

# Professional Masters Programme Award Handbook: *Educational Assessment*



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**Professional Masters Programme**  
**Award Handbook: Educational Assessment**  
**Revised: 1<sup>st</sup> March, 2011**

## **Introduction**

Welcome to the Professional Masters Programme (PMP) at Bath Spa University! We hope that you will find your study rewarding and are looking forward to embarking on your Master's journey. This award handbook contains all the specific information that you need to complete a programme in Educational Assessment and gives specific details about required and elective modules. It should be read in conjunction with the main PMP generic student handbook that contains detailed information on matters covering overall PMP learning outcomes, assessment criteria, modes of assessment, overall route structures, general APL and student support systems.

## **How this award is linked to the Chartered Institute of Educational Assessors (CIEA)**

The National Assessment Agency, a sub-section of the Qualifications and Curriculum Authority, was instigated in 2004 following consultation with senior examiners and moderators for awarding bodies, as well as other interested parties, in order to put examining on a more "professional" footing. Traditionally, examiners and moderators have completed this work as an adjunct to their normal role, usually teachers in schools, with the result that the work was seen as an extra rather than as a part of professional development. Attempts to give more of a career structure to examining have largely failed and the *status quo* remains.

As a later part of the initiative the Chartered Institute of Educational Assessors (CIEA) has been founded to disseminate good practice which it does through their website and a regular magazine, complemented by an annual conference, the first of which was held in 2007.

Chartered Educational Assessor (CEA) status has subsequently been developed and offered to Members. The CIEA offers the following specialised professional membership options and awards to its members: Student Member, Affiliate, Associate (ACIEA), Full Member (MCIEA), and Fellowship (FCIEA).

Following the introduction of the new 14 to 19 Specialised Diplomas in September 2008 it is expected that a major role will be created for Chartered Educational Assessors (CEAs) that will oversee the process of carrying out local assessment in various institutions. Since there is a vocational element to these Diplomas it is likely that many providers of the necessary courses will be outside traditional schools and colleges and will not have the experience necessary to carry out assessment. The current awarding bodies, e.g. OCR and AQA, will assess the work of pupils and students in schools and colleges, but may not do so in other institutions. The CEAs will have a major role in local assessment and quality assurance, particularly as the future of assessment is likely to become both internal and local to the region.

It should be noted that the notion of assessment is not confined to just public examinations, but refers to assessment in general. Thus, it includes the design and delivery by teachers and others of forms of assessment as part of a course.

Bath Spa University has been invited by CIEA to provide a course leading to an MA or MTeach in Educational Assessment, part of which will be based on the Chartered Assessor's training programme originally devised and delivered by the Institute.

The CIEA website is located at:

<http://www.ciea.org.uk/>

The BSU CPD website is located at:

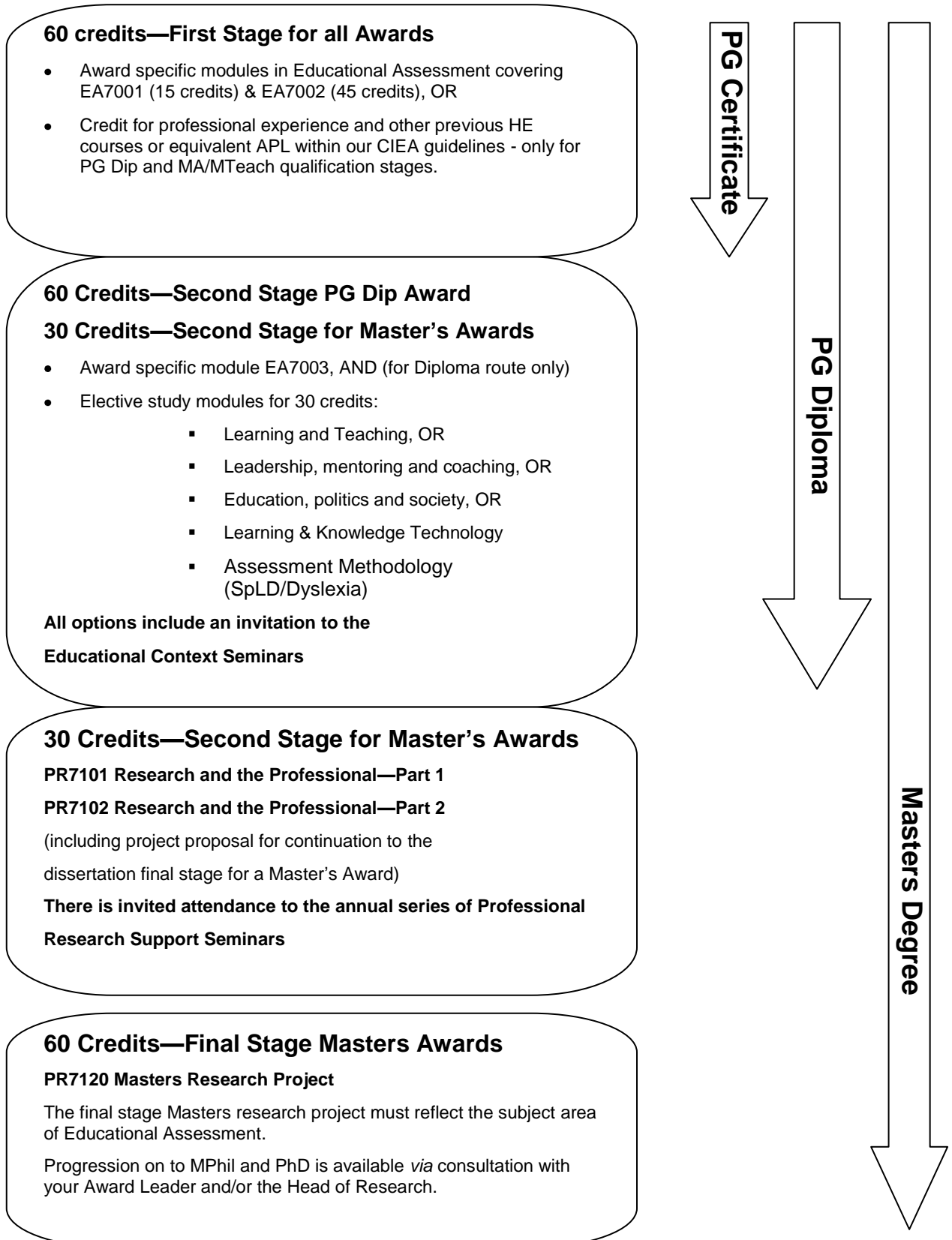
<http://www.bathspa.ac.uk/schools/education/cpd/default.asp>

## **Admission Requirements for this Award**

The admission requirements for this award are the same as in the main generic PMP student handbook.

## The PMP Award Route for Educational Assessment

There are three stages in the Professional Masters Programme and for this award it is possible to exit with a PG Cert, PG Dip or MA / MTeach.



## **APL and Progression Requirements.**

Accreditation of Prior Learning (APL) is the term used for recognising credit from previous study or professional work. For this award there are no general additional requirements other than APL needs to be related to this award title; however, students who have completed the Chartered Institute's Chartered Educational Assessor training will be granted APL against the 45 credits normally awarded for the portfolio in module EA7002. This exemption also applies to those who completed and passed the "Fast Track Pilot" programme with the CIEA in September 2007.

CEA qualified PMP students may also elect to exit with the MTeach award in Educational Assessment in recognition of their status.

Please contact the CPD Administration Office or your Award Leader if you think that you may be able to transfer credit from a different Higher Education Institution into this award.

**Note:** APL only applies to the Higher qualification Awards leading to a PG Dip or MA/MTeach.

For all APL applications please contact the CPD office and request a student APL application form.

## **Staff Profiles for this Award**

Various School of Education staff are involved in delivering this award:

### **Cathy McKenna – PMP Educational Assessment Award Leader**

Cathy has the following contact details:

**Email:** [ca\\_mckenna@hotmail.com](mailto:ca_mckenna@hotmail.com)

**Tel:** 01206 391622 (Please contact after 7pm weekdays only)

### **Dr Steven Coombs – Head of CPD and Chair of the PMP**

01225 876149      [s.coombs@bathspa.ac.uk](mailto:s.coombs@bathspa.ac.uk)

### **CPD Administrative Assistant**

You will speak to a CPD Admin Assistant if you phone the office. This is the first port of call for many queries.

