

People Assessments in Industry (PAI) Assessment Survey 2020

2021 Presentation

Agenda

- Background to PAI
- Current Legislation
- Assessment Standards South Africa (ASSA)
- 2020 PAI Survey Results
- Summary of Broad Insights
- Questions and Comments

Background to PAI

- Established in 1998 to proactively engage various stakeholders interested in psychological assessment in South African industry.
- Functions as an interest group of the Society for Industrial and Organisational Psychology in South Africa (SIOPSA) since 2005.
- Purpose of PAI is to ensure testing exists in the South African context as a value adding, ethical and fair practice.

Background to PAI

- PAI acts as an independent body but seeks to build relationships and to collaborate with such bodies as the:
- Health Professions Council of South Africa (HPCSA),
- Association of Test Publishers (ATP),
- Psychological Society of South Africa (PsySSA)
- Assessment Centre Study Group of South Africa (ACSG),
- The International Test Commission (ITC),
- Assessment Standards South Africa (ASSA),
- Business SA, test users and test takers who have similar interests with regards to assessments in the workplace.

Roles of Key Stakeholders in Assessment space

Health Professionals Council of SA (HPCSA)

- Regulatory body
- Guides the profession
- Protects the public
- Classification of Assessments

People Assessments in Industry (PAI)

- Interest group of SIOPSA
- Independent and non-regulatory body
- Fosters collaboration and shares best practices

Assessment Standards South Africa (ASSA)

- Independent and non-regulatory body
- Voluntary submission and review of Assessments

- Chairperson - David Bischof – (Organisational Management Technology - Evalex)
- Jaco de Jager (Top Talent Solutions)
- Nadene Venter (Independent Consultant)
- Kevin Distiller (Organisational Management Technology - Odyssey)
- Nivy Moodley (HOD : SAA Academy of Learning | Human Resources)
- Zaheera Laher (Independent Consultant)
- Sherwyn Rossouw – (BeSolid Consulting)

Current Legislation

Current South African Assessment Legislation

- Employers and/or psychologists and psychometrists need to comply with the provisions of the EEA act section 8 (a), (b) and (c) which state that the use of Psychological testing and other similar assessments of an employee are prohibited unless the test or assessment being used-
 - ✓ Has been scientifically shown to be valid and reliable;
 - ✓ Can be applied fairly to all employees;
 - ✓ Is not biased against any employee or group;
- The above prohibition holds true for all testing of employees irrespective if it is a Psychological test, or not, being used.
- All tests measuring a Psychological construct must be registered with the HPCSA and can only be used by a person registered with the HPCSA.

Current South African Assessment Legislation

- To classify any device, instrument, questionnaire, apparatus, method, technique or test aimed at the evaluation of emotional, behavioural and cognitive processes or adjustment of personality of individuals or groups of persons, or for the determination of intellectual abilities, psychopathology, personality make-up, personality functioning, aptitude or interests by the usage and interpretation of questionnaires, tests projections or other techniques or any apparatus, whether of SA origin or imported, and to report thereon to the Professional Board.
- The Annual publication of a list of psychological tests/psychometric instruments classified by the Professional Board
- Develop training guidelines/standards related to psychometrics and psychological assessment that can inform and be used in the accreditation of qualifications, universities and internship programmes, when setting the national Board examinations, and for continuing professional development purposes
- Develop guidelines for ethical practice related to test use and psychological assessment and how to assess whether a psychological test meets the required standards
- Develop minimum requirements/standards for psychological tests
- Classification will entail verifying whether a test was psychological or not. To this end, practitioners and publishers should submit the full test manual that states the construct(s) tapped by the test. No costs would be attached to test classification by the Professional Board.

Certification events to date

- March 2015 – stakeholders’ meeting at Emperor’s Palace with first steps towards envisioning a new process very positively received.
- 2016-2017 – task force was convened to consider the possibility of establishing a body to oversee test standards in South Africa comprising of representatives from the HPCSA; PAI (SIOPSA); PsySSA; ATP and the ITC.
- April 2016 - PAI hosted event ‘Psychological Testing at a Cross-Road: A future perspective debate with HPCSA, ATP, SIOPSA and PsySSA stakeholder panel discussion
- 2017 – SIOPSA conference panel discussion with HPCSA, ATP, SIOPSA, PsySSA and ITC
- 2018 - Creation of NPO and working committees to look at potential process, structure, guidelines and best practice models for SA evaluation criteria (psychological and non-psychological tests). Includes stakeholders from PAI (SIOPSA), PsySSA and ATP.
- May 2018 – PAI hosted event included panel discussion with Prof Marise Born, Prof Hennie Kriek, Mr Justin August, Prof Sumaya Laher – discussion on commonalities and differences across various models and how these could be applied to the South African context
- July 2018 - Meetings and interactions with the Department of Labour and presentation to the HPCSA.
- 2018 – PAI hosted event at SIOPSA and PsySSA panel discussion with SIOPSA, PsySSA and ATP individuals to discuss ‘Towards South African assessment evaluation criteria - mapping best practice models’
- 2019 – ASSA presented at the ACSG and SIOPSA conference on the ASSA review process and criteria documentation
- 2020/2021 – set-up of online Assessment Certification Process and Pilot project

- An independent non-regulatory external assessments evaluation ‘body’ working collaboratively with the support of the Department of Labour and the HPCSA to assist in implementing a robust, best practice and technology enabled process that could be used to review people assessment instruments and tests.
- It is envisaged that this body will look at the broad spectrum of instruments that are used in South Africa and will not be limited to psychological tests only. In cases where an instrument meets the criteria for test classification as a psychological test, the applicants will be informed accordingly about submitting the test for classification to the HPCSA as per the statutory requirements.

The core purpose of Assessment Standards South Africa (ASSA) would be to review the quality of tests that are available for use in South Africa. Based on the experience in other countries the voluntary submission of assessment instruments for objective evaluation and reviews will raise the general standard and awareness of using quality tests.

- The ASSA would provide a minimum standards focus in South Africa for all activities in relation to tests and testing.
- Maintain a website and online platform to provide information for best practice, results of test reviews and access to information about tests and testing
- The activities of ASSA presented here should be considered as applying to all such procedures, whether or not they are labelled as 'psychological tests' or other similar assessments

Assessment Standards South Africa



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- Directors comprising industry stakeholders from SIOPSA; PsySSA and the ATP with input from the ITC and collaboration with the HPCSA all with the common goal of promoting responsible and ethical test standards in South Africa.
- Financial contributions from SIOPSA, PsySSA and ATP for the establishment and initial activities of the ASSA
- The content and evaluation criteria for test reviews were developed in relation to the current HPCSA test classification guidelines as well as those proposed by EFPA, modified to take the South African assessment context into consideration and the ratification of such a system by relevant professional bodies
- These criteria are clear and transparent and maintain the rigour required for test development and adaptation.
- In terms of the process of undertaking reviews, internationally recognised and benchmarked systems, most notably the BUROS system, the BPS system, the Norwegian system and the COTAN system were examined to ensure a best practice model for the South African assessment landscape.

- Task force established under leadership of the late Prof. Deon Meiring developed test content and evaluation criteria, process and documents based on EFPA guidelines and other international models
- Task force established under leadership of Prof. Hennie Kriek (including Dr. Nicola Taylor and Prof. Marie de Beer) established ASSA test review process based on successful international models. To include test submission and review process
- Sharing of ASSA test review process and criteria with HPCSA, SIOPSA, ATP a PsySSA stakeholders for comment and input
- Development of online Assessment Certification Process
- Pilot with interested ATP members during 2021

Certification Process



Survey Information

To understand the current assessment landscape in South Africa:

- Elicit the views of assessment practitioners around the current use of assessments;
- Understand some of the impact of Covid-19 on assessment practitioners;
- Gauge the legislative and relevant knowledge level of assessment practitioners;
- Identify areas that professional bodies can contribute to the profession; and
- Ascertain the specific concerns of psychometrists

- Survey was launched on 1 September 2020
- Distributed through the following channels:
 - SIOPSA's various social media platforms – Facebook, LinkedIn, Instagram
 - PsySSA database
 - ATP database
 - Exco network for SIOPSA and PAI members
 - Facebook Database of psychometrists
- Survey closed off on 24 September 2020
- 139 respondents captured

