

The background features a large, stylized 'HR' in red and a large 'PR' in black. A dark blue horizontal bar is positioned across the middle of the 'H' and 'P'. The HRPA logo is on the left of this bar, and the title and date are on the right. The date is in a lighter grey font.

**HR
PA**

**Human
Resources
Professionals
Association**

**Examination Accommodations
Policy and Process**

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On-Demand Webinars

Our previously aired regulatory and how-to webinar series can be found on the **Regulatory Webinars** page of our website

- Listen to recording
- Download the power point slides
- View the Questions & Answers

Housekeeping

- Webinar will be recorded and posted online
- This webinar is NOT eligible for CPD
- We will post the transcript of the Q&A online afterwards with the webinar

Questions Involving Specific Individual Circumstances

- This webinar is not the appropriate place and time to address specific individual circumstances
- Sometimes the correct answer depends on details that are not provided with the question
- Please contact the Office of the Registrar registrar@hrpa.ca or exams@hrpa.ca with questions involving specific individual circumstances

Agenda

- Overview of HRPAs Examinations
- Purpose and philosophy of examination accommodations
- How is this different than university accommodations?
- Key considerations to determine appropriate accommodations
- Review and discuss examples
- What candidates should know and how they should prepare for requesting accommodations
- What is the purpose of accommodations (at the credentialling level)?
- Process for Seeking Accommodations

HRPA Knowledge Exams

CHRP Knowledge Exam (CHRP-KE)	CHRL Knowledge Exam (CHRL-KE)
Valid for the CHRP designation only	Valid for CHRP and CHRL designation
3.5 hours to complete 175 questions	5 hours to complete 250 questions
175 questions, approx. 150 scored items	250 questions, approx. 225 scored items
20-30 experimental items (non-scored)	20-30 experimental items (non-scored)
4-option multiple-choice format	4-option multiple-choice format
Delivered via CBT and remote proctoring	Delivered via CBT and remote proctoring
Compensatory scoring	Non-compensatory scoring

HRPA Employment Law Exams

CHRL Employment Law Exam	CHRL Employment Law Exam
3.5 hours to complete 110 questions	3.5 hours to complete 110 questions
Approx 10 experimental items	Approx 10 experimental items
110 questions, approx. 100 scored items	110 questions, approx. 100 scored items
3-option multiple-choice format	3-option multiple-choice format
Delivered via CBT and remote proctoring	Delivered via CBT and remote proctoring
Compensatory scoring	Compensatory scoring
Candidates have access to relevant legislation in PDF format	Candidates have access to relevant legislation in PDF format
Eligibility – must have passed the CHRP-KE	Eligibility-must have passed the CHRL-KE

HRPA's Mission

Protecting the Public

The primary purpose of the HRPA is to protect the public interest by governing and regulating the practice of members, students and firms registered with the Association in accordance with the *Registered Human Resources Professionals Act, 2013* and our by-laws.

To further this mission:

HRPA works to ensure that only competent and ethical professionals are allowed into the profession.

Examination – Purpose

The mission of a regulator is to regulate the profession in order to protect the public.

As part of its duty, the regulator will use an exam to determine competence to enter (or continue) practice.

A balancing act...

- HRPAs must ensure adherence to its mission, while ALSO ensuring access to candidates with bona fide disabilities
- Testing organisations “don’t want to be sued” – but also want to protect the integrity of their test, the validity of the test and its scores, the security of the test and its content, and be fair to everyone
- Some of these priorities can collide!

Accommodations for certification & licensure: How is it different from university?