01225 875593      [cpdadmin@bathspa.ac.uk](mailto:cpdadmin@bathspa.ac.uk)

### **Zara Johnson – CPD Quality Assurance Project Manager**

Zara's role means that she coordinates the impact evaluation process, as well as general module feedback.

01225 875440      [z.johnson@bathspa.ac.uk](mailto:z.johnson@bathspa.ac.uk)

In order to respond to the ever-widening and fast-changing professional development needs and demands from client schools and Local Authorities, we are further supported by a large developing network of Affiliated Field Consultants and Tutors.

## **Final words**

We intend that all participants will have a successful and stimulating time whilst working within this award area of the Professional Masters Programme and that this experience will lead to a fulfilling career.

Best wishes with your studies!

Cathy McKenna  
PMP Award Leader for Educational Assessment

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## Appendix: The modules offered within the PMP Award in Educational Assessment

All generic and core modules that can be taken across the programme are denoted with a 'G', whereas award specific modules are depicted with an 'A'.

It may be possible to join modules from other awards in the second stage of this PMP award, please consult with your Award Leader.

Please note that these are a list of validated modules, their availability for study may depend on other factors.

### Summary of the PMP accredited modules within this award

PMP Module Code	Module Name (Short)	Credits	PG Level 6 &/or 7	Generic (G) or Award (A)
PR7101	Research and the Professional – Part 1	15	7	G
PR7102	Research and the Professional – Part 2	15	7	G
PR7120	Master's Research Project	60	7	G
PR7110	Learning & Knowledge Technology	15	7	G
PR7211	Education, Politics & Society	15	7	G
TT7365	Assessment Methodology (SpLD/Dyslexia)	30	7	A
TT7860 15–60	Work-based action enquiry	15, 30, 45, 60	6 & 7	G
IN7760 15-60	Independent Study Module & APEL	15, 30, 45, 60	6 & 7	G
EA7001	Introduction to Educational Assessment	15	6 & 7	A*
EA7002	Current Initiatives in Educational Assessment	45	7	A*
EA7003	Theory & Practice: the Future of Educational Assessment	30	7	A*

All generic modules listed above are appended to the main PMP generic student handbook.

\*These award specific modules for Educational Assessment are appended to this appendix section. Other award specific modules are contained in separate award handbooks across the PMP scheme.

Course Module Code	<b>EA7001</b>
Name of course module	Introduction to Educational Assessment
Short name (if any)	
Course module co-ordinator	Cathy McKenna
Other tutor(s) (if any)	
Module level(s)	Masters level 7
Semester(s)	Flexible timetabling – over semester 1 or 2
Contact time	20 hours of workshops and e-learning directed activities
Credit points	15 credits
Subject Area(s)	Theory and practice of Educational Assessment relating to public examinations, history of public examinations in the UK, internally set public examinations and school / college based examinations to include both summative and formative aspects
Acceptable for:	PG Cert/Dip & MA / MTeach in assessment
Prerequisites (if any)	1st degree in any subject + QTS (desirable, or equivalent, e.g. QTLS or professional experience, i.e. LA advisors etc.)
Excluded Combinations	None
Type (Compulsory or Optional)	EA4001 / EA4002 Compulsory for MA / MTeach EA4001 compulsory for MCIEA
Description (overview)	<p>The first part of the course, EA4001, will provide an introduction to assessment and will focus on the system of public examinations in the UK and the relationships between government, regulators and awarding bodies.</p> <p>This will include the proposed split of QCA into regulators of the curriculum and regulators of assessment.</p> <p>It will look at the introduction of formal assessment from an historical perspective, which will include the development of the range of current examinations at KS4.</p> <p>The role of coursework will also be investigated during this module together with a consideration of current issues such as plagiarism and collusion.</p>

