary

Swift Apprentice Aptitude-R & -Rx

Technical Summary

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1. Key Facts

- A randomized aptitude test which assesses overall aptitude for apprentice roles and is composed of Verbal Comprehension, Numerical Comprehension, Error Checking, Spatial Reasoning, Mechanical Reasoning & Diagrammatic Reasoning
- Available for unsupervised (Invited Access, IA) use online
- Designed for use across all apprentice level roles
- Online test time limit can be adjusted as necessary for candidates with special requirements

| Sub-Test | No. of Questions | Time Limit |
|-------------------------|------------------|------------|
| Verbal Comprehension | 8 | 4 |
| Numerical Comprehension | 8 | 4 |
| Error Checking | 8 | 1.5 |
| Spatial Reasoning | 12 | 3 |
| Mechanical Reasoning | 8 | 3 |
| Diagrammatic Reasoning | 8 | 4 |
| Total | 52 | 19.5 |

2. Norm Groups Available

Swift Apprentice-Rx Tests

- International Apprentices (2018, N=605)
- UK Apprentices (2018, N=2261)

Swift Apprentice-R Tests

- Apprentices (2013, N=275)
- Apprentices (2012, N=138)

Please refer to Section 10 and 11 for norm group descriptions for both of these norms.

3. Report

A sample report is included in Appendix 1. Sample reports for other assessments are available upon request from Saville Assessment.

4. Practice and Preparation

There are individual online Practice Tests and individual PDF Preparation Guides for each of the sub-tests in Swift Apprentice Aptitude:

- **Swift Technical Aptitude (online)**
- **Verbal Comprehension (online & PDF)**
- **Numerical Comprehension (online & PDF)**
- **Error Checking (online & PDF)**
- **Spatial Reasoning (online & PDF)**
- **Mechanical Reasoning (online & PDF)**
- **Diagrammatic Reasoning (online & PDF)**

These are designed to provide a realistic set of example questions in order to help familiarize the test taker with the format and style of the aptitude assessment questions, as well as additional information about the assessment process.

The online Practice Tests also provide individual feedback on the responses given, featuring realistic time limits which replicate a real assessment scenario. The Preparation Guides provide a flexible offline alternative to the online Practice Tests.

The aptitude practice and preparation materials can be found on the Saville Assessment website (www.savilleassessment.com).

5. Development

Swift Apprentice Aptitude is based on six sub-tests which are drawn from the Comprehension Aptitude Range (Verbal Comprehension, Numerical Comprehension, Error Checking) and Technical Aptitude Range (Spatial Reasoning, Mechanical Reasoning, Diagrammatic Reasoning) content banks.

These banks of content were combined to produce a six-part test with one overall score.

The initial norm group was created based on a co-standardized sample of 138 apprentices and apprentice applicants who were in both of the Apprentices norms created for Swift Comprehension Aptitude and Swift Technical Aptitude. In addition to providing the mean and standard deviation information at both the total and sub-test levels, response time data was also collected from this group. This allowed the calculation of the normed Pace score.

The second norm group features this same sample of 138, plus 137 applicants for a range of different apprentice roles in a major UK engineering firm. Once again mean, standard deviation and response time data in this sample of 275 were used to create all of the normed scores required at the total and sub-test levels.

6. Languages Available as of June 2017

Instrument - English (Australia, Canada, Ireland, South Africa, UK & US)

Report - English (UK & US)

We are engaged in an on-going and active program of translation and localization for all of our aptitude assessments. For the latest availability information, please contact Saville Assessment.

7. Reliability

Swift Apprentice Aptitude is built upon a large bank of test content and alternate form reliabilities were calculated by scoring various groups of individuals on different test variants from within the overall bank of content. As the different questions within the overall bank of test content will have been completed by different numbers of individuals, different sample sizes are available for the different statistics presented in the table below.

The overall alternate form reliability for Swift Apprentice Aptitude is .82.

It is worth noting that the greatest level of reliability is found at the total score level, which is designed to be the decision-making score. The sub-test scores provide additional test-taking information, but we would not recommend that these are used for decision making in isolation.