Section One: Biographical information

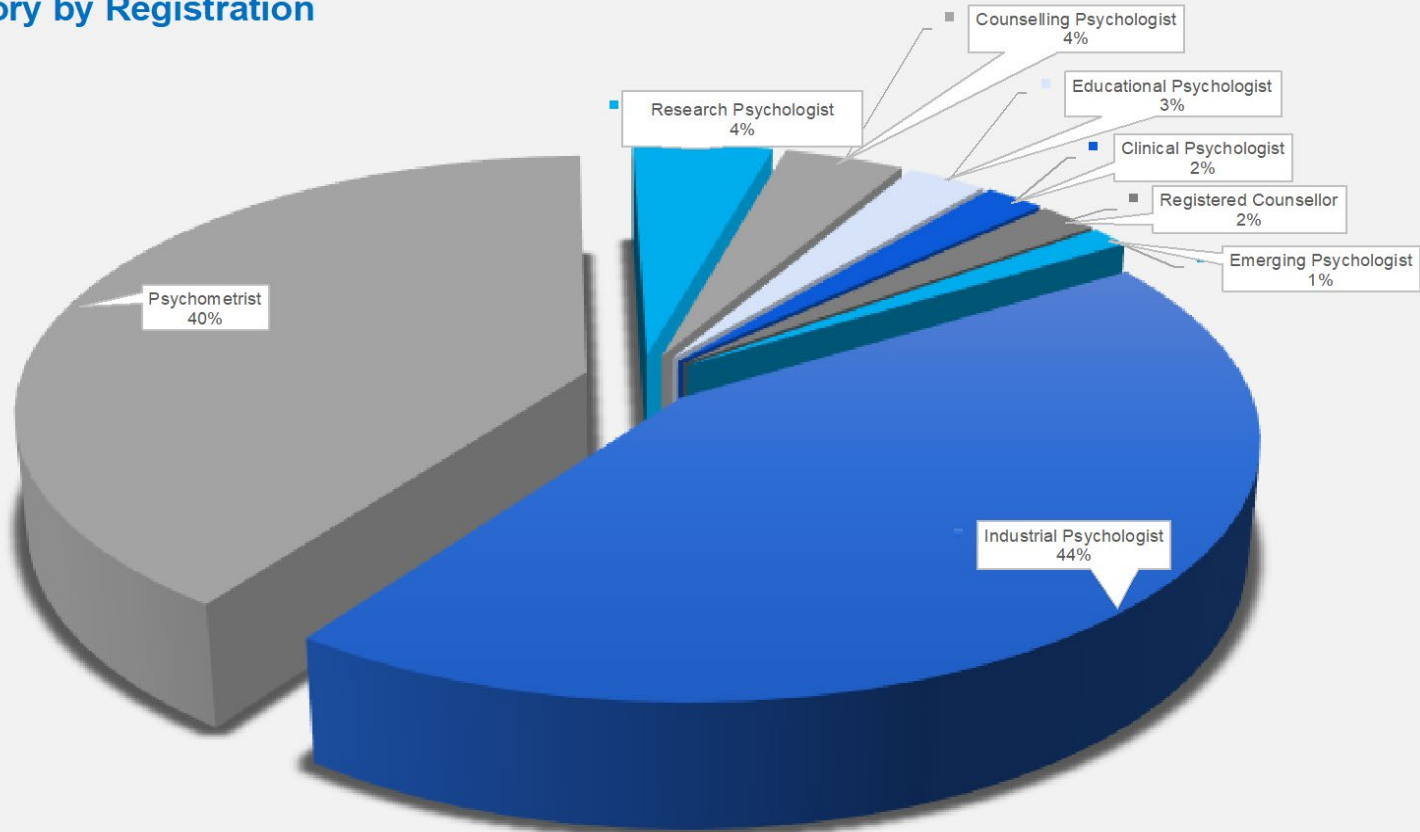
Composition of Sample



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Category by Registration



Note: Some individuals are registered in more than one category. Hence, there were more than 139 responses

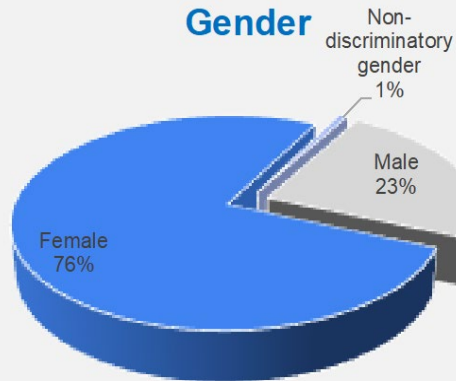
Demographics of Sample



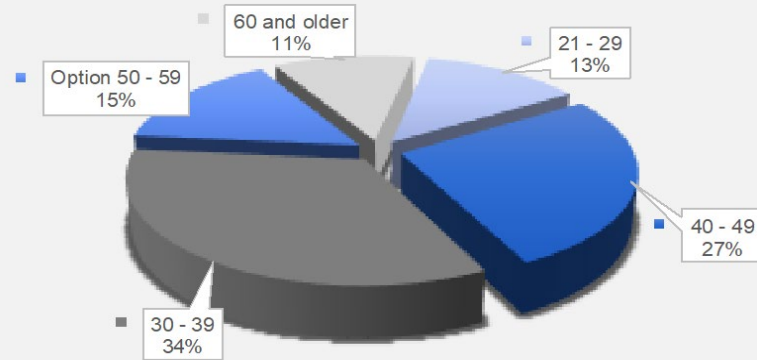
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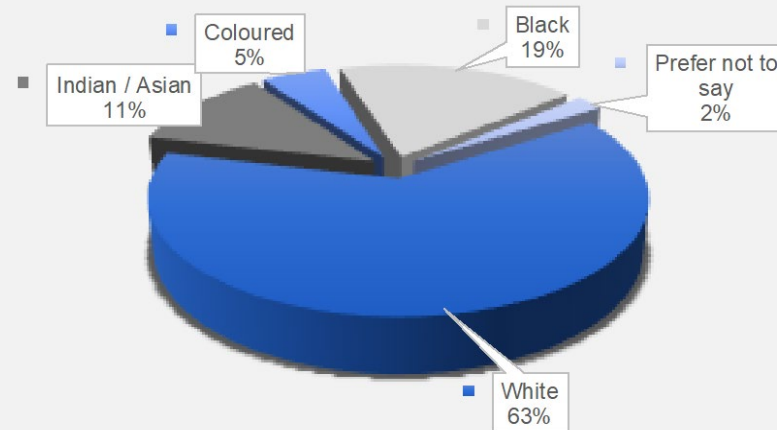
Gender



Age



Race



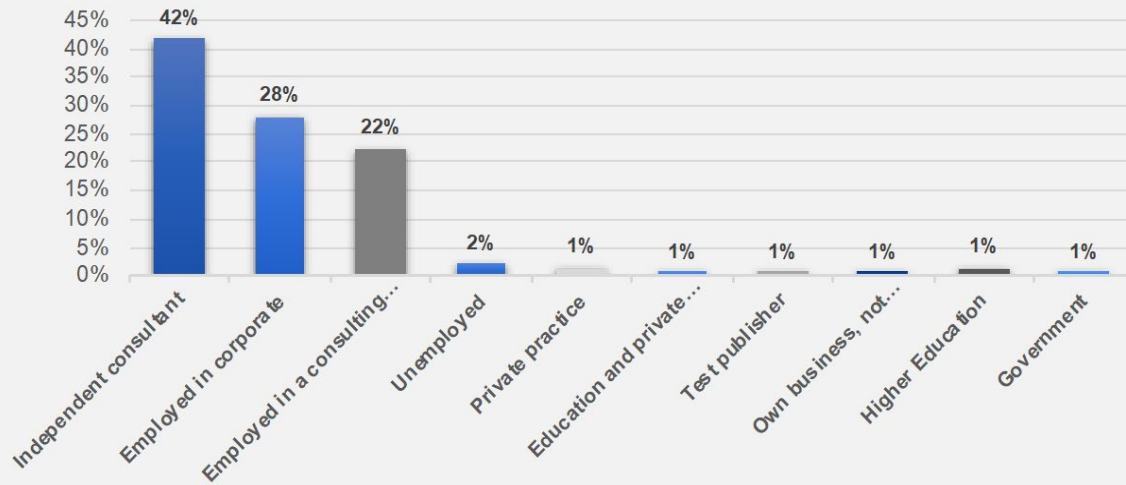
Demographics (continued)



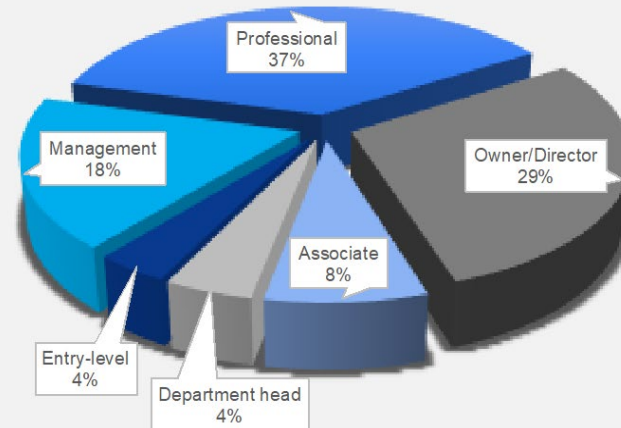
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Employment Status