Teaching and learning strategies	Seminars, workshops and directed classroom-based activities.
Learning outcomes	<p>By the end of this module students will have:</p> <ul style="list-style-type: none"> <li>• A critical understanding of issues surrounding assessment theory and practice within an historical and evolutionary context.</li> <li>• An understanding of the design frameworks and educational policies that govern assessment systems in the UK</li> <li>• Development of professional awareness and confidence through examination of practical systems of assessment related to areas such as coursework and problematised in the context of moderation issues.</li> </ul>
Key text(s)	<p>Ed Gardner, J. (2006), <i>Assessment and Learning</i>. Sage Publications.</p> <p>Glover, D. and Law, S. (2002), <i>Improving Learning</i>. Open University Press.</p>
Assessment scheme	<p>100% coursework assessment within the PMP assessment modes for 15 credits, i.e. 2,500 +/- 500 words (or equivalent).</p> <p>A case study assignment submitted <i>via</i> a 20 minute presentation using the standard PMP supporting scaffold for this assessment mode.</p>

Course Module Code	<b>EA7002</b>
Name of course module	Current Initiatives in Assessment: Role of the Chartered Educational Assessor
Short name (if any)	
Course module co-ordinator	Cathy McKenna
Other tutor(s) (if any)	
Module level(s)	Masters level 7
Semester(s)	1 and 2
Contact time	60 hours of workshops including directed study time and e-learning activities
Credit points	45 credits
Subject Area(s)	Current initiatives in assessment practice and policy: <ul style="list-style-type: none"> <li>1. Changes to GCSE and A-Level</li> <li>2. Range of qualifications available at different levels</li> <li>3. Introduction of 14 to 19 Diplomas</li> </ul> Chartered Educational Assessor training programme
Acceptable for:	MCIEA (Member of the Chartered Institute of Educational Assessors) PG Cert Progression to: PG Dip Professional Learning and MAPL or MTeach in Educational Assessment
Prerequisites (if any)	1 <sup>st</sup> degree (See EA4001 re QTS or professional equivalency)
Excluded Combinations	None
Type (Compulsory or Optional)	Compulsory for the PMP career track in Educational Assessment. Can be offered as a stand-alone elective for other students across the PMP.

Description (overview)	<p>This module will be divided into two sections:</p> <p><b>The first part</b> will look at recent and current initiatives in assessment, focussing on the introduction of new GCSE courses and new syllabuses for A Level.</p> <p>The role of coursework in both academic and vocational approaches will be explored which will focus on changes to the content and amount of coursework in terms of its percentage contribution to the overall mark and on the conduct of coursework, e.g. controlled conditions, in the light of concerns over plagiarism and collusion.</p> <p>Some comparison might be possible with systems in other countries, e.g. Malta, where the coursework content is much lower than in the UK.</p> <p>The introduction of new, mainly vocational Diplomas, will be studied in some depth particularly with regard to their assessment which is expected to differ from the <i>status quo</i>.</p> <p><b>The second part</b> of the course will focus on the role of the Chartered Educational Assessor.</p> <p>This will look at the design of assessment tools, with reference to reliability and validity. Work on conducting assessments will address issues surrounding the design of mark schemes for written examinations and level descriptors for practical work, in both cases including the notion of standardisation.</p> <p>Further work will include the role of examination / test data and its interpretation, feeding back and management issues. Throughout the module reference will be made to both formative and summative assessment.</p> <p>The Chartered Educational Assessor is concerned with process, not outcome., The module will reflect this since successful completion will be the first step towards Membership of the Chartered Institute of Educational Assessors and subsequently to the granting of full Chartered Assessor status.</p>
Teaching and learning strategies	Seminars, workshops and directed classroom-based activities.
Learning outcomes	<p>By the end of this module students will have:</p> <ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the rationale behind current issues in assessment.</li> <li>• A critical examination of assessment frameworks and the design of coursework relative to contemporary curriculum development issues surrounding the implementation of the new Diplomas in England from September 2008. This to be compared and contrasted with alternative systems for assessing vocational educational from another EU country.</li> <li>• Investigated and evaluated the design of a range of assessment tools, with reference to reliability and validity.</li> <li>• Competence underpinned through critical professional development as a means to develop practice as an educational assessor.*</li> </ul> <p>*Codes of professional practice are under current negotiation with the</p>