University

Setting

- Classroom, large lecture hall

Purpose:

- Help students have a *successful outcome*
- Improve graduation and retention rates

Competence exam

Setting

- Standardised test centre with only a few test-takers; no talking allowed

Purpose:

- Ensure access (access vs success)
- Ensure competence
- The outcome is not relevant
finishing the test, passing the test,
“working up to my potential”,
“demonstrating what I really know”

Key considerations to determine testing accommodations

1. Does the condition rise to the level of a *disability*?
2. Can we reasonably expect that the requested accommodation will enhance access? Or is the requested accommodation really designed to provide a better *outcome*?
3. Is the requested accommodation reasonable and appropriate? Does it compromise the examination's purpose, the test's validity, or security?

1. Is it a disability?

- ***A disability is a physical or mental condition that **limits** a person's movements, senses, or activities. [Ontario Human Rights Code]***
- Candidates (and their evaluators) tend to focus almost exclusively on the *diagnosis*. We are more interested in knowing how the condition – whatever it is – is **disabling** to the person.
- For every condition, there is a range of impairment – not every diagnosed condition is a **disability**.
- People who have a bona fide **disability** should easily be able to show functional **limitations** in multiple aspects of daily life.
- Is there objective evidence to support that the person is **disabled**? Evidence of functional limitations? “Trouble with test-taking” and symptoms of a disorder are not evidence of functional **limitations**.

1. Is it a disability?

Possible sources of evidence – Examples

- Personal letter from boss explaining the functional **limitations** at work
- Multiple job losses or reprimands due to chronic lateness or other disability-related factors
- Numerous auto moving violations (or restricted driving) due to inattentiveness
- Government disability benefits or tax credits, Veterans benefits, vocational rehabilitation services
- Transcript showing poor grades
- Counselor's letter explains impact on family/marriage

It is not up to HRPAs to tell candidates how to document their disability. People who have a bona fide disability should have no trouble documenting their functional limitations to everyday activities.

1. Is it a disability?

School/workplace accommodations – Examples

- Extra time for projects and work assignments
- An ASL interpreter for meetings
- Alternate work schedule (i.e., to accommodate treatment sessions)
- Use of adaptive equipment, screen reading or magnification software
- Permission to take unscheduled breaks during the school day or workday
- Separate office space away from others to minimise distractions

Keep in mind: Diagnosis does not = Disability

1. Is it a disability? Diagnosis vs Disability

A **diagnosis** is made following standard diagnostic criteria, usually by a doctor or psychologist.

For every disorder or condition there is a range of impairment. Not all people on that continuum are *disabled*.

Many doctors and psychologists incorrectly believe that a valid **diagnosis** means the person is *disabled* and automatically entitled to whatever accommodations they want. **Not so.**

FOR EVERY DIAGNOSED CONDITION THERE IS A RANGE OF IMPAIRMENT

EDSS (EXPANDED DISABILITY STATUS SCALE)