The mean percentage correct and standard deviation figures were calculated using a trial sample of individuals by taking the total number of completions on each item and averaging the percentage correct figure across all available completions of that item. The range of completion numbers for every item within each bank is shown as the “N” figures below these means and standard deviations.

The table reveals that the overall mean percentage correct of all Swift Apprentice Aptitude–R items within the total bank was 62.76%. The sub-test with the lowest mean percentage correct was Mechanical (50.61%) and the sub-test with the highest mean percentage correct was Verbal (75.61%). The mean percentage correct figures reflect the design aim of giving a positive candidate experience where the typical candidate correctly answers more than 50% of questions.

The large standard deviation values seen in this table demonstrate the wide range of difficulty of the items in the banks. This is required to give an accurate representation of test takers’ ability.

For details about the mean performance in each of the norm groups, please refer to the “Norms” section.

| | Mean % Correct | SD | SEm Sten | SEm 'T' | R |
|----------------|----------------|-------|----------|-----------|-----|
| Overall Total | 62.76 | 25.42 | 0.85 | 4.24 | .82 |
| | N=476-913 | | | N=160-429 | |
| Verbal | 75.61 | 18.32 | 1.26 | 6.32 | .60 |
| | N=478-797 | | | N=486-492 | |
| Numerical | 59.94 | 24.25 | 1.17 | 5.83 | .66 |
| | N=476-530 | | | N=462-486 | |
| Error Checking | 65.85 | 29.19 | 1.33 | 6.63 | .56 |
| | N=482-535 | | | N=455-522 | |
| Spatial | 61.24 | 23.51 | 1.31 | 6.56 | .57 |
| | N=571-913 | | | N=564-920 | |
| Mechanical | 50.61 | 17.64 | 1.37 | 6.86 | .53 |
| | N=575-859 | | | N=513 | |
| Diagrammatic | 56.98 | 24.17 | 1.36 | 6.78 | .54 |
| | N=506-665 | | | N=470 | |

8. Validity

This summary document includes criterion-related validity information for the total score and six sub-tests in Swift Apprentice Aptitude, based on a sample of 308 individuals for whom third-party ratings of workplace performance were collected.

It is worth noting that the greatest level of validity is found at the total score level, which is designed to be the decision-making score. The sub-test scores provide additional test-taking information, but we would not recommend that these are used for decision making in isolation.

The greatest validity contributions come from the Verbal and Mechanical sub-tests, with the least coming from the Spatial sub-test. The trial Spatial test version used in this sample was just 8 items long and has since been increased to 12 items. This would be expected to increase the validity of this sub-test and therefore to enhance the overall validity figure too.

For further information about the criterion-related and other forms of validity evidence for Swift Apprentice Aptitude, please refer to the full Technical Aptitude Range User Handbook.

Note: Any raw correlation higher than .12 is statistically significant at the $p < .05$ level (two-tailed) and any raw correlation higher than .10 is statistically significant at the $p < .05$ level (one-tailed). $N=308$. The criterion inter-rater reliability figures from Project Epsom ($N=263$) and the corrected figures are based on the inter-rater reliability figures for each of the Reasoning at Work, Working with Words, Numbers, Details, Designs, Equipment and Systems criteria (.31, .31, .34, .25, .33, .36, and .18 respectively). The criterion internal consistency of ratings ($N=308$) was .74 (words, numbers, details) and .79 (designs, equipment, systems).

Swift Apprentice Aptitude Criterion-Related Validity (N=308)

| | Correlation with Reasoning at Work (Rater) r (Uncorrected) | Correlation with Reasoning at Work (Rater) r (Corrected) |
|----------------|---|---|
| Total | .26 | .47 |
| | Correlation with Working with Words (Rater) r (Uncorrected) | Correlation with Working with Words (Rater) r (Corrected) |
| Verbal | .24 | .43 |
| | Correlation with Working with Numbers (Rater) r (Uncorrected) | Correlation with Working with Numbers (Rater) r (Corrected) |
| Numerical | .18 | .31 |
| | Correlation with Working with Details (Rater) r (Uncorrected) | Correlation with Working with Details (Rater) r (Corrected) |
| Error Checking | .18 | .36 |
| | Correlation with Working with Designs (Rater) r (Uncorrected) | Correlation with Working with Designs (Rater) r (Corrected) |
| Spatial | .06 | .10 |
| | Correlation with Working with Equipment (Rater) r (Uncorrected) | Correlation with Working with Equipment (Rater) r (Corrected) |
| Mechanical | .24 | .40 |
| | Correlation with Working with Systems (Rater) r (Uncorrected) | Correlation with Working with Systems (Rater) r (Corrected) |
| Diagrammatic | .19 | .45 |

