

Chartered Educational  
Assessor (CEA)



An introduction

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# Foreword



I am delighted to be able to communicate with you as the Chief Executive Officer of the Chartered Institute of Educational Assessors (CIEA). The granting of chartered status to the Institute is a profoundly important event. It endorses our objective of professionalising the process of assessment and allows the CIEA to develop a programme of accredited continuing professional development that will be genuinely world class.

The Charter also allows us to place assessment on a par with professional activity in other fields such as engineering, HR and marketing. It is the CIEA's intention to raise confidence in the assessment process, both within the profession and among the general public. In order to achieve that, our individual members who play key assessment roles in schools, colleges, the workplace and awarding bodies need to have their assessment expertise publicly recognised and professionally accredited.

The Charter enables CIEA to confer on the best practitioners in the assessment community the highest individual professional

designation – that of Chartered Educational Assessor (CEA). The CEA will apply the highest professional skills and judgements to assure the quality of assessment and thereby sustain and improve confidence in the standard and consistency of assessment.

This booklet explains the concept and characteristics of Chartered Educational Assessor and gives an insight into the training programme and the views of those who took part in our initial pilot programme. It also offers case studies so that you may recognise practice within your own place of learning and see what the CEA can do for you and your students.

I hope that each one of you will see the value of this training and that you too will aspire to become a Chartered Educational Assessor or develop a CEA in your school, college or workplace.

Sincerely,

A handwritten signature in black ink, which appears to read 'David Wright'. The signature is fluid and cursive, with a long horizontal stroke at the end.

David Wright  
CEO  
Chartered Institute of  
Educational Assessors

# Introduction to the Chartered Educational Assessor (CEA)

## The role of the CEA

The role of the CEA is to quality assure the assessment processes that a school, college or training centres use. This could be in a single school or college, across a federation of institutions, within a workplace, or across a consortium.

The CEA will look to improve the processes of assessment common to all institutions, across multiple disciplines or subject contexts. This will involve ensuring that the preparation for assessment is effective. This means looking at the policies and procedures that are in place and how the strategy for assessment is delivered. The CEA will offer support in designing and developing effective assessments that are reliable, valid, fit for purpose, transparent and fair.

The CEA will also look to improve the way that assessments are conducted. This will involve developing effective assessment criteria and setting suitable assessment objectives as well as arriving at consistent and accurate methodologies. This includes effective standardisation

and moderation procedures, as well as collecting and storing assessment information from the outcomes of these assessments.

Further, the CEA will look at ways of using this information to inform future teaching, training and learning programmes, as well as demonstrating the effectiveness of the assessment itself. The evidence will be used to provide feedback to learners as well as members of the assessment teams and their line managers. It will form the basis of the next teaching or training programme as well as data on which to write reports for parents or carers, for institution managers and for other stakeholders such as local or national government as well as local and national industry.

The CEA will also encourage teams of assessors to reflect upon their individual performances. Using information to help individuals to plan their own professional development by addressing any areas of weakness highlighted by the evidence and evaluate the impact of their own learning in this area.

Finally the CEA will look at how this development process is effected across a team of assessors within the same subject discipline or domain, across multiple subject domains or even across institutions. Importantly, this needs to take consideration of how assessments achieve consistency across different groups of learners over time.

It also means that teaching and training becomes more focused and effective, and learning becomes more meaningful and better understood by the learner. It will reinforce the virtuous cycle of effective assessment leading to more focused teaching and more focused and personalised learning.

### What this means for the education and training sectors

All of this means that the assessment process within any place of learning will become professional, consistent, reliable and validated by a professional person working to professional standards. Instead of the quality control procedures that affect institutions currently, driven by bureaucratic procedures and processes, the CEA could lead to a system that relies on quality assurance and professional judgements borne from the skills and capabilities of those closest to learners.



