

Notes

Optional BPS Accreditation

If you would like to register with the British Psychological Society (BPS), you are required to complete some post-course work to ensure that you meet the requirements of the BPS. You can then be signed off by Saville Assessment as having met the required standards for the BPS Test User: Occupational Ability certificate.

Summary of Tasks

The requirements for accreditation with the BPS are outlined below.

- **Task 1: Selection Report** - Candidates A & B have completed Swift Analysis Aptitude as part of their recruitment process for the role of Business Analyst. Your task is to write a report to go to a hiring manager, summarising the candidates' test performance in relation to the requirements of the Business Analyst job description.
- **Task 2: Candidate Feedback Report** - Candidate C has completed Verbal Analysis Aptitude, Numerical Analysis Aptitude and Abstract Reasoning Aptitude as part of a recruitment process. Your task is to write a feedback report for Candidate C, summarising their performance on the tests.
- **Task 3: Test Administration** - Produce a list of the things you would need to consider and do before, during and after a supervised test administration session.
- **Task 4: Invitation Email** - Write an invitation email to a candidate, providing them with the relevant information they need before completing unsupervised tests.
- **Task 5: Test Administration and Scoring:**
 - 5a) Test Preparation: You have decided to progress Candidate A for the Business Analyst role based on their initial testing. As is best practice, you are now inviting this candidate to a supervised retest. Complete the Bureau Request form which will tell our support team how to set up a project to assess Candidate A. For the purpose of these tasks, Candidate A has now confirmed their attendance.
 - 5b) Test Introduction: You are administrating the session and need to audio record your introduction for the session.
 - 5c) Test Invigilation: Another candidate, Candidate D, indicated from the initial screening process that they had additional requirements and completed a hard-copy version of the assessment. Your task here is to invigilate this test session and record any deviant behaviours or issues that arise in the Test Session Record.
 - 5d) Test Marking: You need to mark Candidate D's hard-copy answer paper from their testing session. This kind of testing is now less common but it is illustrative of how raw scores are transformed into the standardised scores that help us to benchmark and compare candidates.

More information on the tasks can be found in this section.

Task 1: Selection Report on Two Candidates

Candidate A and Candidate B have applied for the role of Business Analyst (see job description on page 144) and have completed the Swift Analysis Aptitude test as part of their application. The candidates' results are on pages 145-159.

Your task is to complete one written report to go to the hiring manager, the IT Director, summarising the scores of both candidates in relation to the requirements of the Business Analyst job description.

To help you, please see the Example Written Selection Report on page 3. You can use this for guidance when writing your own report.

Guidance for writing your report:

- Highlight what each test is designed to measure
- Who will have access to these results and how long will the results typically be valid for?
- Explain the use of norm groups and relevance of the group
- Express each of the candidate's scores in terms which are meaningful, relative to the norm group, such as percentiles and performance bandings (e.g. low/average/high)
- Highlight where there are differences between the two candidates' performance on the total score
- It is important that you make clear that decisions should be made on the total score
- Include a summary and conclusion for the IT Director in your report, highlighting key points of consideration

Example Written Selection Report

Selection Report: Graduate Consultant

Overview

- This report gives a summary of two candidates' results on the online Verbal Analysis aptitude assessment.
- The test is used to decide which candidates should be progressed to the interview stage of the selection process for the role of Graduate Consultant.
- This report is for the attention of Graham Smith. It is confidential and should not be discussed with anyone other than those involved in the selection of candidates for the Graduate Consultant position.
- This report has been prepared specifically for the purpose stated and based on the information available.
- Psychometric reports are generally held to have a maximum period of validity of two years.
- On the basis of the test scores and the pre-established decision criteria, it is recommended that only Jane Moore is progressed to the interview stage.

Introduction

Previously, the candidates have passed the essential screening criteria for the Graduate Consultant role. At the current online aptitude testing stage, candidates need to perform better than 31% of the comparison group on the Verbal Analysis total score in order to progress to the interview stage.

The test used is designed for high level roles, and intended to assess those who have completed an undergraduate degree or are of graduate calibre. The test was used as research has shown that ability tests are powerful predictors of future workplace performance. In order to compare the candidates' performance to those of a similar educational background, their scores were compared to a group of 14,421 UK graduates. The nature of this comparative data should be considered when reading through the comments made in this report.

