

## Document of Proceedings

### Seminar 1 A questionnaire to investigate collusion in GCSE ICT coursework – Geoff White, Lecturer, Bath Spa

Geoff presented the seminar with flair and zest, He gave an interesting explanation of the history of the development of qualifications from the first civil service examinations and set the context for today's coursework requirements.

Geoff explored a number of research projects for verification of authenticity. He concluded:

- Coursework for ICT is essential to demonstrate the application of what has been learned in ICT
- Coursework cheating is rare
- There is still some confusion amongst both teachers and pupils about awarding body requirements for coursework

### Seminar 2 How can an international survey of achievement improve teaching and learning in one country – Linda Sturman and Graham Ruddock, NFER

The TIMSS survey looks at trends in maths and science achievement for 9-10 year olds and 13-14 year olds. The rich data from these surveys tells us how English pupils compare with their counterparts in other countries. The data reveals that England pupils perform well in science, being out performed only by some Asian and Pacific Rim countries.

The story is a similar one for maths, however, there is a much bigger gap between the English pupils' performance at the older age group. In maths, two clear weaknesses were apparent: number at the younger age group and algebra at the older age group.

### Seminar 3 : Ofqual's reliability programme – Dennis Opposs

Dennis outlined Ofqual's work in developing a reliability programme with the aim of being open and transparent about examination results.

There will be three strands in this work:

- Generating evidence and information on a wide range of assessment assessments, GCSE, GCE and professional qualifications.
- Interpreting the results for the whole of the UK
- Communicating and consultation with all stakeholders

### Seminar 4 : Classroom assessment to support effective learning: The use of technology and collaboration to enhance assessment literacy – Barbara Hill and Brendan Tierney, SQA

There was a great deal of audience participation in this seminar, which was concerned with the evolution of the academy programme in Scotland, where the context of assessment is very different.

The schools in Scotland concentrate on AifL – Assessment is for Learning, which has increased the levels of understanding amongst Scottish teachers.

### Seminar 5 Students' approaches to learning and their performance in the extended project pilot – Anne Pinot de Moira, AQA

The background to the introduction of the Extended Project Qualification (EPQ) into the qualifications catalogue was explained. The EPQ is now available as either a stand-alone qualification or embedded into the new diploma.

The pilot project took place from summer 2007 to summer 2008 and a questionnaire was sent to learners to discover their views on the EPQ. The numbers embarking on the EPQ rose during the pilot from 132 to 675.. Generally, 18 year olds fared better than 17 year olds and age appears to be a factor in success in this qualification, as is the timing of the submission

as there can be clashes with AS and A2 work, as well as the workload of the individual student.

Data from the questionnaires revealed the following issues:

- Individual engagement with the EPQ
- The timing of the submission
- Presentation of the work
- Logging the work

The biggest single determining factor of success at EPQ was the individual's prior results at GCSE.

#### Seminar 6 `Enrolling on a Master's Degree course with one of CIEA's partner HEI – a variety of presenters

Professional assessment is now on a much firmer footing since the inauguration of the CIEA – not just in schools, but also in all places where assessment takes place.

Bath Spa was the first of the HEI partners to launch a master's degree in educational assessment. The course is delivered on line with regular tutorials to suit the learner's needs.

Durham is a two year part-time course, but can be achieved within one year full time and is aimed at the academic elements of assessment. The course looks at tests and examinations, classroom assessments, judgements made on the outcomes of assessment, research into assessment and concludes with a thesis.

Swansea Metropolitan will deliver an on-line course looking at planning and designing assessment,, implementing effective assessment, feeding back after assessment and leadership and management in the assessment community.

Warwick's course will be strong on theory and research into the practice of assessment. It will require 3 years professional experience before embarking on the course. It will be web-based, with face to face modules on four Saturdays during each module.

The Leeds course will be aimed at educational professionals. It will a delivered on-line , with the addition of 8 Saturday events over the two year course. The course will expect professionals to critically examine their own practice.

The London course will be a two year part-time course, with four taught modules and a final dissertation that will be work related and contribute to the student's CPD

#### Seminar 7 The use of electronic marking – Graham Hudson, DRS

Graham gave a lively introduction tov the benefits of electronic marking for the assessor. The opportunities offered by careful segmentation of an examination can be to increase the expertise of the assessor, by specialising in certain areas. Quality control is introduced into the process by seeding questions that will check regularly on a marker's standards of accuracy.

The quality control process allows markers to be double checked if there are any inconsistencies and to stop someone from marking if the assessor poses a risk.

#### Seminar 8 The comparability of e-assessment and paper-and-pencil assessment – Andrew Boyle, Ofqual and Rose Clesham, Edexcel

Assessment in an educational context is the least innovative area of education. E-assessment tends to take place in small scale assessments. The E-assessment working group was set up in 2007 to investigate ways in which e-assessment can impact upon large scale assessments.

The reasons for looking at e-assessment are numerous, but the following are important:

- The increased flexibility afforded by e-assessment
- Improved reliability of the assessment
- Assessment is fit-for-purpose

E-assessment needs finally to reflect the learning environment in which many learners work and learn.. Some issues that still need to be overcome:

- Accessibility issues for a large number of disadvantaged candidates
- E-assessment may change the nature of what and when assessment is carried out

Seminar 9 Students' and Teachers' views on stretch in the new `A` Level – Suzanne Chamberlain and Anthony Daly, AQA

Research with students showed the following results:

- Students felt that `A` Levels were demanding enough
- There was little room for creativity in the new `A` Level
- Could become formulaic teaching to the test

Research with teachers showed the following;

- Current `A` Levels were already demanding and stretched students
- There was no reward for a student who displayed skills beyond what is expected
- There was a danger of teaching to the test
- Stretch and challenge would be good for students.
- There was a need for support

Seminar 10 Case studies of e-assessment in primary schools – Marianne Sainsbury, NFER

This seminar looked at the evidence emanating from pilots of schools involved with the NFER project and discussed some of the findings.

One of the major barriers to implementing the scheme has been the technology, for pupil access is very mixed and the accessibility levels affect how the scheme performs. Teachers need enhanced subject knowledge to recognise how to move the learner on to the next step..

Once the test has been taken, it generates a report and each pupil is given a profile broken down into the following categories:

- A reasoning reader
- A surface reader
- A developing reader

The results can be used alongside APP information. The main benefit is that it fulfils teachers' assessment purposes, but embedding the practice and overcoming technical issues is not a smooth process.