# Chartered Educational Assessor (CEA) Pilot overview

The first training and evaluation event for Chartered Educational Assessors took place in London on September 27th and 28th 2007. There were 43 participants from whom 32 were chosen to take part in the pilot scheme. Participants ranged from assessors of nursery nurses, assessors from within the primary, secondary and tertiary sectors, principal and chief examiners, as well as those who assess within other professional institutes and industry. The pilot scheme ran until summer 2008 and measured the impact of a CEA on schools in a variety of contexts.

The second training and evaluation event for Chartered Educational Assessors took place at Warwick University on June 24th and 25th 2008. There were 26 participants from whom 18 were chosen to take part in the pilot scheme. Participants came mainly from the tertiary sector and included teachers, lecturers and self-employed consultants. The pilot scheme runs until spring 2009 and will also measure the impact of a CEA on institutions in a variety of contexts.

In both cases applicants were asked to highlight previous knowledge and experience they had in the five elements of the process of assessment:

- Planning or preparing assessments
- Conducting assessments
- Feeding back after assessments and handling data
- Managing oneself and working to deadlines
- Managing teams of assessors

An IEA spokesperson informed the participants about the nature of the two days and the levels of interest in the pilot both nationally and internationally. The learning objectives and assessment criteria for each session, based upon the IEA Professional Framework, were made explicit and participants were divided up into random teams for the remainder of the two days.

As the events consisted of both training and assessment, participants were asked to complete various tasks throughout the two days. People said that they found this demanding and that they felt

## **“Informative, rigorous, purposeful, empowering. I learned a great deal about myself despite thinking I knew a great deal about assessment.”**

under constant pressure, since their performances were being assessed on a continuous basis. Team-building, communication and inter-personal skills were all analysed carefully.

Participants’ abilities to turn specifications and learners’ needs into assessments that were fit for purpose; to develop effective assessment criteria and to suggest realistic ways of standardising and monitoring were outlined in each portfolio that built over the course of the two days. These portfolios were then assessed according to the assessment criteria that had been made explicit to each participant.

Finally, participants were asked to evaluate the course and the training materials in an anonymous evaluation form. Results of this can be found on the following pages.

Space was also made available to pass a general comment, some of which can be found to the right:

*“Informative, rigorous, purposeful, empowering. I learned a great deal about myself despite thinking I knew a great deal about assessment.”*

*“A worthwhile course, which challenged and developed my learning with regard to assessment practices...”*

*“The planning team is to be congratulated.”*

*“A very interesting, stimulating and challenging course...”*

*“The work was challenging and rewarding.”*

*“The presentations were clear, informative and well put together.”*

*“Excellent sessions with relevant tasks.”*

*“This was an interesting and informative experience. The central notion of moving from product to process is certainly challenging. However, the two days have gone a long way to ferry us across.”*

*“A very challenging and interesting two days, with a good mix of individual and group tasks, as well as presenters who brought a wealth of information to the two days.”*

## “a wonderful opportunity with continuing professional development and I found it particularly interesting working across all of the age ranges.”

### Out of the comfort zone

Barbara Payne, an assessor with over thirty years experience in vocational assessment, is one of those hoping to gain Chartered status. She has been working with a secondary school, scrutinising its assessment processes. The Chartered Educational Assessor programme has been “rigorous and systematic,” she said.

*“I found data analysis challenging as I have limited experience in this area. What I am particularly enjoying is auditing the good practice that is already in place and then agreeing an action plan to move the assessment process*

*forward. In my work generally, I have found it surprising that people do not think about assessment all the time in schools, as happens in early years.”*

*“But this is a wonderful opportunity with continuing professional development and I found it particularly interesting working across all of the age ranges. I was quite familiar with the processes of feeding back and internal moderation, but not in a secondary school setting. It takes you out of your comfort zone.”*



**“...the award has involved working with a primary school team on its assessment process – developing, evaluating and standardising. That is a real bonus for me.”**

### Recognition

Michael Brook, also a participant in the Chartered Educational Assessor pilot is an assessor in finance in FE and Higher Education Institutions. *“It’s an opportunity for me to be recognised as an assessor, and to be able to undertake training that recognises it that makes it even more worthwhile,”* he said. *“The selection process for the pilot was meticulous,”* he added. *“You had to make your case, as you would with a job application. The training was well structured – it was clear what they were looking for and how it would be assessed and the selections made.”*

