

Chartered Institute of Educational Assessors

Qualifications & Training Prospectus

2021

Table of Contents

Introduction to the Chartered Institute of Educational Assessors	3
What Qualifications & Training does CIEA offer?.....	4
The CIEA Professional Framework.....	4
CIEA Qualifications & Training Content	5
Course Structure & Details.....	6
Part 1: Online Certificate in Educational Assessment.....	7
About the course	7
Exemptions.....	7
Certificate in Educational Assessment course details.....	8
Course structure and outline	8
Brief for the synoptic task for the Certificate in Educational Assessment	9
Part 2: Face-to-face or virtual training leading to the Diploma in Educational Assessment.....	10
About the course	10
A typical schedule for the Diploma training	11
CIEA Diploma in Educational Assessment & CEA Schedule	12
Guide to the virtual course	13
Brief for the Diploma written task	15
Part 3: Online tutorial and portfolio development leading to CEA status	17
Stages of portfolio development.....	17
Framework for portfolio construction	18
“Light” portfolios.....	22
GDPR breaches	22
Re-submissions	22
Extensions	22
Ethics.....	22
CEA timeframe	22
Lead Assessor Support Programme	23
Programme overview	23
Programme structure.....	23
Who are these Qualifications & Training for?	26
What this means for the education and training sectors	28
The role of the CEA.....	29
Application requirements	30
The CEA Register	31
Re-accreditation.....	31
Membership.....	32
Membership levels.....	32
Benefits of Membership.....	32
Frequently asked questions about CIEA qualifications and training	34

Introduction to the Chartered Institute of Educational Assessors

The Chartered Institute of Educational Assessors (CIEA) is a charity, incorporated by Royal Charter, promoting excellence in all aspects of educational assessment - from the formative assessments used by teachers, tutors and lecturers in teaching establishments or the workplace to the summative assessments produced by assessment organisations or for academic, vocational or professional qualifications. Our mission is to develop, strengthen and disseminate good assessment practice, to ensure that all learners can achieve their full potential by being assessed in a fair, transparent and accurate manner.

As with any other professional body, the CIEA sets the standards and disciplines required within its profession and accredits those who successfully meet these standards - through a formal process - effectively giving them a professional license to practice.

We are a professional membership organisation. Our members include teachers, trainers, examiners, school and college leaders, academics, awarding organisations and people responsible for professional development in diverse sectors including finance, health and land management.

Setting and carrying out assessments requires skill, expertise and experience. The CIEA supports assessors by:

- Maintaining a national Continuous Professional Development Framework
- Accrediting individuals against the framework, with a clear progression route through the CIEA grades - Associate, Member and Fellow - for those who meet the professional standards
- Setting standards of conduct through a binding Code of Practice
- Training and accrediting the most experienced assessors as Chartered Educational Assessors
- Providing specialist, high quality training for individuals and organisations
- Supporting its members with advice, information and services.

What Qualifications & Training does CIEA offer?

We offer a suite of three nested courses leading to one of three qualifications:

- The Certificate in Educational Assessment (see page 7)
- The Diploma in Educational Assessment (see page 10)
- The Chartered Educational Assessor (CEA) Programme (see page 17)

We also offer a related but shorter training course for those newer to assessment or wanting to get an idea of what the qualifications can offer:

- The Lead Assessor Support Programme (see page 23)

The CIEA Professional Framework

The Chartered Educational Assessor (CEA) operates at the highest level of the CIEA professional framework which can be found below:

Role	Preparing for assessment	Conducting assessment	Feeding back after assessment	Performing effectively	Managing and working with others
Fellow	Design assessments	Direct assessment and standardisation	Evaluate performance and provide feedback	Manage and develop self	Develop and manage teams
Member	Prepare assessment tasks	Supervise assessment and standardisation	Provide feedback to learners and assessors	Manage and develop self	Manage team
Associate	Understand principles of assessment	Assess to standards	Provide feedback to learners	Manage and develop self	Work with others

CIEA Qualifications & Training Content

Linked closely to the CIEA professional framework, our courses focus on the following areas:

Preparing for assessment	Conducting assessment	Feeding back after assessment	Performing effectively	Managing and working with others
<ul style="list-style-type: none"> • The purpose of assessment • The relationship between the curriculum and assessment model • The importance of clear language • Making assessment valid and reliable 	<ul style="list-style-type: none"> • Inferences of assessment • Objective setting • Ensuring consistency • Comparability and standards • Test theory 	<ul style="list-style-type: none"> • The purpose and means of assessment • Understanding data • Uses and misuses of assessment 	<ul style="list-style-type: none"> • Understanding why the CEA must be an effective communicator 	<ul style="list-style-type: none"> • Communication styles • Leadership and ethics • Change management skills

All courses are led by experienced assessment professionals, experts in the field, who are also friendly and approachable. You will be encouraged to share your assessment practice with your fellow delegates, and to reflect on your knowledge, skills and understanding as you progress through the course content and different stages of the training. The Course Leaders will aim to be rigorous but supportive, to boost both your capability and your confidence in relation to assessment.

“I am particularly grateful for all of your support and guidance and in being particularly flexible with some of the arrangements. I am also thankful for you being on the end of an email whenever needed, which provided me with confidence knowing that you guys are there to help whenever needed. It goes without saying that I found the course really beneficial and has definitely given me some ideas moving forward and definitely brought a focus to my current role where I feel more confident to challenge and ask questions.”

Graham Corbyn, CEA

Course Structure & Details

Our blended learning courses are nested to incorporate an online Certificate in Educational Assessment, a two-day face-to-face or three-day virtual training course leading to the Diploma in Educational Assessment, and a tutorial and portfolio development leading to CEA status. The courses therefore comprise three parts:

Part 1: Online Certificate in Educational Assessment

The Certificate is available entirely online, and you can work at your own pace through the materials, within an overall timeframe of 4-6 weeks, including the submission of a short response to a synoptic assessment task.

Part 2: Face-to-face or virtual training leading to the Diploma in Educational Assessment

These training sessions are highly interactive, including group work, presentations, and role plays. Candidates will be observed throughout, and these observations will form part of the assessment of the course, alongside a short, written piece. The course lasts two days face-to-face or three days online.

Part 3: Online tutorial and portfolio development leading to CEA status

The tutorial is a one-to-one session with one of the Course Leaders and is your opportunity to ask questions and clarify any outstanding issues from the Certificate or Diploma. We will discuss your portfolio proposal, the portfolio development and submission processes, and feedback from the Diploma training sessions. Portfolio development usually takes six to nine months from start to finish.

Part 1: Online Certificate in Educational Assessment

Whether you're new to working in assessment, want to refresh your understanding of the key principles of assessment or are starting on your journey to becoming a CEA, the CIEA Certificate in Educational Assessment qualification will support you in gaining knowledge and understanding in the key principles of educational assessment. Through coming to understand these principles and the issues and debates around assessment practice, you will reflect on and develop your assessment understanding and develop a greater awareness of their implications in your own work situation.

About the course

This interactive online course includes video content, links to resources, discussion activities and reading suggestions. You will be required to participate in discussions with fellow students and complete a post-course task in order to achieve the CIEA Certificate in Educational Assessment and progress to the next stage of the CEA training.

Areas covered in the course:

- Learning taxonomies (Bloom's and SOLO)
- What is assessment?
- Purposes and types of assessment
- How assessment links to learning (regardless of assessment context)
- Threshold concepts and troublesome knowledge
- The pirate problem and the London test
- Analysing some data arising from the test
- Standards and comparability
- Synoptic writing task

Course Leaders will be available to respond to queries throughout the course.

Exemptions

In certain circumstances applicants may believe they have sufficient knowledge, understanding and experience in assessment to warrant an exemption from the Certificate in Educational Assessment, Part 1 of the CEA Programme. If you would like to apply for an exemption you will need to provide evidence of your experience and complete a short task.

Certificate in Educational Assessment course details

There are 10 sessions which can be completed at your own pace. Most sessions require you to engage with some narrated slides, carry out some reading and contribute to a discussion thread. We suggest allowing 4-6 weeks of part-time study to complete all sessions, including time to prepare and submit your synoptic task for assessment. This course must be successfully completed before progressing to the Diploma in Educational Assessment and CEA Portfolio.