Employment Level



Section Two: General Assessment Practices

- The reason most assessments are conducted is for a combination of selection, development and talent management.
- The key focus areas in this order for selection are :
 - Personality
 - Cognition
 - Emotional intelligence
 - Assessment centres
 - Integrity
 - Values and motives

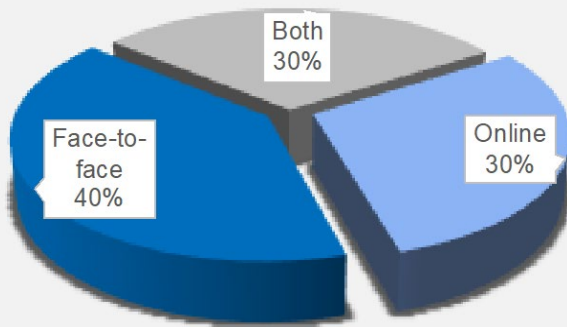
Impact of Covid-19



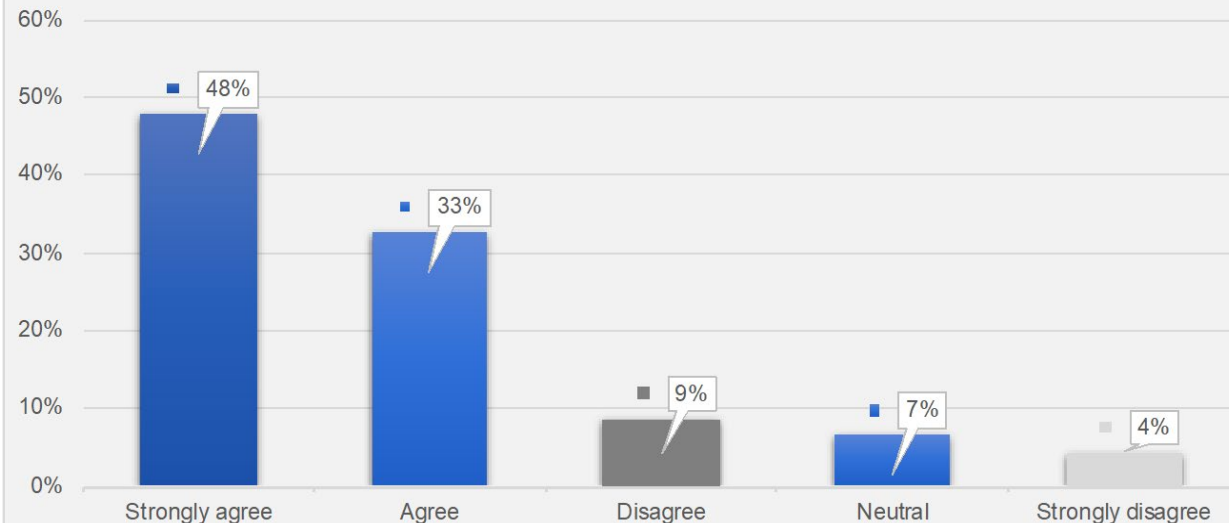
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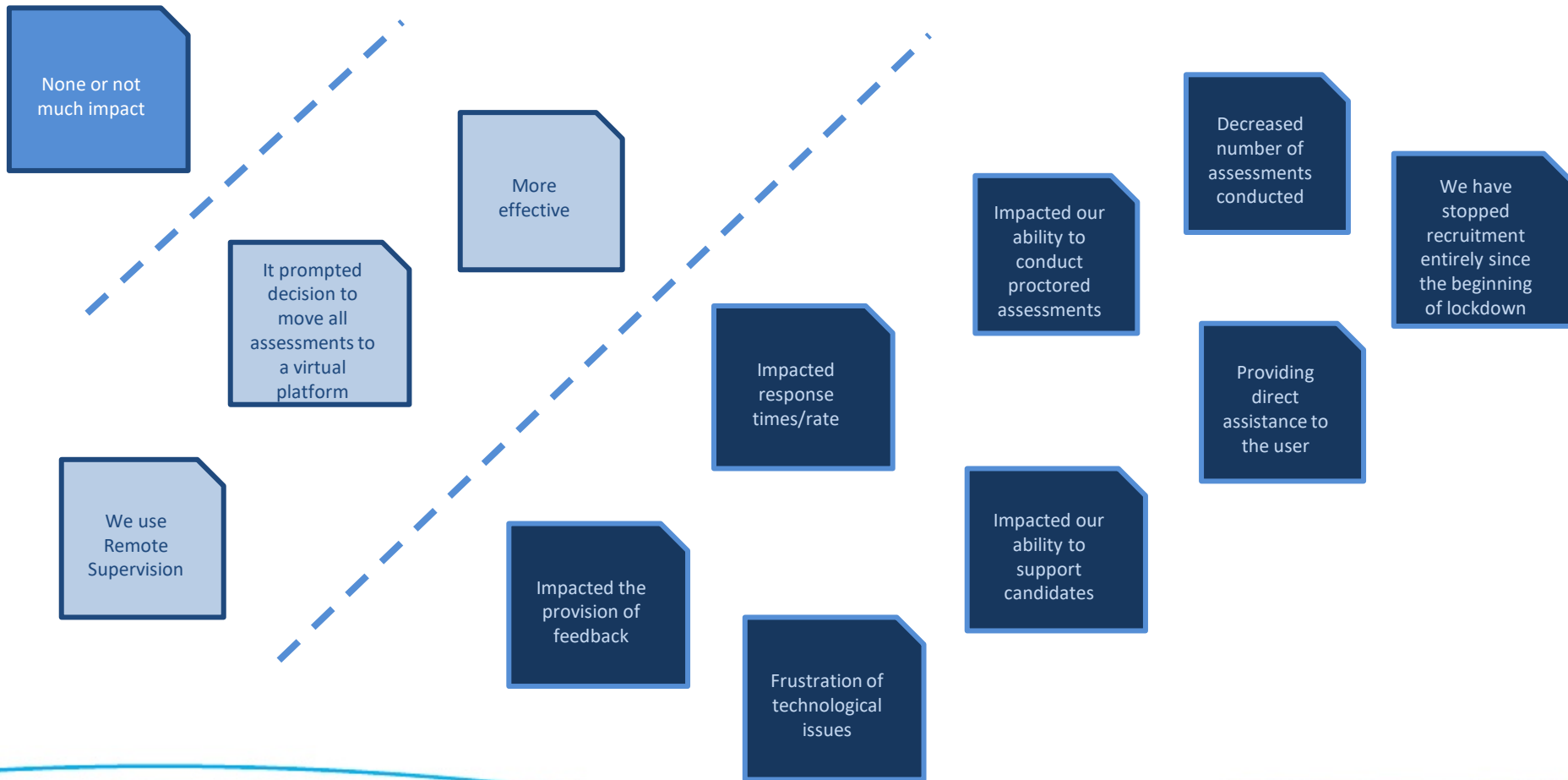
Type of Assessments used pre-Covid



Covid has had an Impact on Assessment Practices



Impact of Covid-19



Assessment Use

- 57% - claim that the use of assessments has increased in the last two years
- 78% - state that their organisation has an assessment policy

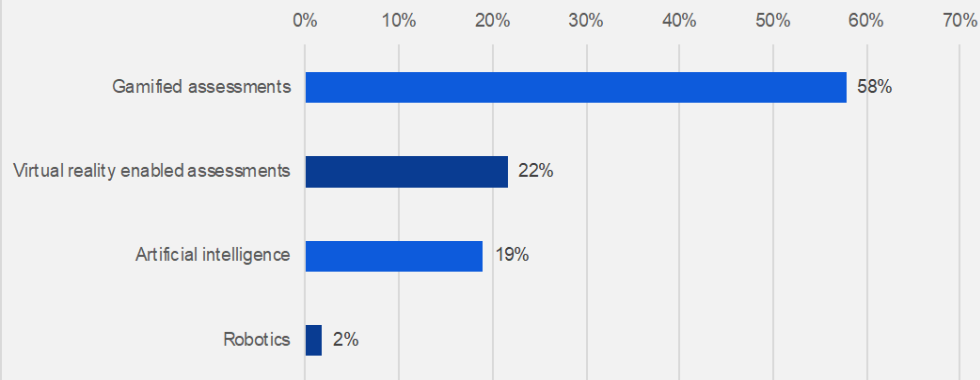


Section Three: Technological advances in assessments

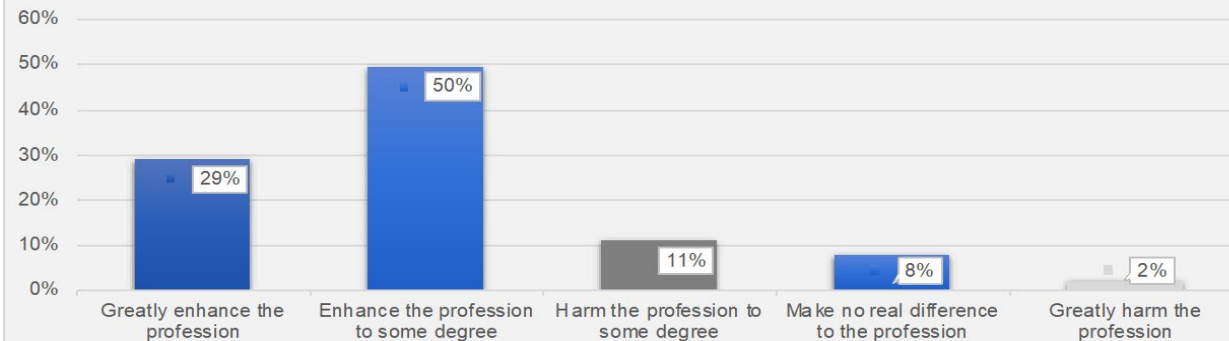
Technological advances in assessments

- 66% - considered using gamified assessments, robotics, artificial intelligence enabled assessments, or virtual reality enabled assessments

Which of following have you used for assessment purposes?