Note: Any raw correlation higher than .12 is statistically significant at the $p < .05$ level (two-tailed) and any raw correlation higher than .10 is statistically significant at the $p < .05$ level (one-tailed). $N=308$. The criterion inter-rater reliability figures from Project Epsom ($N=263$) and the corrected figures are based on the inter-rater reliability figures for each of the Reasoning at Work, Working with Words, Numbers, Details, Designs, Equipment and Systems criteria (.31, .31, .34, .25, .33, .36, and .18 respectively). The criterion internal consistency of ratings ($N=308$) was .74 (words, numbers, details) and .79 (designs, equipment, systems).

9. Fairness

Swift Apprentice Aptitude is based on six sub-tests which are drawn from the Comprehension Aptitude Range (Verbal Comprehension, Numerical Comprehension, Error Checking) and Technical Aptitude Range (Spatial Reasoning, Mechanical Reasoning, Diagrammatic Reasoning) content banks.

It is therefore appropriate to refer to the fairness evidence for the tests in the full Comprehension Aptitude Range and Technical Aptitude Range User Handbooks when seeking further details about the fairness of Swift Apprentice Aptitude.

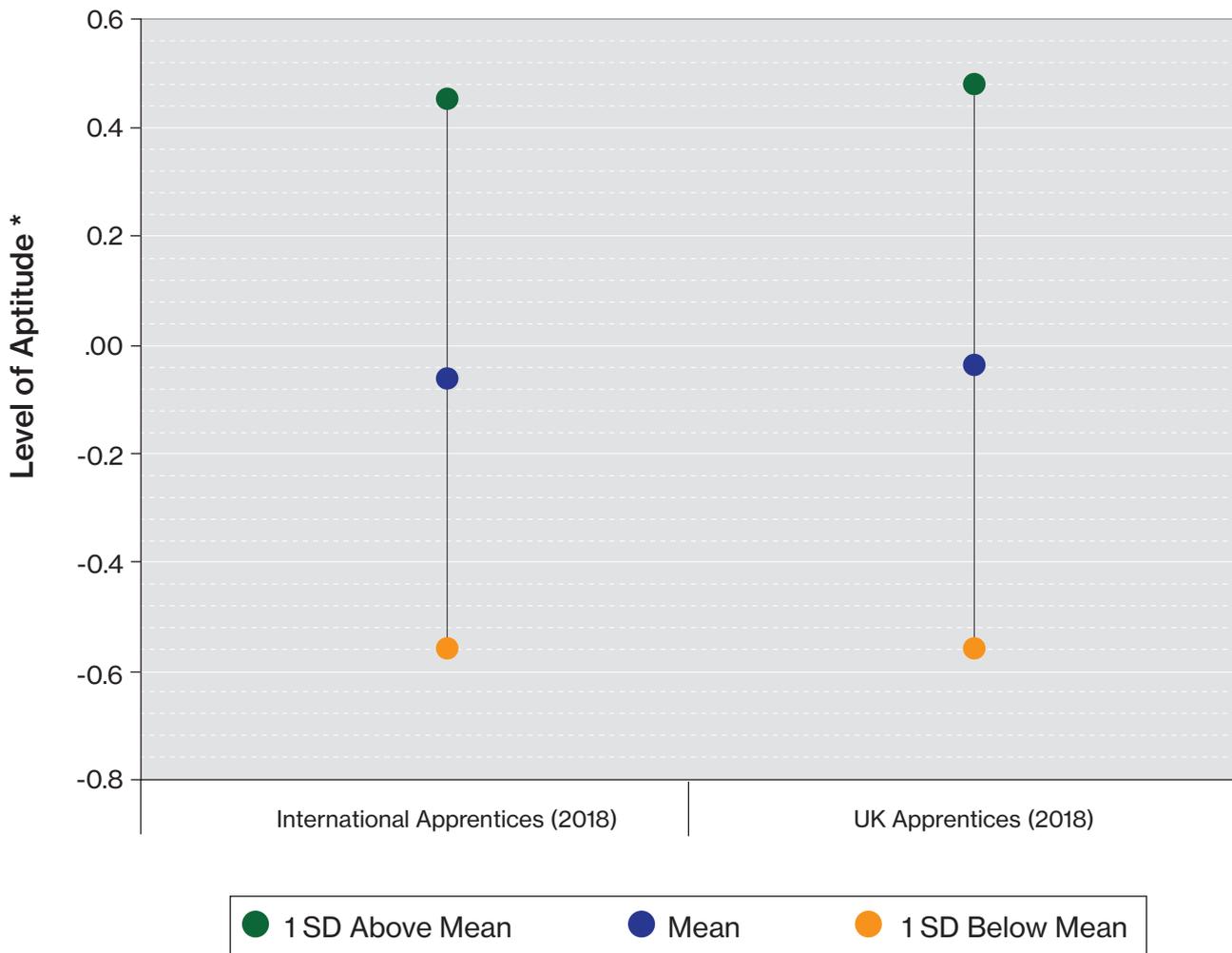
In summary, as a measure of cognitive ability, Swift Apprentice Aptitude will occasionally reveal small to moderate differences between groups. To ensure that any group differences shown are meaningful, relevant and fair it is important to make sure that the use of such tests can be justified. This is especially true when using a test in selection with a cut-off score. Justifying the use of any test involves making sure that the skills being assessed by the test are relevant and valid and that the level of any cut-off applied is demonstrably appropriate. The use of job analysis and, where possible, local validation studies, is particularly important for demonstrating the link between a test and the job it is being used to select for.

