



The Professional Concept of Central Child Protection Psychological Aptitude Examinations: The Genesis of the CPATS System

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Abstract

Aim: The study aims to present the genesis and professional concept of the new Central Psychological Aptitude Testing System (CPATS), introduced on 1 July 2024 for professionals working in child protection. It traces the process from the initial recognition of the need for such examinations to their concrete, legally regulated, and currently universally applied implementation across the child protection sector.

Methodology: The article summarizes the relevant legal framework and guides the reader step by step along the theory-informed and practice-based path that led to the conception of the new child protection psychological aptitude testing system. It provides a detailed description of the system's key elements and defining characteristics.

Findings: The new CPATS—aligned with both the existing KLIR aptitude testing system of the internal affairs sector and related international initiatives—integrates the requirements of three fundamental objectives: identifying and filtering risks of child abuse, selecting individuals capable of effectively caring for traumatized children in child protection institutions, and supporting long-term professional commitment through targeted training and development.

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Value: The study transparently presents the theoretical concept of the new child protection psychological aptitude testing system to the professional community. In doing so, it contributes to a deeper understanding of the psychological aspects of child protection work and underpins the necessity of a preventive and development-oriented approach to psychological aptitude testing.

Keywords: child protection, aptitude testing (CPATS), psychological minimum requirements, unified civil service core and leadership competencies

Overview of the Child Protection System

In Hungary, children are entitled to special protection under the Convention on the Rights of the Child, adopted in New York on 20 November 1989 and incorporated into Hungarian law by Act LXIV of 1991, as well as under Act XXXI of 1997 on the Protection of Children and the Administration of Guardianship (hereinafter referred to as the *Child Protection Act*). These laws state that in all matters affecting a child, the best interests of the child must always be the primary consideration. Among the rights guaranteed, particular emphasis is placed on protection from violence, sexual exploitation, and sexual abuse. Such protection is essential for every child, but it is especially critical for those who grow up in unsafe or disadvantaged circumstances, or—in more serious cases—for children who have been removed from their families and are living within the specialized child protection care system.

The Hungarian child welfare system is designed to uphold and enforce these rights and can be divided into two main branches: general (preventive) and specialized child protection. The general, or preventive system applies to all minors. Its main purpose is to prevent situations that could endanger children and to help them grow up within their own families. This branch includes financial and in-kind assistance, as well as various child welfare services provided within the framework of personal care. Such services include; child and family welfare services (for example, family and child welfare services and centres), daytime childcare (such as nursery care), programs promoting equal opportunities (including *Biztos Kezdet Gyerekház*, *Tanoda* learning support centres), and temporary care arrangements (for example, substitute parental care, temporary homes for children, and temporary homes for families).

By contrast, the specialized child welfare system serves children who remain in a disadvantaged or at-risk situation despite receiving the services and support available through the general system, and whose safety cannot be ensured even

within their extended family. It is important to emphasize that a child can only be removed from their family through an official decision – either a temporary placement order or an order of protection and foster care. These legal decisions specify where the child’s comprehensive care must be provided –whether by a foster parent, in a children’s home, or in a small group home. The child protection system also includes juvenile correctional institutions, which operate under the provisions of Act CCXL of 2013 on the Execution of Punishments, Measures, Certain Coercive Measures, and Confinement for Offences, providing full care and supervision for minors placed under correctional measures.

When we look at the institutional structure of Hungary’s child protection system, we see a complex and multi-layered network. In the basic child protection services, members of the child protection signalling network play a key role in identifying and reporting risks to children’s safety. Within specialized child protection, the main institutions providing residential care – such as foster parent networks, children’s homes, small group homes, and juvenile correctional institutions – work in cooperation with the regional child protection service centres that support and coordinate their activities.

The state holds the primary responsibility for ensuring the operation of specialized child protection services. These responsibilities are carried out by the government-designated authority, the National Directorate-General for Social Affairs and Child Protection. Certain types of institutions—such as juvenile correctional facilities and reception centres—can only operate under state management. However, churches and civil society organizations may also operate children’s homes, small group homes, and foster parent networks, alongside the state system.