What impact do you think technological advancements in assessments (such a gamification and artificial intelligence) will have on the profession?

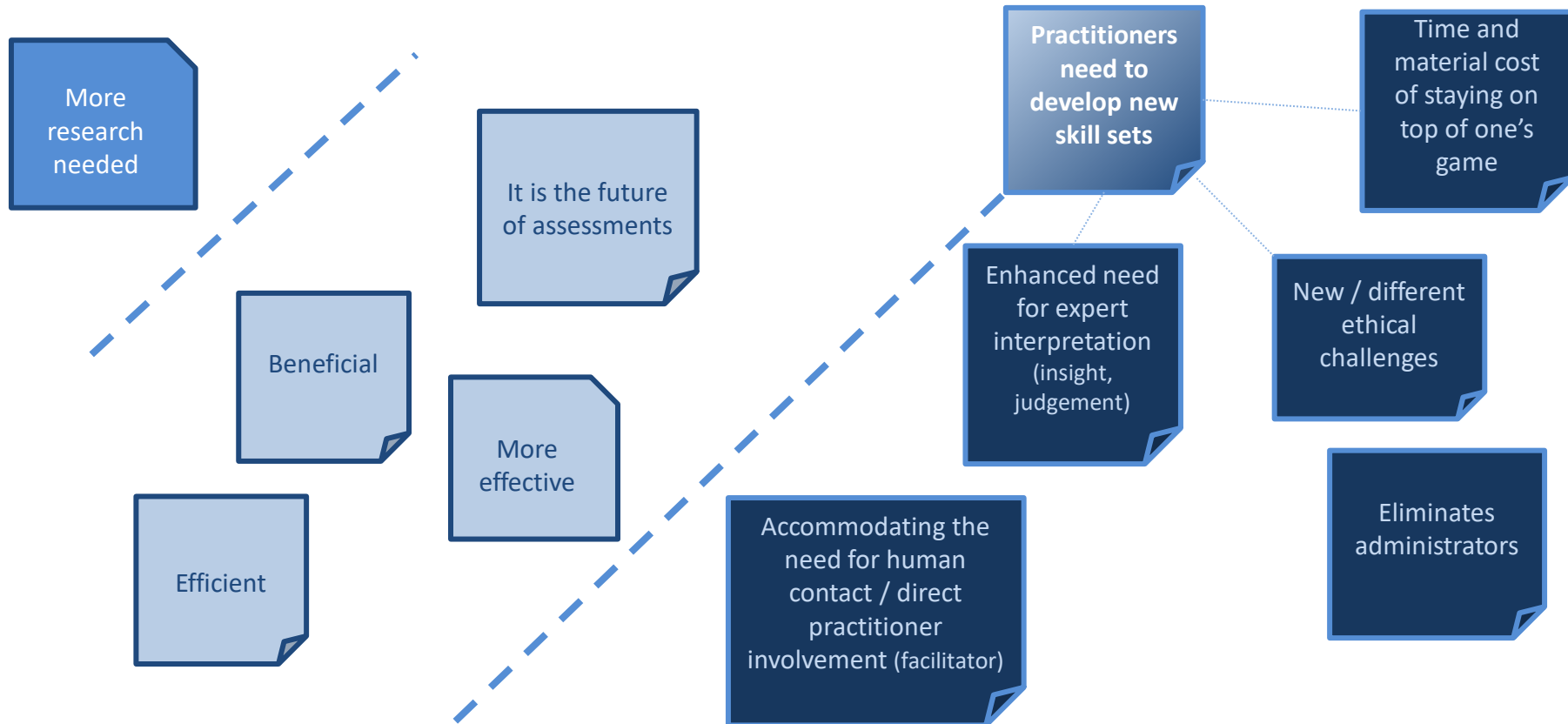


Comments on technological advances in assessments



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POSITIVES / OPPORTUNITIES



THREATS / CHALLENGES

How do you think the role of the assessment practitioner is changing around the use of technological enabled assessments?

- Role is less face-to-face
- Role is less of an administrator, more of a facilitator and advisor
- Role requires more insight, interpretation and judgment
- Upskilling on IT skills is required
- Requires an excellent understanding of validity and reliability
- Need to be mindful of bias and ethics
- Fit for purpose needs to be understood and applied
- Data analytics and AI skills required
- No change in role (3%)

What knowledge areas do you think need to be covered at University level to enable Assessment practitioners to be better equipped to work with the various forms of technology that are now being used in Assessments?

Practical exposure to
different tests and
assessment centres

Artificial intelligence

Data analytics

Coding

Determining validity
and reliability

Test development

IT skills

Items Response
theory

Statistics – beyond
SPSS

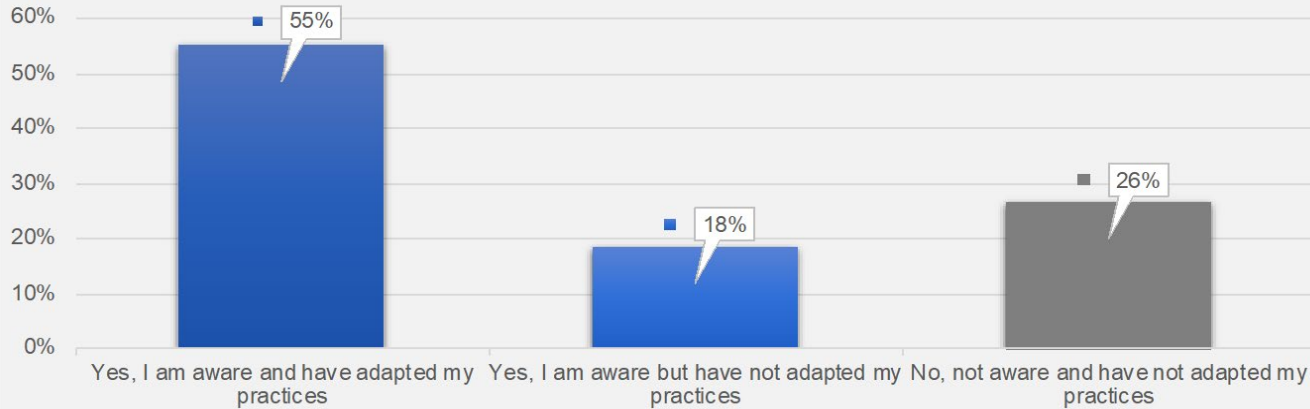
Section Four: Assessments and Legislation

Assessments and Legislation

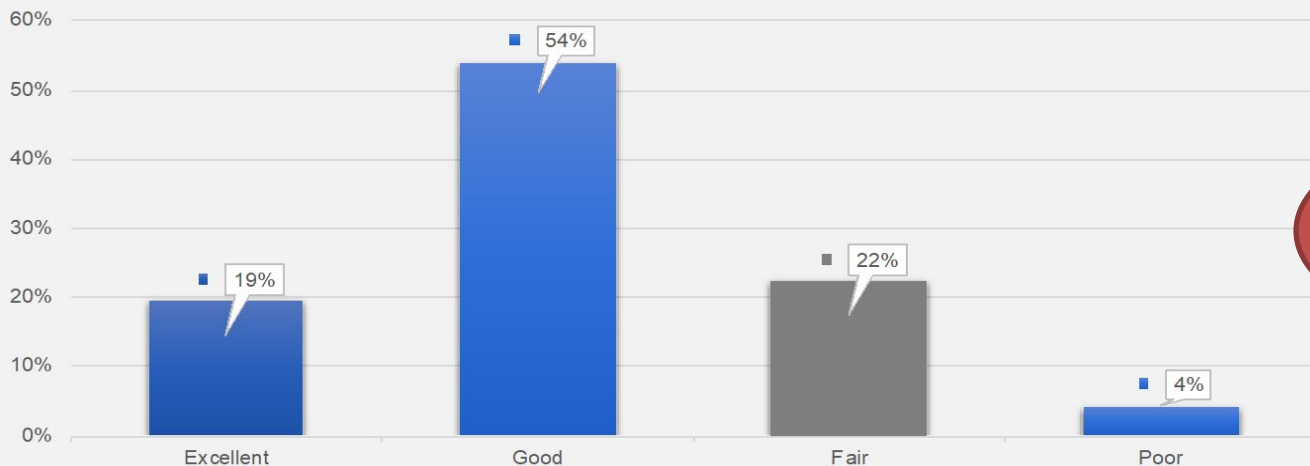


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Are you aware of and have you adapted your assessment practices since the release of the revised mandate of the Psychometrics Committee?