It is also important to bear in mind that each sample of individuals is different and group differences should not be generalized beyond these specifically reported samples in an excessively broad manner. For example, some ethnic differences seen with cognitive tests are likely due, at least in part, to a difference in language proficiency across the specific groups of people sampled, rather than to other factors. While those group differences which do exist are interesting, it is worth noting that it is frequently difficult to isolate these variables as the sole determinant of the apparent difference.

In general, the differences between age, gender and ethnic groups are on the whole small or moderate and we do not therefore advise that specific differences in profile interpretation should be warranted when considering test results from different groups defined according to these variables.

We do not, unless local legal frameworks permit or mandate such an approach, recommend using separate norms for age, gender or ethnic groups. For further information, please contact Saville Assessment directly.

10. Swift Apprentice Aptitude-Rx Norms Summary



*Based on average (mean) group theta values, also showing the range of one standard deviation above and below the mean

¹Based on 100% sample response

²Based on 100% sample response

³Based on 88% sample response

⁴Based on 70% sample response

⁵Based on 100% sample response

10.1 International Apprentices (2018, N=605) Norm Group Description

Used for:

Swift Apprentice Aptitude-Rx (IA)

Swift Comprehension Aptitude-Rx (IA)

Swift Technical Aptitude-Rx (IA)

Verbal Comprehension Aptitude-Rx (IA)

Numerical Comprehension Aptitude-Rx (IA)

Error Checking Comprehension Aptitude-Rx (IA)

Spatial Reasoning Aptitude-Rx (IA)

Mechanical Reasoning Aptitude-Rx (IA)

Diagrammatic Reasoning Aptitude-Rx (IA)

This international group consisted of 605 apprentices and apprentice applicants. Based on a 52% group response, 74% worked in the following job areas/functions: IT and Engineering, Construction, Hospitality, Operations, Customer Service, Sales and Marketing, Transport and Education. The remaining 26% worked in other job areas/functions including: Human Resources, Executive, Consulting, Health, Administration, Design and Leisure.

The breakdown of the group is provided below (with response rates for each biographical section given in the footnotes):

Gender¹

20% of the group were female and 80% were male.