	Chartered Institute of Educational Assessors.
Key text(s)	Ed Gardner, J. (2006), <i>Assessment and Learning</i> . Sage Publications. Glover, D. and Law, S. (2002), <i>Improving Learning</i> . Open University Press. Educational Assessor Training Handbook (2008). National Assessment Agency / Chartered Institute of Educational Assessors.
Assessment scheme	The 45 credits available for this module will be split as follows: 30 credits will be awarded for the production of a portfolio based on the Chartered Assessor training programme – 5,000 +/- 1,000 words or equivalent, e.g. if a presentation is used to partly disseminate a portfolio. 15 credits will be awarded for a critical analysis of the literature surrounding current developments in assessment. Students will be able to choose a suitable area in which to specialise – 2,500 +/- 500 words. [N.B. theoretically 45 credits could range between 7,500 +/- 1,500 words]

Course Module Code	<b>EA7003</b>
Name of course module	The Future of Educational Assessment
Short name (if any)	
Course module co-ordinator	Cathy McKenna
Other tutor(s) (if any)	
Module level(s)	Masters level 7
Semester(s)	1 and 2
Contact time	40 hours of workshops including directed study time and e-learning activities
Credit points	30 credits
Subject Area(s)	<p>This is likely to be a module that adapts as new developments and initiatives are announced. At the time of writing, the following topics are likely to be covered:</p> <ul style="list-style-type: none"> <li>• Controlled assessment</li> <li>• E-assessment</li> <li>• Use of the internet</li> <li>• Use of email</li> <li>• Assessment from home</li> <li>• Assessment in the workplace</li> <li>• Assessment of learners on vocational courses</li> <li>• Personalised learning</li> <li>• Personalised assessment</li> <li>• Formative and summative assessment</li> <li>• New methods of assessment</li> <li>• Avoidance of rote learning</li> <li>• Emphasis on understanding</li> </ul>
Acceptable for:	Progression on to module PR4101 leading to the longer awards, i.e. PG Dip Professional Learning: Educational Assessment.
Prerequisites (if any)	1st degree (See EA4001 re QTS or equivalent professional experience)
Excluded Combinations	None
Type (Compulsory or Optional)	Optional - can be used as an elective module across the wider PMP.
Description (overview)	<p>This module will look in depth at some of the proposals for the carrying out of assessment which, by their nature, are not fully implemented at this time. Problematic issues will be explored, such as the Key Stage 3 on-screen test in ICT that was originally intended as a summative tool but has since become a formative tool as it is no longer compulsory.</p> <p>The whole question of e-assessment is still under development and the new 14 to 19 Diplomas will be introduced in September 2008 to be followed by a rolling program until 2013. This module will critically engage in this</p>

	<p>development.</p> <p>Problematic educational policy issues affecting assessment will also be considered, such as: 'Will personalised learning and assessment be a feasible option in the future, or will students continue to take the current examinations or a new version of them <i>en masse</i>?'</p> <p>Other important assessment and examination issues such as 'What should be done to address the issue of grade inflation?' will also be addressed.</p>
Teaching and learning strategies	Seminars, workshops, online and directed classroom-based activities.
Learning outcomes	<p>It is intended that by the end of this module the participant will have:</p> <ul style="list-style-type: none"> <li>• A critical understanding of likely future outcomes in the conduct and design of educational assessment including evaluation of new forms of assessment such as e-assessment techniques.</li> <li>• An understanding of educational policy and debates surrounding the increasing QA role of internal assessment and assessment outside traditional institutions such as schools and colleges.</li> </ul>
Key text(s)	<p>Ed Gardner, J. (2006), <i>Assessment and Learning</i>. Sage Publications.</p> <p>Glover, D. and Law, S. (2002), <i>Improving Learning</i>. Open University Press.</p> <p>Further documentation as it becomes available in the form of Green Papers, White Papers, proposals from regulators and awarding bodies.</p>
Assessment scheme	<p>Assessment will be through an article intended for publication with a provisional title "Assessment in 2020". This will be completed according to the PMP assessment mode guidelines on article submission. The standard PMP presentation/article assessment scaffold will be used to critique the work and form part of the submission to demonstrate M level understanding.</p>