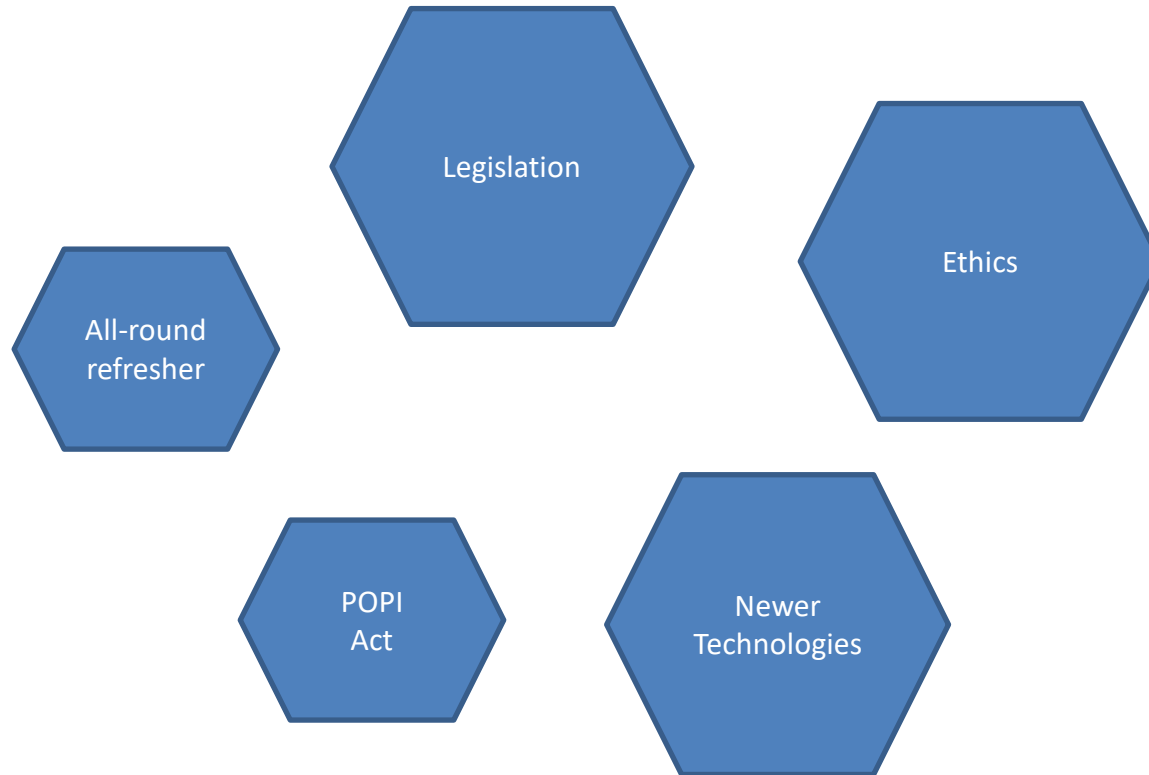


How would you describe your knowledge about the current legislation with regards to assessments in South Africa?



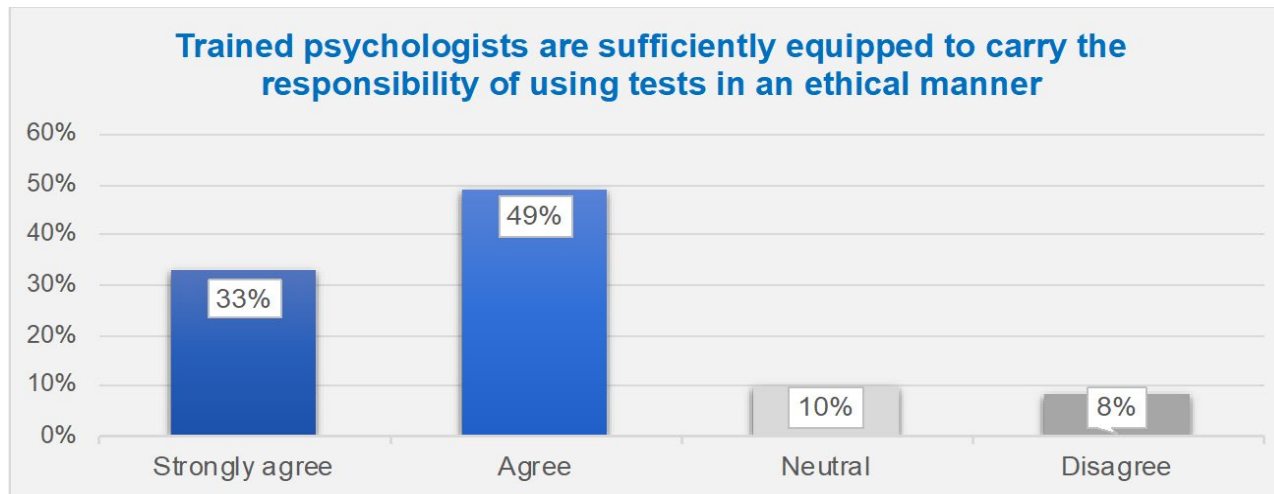
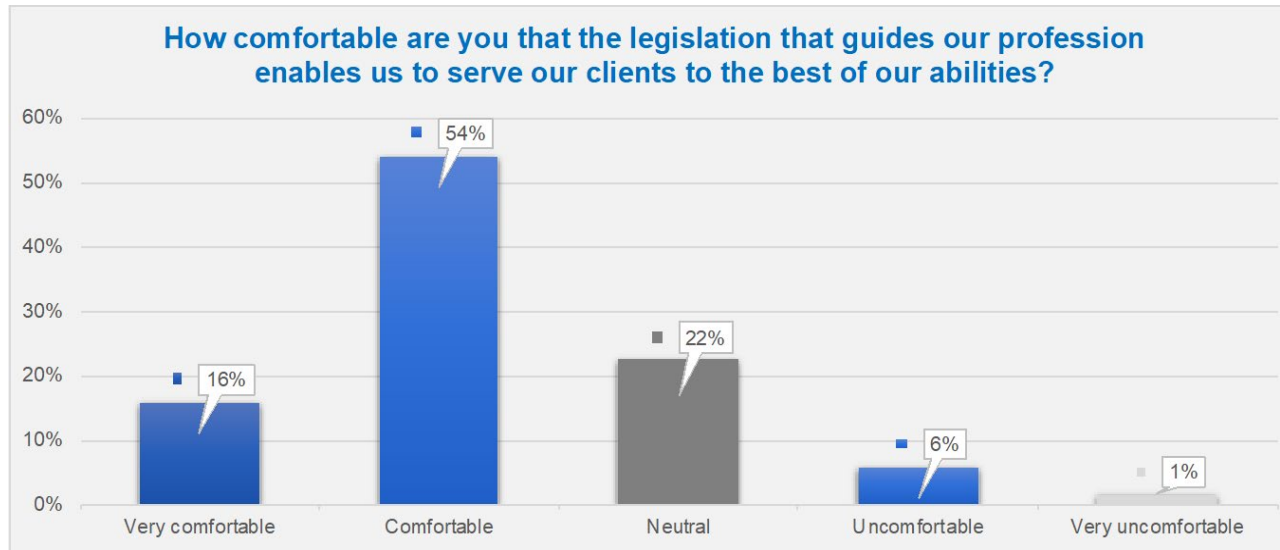
Look at how we
shift the bars
towards
“Excellent”

In which specific area/areas do you feel that your knowledge is lacking?