Age²

The age of the group ranged from 15 to 25 years old, with a mean age of 20 years old.

Education (highest qualification)³

58% of the group had school-level or some college qualifications as their highest qualification, 23% had a first/undergraduate degree, 2% had professional qualifications, 1% had a master's degree with the remaining 16% having other or no formal qualifications.

Cultural Background⁴

61% of the group described themselves as White (including British, Australian, and European), 34% as Asian (including Malaysian, Chinese and Indian) and the remaining 5% described themselves as coming from a range of other backgrounds.

Country of Completion⁵

31% of the group completed the aptitude test in Australia, 31% in the United Kingdom, 26% in the Malaysia, 4% in the United States and 2% in New Zealand. The remaining 6% completed the test in various other countries.

10.2 UK Apprentices (2018, N=2261) Norm Group Description

Used for:

Swift Apprentice Aptitude-Rx (IA)

Swift Comprehension Aptitude-Rx (IA)

Swift Technical Aptitude-Rx (IA)

Verbal Comprehension Aptitude-Rx (IA)

Numerical Comprehension Aptitude-Rx (IA)

Error Checking Comprehension Aptitude-Rx (IA)

Spatial Reasoning Aptitude-Rx (IA)

Mechanical Reasoning Aptitude-Rx (IA)

Diagrammatic Reasoning Aptitude-Rx (IA)

This international group consisted of 2,269 apprentices and apprentice applicants in the United Kingdom. Based on a 58% group response, 76% worked in the following job areas/functions: IT and Engineering, Customer Service, Sales and Marketing, Construction, Hospitality, Operations, Education and Leisure. The remaining 24% worked in other job areas/functions including: Administration, Health, Transport, Finance and Entertainment.

The breakdown of the group is provided below (with response rates for each biographical section given in the footnotes):

Gender¹

9% of the group were female and 91% were male.

Age²

The age of the group ranged from 15 to 25 years old, with a mean age of 19 years old.

Education (highest qualification)³

73% of the group had school-level or some college qualifications as their highest qualification, 4% had a first/undergraduate degree, 2% had professional qualifications, 1% had a master's degree with the remaining 20% having other or no formal qualifications.

Cultural Background⁴

66% of the group described themselves as White British, 20% as White, 8% as Asian (including Indian, Pakistani and Malaysian), 3% as Black (including African and Caribbean) and the remaining 3% described themselves as coming from a range of other backgrounds.

¹Based on 100% sample response

²Based on 100% sample response

³Based on 91% sample response

⁴Based on 98% sample response

11. Swift Apprentice Aptitude-R Norms Summary

The 2013 norm represents the latest data available and is a slightly higher caliber than the existing Apprentices norms for Swift Comprehension Aptitude and Swift Technical Aptitude. The mean theta score for this norm is 0.15 (standard deviation = 0.40). Expressed in raw number of questions correct, this is 35.88 (standard deviation = 5.80) on a test of 52 items.

The 2012 norm is based on a co-standardization sample of individuals who also feature in the Apprentices norms for Swift Comprehension Aptitude and Swift Technical Aptitude. It is therefore of the same caliber as these existing norm groups. The mean theta score for this norm is 0.04 (standard deviation = 0.38). Expressed in raw number of questions correct, this is 33.96 (standard deviation = 5.49) on a test of 52 items.

The scaling properties for both norms meet expectations, with it being possible to score three standard deviations above the mean in Apprentices (2012) and two and a half standard deviations above the mean in Apprentices (2013).

11.1 Apprentices (2013, N=275) Norm Group Description

Used for:

Swift Apprentice Aptitude-R (IA)

This sample consisted of 275 apprentices and apprentice applicants who are employed across various industry sectors. Of these, 97% worked in the following industry sectors:

Manufacturing (54%), Engineering (21%), Construction (18%), Operational (3%), and Technical (1%).

The breakdown of the Apprentices (2013) sample is provided below (with response rates for each biographical section given in the foot notes):

Gender¹

95% of the sample was male and 5% was female.

Age²

The age of the group ranged from 15 to 25 years with a mean age of 20 years.