A crucial part of protecting children’s rights is ensuring that qualified and suitable professionals work with them. It is particularly important that both the general and specialized branches employ individuals who are professionally competent, emotionally mature, and personally responsible, and who do not, in any way, endanger the healthy development or socialization of the children in their care.

The organizational culture of any child protection institution or network depends strongly on the attitude and leadership of its managers. Therefore, special attention must be given to the selection and evaluation of leaders, as managing such institutions requires additional professional and personal competencies beyond those expected from other staff members.

This study presents how, following a series of historical developments, theoretical foundations, and practical experiences, the amendment of the *Child Protection Act*—effective 1 July 2024—led to the establishment of a mandatory psychological aptitude testing system for all professionals who work directly with children within specialized child protection services.

The History of Psychological Aptitude Testing for Child Protection Professionals in Hungary

Before the introduction of the mandatory central psychological aptitude examinations on 1st July 2024, there was no unified system or method for assessing the professional aptitude of individuals working in child protection, particularly within specialized child protection services. The only partial exception to this was foster parents. As the Hungarian child protection system evolved over time – first under the shadow of the large, state-run institutions typical of the socialist era, and later through the gradual adoption of small-group, family-style care inspired by Western European models – foster care became increasingly important. Although foster parenting as a form of care has existed for a long time, the strict, formally regulated assessment of foster parents' suitability – especially from a psychological perspective – is a relatively recent development.

As part of the broader reform of the child protection system, the Child Protection Act made it clear that within the framework of specialized child protection, priority should be given to placing children in family-like environments. Alongside the system of small-group homes, foster care thus became one of the key elements of this approach.

When it comes to foster parenting – similar to adoptive parents, but unlike any other role within the child protection workforce – the law itself requires the assessment of professional suitability. The detailed rules are set out in Government Decree No. 513/2013 (XII. 29.) on the Employment Relationship of Foster Parents and Substitute Parents, which entered into force on 1 January 2014. This decree explicitly established psychological aptitude as a mandatory criterion prior to becoming a foster parent and also as part of the extraordinary or three-yearly mandatory re-examinations. At that time, the responsibility for conducting these assessments rested primarily with the organizations operating the foster parent networks, with the additional provision that if a candidate was found unsuitable, a re-examination could be requested by a psychologist registered in the National Register of Child Protection Experts, under the field “*Personality Assessment of Children and Persons Involved in Guardianship Procedures.*”

Thus, the legislation required the selection, evaluation, and training of applicants for the foster parent profession, laying the groundwork for the development of a regulated aptitude testing system that included the psychological dimension as well. To support this, a number of professional guidelines and protocols were created – for example, the *Guideline on the Selection, Evaluation, and Review of Foster Parents and Risk-Based Monitoring*, developed by the National Institute for

Social Policy as part of the EFOP-1.9.4-VEKOP-16-2016-00001 priority project titled “*Renewal of Methodological and Information Systems in the Social Sector*” (URL1). Later, additional protocols were issued by church-based foster care organizations. These documents describe in detail the methods for selecting, evaluating, and reviewing foster parents, specifying the psychological tests, questionnaires, and interview structures to be used, as well as the procedures for interpreting and integrating the results into a complex professional assessment.

The guidelines and protocols consistently emphasized that the psychological aptitude assessment of foster parents must cover key areas such as emotional stability, maturity, emotional control and intelligence, and coping with stress.

In practice, however, differences emerged between the individual professional protocols used by various foster parent networks, as well as in how these protocols were applied, leading to inconsistencies in professional oversight by the responsible ministry. In addition, several serious incidents, including accidents involving children placed with foster parents, prompted growing concern within the sector.

By 2023, these challenges had given rise to a professional initiative aimed at ensuring that the psychological aptitude assessments of foster parents would be carried out independently of the foster care networks themselves and of the psychologists employed or contracted by them – using a standardized framework and unified methodology.