One reason he applied was to experience assessment in a

*different context. “I was interested to work in schools and part of the work towards the award has involved working with a primary school team on its assessment process – developing, evaluating and standardising. That is a real bonus for me.”*

*“The award of CEA will mean wider recognition”* he said. *“Education is full of qualifications and letters after your name. We all assess and some do it and understand it better than others. But to be able to say that you are a Chartered Educational Assessor with validation from your peers is a sign that you must know something.”*

*“From the point of view of external stakeholders, it is also a marketable skill.”*



## Benefits for individuals:

CEA status will:

- Give the holder prestige, an equivalent status to other professional organisations.
- Be recognition of the holder's skills in assessment techniques.
- Add a significant level of credibility to the assessment process.
- Allow the holder to build confidence in others to guide, support and lead teams of assessors.
- Be recognition of individual skills and expertise, as well as a validation of those skills and judgements.

Chartered status will provide clear parameters and an objective framework to an area that can be sometimes subjectively fluid. It will be recognition of professional

capability at the highest level. It will also provide an opportunity to support the professional development of others nationally, as well as the opportunity to spread good practice.

Chartered status will give a sense of achievement, capability, and a formal recognition of expertise, as well as validating professional judgements. It will confirm that the IEA is a high level professional body which sets standards for the practice, conduct and application of professional skills.

Chartered status will validate assessment as a skill inseparable from good teaching and learning.



## Benefits for centres of learning

Below is a case study of one particular establishment and its initial work with the CEA, Julius Lang

Let's be honest, I was apprehensive if not downright nervous about my visit to Maundene Primary School in Chatham, Kent. This was new territory for me and for the school, and although I was sure about my role I couldn't be certain that the staff would be pleased to see yet another outsider disturbing their routine. There were road works and rain to add to the atmosphere of gloom, and a taxidriver who had very clear ideas about what was wrong with everything, including education.

Within minutes of arriving the clouds lifted figuratively and literally. The Deputy Head, Nigel Jones, is an experienced and committed professional and he had already grasped the ideas behind the pilot project and was making suggestions that showed he could already see how we could use this investigation of assessment to support learning in the school.

The school was interested in looking at years 1 and 4, where they felt that there was often a dip in children's performance. The meeting we had with the staff was full of laughter, possibly as a result of the relief they felt at being offered support rather than judgement. They agreed to look at the assessment of Writing in year 1 and Maths in year 4 and we discussed the different models of assessment they might use. This was just a few weeks before Christmas and yet they seemed full of enthusiasm for the project. As I stepped out into the sunshine I was conscious of how much I had learned. This was a successful school with a very strong belief in both formative and summative assessment; a school with a management that handles data intelligently and is aware of most new initiatives in education, and yet we were still able to find ways in which aspects of assessment could be improved. Feedback to children on their progress is to be formalized in year 4, for example. I felt that we were fulfilling the aims of the project in its purest form. We had looked at the process, not the outcome, to improve learning and to give support to teachers and students.

The drive back to the station was better too. The cabby didn't say a word.

# The role of the Chartered Institute of Educational Assessors (CIEA)

As of April 2008, the Institute of Educational Assessors has become the Chartered Institute of Educational Assessors. The CIEA is an independent professional body committed to maintaining and improving the quality of assessment, by working with others to provide a programme of professional support and development, thereby sustaining and increasing public confidence in assessment standards and practices.

The CIEA will support all those who aspire to being a Chartered Educational Assessor (CEA). It will do this by developing the framework of professional practice and present it in a way that is accessible to all, irrespective of the learning environment and context in which that learning takes place.

The CIEA will describe the processes that make up good assessment practice and the functions that underpin that process. It will describe the function, explain what the function is about and its constituent parts. It will give clear guidelines about who performs

the separate functions in a given context and the outcomes that they can be expected to deliver. It will outline the key performance indicators, the individual competencies and the enabling knowledge that allows all of this to function effectively.

