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The Institute of Educational Assessors

Registered number: 5455890

Minutes of the Annual General Meeting of the Institute of Educational Assessors, held on Wednesday 22nd November 2006 at 18:30 in 83 Piccadilly, London W1J 8QA.

PRESENT:

Ms Kathleen Tattersall (Chair)

Professor Eva Baker (Company Member)

Mr Graham Henry Soles (Company Member)

Lord Sutherland Of Houndwood (Company Member)

Professor Alison Margaret Wolf (Company Member)

Mr David Wright (Director and IEA Head)

Mr Michael Walker (Director)

1. APOLOGIES

David Barrett (Director)

Mr Philip Williamson (Director)

2. MINUTES OF THE LAST AGM

The Chair highlighted that this was the first Annual General Meeting.

3. REPORT OF THE BOARD'S BUSINESS, 2005-2006

Ms Kathleen Tattersall was formally appointed to the Interim Board in June 2006 and the former chair, Mr Michael Walker, was thanked for his contribution.

The Chair stated that the Institute was not trading in the financial year up 31 March 2006 prior to its launch on 9 May 2006. Details were presented regarding marketing, membership, operations and staffing matters undertaken in preparation for the launch, and since. See Appendix 1 for full transcript.

4. REPORT OF THE AUDITORS, INCLUDING PRESENTATION OF THE ACCOUNTS FOR 2006

The accounts were presented by Mr David Wright and were unanimously accepted.

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5. APPOINTMENT OF AUDITORS

The appointment of Dickinsons Chartered Accountants as Auditors was unanimously accepted.

6. APPOINTMENT OF TRUSTEES

Mr David Wright advised that the Board is currently seeking to appoint three independent trustees. These appointments will be effective from April 2007.

7. ANY OTHER BUSINESS

Mr Graham Soles suggested the Institute consider engaging further with head teachers and offered to take this matter forward.

Professor Alison Wolf highlighted the lack of assessment training for PGCE students and stressed that the Institute could make a significant contribution

Mr Michael Walker expressed the National Assessment Agency's continued commitment to support the Institute.

8. CLOSE

8.1. There was no further business and the Chair declared the meeting closed.

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Chair

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Date

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APPENDIX 1

Report from the Chair 2005/06

This is my first report as Chair of the Institute of Educational Assessors, and, I trust, it will not be my last. The period covered precedes my appointment which took place in April 2006, approximately one month prior to the public launch of the Institute.

So my report covers the planning, development and preparatory phases of the organisation under the Interim Chair Mick Walker to whom my thanks go out for steering the organisation to such a successful launch in May of this year.

In my report I would like to look at three areas of operation of the organisation – our marketing, membership and operations.

1. MARKETING

In Marketing we established a supplier Redactive for our magazine Make the Grade. I am delighted to report that the magazine has been nominated for an award in only its second edition as the best new magazine in the Periodical Publishers Association's review of the year. From initial scepticism among the education community, the magazine is now seen as one of the most valuable and visible member benefits available from the Institute.

We also appointed an agency, JWT, to produce our interactive assessment focused website www.ioea.org.uk, and spent much of the year developing assessment focused content for our members, Everything from a Survive the Summer series of features for new examiners through to a collection of articles for in-centre assessors exploding the myths and the mystery surrounding the whole nature of the assessment community. And I do hope you have all managed to log on and access the wealth of information contained in its pages.

As well as developing products and services that meet the needs of our members today we are also developing new services to meet their future needs.

From our initial research undertaken between 2004 and 2005, we identified that assessors have different needs depending on their role in assessment. For teachers it was all about access to resources and support to help ease the burden of assessment. So as well as developing materials on our website and in our magazine, we also launched an online

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knowledge centre with EBSCO containing access to over 2,000 journals, periodicals and publications in education and assessment, including Alison's journal Assessment in Education

For examiners, markers and moderators of general qualifications and national Tests, the needs were less tangible. These groups of prospective members looked for services that reflected their achievement in assessment, and spoke on their behalf on assessment issues. So status and a voice come very much to the fore.

2. MEMBERSHIP

In terms of status it was all about designatory letters (or letters after your name), membership grades and certificates. In this regard we launched the Institute with three grades of membership – Affiliate for those with an interest in assessment, Student for those studying education or assessment, and Associate for practising assessors.

But more than just a simple Institute that allowed members to gain access based on their experience or qualifications, we needed to give the Institute teeth. So we developed a Framework in Assessment – the first time the process of assessment had been mapped against competencies and behaviours. This foundation stone will become the benchmark against which we measure the skills of our members when they join us and assign them to an appropriate membership grade and throughout the period of their membership through CPD and hopefully on to Chartered status.