Course structure and outline

- **Session 1: Introduction to the course**
Introduce yourselves to the course leader(s) and other delegates, complete a pre-course self-assessment survey, familiarise yourself with a glossary of terms.
- **Session 2: Learning taxonomies**
Review two learning taxonomies, Bloom's and SOLO, and consider how these frameworks can be used to improve assessment.
- **Session 3: What is assessment?**
Explore the definitions of assessment and watch a video introduction to statistics.
- **Session 4: Purposes of assessment**
Focus on the many purposes of assessment and its impact on teaching and learning.
- **Session 5: Linking assessment with learning**
Consider how assessment links to learning taxonomies, threshold concepts and troublesome knowledge, and watch a lecture on formative assessment.
- **Session 6: Types of assessment**
Investigate types of assessment and examples of types of testing.
- **Session 7: Stepping into the candidates' shoes**
Consider a practical problem related to assessment to promote thought and discussion, explore how to create and evaluate a short test, take the test.
- **Session 8: Data, standards and comparability**
Review data arising from a test, consider how to make a good test, and discuss standards and comparability.
- **Session 9: Course summary and recap**
Reminder of key course content.
- **Session 10: Next steps and assessment of the course**
In preparation for progressing to becoming a Chartered Educational Assessor you will start to look at some of the practicalities of operating as a CEA. You will also be briefed on the synoptic task, which is required to pass the Certificate. You can also watch some videos of CEAs talking about the course. You will complete your 'two stars and a wish' and the post-course feedback survey, and submit your synoptic task.

Brief for the synoptic task for the Certificate in Educational Assessment

Using all that you have learnt during the online Certificate, and drawing upon your professional experience and further reading, please write 500 words of advice to a new assessor joining your team. They have little or no assessment experience. Perhaps they are a newly qualified teacher, or a recently appointed junior manager undertaking professional development.

It is up to you how you present your work, and the tone you take (formal versus informal, for example). You can be as creative as you like with your response to this task – but the work must be submitted in writing (Word document, pdf, or similar, please).

We will be looking for:

- Clarity of communication (appropriate technical and carrier language; clear layout and presentation; good spelling, punctuation and grammar)
- Coverage of appropriate content (remember to provide some context)
- Good structure to the work (an introduction, a substantial middle, a closing summary)

This work should be submitted within a fortnight of the end of the online course.

“I feel there is a good mix to give an overview in each element of the course, it is surprising when you get to the end, how much work we have actually covered and the broad range of topics.”

Certificate participant, 2021

“The scientific and concise approach to assessments has been refreshing. The course has addressed flaws in the assessment process and addressed them through an analytical approach. I now feel very confident in designing and implementing assessments.”

Certificate participant, 2021

Part 2: Face-to-face or virtual training leading to the Diploma in Educational Assessment

This course is either offered as two days of face-to-face training or three days delivered remotely, with a mix of asynchronous/recorded and synchronous/live sessions. It is highly interactive, including discussions, group work and presentations.

About the course

The course is divided into modules, some of which are asynchronous/recorded and which you can work through individually, and some of which are synchronous/live and which you have to join via Zoom. The modules are a mix of narrated slide presentations, discussion threads, live presentations and discussions, and group and individual activities, along with some suggested further reading.

We ask that you contribute fully to the live sessions and online discussion threads which will not only help you consolidate and reflect on your own learning but also provide an opportunity to share practice and learn from other course participants. The Course Leaders will monitor the discussion threads and respond to queries and comments regularly. Your contributions will form part of the assessment of the course along with the task we ask you to submit at the end of the course. Candidates will be observed throughout, during plenaries and breakout groups, and these observations will form part of the assessment of the course.

The course content reflects the CIEA professional framework and sessions include the following:

- Introduction to the course: principles that apply in all assessment contexts
- Recap of Certificate content
- The role of the CEA
- Understanding why the CEA must be an effective communicator
- Managing change and working with others
- Preparing for assessment
- Conducting assessment
- Comparability and standards
- Assessment theory (classical test theory, item response theory)
- Presentation exercise and feedback
- Understanding data
- Role plays (including working with others)
- Assessment of the course

At the end of the course, you will be required to successfully complete a short, written task in order to gain the CIEA Diploma in Educational Assessment.

Assessment. This will normally need to be submitted within two weeks of the live sessions.