Verbal Analysis Assessment

The Verbal Analysis assessment covers the ability to understand written information and to draw appropriate conclusions from it. The test was selected following a thorough analysis of the job which revealed that a vital part of the role is to be able to understand and correctly interpret written information from clients or internal contacts. The test has been found to be reliable, consistently obtaining similar results from candidates, and valid, predicting workplace performance.

Candidate Scores

Jane Moore

Overall, Jane has performed better than 73% of the comparison group on the Verbal Analysis test, which is an above average score. Jane worked at a faster than average pace, responding to the questions more quickly than most people.

Stephanie McDonnell

Overall, Stephanie has performed better than 18% of the comparison group on the Verbal Analysis test, which is a below average score. Stephanie worked at a slower than average pace, responding to the questions more slowly than most people.

Summary

Jane had the highest performance overall on the test with an above average total score, compared to Stephanie's below average total score.

For further information on the assessment, please contact Mike Jones on extension 048.

Task 2: Candidate Feedback Report

Candidate C has completed the Saville Assessment Verbal Analysis, Numerical Analysis and Abstract Reasoning tests. Following a selection process for the role of Systems Administrator in which Candidate C has been informed that they are not to be progressed to a final interview stage, they were offered the opportunity for feedback. Candidate C has specifically requested full written feedback.

Your task is to write a feedback report for Candidate C. Candidate C's test scores are shown on pages 161-183.

To help you, please see the Example Written Candidate Feedback Report on page 4. You can use this for guidance when writing your own report.

Guidance for writing your report:

- Highlight what each test is designed to measure
- Who will have access to these results and how long the results will typically be valid for?
- Explain the use of norm groups and relevance of the group
- Express the individual's scores in terms which are meaningful, relative to the norm group, such as percentiles and performance bandings (e.g. low/average/high)
- We recommend using your own letterhead template for this report

Example Written Candidate Feedback Report

Feedback Report for Robin McLean

Overview

- This report gives a summary of your results on the Verbal Analysis and Numerical Analysis aptitude tests which you completed as part of the recent recruitment process for the role of Legal Advisor in CrossTech LLP.
- This report is your confidential copy. You are responsible for its safe-keeping and can decide who else will have access.
- This report has been prepared specifically for the purpose stated and based on the information available.
- Psychometric reports are generally held to have a maximum period of validity of two years.

Introduction

You completed the Verbal Analysis and Numerical Analysis aptitude assessments for selection for the role of Legal Advisor. This report summarises performance on the two aptitude assessments.

The tests used are designed for use with graduates, professionals, managers and directors. The tests were used as research has shown that ability tests are powerful predictors of future workplace performance. In order to compare your performance to those of a similar background, your scores were compared to a mixed group of 10,511 professionals and managers in the UK. The nature of this comparative data should be considered when reading through the comments made in this report.

Verbal Analysis Aptitude Assessment

The Professional Verbal Analysis assessment covers the ability to understand verbal information and to draw appropriate conclusions from it. The test was selected as a vital part of the Legal Advisor role is the ability to understand and interpret written information. The test has been found to be reliable, consistently obtaining similar results from candidates, and valid, predicting workplace performance.

Your Scores

Overall, you have performed better than 88% of the comparison group, which is an above average score. This indicates that you are likely to find working with verbal

information easier than many professionals and managers. When responding to the questions within the test, you worked at a faster pace than average.

Numerical Analysis Aptitude Assessment

The Professional Numerical Analysis assessment covers the ability to understand numerical information and to draw appropriate conclusions from it. The test was selected as a vital part of the Legal Advisor role is the ability to understand and interpret numerical information. The test has been found to be reliable, consistently obtaining similar results from candidates, and valid, predicting workplace performance.

Your Scores

Overall, you have performed better than 8% of the comparison group on the Numerical Analysis aptitude assessment, which is a below average score. This indicates that you are likely to find working with numerical information more difficult than many professionals and managers. When responding to the questions within the test, you worked at a much slower pace than average.

If you would like to develop your numerical analysis abilities, the following tips may be useful:

- 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.

Summary

Your performance was above average on the Verbal Analysis Aptitude assessment and your performance on the Numerical Analysis Aptitude assessment was below average, indicating you may find working with numerical information more difficult than many people.

If you have any queries, please contact one of our team on extension 9035.

Task 3: Test Administration

Produce a list of the things you would need to consider and do before, during and after a supervised test administration session.

Task 4: Invitation Email

Write an invitation email to a candidate, providing them with the relevant information they need before completing a test in an unsupervised setting. An example email is provided in this section for guidance. Within your email, address the following points:

- a) How would you prepare candidates to do an online test?
- b) What would you do to ensure they have the necessary guidance and preparation?