This work was already underway when, in 2024, the child abuse case at the Kossuth Zsuzsa Children’s Home in Bicske – along with the subsequent presidential pardon granted to the deputy director involved – came to public attention. In response to these events, the legal regulation of the aptitude testing system and the development of the methodology for conducting psychological aptitude assessments began almost simultaneously.

Regulation and Main Characteristics of the New Child Protection Psychological Aptitude Testing System (CPATS)

As previously mentioned, the foundations of the Hungarian child protection system are defined by the Child Protection Act (Act XXXI of 1997). The first major step toward establishing a unified and centralized system for psychological aptitude testing in child protection – developed as a response to the historical context described above – was the amendment of the government decree regulating the psychological aptitude assessment of child protection institution leaders. This amendment, enacted through Government Decree

No. 40/2024 (II. 29.), made it mandatory that only individuals who are found psychologically suitable through an official examination may be appointed to key leadership positions within the child protection system. These include the heads and directors of institutions operating children's homes or foster parent networks, as well as the professional directors of such networks and the directors or residential heads of juvenile correctional institutions.

Using this framework, the working group defined the psychological minimum requirements and expected competencies, along with the set of psychological assessment tools suitable for measuring them. The aim was to ensure that the aptitude examinations could reliably identify individuals who were professionally unsuitable, while at the same time maintaining the operational capacity and service obligations of the child protection system.

Building on the continuous evaluation of practical experience, the next step was the development of Government Decree No. 191/2024 (VII. 8.) on the Psychological Aptitude Testing of Employees in Child Protection Institutions (hereinafter referred to as *the Government Decree*). In line with the amendments to the Child Protection Act, which entered into force on 1 July 2024, this decree established the procedure for mandatory psychological aptitude examinations for all professionals working in specialized child protection. This includes staff and leaders employed in juvenile correctional institutions, in institutions operating children's homes (regardless of their maintaining authority), in children's homes themselves, and within foster parent networks. Collectively, these groups are referred to as employees of child protection institutions.

In many aspects, the Government Decree follows the structure of Ministerial Decree No. 45/2020 (XII. 16.) of the Ministry of Interior, which regulates the long-established aptitude testing system used for the law enforcement sector, including its psychological examinations. This decree, effective from 1 January 2021, introduced the Two-Step Integrated Aptitude Testing System (KLIR) for members of the law enforcement services (Malét-Szabó & Takács-Fehér, 2021). The key features of this system are also reflected in the design of the newly implemented child protection psychological aptitude testing framework.

Main Features of the New CPATS Psychological Aptitude Testing System

First and foremost, it should be noted that, in line with the relevant regulations and following the general model of occupational aptitude examinations – including those used in the law enforcement sector – the child protection psychological

aptitude assessments accompany employees throughout their entire careers. Accordingly, three main types of assessments are distinguished: the initial aptitude examination, conducted prior to employment within the child protection system; the periodic aptitude examination, required at regular intervals (at least every two years) during employment; and the extraordinary aptitude examination, carried out when an acute problem arises that calls an individual's suitability into question.

One of the most important features of the CPATS system is that its methodology is defined by a *Professional Protocol*, developed by qualified experts and approved by the minister, ensuring unified and mandatory implementation across the country. In practice, these psychological examinations are conducted nationwide by specialists from the Department of Selection and Aptitude Testing, which operates within the Deputy State Secretariat for Personnel Affairs of the Ministry of Interior. They work under unified leadership, applying a standardized methodology, with regular professional consultations and supervision to support and oversee their work.

A key element of the Professional Protocol is that, although the methodology – specifically the psychological tests and other diagnostic tools – remains consistent across both professional and managerial positions, the psychological interviews and the comprehensive evaluation of results are always carried out with reference to the specific position and its responsibilities. This differentiated evaluation ensures that within the complex system of specialized child welfare, where roles vary greatly in both duties and competency requirements, each position is filled by a person genuinely suited to that role. At the same time, it allows for flexibility: if a candidate is not universally suitable but is deemed fit for certain specific positions, employment or continued service may still be possible. This approach helps maintain the overall efficiency and stability of the child welfare system.