A typical schedule for the Diploma training

Before the course begins	
<p><i>Between 4pm, Friday and 1pm, Wednesday</i></p>	<p><i>Undertake asynchronous sessions and contribute to discussion threads 1a and 1b:</i></p> <ul style="list-style-type: none"> <i>1a Preparation for the Diploma (90-120 mins), including 10a The Practicalities of Operating as a CEA (refresher session from the Certificate in Educational Assessment; 20-30 mins)</i> <i>1b Preparing for Assessment (narrated slides; 30 mins)</i>
Day 1, Wednesday LIVE in Zoom	
<p>1.30-4pm</p>	<p>1c Introduction to the Course</p> <p>1d Conducting Assessment</p>
<p><i>Between 5pm, Wednesday and 1pm, Thursday</i></p>	<p><i>Undertake asynchronous sessions and contribute to discussion threads 1c, 1d, 2a and 2b:</i></p> <ul style="list-style-type: none"> <i>2a Comparability and Standards (narrated slides; 30 mins)</i> <i>2b Assessment Theory (narrated slides; 32 mins)</i>
Day 2, Thursday LIVE in Zoom	
<p>1.30-4.30pm</p>	<p>2c Introduction to Day 2</p> <p>2d Group Presentation Preparation</p> <p>2e Presentation Exercise and Feedback</p>
<p><i>Between 5pm, Thursday and 1pm, Friday</i></p>	<p><i>Undertake asynchronous session and contribute to discussion threads 2c, 2d/e and 3a:</i></p> <ul style="list-style-type: none"> <i>3a Understanding Data Introduction (Case Study 1; narrated slides; 20 mins)</i> <i>Familiarise yourself with the data for Case Study 2 (15-20 mins)</i>
Day 3, Friday LIVE in Zoom	
<p>1.30-4.30pm</p>	<p>3b Understanding Data Continued (Case Study 2)</p> <p>3c Role Plays</p> <p>3d Assessment of the Course</p>
<p><i>From 5pm</i></p>	<p><i>3e Post-Course Reflection:</i></p> <ul style="list-style-type: none"> <i>Make final contributions to discussion threads 3b, 3c, 3d and 3e</i> <i>Post on the 'two stars and a wish' Wakelet</i> <i>Complete the post-course feedback survey</i>

CIEA Diploma in Educational Assessment & CEA Schedule

Date	Diploma	CEA
Between 12 noon, Friday Week 1 and 1pm, Wednesday Week 2	Engage with preparation materials – including a survey, narrated slides and a discussion thread (3.5-4 hours)	
Wednesday – Friday Week 2	Engage with asynchronous material published each day (1-2 hours) and attend live sessions in the afternoons (3 hours)	
Week 3	Draft written task (tutorial optional if unsure of route)	Draft portfolio proposal and agree date for tutorial
Week 4	Submit written task	Submit portfolio proposal
By Friday Week 5	Receive feedback on written task and performance during live sessions (tutorial optional if unsure of route)	Have a tutorial with a course leader, and receive written feedback on portfolio proposal and performance during live sessions
Week 6	Feedback survey to be closed for new returns	
Between Month 2 and Month 6/9/12	n/a	Develop portfolio
Between Month 6 and Month 9/12	n/a	Submit completed portfolio for assessment

Guide to the virtual course

This is your 'guide to the course' which should help you get the most out of an intense few day's and keep things running smoothly!

Hi everyone, my name is Marianne, and I am one course leaders. Welcome! I have been working in education since the early 90s, so have seen a few things come and go, but what stays the same is the need for high quality efficient and effective assessment – which is why we're here. I'm currently running this training for CIEA, along with evaluating an outreach project for St Johns College at Oxford University, which aims to encourage schools that have not traditionally sent many students to Oxford to apply. However, my first love is travelling the world – although the photo here was more prosaically taken in sunny Worthing, on the English south coast. Really looking forward to hearing from you all!



Marianne Talbot, Course Leader

Before the course starts, you need to accept your invitation to join Canvas and then work your way through some specified preparatory sessions, including introducing yourself (like Marianne has here) and completing a short survey. We use this to gauge your assessment experience and confidence at the outset of the course – and compare it to your post-course surveys to see what impact the course has had. It should take you about 3.5 to 4 hours overall to complete these sessions, including watching some brief introductory videos, doing a little bit of reading and starting to contribute to the discussion threads.

The course is a mix of recorded/asynchronous sessions and live/synchronous sessions. The recorded sessions will each be released at 5pm the day before we need you to engage with them. This means you can access them (more than once if you like...) at any time between 5pm that day and 1pm the following day, before the live sessions start which build on these recorded sessions.