Task 5: Test Administration and Scoring

5a – Test Preparation

You are inviting Candidate A to a supervised testing session following your decision to progress them ahead of Candidate B. Your task is to fill in the Bureau Request Form to set up the testing project for Candidate A's session. The Bureau Request Form lets our support team know which assessment you want to use, the norm group you want to benchmark against and any instructions for your delegates.

Please note, you are not actually submitting the request form, follow the instructions below to send us a preview link for your form.

Guidance for completing your request form:

- Use the Bureau Request Form link:
<https://insight2.towerswatson.com/wix/p30907064.aspx>
- Candidate A's details to include in this form are Candidate A;
sacandidatea@gmail.com
- In the first stage, Candidate A completed Swift Analysis Aptitude. You might now want to look in depth at their Verbal and Numerical ability, which are both important to the Business Analyst role (see job description on page 145 of your workbook)
- Select the same norm group that was used in the first stage of testing
- Include, "Level A post-course work" in your project name
- When you complete the Summary page of the form, please copy the link under Finish Later (highlighted in the image below). Send this link to us alongside your other post-course work when your tasks are ready to be marked:

- Please do not select, "Submit" on the Bureau Request Form, we only need to see the preview link you send to us.

5b – Test Introduction

Candidate A is attending your supervised training session. This session will use an online test so the test instructions and practice questions will be presented to the candidate on screen. Your task, as supervisor for this testing session, is to welcome Candidate A and introduce the session. Audio record yourself delivering this introduction.

Guidance for completing your audio test introduction:

- Use the template on page 48 of your workbook to support writing your introduction. Amend for the tests you have chosen to use for Candidate A.
- Consider the tone you use to put your candidate at ease for the testing session.
- Save your audio file as a WAV, MP3, WMA file or similar, and attach this to your email alongside the other coursework tasks you submit.

The screenshot shows the 'Summary' page of the Bureau Request Form. The header includes the Saville Assessment logo and the Willis Towers Watson logo. The page is divided into a left sidebar with navigation options (PROJECT DETAILS, INSTRUMENTS, REPORTS & NORMS, EMAIL SET UP, SUMMARY) and a main content area. The 'Project Details' section contains the following information:

REQUESTED BY Example Example@example.com	COMPANY Example
BILLING CONTACT (NAME) Example	PO NUMBER N/A
BILLING CONTACT (TEL NO.) 0777777777	COST CENTRE N/A
BILLING CONTACT (EMAIL) Example@example.com	VAT NUMBER N/A
BILLING CONTACT (ADDRESS) Example	DELIVERY ADDRESS Same as billing
PROJECT NAME Example	PROJECT TYPE NO RESPONSE
FEEDBACK PROVIDER Example Example@example.com	OTHER REPORT RECIPIENTS N/A

On the right side, there is a 'Note' section with a warning icon, a 'Finish Later' section with a highlighted link, and a 'Need Help?' section with an email icon.

5c - Test Invigilation

Historically, testing was only conducted with pencil and paper assessments. To prepare for Candidate A's testing session, watch this video that outlines a traditional test administration session. In a real testing session you would need to complete a Test Session Record to track the session and have a written account of anything you want to flag to the hiring manager.

1. Practice filling in the Test Session Record (page 9 in this document) as you watch this video. You may not be able to fill all of the boxes but should complete as far as you can.

Example of pencil and paper testing

<https://www.youtube.com/watch?v=IH1-PJnnpPQ&feature=youtu.be>

2. Explain how you would manage each, "deviant behaviour" listed below. These are actual deviant behaviours candidates might exhibit in a real testing session. Please also include reasoning for your actions. For example, a candidate asks, "When do we get feedback?" after the test. How you manage this will be dependent on your hiring process and your company's testing and feedback policy but you are able to give the candidate this information.

Deviant Behaviours

Before the test...

- Starting before the test administrator has said it is okay to do so
- The candidate asks, "Who will see the results?"

During the test...

- The candidate asks, "How long do we have left?"
- The candidate asks, "Can I leave a question out?"

After the test...

- The candidate says, "I've done this test before..."
- The candidate asks, "Can you explain question five to me?"

Test Session Record

Venue	
Test Administrator Name	
Test Session Time	

Test					
Version					
Test Time (Length)					
Test Session Began (Clock Time)					
Test Session Finished (Clock Time)					
No. of Candidates					

Any interruptions, event, disturbances	
Any deviant behaviours	
Any questions or issues raised by candidates	

5d – Test Marking

Candidate D indicated that they had additional requirements which necessitated their use of a hard-copy assessment. Your task is to mark Candidate D's completed Verbal Reasoning answer form on page 12.