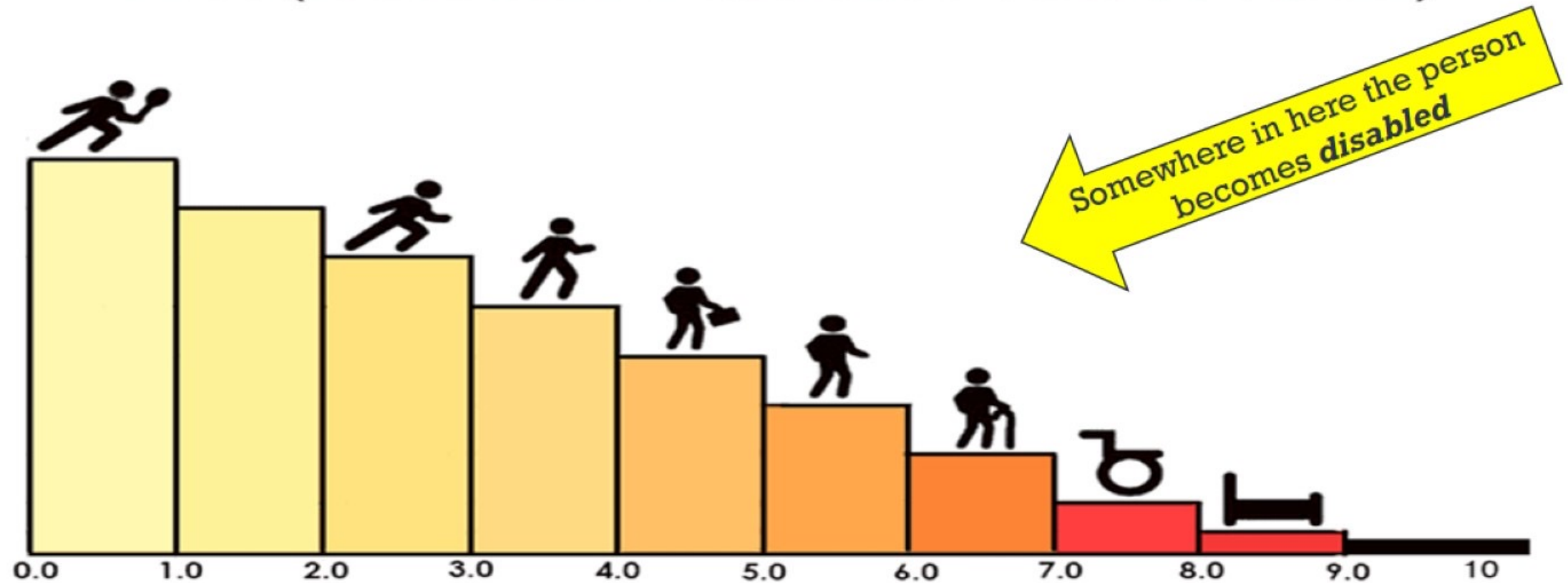


Figure 1 People diagnosed with MS

2. Does the requested accommodation enhance ***access***?

Sometimes, we see accommodations requests that are designed to enhance access:

- A person with low vision requests screen magnification
- A person with attention deficits, anxiety, or depression requests more frequent, short breaks to “regroup” and utilize behavioral strategies to calm down
- A person who uses a wheelchair needs a height-adjustable workstation

But usually, we see accommodations requests that are designed to result in a better outcome:

- “More time so I can finish the test”
- “More time so I can show what I really know”
- “More time so I can pass”
- “A Reader to read and clarify the questions if I don’t understand”

Keep in mind: HRPA’s mission is to ensure competence, not to help candidates be “successful” or “happy”

3. NOT reasonable and appropriate



- 4x standard time
- Smartphone
- Mom is the Reader
- “Cheat sheet”, notes, formulas
- Test centre temperature set to 80 degrees
- No fluorescent lights anywhere in the test centre
- No cleaning chemicals used for 48 hours prior
- Bodily fluids issues
- No male proctors or staff



3. Is the requested accommodation reasonable and appropriate?

Accommodations decisions must take into account:

- The person's **limitations**
- The **task** at hand and its purpose
- The unique **setting** involved

As with all documentation we receive, prior accommodations approvals are always considered. BUT:

Each organisation has a responsibility to make its own determination.

4. Is it reasonable and appropriate?

Test validity and security concerns

- “Open-book” test, use of personal notes, or formula sheet
- Translate the test on the fly into another language (including ASL)
- 11X standard time
- “Unlimited time”
- Use of a dictionary
- Waive a portion of the test
- Going to a “nursing mothers’ room” at the Hilton Hotel across the street



Process for Seeking Accommodations

- When registering for the CHRP-KE/CHRL-KE and CHRP/CHRL Employment Law Examinations, there is a question asking if an accommodation(s) is required –select 'Yes'.
- HRPA will contact the candidate by email to confirm that an accommodation request has been made, provide the *Examination Accommodations Request Form* and request supporting documentation.

Note: We do not need to see evidence of a diagnosis per se.

What types of accommodations are available?