In response to the recorded sessions, you are expected to post your thoughts in relation to the discussion threads, and the respond to others' posts, to stimulate debate and discussion and hopefully exchange a few useful ideas to take away from the course. The Course Leaders will be contributing and responding too – we always learn something from the course participants!

The recorded sessions for Days 2 & 3 should take you between 1 and 2 hours to complete each day, including a little bit of reading and contributing to the discussion threads. **It is important that you set aside time to engage fully with these sessions during the period allocated.**

All discussions, whether posts to the discussion threads or verbal contributions in the live plenaries or breakout sessions, will take place under Chatham House rules. This means that you should feel free to be honest and frank, without comments being attributable to individuals or their organisations after the event.

The live sessions in Zoom (*please make sure you have downloaded the latest version before our first live session*) will start at **1.30pm on Wednesday, Thursday, and Friday**, and we aim to finish at 4 or 4.30pm each day. We have scheduled some comfort breaks in the agenda, as sitting looking at a screen for three hours straight is not good for anyone. We encourage everyone to use these breaks to stretch, stand up, get a cuppa, answer a call of nature, reflect on what we have been discussing, etc, but you will need to be back in good time to resume the next sessions as scheduled. This is a test of your and our time management skills!

In live sessions, please keep your microphone muted unless you are invited to speak by one of the course leaders, or we are having a whole group or breakout group discussion; this just helps minimise background noise and feedback issues. Similarly, please keep your video on, unless you need to step away for a moment, for example, or unless you are experiencing bandwidth problems (in which case we might ask everyone to turn their cameras off). We need to be able to see you engaging with the sessions.

As well as working in plenary sessions, where the Course Leaders will do much, but not all, of the talking, we will be working in breakout groups. You will be allocated to a breakout room for working in small groups, and you will be warned when the breakout session is about to end, so you should have time to wrap up any discussions or activities.

Some breakout sessions require someone to volunteer to act as a scribe and take some brief notes in a Word document or create a few PowerPoint slides for use when reporting back to the plenary group. Delegates are encouraged to step up and volunteer to share screens, enter text, etc – it's all good experience in a hopefully non-threatening environment.

We very much hope that everyone will contribute/participate as if they were in the room with everyone else. We want the virtual experience to be as close to the 'real life' experience as possible, but this will only work if participants speak up and join in

during the live plenaries and breakouts and actively contribute to the discussion threads!

Each live session has an associated discussion thread too, so you might like to post your contributions at the end of each day, before proceeding to the next recorded session. You can add to any of the discussion threads at any point during or after the course, as long as you remain registered as a learner (which is usually a year from initial registration).

You will find pdfs of the various reading resources in a module called Reading Items, so that you have ready access.

After the final live session finishes, you can give us immediate feedback on the Two Stars and a Wish Wakelet plus a short, post-course feedback survey will be released for you to complete – and feedback is welcome by email (to the Course Leaders and/or administratorciea@herts.ac.uk) at any time. Reflecting on your learning is an important aspect of the course and should help you consolidate what you have learnt.

We will be in touch shortly after the final live session to confirm whether you wish to submit a task and aim for a Diploma or develop a portfolio and aim for Chartered Educational Assessor status.

“The course was detailed, very thorough, engaging, and welcoming. Both instructors were great, making everyone feel welcomed and valued. All ideas were discussed, and questions answered. I had less experience than others but was still treated as a valuable member. I enjoyed it and would highly recommend it.”

Diploma participant, 2021

“Whilst I felt I had a confident understanding of assessment prior to the course, the course has significantly strengthened this through the clarity of teaching, supportive environment and shared examples.”

Diploma participant, 2021

Brief for the Diploma written task

(This will be your portfolio proposal if you intend to aim for Chartered status.)

You are a CEA about to audit a centre and advise them on how they conduct their assessment work.

It will probably be easiest if you assume the centre, you are about to advise is either the same as your own or one you are familiar with (especially if you work for an awarding organisation or a regulator or are not actively involved in developing or delivering assessments).

Task requirements

1. Draft a short paragraph outlining the centre and the assessments they use.
2. Detail the evidence you will look for in terms of processes, documentation and assessments. Think about what 'best practice' would look like and any criteria you would use for determining if the audit showed 'no evidence', 'some evidence of working towards achieving good practice', 'evidence of good practice being routinely followed' (or any other criteria you think appropriate).
3. Draft your own notes to prepare for a meeting with the staff in the centre. Think about who you will need to meet and why.