The instructions and examples below will help explain how to calculate their total score, speed, accuracy and caution and then report the Percentile, Sten and T-score range for Candidate D's total score.

- Follow each answer across to the relevant shaded box. Indicate each correct answer with a ✓ and each incorrect answer with a x in that box. If an answer is blank, leave the relevant box blank (see example below; in Figure 1, question 4, the correct answer is C but no response is given; the corresponding box is therefore left blank).
- Total the correct (✓), incorrect (x) and blank answers for each column and check that the sum of these matches the number of items (see Figure 2).
- Now total each of the columns to get the number of correct (✓), incorrect (x) and blank answers.
- Use the Blank (BLA), Attempted (ATT), and Total (TOT) figures to calculate the Accuracy (ACC), Speed (SPE) and Caution (CAU) values (see Figure 2).
- Transfer all figures to the Score Summary Table, (see Figure 3).
- Use the Profile Chart to work out and report the percentile, Sten and T-score range. You need to identify the total score on the Profile Chart and follow this down to the %ile, Stens, T-scores box at the bottom of the page. Identifying the corresponding %ile, Sten and T-score is a way of transforming your raw score into a normed score. This means you can benchmark Candidate D's responses against an external group. For the example in Figure 4, the candidate's total score is 17 which is at the 46th percentile, Sten 5 and their T-Score range is 45 – 49.
- You need to send through the total score, accuracy, speed, caution and the percentile, Sten and T-score range for Candidate D's total score. You do not need to report percentile, Sten and T-score range for any of Candidate D's other scores (i.e their Accuracy, Speed, Caution or the types of questions completed).

Figure 1.

Figure 2.

	✓	X	Blanks	No. of Items
UWM	2	2	1	5
CT	3	1	2	6
MVI	4	1	0	5
EWM	6	1	0	7
CA	2	1	2	5
TOTAL	T17	6	B5A	28

28	-	BLA 5	=	ATT 23
TOT 17	/	ATT 23	=	ACC .74
ATT 23	/	28	=	SPE .82
ACC .74	-	SPE .82	=	CAU -.08

Figure 3.

Score Summary Table:		Score	%ile	Sten	T
TOTAL SCORE (TOT)	17	46	5	45-49	
Accuracy (ACC)	.74				
Speed (SPE)	.82	You do not need			
Caution (CAU)	-.08	to report the			
Understanding Word Meaning (UWM)	2	Percentile, Sten			
Comprehending Text (CT)	3	or T for the			
Making Verbal Inferences (MVI)	4	remaining scores			
Evaluating Written Materials (EWM)	6	for this task.			
Comparing Arguments (CA)	2				

Figure 4.

Example Profile Chart

Scores		Low			Below Average			Average			Above Average			High										
Total	TOTALSCORE(TOT)	<=5	7	9	11	13	15	17	19	21	23	25	27											
		6	8	10	12	14	16	18	20	22	24	26	28											
Test Taking Style	Accuracy(ACC)	<=.32	.36	.39	.43	.46	.49	.53	.56	.60	.63	.66	.70	.73	.77	.80	.83	.87	.90	.94	.97	1		
		.34	.37	.41	.44	.48	.51	.54	.58	.61	.65	.68	.71	.75	.78	.82	.85	.88	.92	.95	.99			
	Speed (SPE)	<=.61		.68		.75		.82		.89		.96												
		.64		.71		.79		.86		.93		1												
	Caution(CAU)	<= -.61	-.58	-.54	-.50	-.46	-.43	-.39	-.35	-.31	-.28	-.24	-.20	-.17	-.13	-.09	-.05	-.02	.02	.06	.09	.13	.17	>=.21
		-.59	-.56	-.52	-.48	-.45	-.41	-.37	-.33	-.30	-.26	-.22	-.18	-.15	-.11	-.07	-.04	-.00	.04	.08	.11	.15	.19	
Item Type	Understanding Word Meaning (UWM)	<=1					3					5												
		2							4															
	Comprehending Text (CT)	0				2				4											6			
		1							3				5											
	Making Verbal Inferences (MVI)	0				2					4													
		1							3				5											
Evaluating Written Materials (EWM)	0				2				4			6												
	1				1			3			5			7										
Comparing Arguments (CA)	0				2					4														
	1							3				5												
%ile		1	2	4	5	8	12	16	21	27	34	42	50	58	66	73	79	84	88	92	95	96	98	99
		2	3	4	7	10	14	18	24	31	38	46	54	62	69	76	82	86	90	93	96	97	98	
Stens		1	2	3	4	5	6	7	8	9	10													
T - scores		25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	65 - 69	70 - 74													