The wide variety of positions covered by these mandatory psychological assessments can be illustrated by looking briefly at their scope, as defined in detail in Section 3 of the Government Decree. According to this provision, beyond managerial roles, every professional position involving direct and regular contact with children and young people living in specialized child welfare care requires psychological aptitude testing. These roles typically include, though are not limited to, the following:

- within foster parent networks: foster parents, child carers, foster parent advisers, child welfare administrators, etc.;
- within children's homes and small group homes: educators, child supervisors, child welfare assistants, case officers, psychologists, physicians, etc.;

- within juvenile correctional institutions: educators, teachers, instructors, special needs teachers, child supervisors, security staff, psychologists, psychiatrists, and others.

These examples demonstrate the wide range of roles subject to examination–positions that differ not only in title but also in the type of work performed and in the age, needs, and characteristics of the children served. For instance, the groups of children placed in different children’s homes or small group homes may vary significantly in both their ages and their specific or special needs, which further increases the importance of position-specific psychological evaluation.

Unified yet Differentiated Evaluation within the CPATS System. The dual set of evaluation criteria used in the CPATS system makes it possible to conduct assessments that are both unified and differentiated. This framework combines the psychological minimum requirements, which apply universally to all individuals, with criteria that reflect the specific expectations and differences between professional roles. It thus allows for the integrated assessment of distinct competency systems—one for professional and another for managerial positions.

An integral element of the CPATS system is the concept of developability, which emphasizes that both the methodology and the evaluation process provide opportunities for growth and improvement. This approach is similar to the PRIDE model (Parent Resources for Information, Development, and Education) developed by the Child Welfare League of America (CWLA) in the United States. The PRIDE model treats the selection and training of foster and adoptive parents as a single, integrated process ([URL2](#)).

The CPATS system promotes developability in two ways. First, the results of the leadership competency assessments are communicated directly to the examined individuals, providing feedback and guidance on possible directions for professional and personal development. Second, the system allows for a “partially suitable” classification—a result that may be issued during periodic or extraordinary examinations. This category applies when a person temporarily fails to meet all minimum psychological criteria or lacks some of the required competencies at the expected level, yet it is reasonable to assume that these gaps can be resolved within one year through personal motivation and psychological support provided by the employer.

The importance of supporting individual development—and of embedding the developmental approach inherent in aptitude examinations into an organization’s broader occupational health and wellbeing strategy—is discussed in detail by Kovács and Malét-Szabó (2025).

Another significant feature of the CPATS system is that its operation is supported by the Complex Competence-Based Selection and Training System (KOMP), specifically its KOMP-GY module. This digital framework not only records data and results but also enables the analysis of aggregated psychological data at both individual and organizational levels, thus facilitating the practical implementation of the concept of developability.

The Purpose of Aptitude Testing: Filtering Out the Unsuitable or Finding the Most Suitable?

Aptitude examinations generally aim to answer two main questions. First, they are used to identify and exclude individuals who are unsuitable for a given position due to certain personality traits, abilities, or competencies—or the lack thereof. In this sense, such assessments could just as easily be called unsuitability tests, since their focus is on exclusion. Second, when several candidates are fundamentally suitable, the goal is to identify the best possible candidate—the person most likely to perform the job efficiently and to remain effective and committed in the long term. It is essential to emphasize that while these two objectives are present in almost every aptitude examination, their specific content and focus must always be adapted to the job or role in question.

In the context of child welfare, the primary goal is to exclude individuals who possess characteristics that could pose a risk of child abuse. Once unsuitability has been ruled out, the next question becomes who among the suitable candidates is the most appropriate for a given position—or, put differently, which individuals are best suited for specific roles within child protection work.