- HRPAs, in collaboration with its test-delivery vendor, can accommodate most requests.
- It is up to the candidate, in consultation with professionals who know them well, to determine what accommodations will support their access to the test.
- It is not up to HRPAs to suggest what accommodations would be appropriate.

Requests need to make sense.

There should be a logical rationale for each requested accommodation. If the rationale makes no sense, it will be returned as “incomplete”.

Examples:

- Candidate reports having trouble sustaining her attention over time, yet asks to sit for *twice as long!* (“double time”)
- Candidate reports severe anxiety, but want to stay for much longer
- Candidate reports that prolonged computer use exacerbates their visual fatigue, but they want a much longer exam
- Candidate reports severe pain that increases with prolonged sitting, yet they ask to sit for much longer

Supporting documentation...

- Should describe the current functional limitations resulting from the disability
 - Simply describing a person's difficulties on high-stakes tests is not sufficient.
 - Simply naming the diagnosis, or the symptoms that led to the diagnosis, is not sufficient.
- Should describe the specific accommodations requested with a logical rationale related to access need.
- Should be typed or printed on letterhead and be signed by a professional.
- Should be provided by a professional knows the candidate well.
 - Often, this is NOT a doctor– but perhaps an employer or therapist.
 - Doctors often just “rubber stamp” whatever complaints and symptoms the person describes. This isn't helpful.
 - Tests administered in a psychologist's office may be used to document a disorder or *diagnosis*– but may NOT document actual functional limitations.

Prior accommodations approvals

- Prior accommodations approvals by other institutions, such as a university, are helpful to see, but are not necessary.
- Each organization needs to make its own determination, based on the person's unique disability access needs, the specific task (a standardised certification exam) and the specific setting involved (a Prometric test centre).

Review of the Requested Accommodations

Confidentiality

Personal, medical, and other private information related to a candidate's request for accommodations will be treated with the strictest of confidence, and will not be disclosed to third parties other than HRPA's contracted experts, unless authorised in writing by the candidate.

Important Notes

- With the introduction of remote proctoring, some accommodation requests may not be implementable due to technological limitations.
- HRPAs will work with Prometric to implement approved accommodation(s) to the best of our ability. If the requested accommodation cannot be provided due to technical or logistical reasons, the candidate is expected to work with HRPAs to find an alternate solution.
- If a candidate does not provide adequate supporting evidence by posted deadlines, accommodation(s) may not be reviewed and implemented in time for your examination. In such cases, accommodations may be provided for future administrations.

Acknowledgement to the Accommodations Granted

Once the supporting documentation has been reviewed, and if accommodation(s) are approved, HRP A will email an acknowledgement for the candidate to sign off on to confirm that this is the accommodation(s) that has been granted (regardless of whether it was the accommodation that the candidate requested).

Note: Approved accommodations are only valid for one test administration. Future accommodations requests may require updated documentation.

Guidance to Candidates Requesting Accommodations

- Understand that the documentation will need to show that you are disabled – not just that you have been diagnosed with something. That means you need to provide evidence about areas of functioning that are limited – not just weaker than other areas where you're stronger. If you have a bona fide disability, this should not be difficult.
- Prepare well in advance, so if the documentation is inadequate, you have a chance to amend prior to deadlines.
- Understand that *prior* accommodation approvals (for different tasks and in different settings) may not be appropriate for the credentialing exam.
- Understand the test: It's already very long, do you really want to make it longer?
- Understand that HRPAs' responsibility is to help candidates with disabilities to access the test– not to provide accommodations so you can do better on the test.
- Set reasonable expectations. Don't throw everything up at the wall and see what sticks – only ask for what is really needed in order to access the test.



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A large, stylized graphic of the letters 'HR' dominates the center of the image. The 'H' is rendered in a vibrant red color, while the 'R' is in a solid black. Both letters are set against a light teal background that features geometric shapes, including a large 'R' shape behind the main 'R' and a large 'H' shape behind the main 'H'.

HR

Q&A