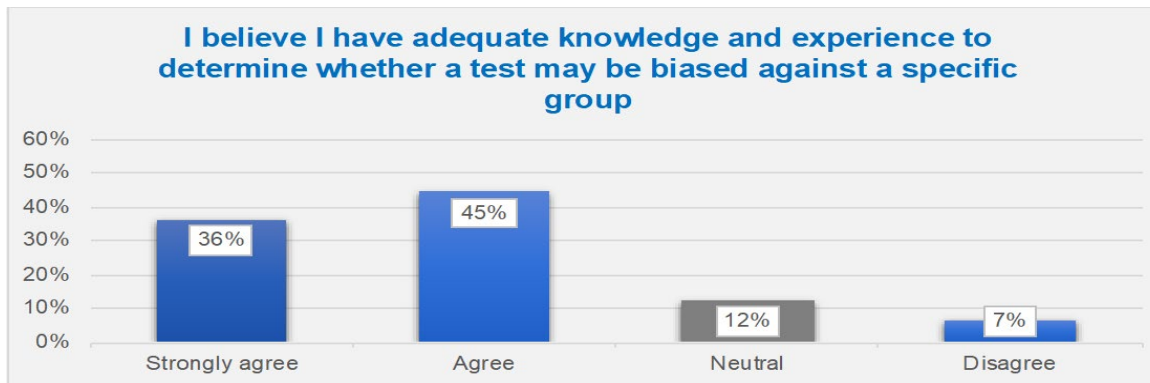
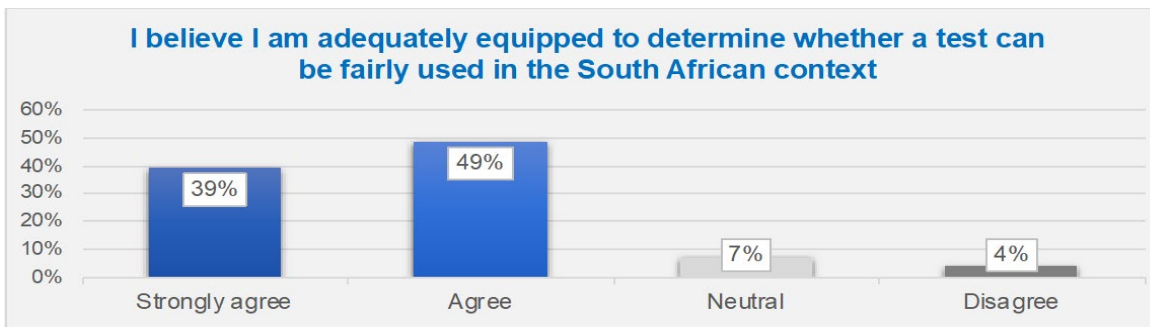
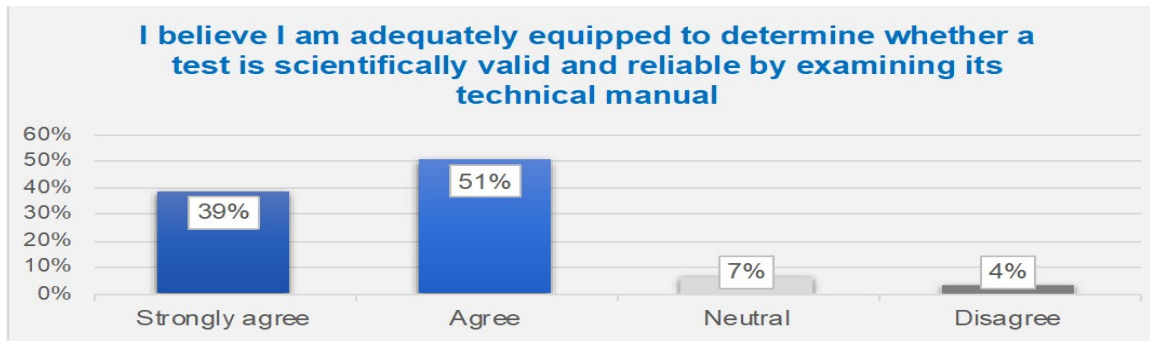


N.B. Size of text box is indicative of the number of responses. Hence, the bigger the text box, the more people identified that area as a knowledge gap.

Assessments and Legislation

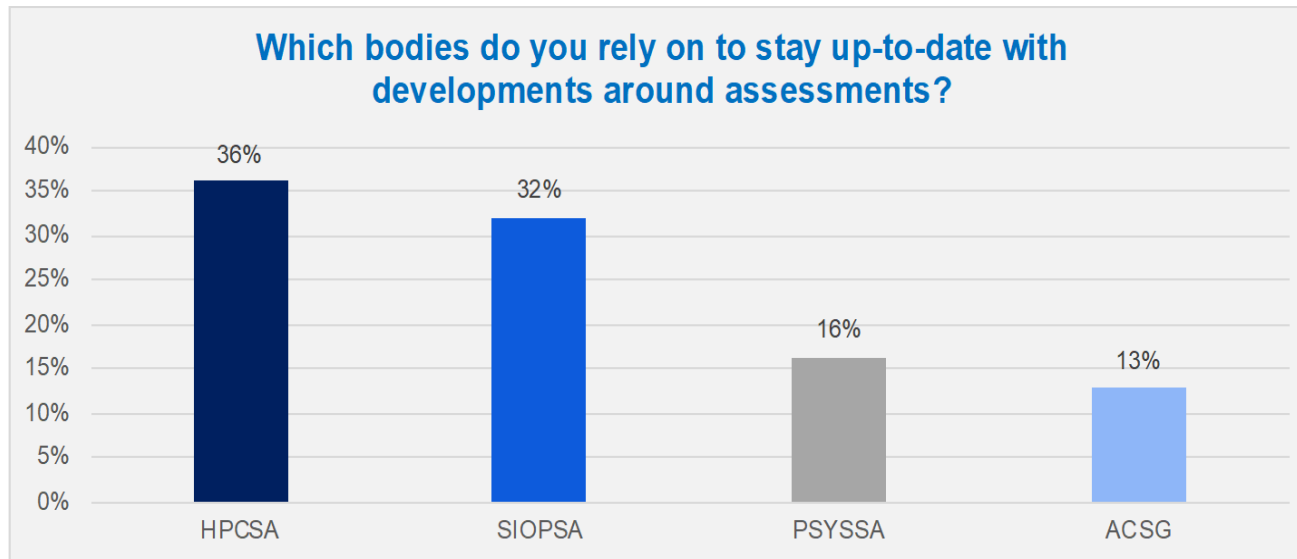
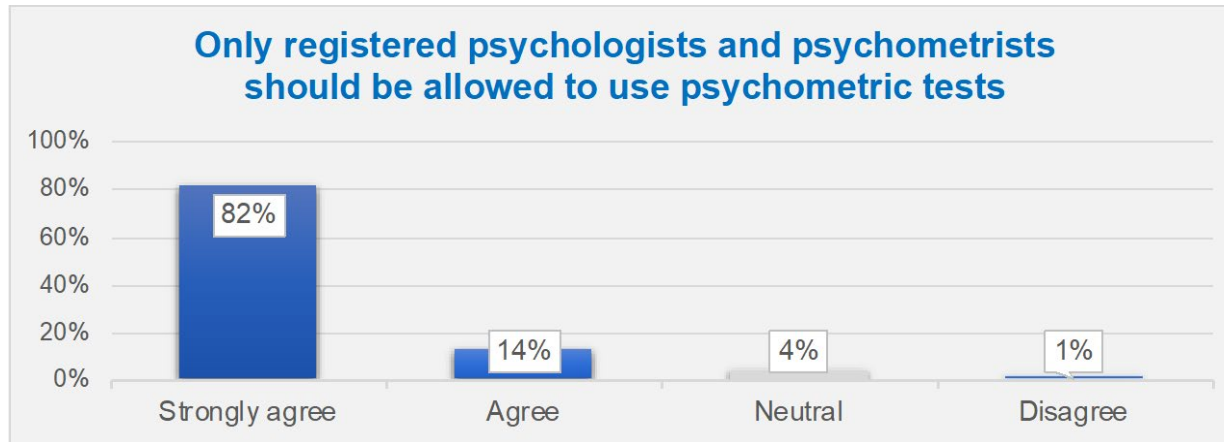