Education (Highest Qualification)³

40% had school level qualifications as their highest qualification, 37% had a college/associate degree, 13% had a vocational qualification, 7% had a professional qualification, and 2% had a degree. The remaining 1% reported having no formal qualifications.

Cultural Background⁴

99% of the sample described themselves as White and 1% as Non-White.

¹ Based on 100% sample response

² Based on 49% sample response

³ Based on 49% sample response

⁴ Based on 50% sample response

11.2 Apprentices (2012, N=138) Norm Group Description

Used for:

Swift Apprentice Aptitude-R (IA)

This sample consisted of 138 apprentices and apprentice applicants who are employed across various industry sectors. Of these, 94% worked in the following industry sectors:

Engineering (41%), Construction (37%), Manufacturing (9%), Operational (5%), and Technical (2%).

This sample is a co-standardized sub-group of the equivalent Apprentices norms (2012; N=324 and 309) designed for use with Swift Comprehension Aptitude-R and Swift Technical Aptitude-R.

The equivalent caliber of these two groups is evidenced by the raw total scores on Swift Comprehension Aptitude for the group of 324 (mean =15.05, standard deviation =3.51) and this sub-group of 138 people (mean = 14.82, standard deviation = 3.17), as well as the raw total scores on Swift Technical Aptitude for the group of 309 (mean = 18.49, standard deviation = 3.85) and this sub-group of 138 people (mean = 19.14, standard deviation = 3.55).

The breakdown of the Apprentices (2012) sample is provided below (with response rates for each biographical section given in the foot notes):

Gender¹

99% of the sample was male and 1% was female.

Age²

The age of the group ranged from 15 to 25 years with a mean age of 20 years.

Education (Highest Qualification)³

40% had school level qualifications as their highest qualification, 37% had a college/ associate degree, 13% had a vocational qualification, 7% had a professional qualification, and 2% had a degree. The remaining 1% reported having no formal qualifications.

Cultural Background⁴

99% of the sample described themselves as White and 1% as Non-White.

¹Based on 100% sample response

²Based on 99% sample response

³Based on 99% sample response

⁴Based on 99% sample response

12. Appendix 1: Swift Apprentice Aptitude-Rx Sample Report



Assessment Report
Sample Candidate



Swift Apprentice
Aptitude-Rx



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About this Report

This report is based upon Swift Apprentice Aptitude, an online test of the ability to reason with information presented in verbal, numerical, error checking, spatial, mechanical and diagrammatic formats.

The results are compared against an international group of 605 apprentices and apprentice applicants. The results in this report are presented on a 1 to 10 Sten scale, where 1 indicates low performance and 10 indicates high performance on the test. The margin of error that should be allowed before concluding that there is a difference between scores is indicated by the diamond shape.

When reading this report, please remember that it is based on the information gained from the test completion only. It describes performance on this particular test, rather than performance at work or study. Research suggests that ability tests can be powerful predictors of successful performance in study and work activities.

The information contained in this report is confidential and every effort should be made to ensure that it is stored in a secure place.

The information contained within this report is likely to provide a valid measure of aptitude for 12 to 24 months.

The report is based on the results of the online test that the respondent was invited to complete under unsupervised conditions. The identity of the actual respondent has not been verified by a test administrator. Further testing under supervised conditions is recommended for high-stake decision making.

This report was produced using Saville Assessment software systems and has been generated electronically. Saville Assessment do not guarantee that it has not been changed or edited. We can accept no liability for the consequences of the use of this report.

The application of this test is limited to Saville Assessment employees, agents of Saville Assessment and clients authorised by Saville Assessment.

Introduction to Assessment Report

This report provides feedback on the responses of Sample Candidate to the Swift Apprentice Aptitude test.

Total Score

This test measures verbal comprehension, numerical comprehension, error checking, spatial reasoning, mechanical reasoning and diagrammatic reasoning, which are important in the world of work for a variety of roles. This section of the report provides a total test score relative to the comparison group: Apprentices (INT, IA, 2018)

The Total Score indicates how well Sample Candidate has performed overall on the test.