Linked to these skills, knowledge and understanding will be a suite of credits and qualifications, developed in partnership with others, which will allow those working as assessors in whatever context, to improve their capabilities and progress in their chosen field of assessment.

The CIEA will also monitor the activities of the Chartered Educational Assessors, to ensure they are working to the set standards and that their impact on any centre of learning and its assessment procedures is beneficial and supportive. It is also important that the CEA is current and up-to-date and understands new and innovative practices. The CIEA will ensure this happens by requiring a check on the CEA's portfolio of development at least once every three years.

## The importance of Continuing Professional Development (CPD)

CPD is an important element of every professional's working life. It enables the modern professional to develop individual skills in a context that suits the individual, is delivered flexibly and supports not only the individual, but also the organisation in which that individual is employed. By making the person a more effective team player, the institution as a whole will become more effective and the impact will be felt by both the learners in that institution and the community which it serves.

The CIEA is committed to offering CPD to all its members in a way that will benefit the individual professional, the place in which that individual works and importantly, the learners who attend that centre of learning. The CPD will be tailored to meet the needs of the individual as well as the institution. It will be flexible, delivered in a multitude of formats and tailored to the individual.

The CIEA will develop with others, courses for work-related CPD. It will respond quickly and flexibly to meet the demands of the individual and the institution.



# CEA Pilot - Case Study

## Primary School B

### Institution Context

#### Nature

The school is an inner city, multi-ethnic primary and nursery school in which children speak 32 different languages. The Head had been appointed two and a half years ago when the school was close to being put into special measures. Having adopted a 'Can Do' ethos, the school has made great strides. Staff work as a team and parents put the school as their first choice instead of last. Although attainment is low, given the socioeconomic background and EAL needs of the children, the contextual value added figures are rising. Challenging Fischer Family Trust 'D' targets are set and surpassed. In January 2008 the school was placed joint sixteenth in the league table of 'most improved primary schools' in the country.

#### Focus

The school has an assessment policy, a calendar for assessment and a tracking system to monitor progress in literacy and numeracy but wanted help to develop teacher assessments in science. This was to be the focus of our intervention and support. Our aims were to help the school develop a cohesive assessment policy for science and to advise on strategies and moderation techniques to help implement the policy across all year groups.

#### Working with staff

Staff involved were well prepared by the school for our visits and welcomed the support we were able to offer. Teachers were willing to be observed in the classroom and at a moderation meeting. After each visit, the science co-ordinator worked hard to fulfil the agreed aims and good progress was made.

### CEA intervention

#### Number of meetings

We made five visits to the school, meeting with key personnel and agreeing the action plan. We observed two lessons, one in science and one in mathematics as a point of comparison.

## Use of tools

We used the CEA audit tool to create an initial picture of the school's expertise in assessment, but found it helpful to create a different document for use with the school that was tailored to the specific issues that needed addressing. The same was true for the CEA action-planning tool. It was a useful guide but we created an action plan with detailed objectives that would immediately resonate with primary teachers.

## Processes

The school needed to develop:

- schemes of work with appropriate integral assessment tasks that reflected National Curriculum levels
- assessment for learning strategies that enabled children to take responsibility for their own learning and helped them to celebrate their own success
- a tracking system to monitor progress in science that could be used for reporting to parents and to teachers as children moved up the school
- a system of moderating pupils' work to ensure common standards across the team and greater staff confidence in applying levels.

## Impact

### View of CEA

The school has begun to establish similar assessment arrangements to those of literacy and numeracy for science.

- It will reconsider schemes of work, building into each task opportunities for pupils to demonstrate assessment objectives.
- A system of tracking all science objectives has been formulated and circulated to all staff.
- Moderation of some work has taken place which increased teacher confidence in applying levels.
- The science co-ordinator was supported in leading a whole school meeting for the first time.

### View of Institution

The school felt the process was a positive one, supportive and professional rather than unrealistic or judgmental, and could be used in other areas of the school.