Assessments and Legislation



Lower on
this area

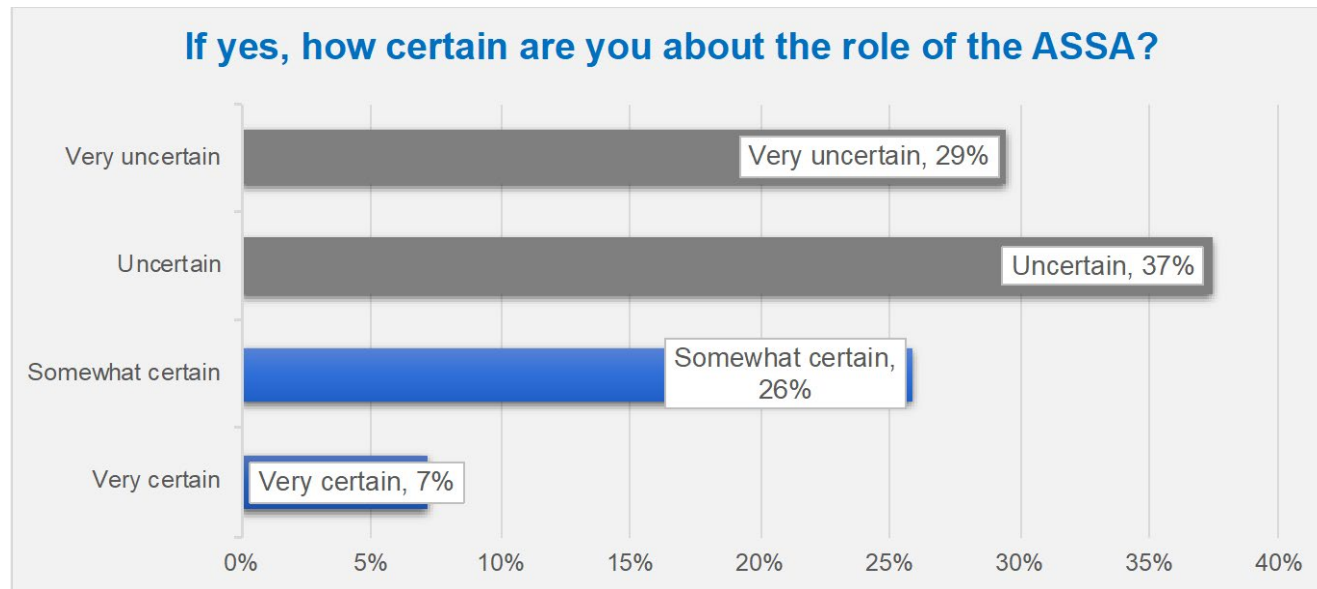
Assessments and Legislation



Assessments and Legislation

83% - Clear on the role of the HPCSA with regards to the classification and categorisation of tests?

50% split - Have you heard about the Assessments Standards South Africa (ASSA)?



Types of questions that you and or your clients currently asking regarding the fair and ethical use of assessments?

Bias and
fairness?

Registration of
case studies
with HPCSA?

Validity of
free online
assessments?

Effectiveness
of Telephonic
feedback?

Norms?

Validity
and
Reliability?

Impact of
language?

Classification
and
Certification
of tests

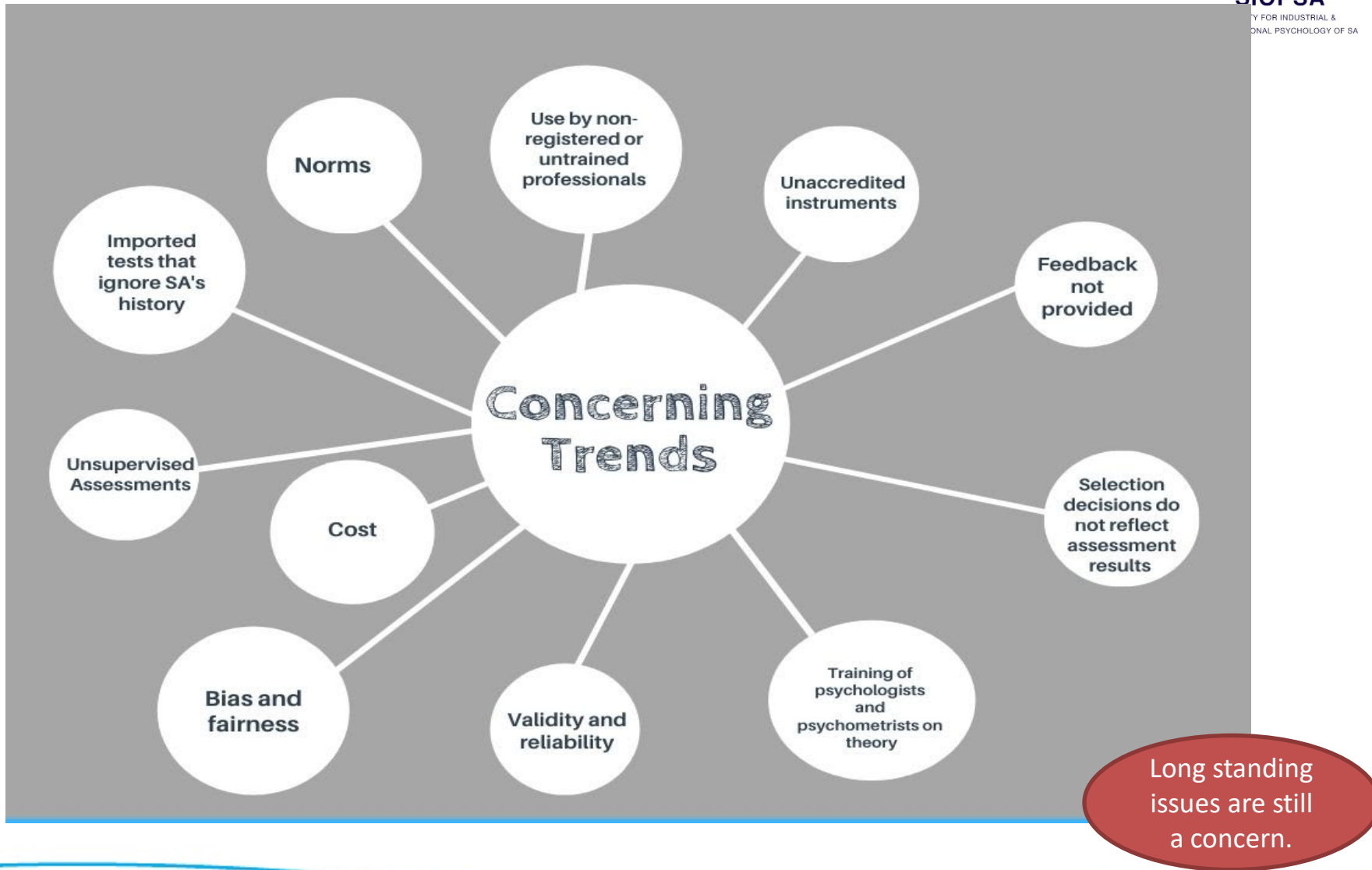
How to spot
'fly-by-night'
suppliers?

Expiration of
assessments?

Effect of
technology
on
assessments?

Section Five: General Questions

Concerning Trends



How do you think professional membership organisations can add value to your work in the assessment domain?

Keep members up
to date with
changes and new
developments

CPD

Training

Research

Information
sharing

Free best practice
discussions

Ethics

Practical exposure

Clear guidance

Networking

Control

Already add value

What recommendations do you have for improving testing and assessment practices in South Africa?

Test Developers / Distributors

- Develop tests for SA context
- Update norms
- Cost effective certified training
- Ensuring language and culture fairness
- Collaboration between assessment houses
- Have assessments available online in all languages
- Revitalised stance in driving test development

Regulatory Bodies

- Stricter legislation
- Ensure use of tests be registered professionals
- Quicker registration of tests at HPCSA
- Standard medical aid rates
- Qualify psychometrists as counsellors

What recommendations do you have for improving testing and assessment practices in South Africa?

Professional Bodies

- Knowledge sharing and training
- Education and awareness of the value and use of assessments
- Host workshops with different interest groups
- ASSA should start executing on their mandate
- Updated, clear, accessible best practice guidelines

Practitioners

- Apply the basics
- Familiarise oneself with different tools
- Focus on the science of the field, rather than sell single product measures
- Obtain a better understanding of Computer Application technology



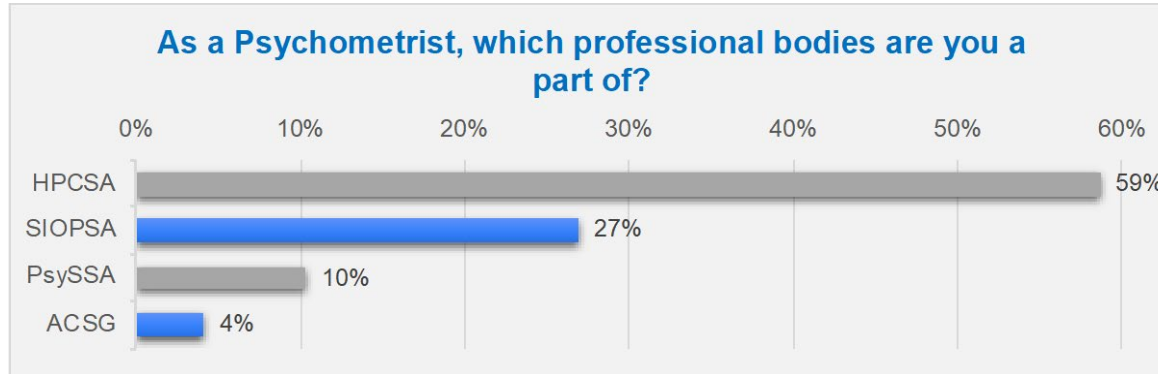
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What specific interventions can PAI undertake to improve the use of assessments in SA?