Aptitude Area Sub-Scores

The sub-scores provide information on how Sample Candidate performed on each of the aptitude sub-tests. The pattern of results indicates relative strengths and weaknesses across the following areas of aptitude:

Verbal - assesses the ability to understand, interpret and evaluate written information.

Numerical - assesses the ability to understand, interpret and evaluate numerical data.

Error Checking - assesses the ability to proof read text, check figures and verify codes.

Spatial - assesses the ability to visually rotate shapes, judge sizes and compare three-dimensional objects.

Mechanical - assesses the ability to comprehend mechanical problems, physical principles and movement of objects.

Diagrammatic - assesses the ability to analyse diagrams, sequences and transformations.

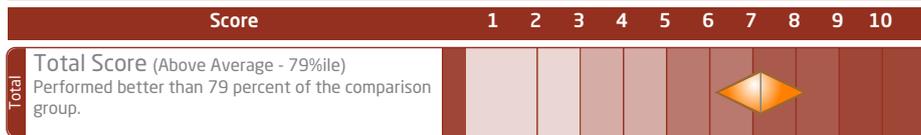
Aptitude & Pace Comparison

Aptitude and pace scores are shown for each of the areas in the test. These scores are compared in a graph using a 1 to 10 sten scale, with the sten values given in brackets. The pace score is based on the candidate's response time for the questions they completed compared to the average response time for the same questions. Pace is shown from slow at the bottom of the graph to fast at the top. Aptitude runs from low on the left of the graph to high on the right.



Total Score

This page shows the Total Score relative to the Apprentices (INT, IA, 2018) comparison group on a 1 to 10 sten scale.



Interpretation Guidelines

- Comparison Group: Apprentices (INT, IA, 2018)
- Sten 1: higher than about 1% of the comparison group
 - Sten 2: higher than about 5% of the comparison group
 - Sten 3: higher than about 10% of the comparison group
 - Sten 4: higher than about 25% of the comparison group
 - Sten 5: higher than about 40% of the comparison group
 - Sten 6: higher than about 60% of the comparison group
 - Sten 7: higher than about 75% of the comparison group
 - Sten 8: higher than about 90% of the comparison group
 - Sten 9: higher than about 95% of the comparison group
 - Sten 10: higher than about 99% of the comparison group

Aptitude Area Sub-Scores

This section displays aptitude and pace information for each of the areas in the test relative to the Apprentices (INT, IA, 2018) comparison group.

| | | Scores | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------|--|--------|---|---|---|---|---|---|---|---|---|----|
| Aptitude Areas | Verbal (Above Average - 79%ile) Likely to find working with verbal information easier than other people. | | | | | | | | | | | |
| | Numerical (Average - 62%ile) Likely to find working with numerical information as easy as other people. | | | | | | | | | | | |
| | Error Checking (Above Average - 86%ile) Likely to find checking information easier than other people. | | | | | | | | | | | |
| | Spatial (Average - 58%ile) Likely to find solving spatial problems as easy as other people. | | | | | | | | | | | |
| | Mechanical (Average - 54%ile) Likely to find solving mechanical problems as easy as other people. | | | | | | | | | | | |
| | Diagrammatic (Above Average - 73%ile) Likely to find solving diagrammatic problems easier than other people. | | | | | | | | | | | |