The introduction and centralization of the child welfare psychological aptitude examinations—extending to all individuals who work directly with children in specialized care—was primarily motivated by the need to prevent sexual abuse of vulnerable children. The initial expectation was therefore to create a system capable of identifying individuals who present a high risk of sexual exploitation or abuse. However, in keeping with the fundamental principle outlined at the beginning of this study—namely, the overall protection of the child’s wellbeing—the ultimate goal was broader: to build a comprehensive screening system that safeguards children from all forms of abuse, including emotional, physical, and sexual harm.

It is important to recognize that aptitude examinations cannot predict the future or determine with certainty how a person will behave or perform in a given role. Rather, these assessments function as a form of risk estimation, grounded

in probability and supported by available scientific evidence and psychometric data. Applied to the field of child welfare, the key question becomes: *How likely is it that the individual could endanger the children in their care?* In this sense, the guiding principle—or the motto—of these examinations could be expressed as “Do no harm.”

To explore this question effectively, one must understand the psychological mechanisms underlying emotional, physical, and sexual abuse, particularly in the context of child maltreatment. Risk assessment in this area depends on the targeted evaluation of these factors. In the framework of child welfare aptitude testing, the personal characteristics that serve as protective factors against abuse—those whose presence makes the risk of maltreatment highly unlikely—are referred to as psychological minimum requirements. Meeting each of these requirements is mandatory; the failure to meet even one automatically results in a classification of unsuitable.

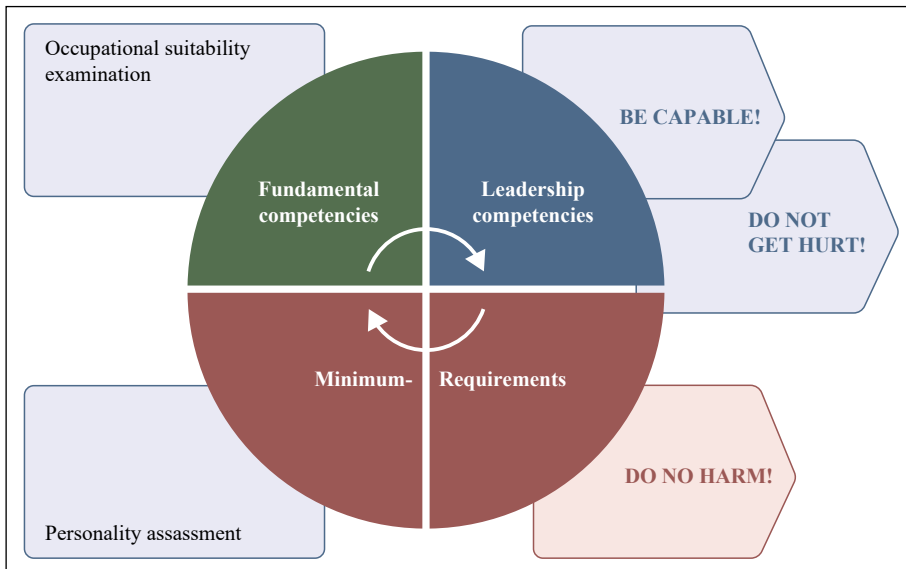
This approach differs somewhat from general occupational aptitude testing, which focuses primarily on whether an individual can meet the physical and psychological demands of a specific job or work environment. The purpose of such general assessments is to prevent occupational health problems, such as work-related illnesses or injuries (Malét-Szabó & Takács-Fehér, 2021). In those cases, the guiding principles are “Be capable” and “Do not get harmed”—and conducting such examinations requires a thorough understanding of the specific tasks and psychological strain associated with the given position.

In contrast, the psychological aptitude examinations in child protection also assess a broader range of competencies—skills that go beyond the psychological minimum requirements and are essential for coping effectively with the unique emotional demands of child protection work (Kovács, Malét-Szabó & Hegedűs, 2025). During the competency assessment, psychologists evaluate each individual’s overall profile, keeping in mind that failure to meet even one required competency is sufficient grounds for determining unsuitability.

