

<b>Module Title</b>	<b>Applied Psychometrics</b>
<b>Programme(s)/Course</b>	BSc Psychology, BSc Psychology (Child Development), BSc Psychology (Clinical), Graduate Diploma in Psychology, Psychology with Criminology
<b>Level</b>	6
<b>Semester</b>	2
<b>Ref No:</b>	
<b>Credit Value</b>	20 CAT Points
<b>Student Study hours</b>	Contact hours: 36 Student managed learning hours: 164
<b>Pre-requisite learning</b>	Research methods 1,2,3 & 4
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module Coordinator [Name + e mail address]</b>	Dr. Elizabeth Newton <a href="mailto:newtone3@lsbu.ac.uk">newtone3@lsbu.ac.uk</a>
<b>Parent Department</b>	Psychology
<b>Parent Course</b>	BSc Psychology
<b>Description [100 words max]</b>	This module will begin by explaining test construction and validation in detail. The module then goes on to consider a wide variety of psychometric tests available and their appropriateness for use in occupational, clinical and research psychology. Ethical and legal issues surrounding psychometric test use will be covered. Students will gain practical experience of psychometric test use.
<b>JACS Code</b>	C800
<b>Aims</b>	<ul style="list-style-type: none"> <li>• Develop understanding of the processes involved in psychometric test construction</li> <li>• Learning to administer psychometric instruments, to interpret scores and to feedback results to participants in a sensitive and meaningful manner</li> <li>• Develop skills in presenting scientific information for a non-scientific audience</li> <li>• Develop an deep understanding of how psychometrics are used in occupational settings and the legal</li> </ul>
<b>Learning outcomes</b>	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the various psychometric tests which are available</li> <li>2. Administer psychometric tests in accordance with BPS guidelines</li> <li>3. Interpret test scores</li> <li>4. Calculate the utility of test use</li> <li>5. Demonstrate a wide knowledge of ethical and legal issues surrounding psychometric test usage</li> </ol> <p><b>Transferable Skills:</b></p> <ol style="list-style-type: none"> <li>1. Ability to write in a style appropriate for a non-scientific audience</li> <li>2. Communicate effectively in small group work</li> <li>3. Communicate effectively verbally</li> <li>4. Communicate effectively using written language</li> <li>5. Comprehend and use data efficiently</li> <li>6. Critical evaluation of test suitability</li> </ol>

	<p>7. Make critical judgements and evaluations</p> <p>8. Development of time-management and independent learning skills</p>
<b>Employability</b>	<p>This unit focuses on an applied, and much sought after, area of psychology. Learning will help develop an understanding of both the theory and practical use of psychometrics. Successful students on this course will have the option to take a further qualification after graduation to gain a British Psychological Society certificate of competence in occupational testing. This will be advantageous for any student wishing to work in the occupational, educational or clinical psychology sector.</p>
<b>Teaching &amp; Learning Pattern</b>	<p>The weekly sessions will be divided into two parts, the first will be similar in format to a lecture, but will be highly interactive, with students encouraged to ask questions and make comments throughout.</p> <p>The second part will involve students working as a group or in small groups to allow them to experience the administration, scoring and feeding back of psychometric tests. The practical skills involved in this are crucial to students understanding and so, as with the lectures, the pace of these sessions will be dictated by the students' understanding of the material. Seminar activities will vary from week to week and will include worksheets for small group work, critical analysis of psychometric tests, videos (where appropriate) will be shown to help consolidate understanding, quizzes and a revision session.</p>
<b>Indicative content</b>	<p>Week 1: The nature and use of psychological tests and the historical antecedents of modern testing (EN)</p> <p>Week 2: The major contexts of current test use (EN)</p> <p>Week 3: Reliability, validity, scoring and norms with consideration for atypical populations (EN)</p> <p>Week 4: Ethical and social considerations in testing (EN)</p> <p>Week 5: A review of different types of ability tests available and how to choose the most appropriate one (EN)</p> <p>Week 6: Consolidation week 1</p> <p>Week 7: A review of different types of personality tests available and how to choose the most appropriate one (EN)</p> <p>Week 8: Test administration good practice and feeding back to the individual in a meaningful and sensitive manner ( e.g. the Barnum effect) (EN)</p> <p>Week 9: A review of some widely available poor tests, why they are poor and why they should be avoided (EN)</p> <p>Week 10: Legal issues involved in psychometrics use, including some real court cases (EN)</p> <p>Week 11: A review of some widely available poor tests, why they are poor and why they should be avoided (EN)</p> <p>Week 12: Consolidation week 2</p>

<b>Assessment method (Please give details – elements, weightings, sequence of elements, final component)</b>	<p>Due to the applied nature of this course students will be expected to attend and participate fully in lectures and seminars.</p> <p>Students will be awarded 10% of the course marks for performance in administering tests (5% for ability tests and 5% for personality tests).</p> <p>[Summative] 2-hour multiple choice test – 40%, this will ensure that students have a good knowledge of the whole course.</p> <p>[Summative] 2-hour exam – 50% Students will be required to answer two questions in an essay type format. <b>(Final Component)</b></p> <p>Students are required to pass each component to pass the course. There is a minimum attendance of 7 sessions.</p>
<b>Indicative Reading</b>	<p><b>Core texts:</b></p> <p>Anastasi, A. &amp; Urbina, S. (1997). Psychological Testing (7<sup>th</sup> ed.). Prentice Hall: NJ.</p> <p>Or</p> <p>Kaplan, R.M. &amp; Saccuzzo, D.P. (2009). <b>Psychological testing: principles, applications, and issues.</b> 7<sup>h</sup> Ed. Cengage Learning: London.</p>
<b>Other Learning Resource:</b>	