Falls within PAI	Falls outside of PAI
Provide guidance, best practice guidelines	Develop, compile and update SA norms
Bi-annual summary of practices / legislation	Monitor usage, receive complaints
Host webinars and CPD Events	Training and upskilling
Increase presence through marketing, more attractive and modern	Allow practicing professionals to participate in research
Clarify scope	Tighten regulations
Open dialogue forums and practical engagement	Audit organisations, practitioners and assessment houses
Include all Psychometrists, IOP and HR people in workshops	Medical aid rates for assessments - same for psychometrists and psychologists
Access to reading material	Negotiating for better training prices
Collaborate with the HPCSA	List or rank instruments
Promote the profession and educate the public	Test development training
Clarity on roles and responsibilities?	Qualify psychometrists as counsellors without having to do an extra qualification
	Enforce clearer guidelines
	Create new scholastic aptitude assessments

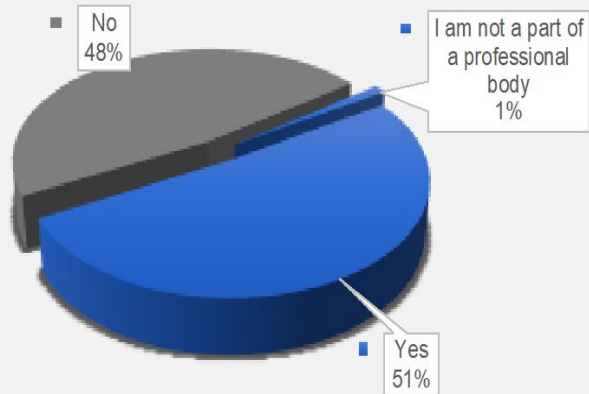
Section Six: Psychometrist Section

Psychometrists

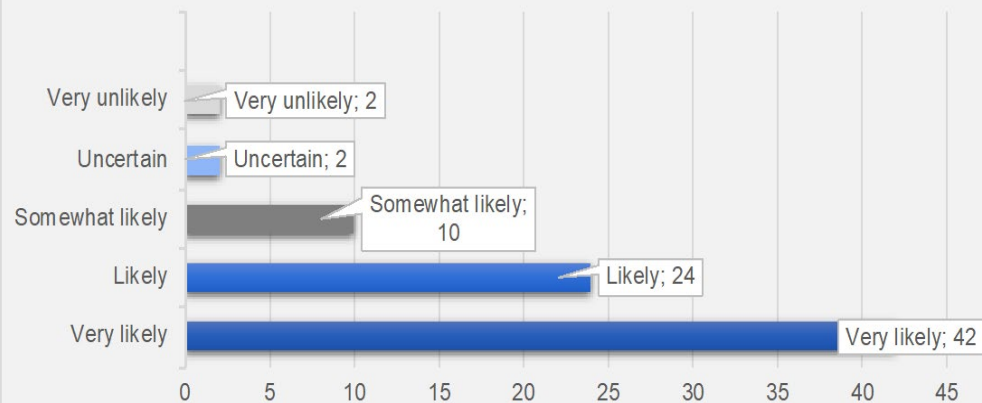


Interestingly,
not 100%

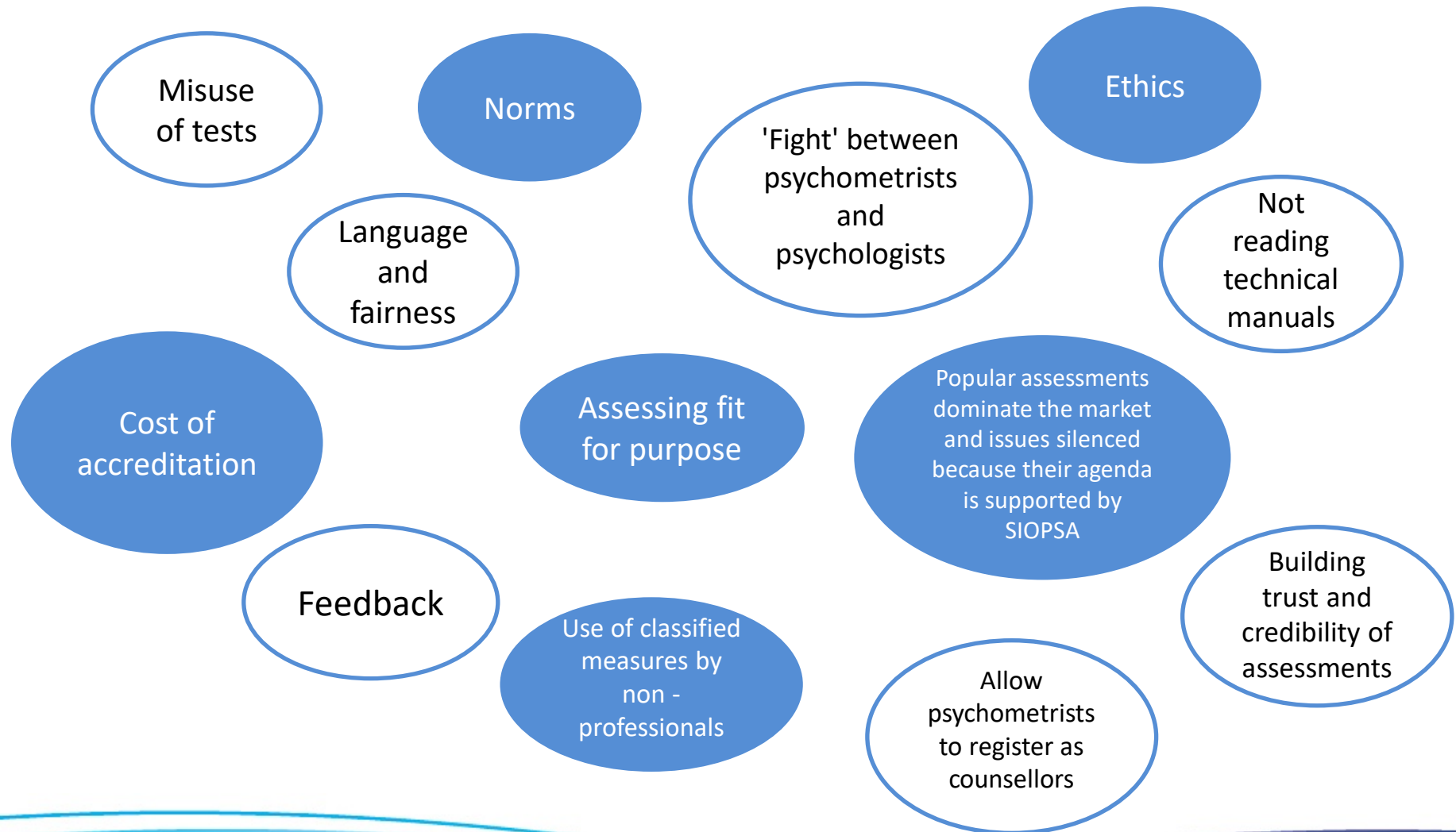
As a Psychometrist, do you feel that your views, needs and concerns are adequately addressed by the professional bodies that you are a part of?



If you are a Psychometrist, and SIOPSA established an interest group specifically for psychometrists, how likely are you to join?



As a Psychometrist, what are your current concerns regarding the usage of assessments in the South African context?



What further value do you think professional bodies can add to your role as a Psychometrist in South Africa?

- Information sharing;
- Best practice guidelines and standards;
- Advocacy and oversight;
- Accessible CPD events for psychometrists;
- Exposure to assessments;
- Encouragement to participate in research and development or psychometrics in the SA context;
- Inform public of the use of assessments;
- Have topics for psychometrists so we can participate;
- Reduce costs of accreditation training;
- Help with accreditation of instruments;

What further value do you think professional bodies can add to your role as a Psychometrist in South Africa?

- More representation on professional boards;
- Mentorship and support;
- Giving psychometrists more recognition. Protecting the profession;
- Respecting the opinions and advice of psychometrists. Allowed to be part of the 'real SIOPSA';
- Same medical aid rates for psychometrists as for psychologists for assessments;
- Training on assessment selection;
- Job/freelance opportunities;
- To work independently and not limited in terms of the scope.

Summary: Final Insights



- Disconnect between admission of knowledge but also significant gaps in knowledge
 - The need for information and communication from professional bodies
 - Best practice guidelines that are clear and easily accessible
 - Strong need for updating norms
 - Awareness and training on fairness of tools
 - Broader, more practical training for psychometrists
 - Inclusion of psychometrists in SIOPSA activities – Psychometric interest group?
 - Training on technology-based assessments (both students and experienced practitioners)
 - Need for SA developed tools
 - Exposure to new tools
 - Clarity on the role of ASSA



Questions
and
Comments?