This dual relationship between the individual and the work environment is well illustrated by the Person–Environment Fit model developed by researchers at the University of Michigan (Harrison, 1978). According to this model, if a person’s abilities do not match the job’s demands, or if their personal needs and expectations do not align with what the job offers, workplace stress is the likely result. Effective, long-term performance therefore requires not only an employer’s satisfaction but also an employee who is content with both their work and themselves. When this fit fails—on either or both levels—it negatively affects both the individual’s and the organization’s mental and physical well-being (Malét-Szabó & Takács-Fehér, 2021).

The objective matrix of child protection aptitude examinations, as outlined above, is illustrated in Figure 1 below. The diagram demonstrates how the dual purpose of the examinations shapes their content: ensuring the protection of children while also supporting the long-term wellbeing and retention of child protection professionals by preventing burnout and reducing work-related trauma.

Figure 1.
The Objective Matrix of Child Protection Aptitude Examinations



Note. The author’s own edition.

The Requirement System of Child Protection Aptitude Examinations: Minimum Conditions and Competencies

As discussed earlier, the minimum conditions refer to personal psychological characteristics whose presence provides a form of protection against the risk of child abuse, while also ensuring that individuals possess the qualities necessary for professionally sound and effective child protection work. The definition of these minimum conditions was based on the psychological traits associated with risk factors underlying abuse—and specifically child abuse—identified through both theory and practice. These can be summarized as follows.

Drawing on domestic practical experience and relevant scientific research (Somogyi, 2025; Somogyi et al., 2025), it has become an explicit requirement that the psychological aptitude assessment of professionals working in child protection should cover the entire functioning of the personality, with special attention to the following risk factors:

- Childhood trauma, especially emotional neglect, whose significance—and both the dangers and developmental potential of trauma—is discussed in detail by Kovács, Somogyi & Malét-Szabó (2025).
- Attachment disorders, including an infantile need for attachment, insecure attachment, or an inability to form attachments.
- Maladaptive coping strategies, such as externalizing behaviours (anger and aggression) or internalizing patterns (anxiety, depression).
- Low emotional intelligence, particularly low levels of empathy.
- Reduced social skills, such as pronounced loneliness or social withdrawal.
- Immature personality, characterized by childlike, poorly integrated personality structures.
- Cognitive distortions, including beliefs or rationalizations that minimize or deny responsibility for child abuse or sexual violence.
- Sexual problems, such as immature sexuality, disturbances in sexual functioning, deviant sexual fantasies (including pedophilic content), or sexual interest in children.
- Personality disorders, especially:
 - Narcissistic personality disorder, marked by a need for admiration, seductive behaviour without genuine intimacy, instrumental use of others, anger in response to criticism, and intense shame when confronted with personal flaws;
 - Antisocial personality disorder, characterized by disregard for moral rules, a desire for dominance, hostility, manipulateness, deceitfulness, and a personal history showing criminality or pro-criminal attitudes.
- Concealing or dissimulative behaviour, such as denying or hiding pathological symptoms or negative personality traits.

To establish an effective aptitude testing methodology, it was necessary to translate these risk factors into positive and assessable personality traits (Rózsa et al., 2006). In defining these traits, the working group drew upon the minimum conditions already developed for the mandatory psychological aptitude examinations of law enforcement personnel under the Ministerial Decree No. 45/2020 (XII. 16.) of the Ministry of Interior, as well as the earlier professional guidelines on the psychological assessment of foster parents.