Assessment practices have improved, as have teaching and learning, and staff believed the process contributed to their professional needs.

# CEA Pilot - Case Study

## Secondary School A

### Institution Context

#### Nature

The school is a Secondary Modern School in an 11+ authority with 800 boys in Years 7-11. The school has a joint Sixth form with another school.

#### Focus

Assessment procedures within Science for Years 7-11 with a special focus on KS4. Particularly the remit was to investigate how the department could be more effective in its assessment procedures for BTEC and Science 360 courses. An essential element was to support the Middle Leader in developing assessment practice with his team. The Senior Leadership Team was keen to be more proactive in its approach to how curriculum areas were using assessment with a view to sharing good practice.

#### Working with staff

At the start of the process SLT were unclear as to how the relationship between a Chartered Assessor and the school would work. After initial discussions the school came to understand the partnership nature of the work that would be carried out. SLT were very co-operative and this was an essential element to the success of the pilot. The Curriculum Leader for Science was naturally wary of an outsider coming into the department, particularly coming shortly after an OFSTED inspection. Therefore this led him to feel threatened and as could be expected it took time to establish a positive working relationship.

### CEA intervention

#### Number of meetings

There were four visits:

- The first visit was to establish the remit, build relationships and review current practice within the curriculum area in order to start the audit process.
- The second visit was a month later after all the initial documentation had been analyzed and carefully considered. This ensured high quality discussions took place leading to a clear and full picture of current practice. Lengthy discussions with key curriculum staff were vital for the accurate identification of target areas for support.
- The third visit took place a fortnight later and was split between an afternoon and the following morning. The first session was with the whole Science team which provided time for discussions and reflection on current procedures. This was an extremely positive meeting and allowed the staff to rebuild some of their confidence in assessment practices. It enabled the whole team to be part of the process and to take ownership of future

developments. The following morning was a joint meeting with SLT and key curriculum staff in order to agree the action plan and the interim report.

- The final visit took place two months later to check progress on the short-term action points and to review developments. A joint meeting between members of the SLT and key curriculum staff took place to plan ahead. A final report on the whole process was also agreed.

### Use of tools

All CIEA tools were used.

The audit tool enabled in-depth reflection to take place. It provided a composite snapshot but needed to be used alongside a fuller report. The month between visits was essential for reflection and consideration of the school situation.

The action plan tool was extremely useful and kept the plan short, sharp and to the point.

The monitoring tool was an extension of the action plan and enabled both parties to easily assess progress.

### Processes

- Time for reflection
- In-depth discussions and access to key personnel
- The opportunity to work with the whole Science team
- Full involvement of SLT and key curriculum staff in joint, open meetings to establish inclusivity

## Impact

### View of CEA

After a difficult start a very useful, productive process that led to a clear change and improvement. The curriculum area deepened its understanding of effective assessment strategies. The processes allowed some difficult and searching questions to be raised leading to an appreciation of what action needed to be taken. The pilot raised SLT knowledge and understanding of the role of CEAs and the work of the institute. Within a very short period of time the school could see practical benefits that would lead to long-term gains.

### View of Institution

The Assistant Headteacher responsible for assessment said that the CEA's objective and professional view had shed new light on the school's assessment procedures and provided clarity to their future thinking. The leadership team is now working more closely with all curriculum areas to provide constructive support and a forum for sharing good assessment practice.

The Assistant Curriculum Leader for Science enthused that the pilot scheme had given him new confidence in his assessment work within the department and provided a sound framework for the future.