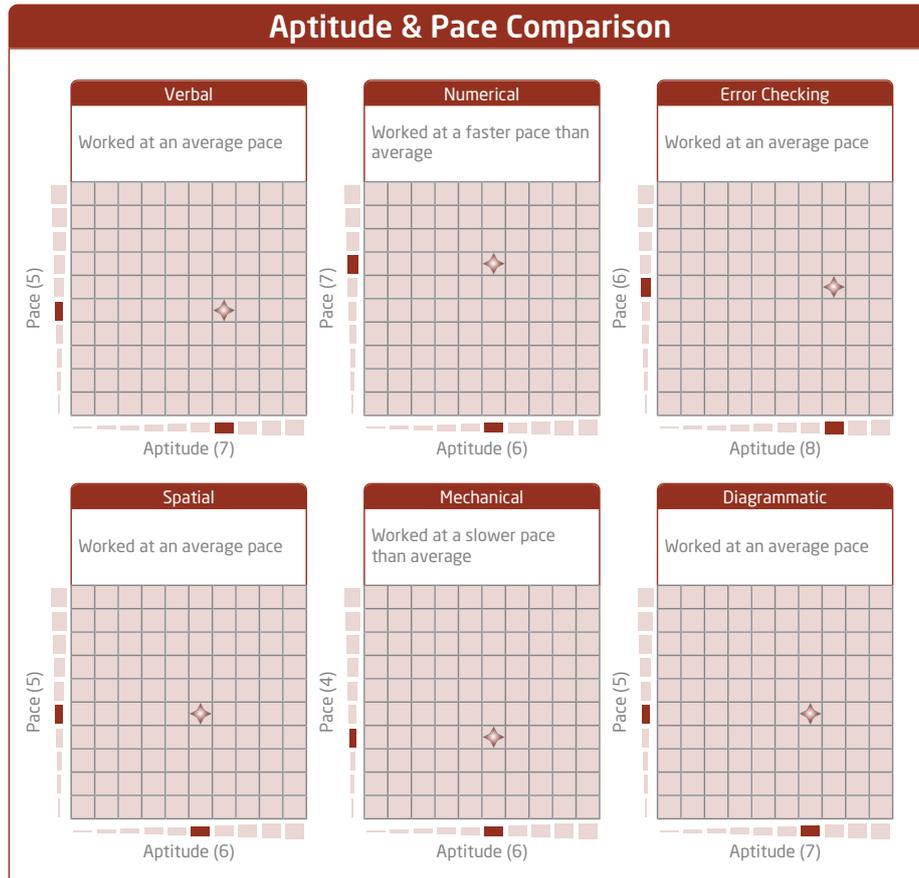
Interpretation Guidelines

Comparison Group: Apprentices (INT, IA, 2018)

- Sten 1: higher than about 1% of the comparison group
- Sten 2: higher than about 5% of the comparison group
- Sten 3: higher than about 10% of the comparison group
- Sten 4: higher than about 25% of the comparison group
- Sten 5: higher than about 40% of the comparison group
- Sten 6: higher than about 60% of the comparison group
- Sten 7: higher than about 75% of the comparison group
- Sten 8: higher than about 90% of the comparison group
- Sten 9: higher than about 95% of the comparison group
- Sten 10: higher than about 99% of the comparison group



Aptitude & Pace Comparison



Improving Abilities

Some tips for improving abilities are provided below:

Verbal

- When you read newspapers and articles, try to establish the main points.
- Look up the meaning of unfamiliar words.
- Read passages of text and pick out the key details.
- Compare written arguments, looking for similarities and differences between them.
- Look at something you have written and rewrite it more concisely.

Numerical

- When you read newspapers and reports, pay attention to numerical information.
- Complete calculations both with and without a calculator.
- Look for differences such as percentage changes in numerical trends.
- Check calculations done by others.
- Take on responsibilities which involve working with numbers.

Error Checking

- Check different types of information for errors.
- Cross reference information to identify errors.
- Double-check your work for errors.
- Check other people's work for errors.
- Proofread documents carefully.

Spatial

- Work with plans, sketches and designs.
- Read and draw maps.
- Complete visual puzzles.
- Draw three-dimensional objects.
- Try to draw objects from a different angle.

Mechanical

- Work with tools, equipment and machinery.
- Maintain, fix and repair things.
- Build objects with moving parts.
- Learn about mechanical principles.
- Look at technical user manuals.



Improving Abilities

Diagrammatic

- Examine diagrams in books and newspapers.
- Study flowcharts of processes and procedures.
- Improve your logic by solving puzzles.
- Try to clarify different types of relationships within diagrams.
- Create diagrams in order to illustrate sequences of events.

Online Test Access Summary (For Assessor Use)

This section of the report provides additional information about the test completion.

Initial Access: 06/07/2018 (14:55 GMT)
Responses Saved: 06/07/2018 (15:16 GMT)
Language: English (United Kingdom)
Administrator Resets: 0
Candidate Aborts: 0
Time Adjustment: None

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