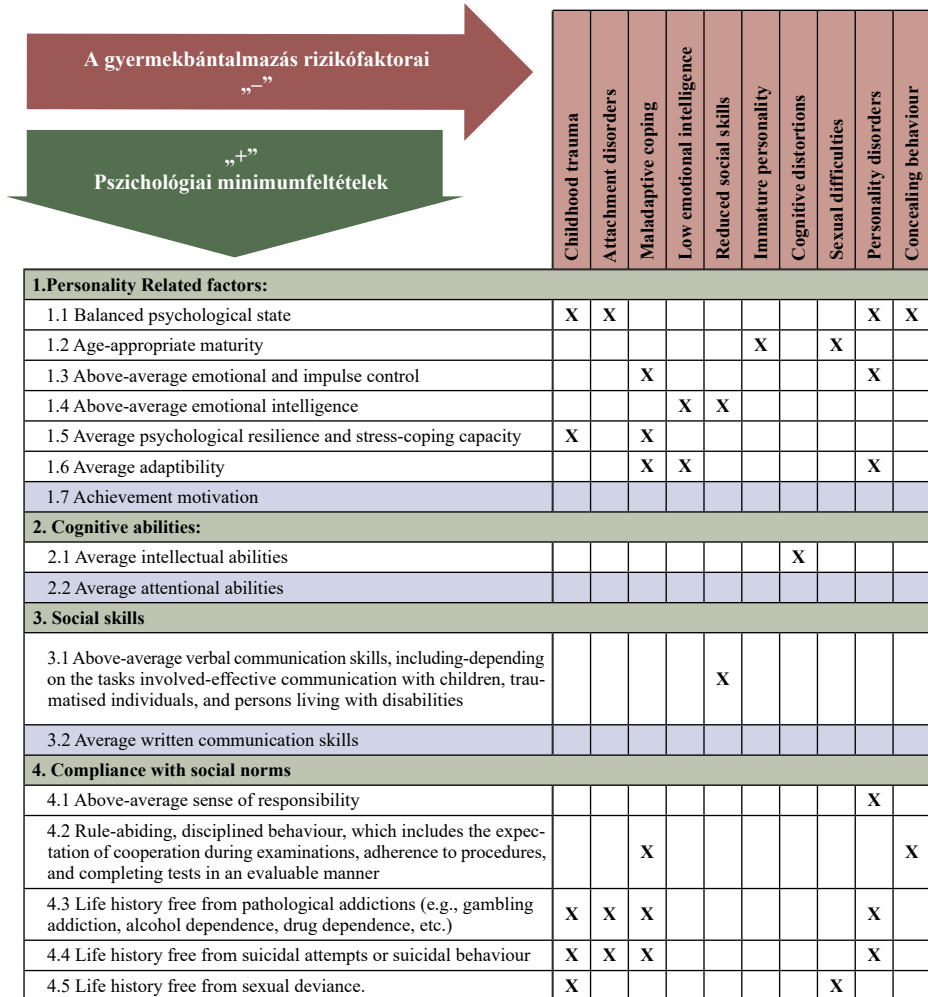
For example, the guideline produced by the National Institute for Social Policy within the EFOP-1.9.4-VEKOP-16-2016-00001 priority project (*Renewal of Methodological and Information Systems in the Social Sector*) ([URL1](#)) identifies the key domains of voluntary psychological aptitude assessments. These include the evaluation of communication skills, intellectual capacity, motivation, key personality traits (including pathological tendencies), personality dynamics and maturity, emotional intelligence, social skills, and conflict management. Each of these domains is also incorporated into the minimum conditions of the new child protection psychological aptitude testing system.

The Government Decree groups the personality-related minimum conditions into four main categories: factors related to the overall personality, cognitive abilities, social skills, and conformity with social norms. Altogether, it lists 16 specific minimum conditions, whose combined presence provides psychological protection against the emergence of risk factors. The interrelation between these minimum conditions and the risk factors is illustrated in Figure 2, where the intersections shown in the cross-table indicate which minimum conditions provide a protective effect against particular risk factors of child abuse.

Some connections are clear and direct—for instance, above-average emotional intelligence as a minimum condition directly excludes low emotional intelligence as a risk factor, just as age-appropriate maturity eliminates the risk associated with an immature personality. Other relationships are more complex, such as the protective network formed by a balanced mental state, average adaptability, and above-average sense of responsibility, which together counter the risks associated with personality disorders. This protective system is further strengthened when the examined individual's life history is free from pathological dependencies (such as addiction to gambling, alcohol, or drugs) and shows no suicidal thoughts or attempts.