We followed this up with other member services that would appeal to a broad audience including partnerships with the Times Educational Supplement in access to vacancies on assessment, Endsleigh Insurance Services for access to professional Indemnity Insurance, a legal helpline manned by staff from capita, and tax services provided by Tax Watchdog.

It was always envisaged from development to launch that the Institute would operate as free of bureaucracy as possible. The management team is quite small and we need to be flexible to meet the needs of our members through working with partners. Not replicating existing products and services available to assessors but constantly monitoring the environment, looking for gaps in service provision and developing new products to meet the needs of all types of assessors from the classroom to the college and into the workplace.

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To date we have received 2,900 applications, the vast majority of which have been processed within a three week period, exceeding our targets.

3. OPERATIONS

The reasons for the Institute coming into existence are well known and well rehearsed. We have emerged from our humble beginnings as a programme of the National Assessment Agency's Modernisation programme where the Institute was to be used as a retention mechanic to try and reduce the 10,000 examiners, markers and moderators of general qualifications and national tests who drop out each year, to an organisation which spans the entirety of educational assessment in this country from the centre to colleges and the workplace.

Responding to Ofsted's concerns about the variability of assessment in schools, and the poor support from some PGCE providers on assessment teaching in colleges, the Institute firmly believes that we could do more, so much more, to support teachers in the classroom as professional assessors undertaking a professional activity with professional support.

The most significant period of our history was the finalisation of our legal constitution in May 2005. Your help as Company Members, the initial subscribers to the organisation, allowed us to establish the Institute on a sound legal footing early on in the life of the organisation. Thank you for all your support

We followed up our legal establishment in May to explore through our legal advisors application for charitable status and became a charity on October 2005. This allows us to take the necessary steps towards Chartered status with Privy Council as well as beginning to operate, and be seen to be operating as legally independent from any undue or vested interest, wholly in the interests of the wider assessment community.

But simply enshrining ourselves in legal wrapping was not enough; we had to be embedded in the education community. So in January of this year we established an advisory group of stakeholders to advise on our developments in a way that supported our aim to improve the quality of assessment, by working with teacher associations, government agencies and awarding bodies.

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This supplemented our establishment of a teacher/examiner advisory group which began some twelve months earlier and ensured that we developed products and services of real and lasting value to teachers, examiners and markers so that we produced better assessors who could provide better assessment for our students, so giving our children a better deal out of education. They will be the real beneficiaries of the Institute; people who can become better served by the system that supports progressive learning in all its guises.

4. STAFFING MATTERS

As well as meeting a great deal of new colleagues this year, we also said goodbye to the friends who had helped us along the way. In this regard Phil Williamson had worked on the Institute programme longer than many on the project team. It was his initial vision, thoughts and ideas about the creation of a learned society that shaped many of the products and services our members enjoy today. Thank you Phil for all your hard work and your continued support as an Interim board member.

A little prior to Phil's departure In March, David Barrett the original Programme Manager of the Institute was also promoted to work on the National Tests within the NAA, although he too remains a board member and we thank him for his valued contribution over the past two years.

In April, Graham Herbert has joined us on secondment from NAA as Marketing Manager as did Richard Moorhouse, on a part-time basis, as Operations Manager. We were fortunate to recruit Richard Gott as Membership Manager from the College of Optometrists having before that been with the British Dental Association. [Our willing Jack of All Trades](#) is Richard Yeatman who is also on secondment from NAA. He is a valuable resource and is always full of enthusiasm.

All this meant in effect that we were rebuilding the management team of the Institute eight short weeks before launch. This is one of the riskiest things any organisation can do – simply replace its management team just prior to launch. Although the new management team led by David Wright has proved its worth in developing and organisation that leads the world on assessment provision right across the spectrum of education.

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5. THE INTERIM BOARD

An Interim Board was originally appointed, which was chaired by Mick Walker, Director of Quality Assurance with NAA, prior to my appointment in June 2006. The other members of the Board are David Wright, David Barrett and Phil Williamson. We will need to extend membership of the Board to be representative of the members and this will be addressed early in 2007.

6. CONCLUDING REMARKS

If the past few years have been tough enough, the next few years will prove to be particularly challenging for the Institute. As well as establishing its own credentials, building its membership and becoming self-financing the organisation has also got to respond positively and pro-actively to the new education reforms announced by government for introduction into centres in 2008.

Although I came out of retirement for a fitting challenge to my own talents and abilities I feel I have found a suitable role working to help the Institute deliver real and meaningful change for the better of the education community, our parents but more importantly our students.

I am proud to lead the Institute into the challenges that lie ahead with the knowledge that there can be no better organisation to support the aspirations of our learners than an organisation that 'sets learning at its very heart.

Thank you.