## What others think

A number of key players in the assessment community were asked for their views about the development of the CIEA and the conferring of CEA status. Here's what they had to say:

*"I think it has huge potential to improve the quality of teaching and learning."*

Liz Francis, Director, Teachers Programme,  
Training and Development Agency

*"The Chartered Educational Programme will be invaluable in placing assessment firmly in its strategic and practical context. Standards, progress and achievement in schools, colleges and workplaces will be richer through the implementation and dissemination of good practice."*

Graham Soles, Headteacher, Brighouse  
High School



The training and evaluation event for the Pilot FE Chartered Educational Assessors took place at Warwick University on June 24th and 25th 2008. Participants came mainly from the tertiary sector and included teachers, lecturers and self-employed consultants. The pilot scheme runs until spring 2009

and will measure the impact of a CEA on institutions in a variety of contexts. Participants of the CEA FE Pilot in Warwick were asked to evaluate the course and the training materials in an anonymous evaluation form. Results of this can be found below.

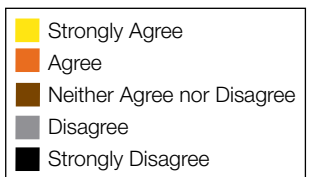


“A very challenging and interesting two days, with a good mix of individual and group tasks, as well as presenters who brought a wealth of information to the two days.”

“A very thought-provoking two days.”

“Challenging but enjoyable. Thank you!”

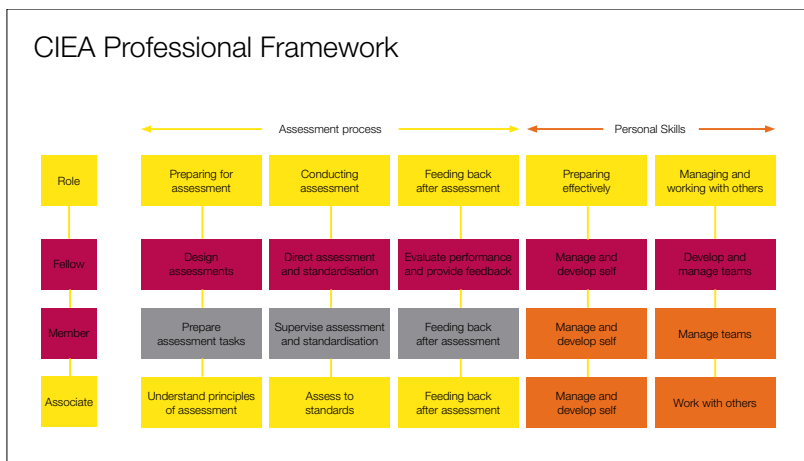
“Informative, rigorous, purposeful, empowering. I learned a great deal about myself despite thinking I knew a great deal about assessment.”



# Qualifications

Qualifications will be based upon the CIEA Professional Framework, an outline of which can be seen below:

The CIEA is working to align its framework with those of both the TDA and LLUK, so that skills and competencies can be professionally recognised.



# Masters Degree in Assessment

The Chartered Institute of Educational Assessors (CIEA) has significantly furthered the professionalisation of assessment by strategically bringing together leading UK universities to offer the world's first Master Degree in Assessment.

Some of the UK's top universities, including Bath Spa University, Durham University, University of Leeds, Warwick University, Swansea Metropolitan University and the Institute of Education will now offer an MA in Assessment to students. Bath Spa will be the first to offer the new MA this September, while the other universities will follow in September 2009.

Bath Spa University will be offering a credit based route to MA or MTeach. Students can exit with a PG Cert, PG Dip or MA/MTeach with 60, 120 or 180 credits respectively, but need to first complete research modules and a dissertation for the final 90 credits if they want to complete the MA or MTeach.

These will be professionally recognised and will allow participants to develop not only professionally recognised skills, but also to align those skills with the separate grades of CIEA membership grades.

For further information please visit:

[www.ciea.org.uk/upload/pdfs/maedassessment\\_flyer\\_6jun08.pdf](http://www.ciea.org.uk/upload/pdfs/maedassessment_flyer_6jun08.pdf)

[www.bathspa.ac.uk/schools/education/cpd/default.asp](http://www.bathspa.ac.uk/schools/education/cpd/default.asp)

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**Chartered Institute of  
Educational Assessors**

29 Bolton Street  
London W1J 8GP  
Tel 0845 672 2123  
info@ciea.org.uk  
www.ciea.org.uk