Candidate D Answer Form

	A	B	C	D
1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D
9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

	A	B	C	D
13	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D
17	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

	A	B	C	D
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
23	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A	B	C	D
25	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

	UWM	CT	MVI	EWM	CA
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					

Correct answer indicator
 Answered
 Both answers must be filled in for item to be correct

Score Summary

	✓	X	Blanks	No. of Items
UWM				5
CT				6
MVI				5
EWM				7
CA				5
TOTAL	TOT		BLA	28

$28 - \text{BLA} = \text{ATT}$
 $\text{TOT} / \text{ATT} = \text{ACC}^*$
 $\text{ATT} / 28 = \text{SPE}^*$
 $\text{ACC} - \text{SPE} = \text{CAU}$

* Round to 2 decimal places

Profile Chart

Scores		Low			Below Average			Average			Above Average			High										
Total	TOTAL SCORE(TOT)	<=5	7	9	11	13	15	17	19	21	23	25	27											
		6	8	10	12	14	16	18	20	22	24	26	28											
Test Taking Style	Accuracy(ACC)	<=.32	.36	.39	.43	.46	.49	.53	.56	.60	.63	.66	.70	.73	.77	.80	.83	.87	.90	.94	.97	1		
		.34	.37	.41	.44	.48	.51	.54	.58	.61	.65	.68	.71	.75	.78	.82	.85	.88	.92	.95	.99			
	Speed(SPE)	<=.61		.68		.75		.82		.89		.96												
			.64		.71		.79		.86		.93		1											
	Caution(CAU)	<= -.61	-.58	-.54	-.50	-.46	-.43	-.39	-.35	-.31	-.28	-.24	-.20	-.17	-.13	-.09	-.05	-.02	.02	.06	.09	.13	.17	>=.21
			-.59	-.56	-.52	-.48	-.45	-.41	-.37	-.33	-.30	-.26	-.22	-.18	-.15	-.11	-.07	-.04	-.00	.04	.08	.11	.15	.19
Item Type	Understanding Word Meaning(UWM)	<=1					3										5							
			2								4													
	Comprehending Text(CT)	0				2						4									6			
				1						3							5							
	Making Verbal Inferences(MVI)	0				2						4									5			
		1							3															
Evaluating Written Materials(EWM)		0				2					4									6				
					1				3							5							7	
Comparing Arguments(CA)	0					2						4												
					1					3													5	
%ile		1	2	4	5	8	12	16	21	27	34	42	50	58	66	73	79	84	88	92	95	96	98	99
		2	3	4	7	10	14	18	24	31	38	46	54	62	69	76	82	86	90	93	96	97	98	
Stens		1	2	3	4	5	6	7	8	9	10													
T - scores		25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	65 - 69	70 - 74													

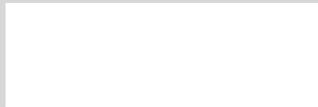
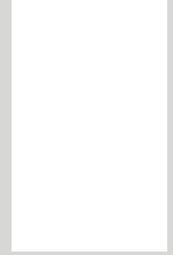
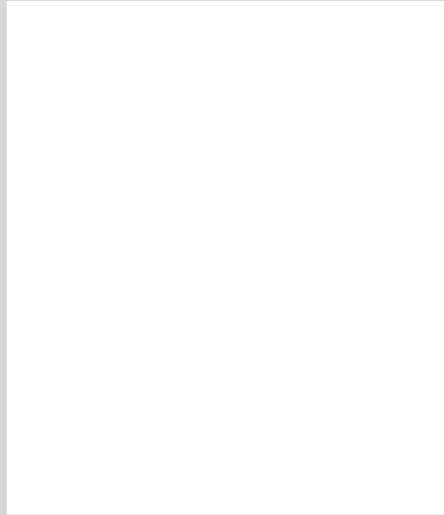
Next Steps:

When you have completed the reports, lists and invite email, email/post them to your Course Director:

Saville Assessment
CI Tower
1st Floor St George's Square
New Malden
KT3 4HG

Tel: 020 8619 9000

Email: training.administrator@savilleassessment.com



About Saville Assessment, a Willis Towers Watson Company

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