Figure 2.

The Psychological Minimum Criteria for Child Protection Suitability Assessments



Note. The authors' own edition, based on Government Decree No. 191/2024. (VII. 8.).

In Figure 2, three minimum conditions highlighted in blue—performance motivation, average attentional capacity, and average written communication skills—extend beyond the scope of the “Do no harm” principle represented by the risk-related minimum requirements. Their presence primarily serves to ensure that the examined individual is capable of effectively performing professional tasks within the child protection system.

Closely related to these are the Unified Civil Service Core Competencies applicable to professional roles (Malét-Szabó et al., 2018) and the Unified Civil Service Leadership Competencies for managerial positions (Malét-Szabó, 2013; 2014). Both sets of competencies are mandatory in all their elements and must be fully met by the individuals assessed.

Each competency framework is grounded in empirical research and is specifically designed to support effective job performance, based on clearly defined behavioural indicators that can be observed and measured by external evaluators (Malét-Szabó et al., 2021).

The relationship between these two systems—and the developmental pathway from professional to leadership competencies—is illustrated in Figure 3, which also highlights the developmental and growth potential inherent in the CPATS system.

Figure 3.
The Unified System of Core and Leadership Competencies in Public Service

Competency frameworks		Core Public Service Competencies	Public Service Leadership Competencies
Individual competencies	Cognitive	Compliance with rules	Professional knowledge
		Independence	Consistency and predictability
		Assertiveness	Goal- and task-oriented approach
		self-confidence	
		Problem-solving skills	Creativity, innovation
		Decision-making ability	System thinking
		Taking responsibility	Decision-making and accountability
	Emotional and self-regulation competencies	Psychological resilience	Flexible adaptability
		Emotional intelligence	Realistic self-awareness and motivation for self-development
	Social Competencies	Communication skills	Communication skills
Conflict management		Conflict-management and advocacy	
Cooperation			
Leadership Competencies		Motivating staff	
		Leadership functions	
		Leading by personal example	

Note. Authors’ own edition based on Malét-Szabó et al. (2018).

Summary

This study has presented in detail the theoretical and practical development process that led to the creation of the new CPATS system for psychological aptitude testing in child protection and to its mandatory implementation, effective from 1 July 2025. Particular attention was given to ensuring that the conceptual progression leading to the dual set of evaluation criteria—the psychological minimum requirements and the unified civil service core and leadership competencies—as defined in the Government Decree regulating the aptitude examinations, is clearly understandable to all readers.

We hope that this transparency will serve to demonstrate the professional credibility and validity of the new system of psychological aptitude testing within the field of child protection.

Further information on the specific methodological framework and its statistical analysis can be found in the studies by Malét-Szabó and Somogyi (2025) and Kurucz, Kovács, and Sárvári (2025).

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URL2: *CWLA: PRIDE Model of Practice (Parent Resources for Information, Development, and Education) Preparing and Assessing Prospective Resource Parents as Team Members in Child Protection and the Trauma Informed Care of Children*. <https://www.cwla.org/pride-training/>

Laws and regulations

Act CCXL of 2013 on the Enforcement of Penalties, Measures, Certain Coercive Measures, and Administrative Detention

Act LXIV of 1991 on the Promulgation of the Convention on the Rights of the Child, adopted in New York on 20 November 1989

Act XXXI of 1997 on the Protection of Children and on Guardianship Administration

Government Decree 191/2024 (VII. 8.) on the Psychological Suitability Examination of Persons Employed in Child Protection Institutions

Government Decree 40/2024 (II. 29.) Amending the Government Regulation on the Psychological Suitability Examination of Child Protection Institution Directors

Government Decree 513/2013 (XII. 29.) on Certain Matters Concerning Foster Parent Employment and Substitute Parental Legal Relations

Minister of Interior Decree 45/2020 (XII. 16.) on the Suitability Examinations of Professional Staff and Law Enforcement Administrative Personnel Employed by Certain Law Enforcement Agencies under the Authority of the Minister of Interior

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