The piece should be up to 1,000 words long (+/-10% tolerance).

Part 3: Online tutorial and portfolio development leading to CEA status

Following the Diploma course, you will have the opportunity to progress to Chartered status by developing a portfolio. You must have completed or been exempted from the Certificate in Educational Assessment and attended and completed the Diploma in Educational Assessment before submitting your portfolio proposal and arranging an online tutorial.

Developing a CEA portfolio will enable you to apply the knowledge and understanding you have gained from the CIEA Certificate and Diploma in Educational Assessment. You will carry out the role of the CEA which is to quality assure the assessment processes that an awarding body, school, college, university or training centre use. This could for example be in a single school or college, across a federation of institutions, within a workplace, across a consortium or local authority.

Stages of portfolio development

The portfolio development process has four stages as follows:

Portfolio proposal: You will submit a brief (less than 1,000 words) portfolio proposal to the course leaders outlining the setting and focus of your investigation (see the brief for the written task for the Diploma, which can be used as a basis).

Tutorial: You will attend an individual virtual meeting with one of the Course Leaders to discuss your portfolio proposal and the practicalities of your intended topic, and to explore the setting and focus of your planned work. This Course Leader will remain available to contact as you develop your portfolio, should you need to discuss any issues or confirm your direction of travel.

Portfolio development: You will need to quality assure or address an issue concerning the assessment processes that take place in a particular school, college, university, awarding organisation, regulator, or other workplace. It does not have to be your own assessment context, but it makes it easier if you fit it in with your day-to-day work. You will act both as a facilitator of change within the institution, as well as challenging and validating the change process.

Case study and appendices: You will be expected to complete a portfolio outlining your activities throughout the quality assurance process and show how they meet the assessment criteria. Your portfolio of evidence should include a case study which should draw conclusions about the process you have undertaken, including reference to the various strands of evidence you have collected.

Your case study should form the core of your portfolio, which is a wider piece of work incorporating your audits, action plans, meeting agendas/notes, data, charts and

tables, emails, samples of student work, photographs, feedback from others, as appropriate. Your portfolio should include an index if multiple annexes or appendices are included, for ease of cross-referencing between the case study and any supporting evidence.

The case study should form the core of your portfolio and should be approximately 5,000 words long (+/-10%) excluding annexes or appendices. The CEA portfolio must be completed within a year of commencement. Submission dates will be agreed with your course leader. Most candidates take six to nine months to develop and submit their portfolios.

An illustrative workflow can be found below:



Framework for portfolio construction

You might like to use the assessment criteria headings as a framework for your investigation:

- Preparing for assessment
- Conducting assessment
- Feeding back after assessment
- Learning effectively
- Working with others

When planning your investigation, think about the evidence you will look for in terms of processes, documentation and assessments. Think about what 'best practice' would look like and any criteria you would use for determining if the audit showed 'no evidence', 'some evidence of working towards achieving good practice', 'evidence of good practice being routinely followed' (or any other criteria you think appropriate). Establish a link with a suitable educational or assessment establishment or department or team if it is not your own. Secure buy-in from senior management and establish who you need to work with.

You will need to hold an initial meeting to meet staff and let staff get to know you and the purpose of the project. This visit is very important as it is likely to set the tone of the whole interaction. As a prospective CEA you are acting in a supportive role – you must not come across as inspectorial.

The introduction to your case study should include brief background details of the institution/centre (school, college, university, awarding organisation, regulator, other workplace) to provide some context, including the type of institution, its geographical setting, its size, its demographic make-up etc. Remember to keep the details anonymous so that no individuals, especially staff, students, pupils or candidates, can be identified from the case study. The case study should detail the whole CEA process and provide evidence against the assessment criteria. It should be supported by appendices, as necessary, to comprise your portfolio.

You should outline the focus of your investigation:

- What issue are you going to investigate?
- What is the area that you and the institution have agreed to look at – a department, a subject area, an age range, a particular assessment?

You should carry out an initial audit so that you can suggest areas for action planning and so that you have something to compare your final audit with at the end of the process. Think how you can record your findings so that they remain comparable over the course of the project. You might want to use one of the example audit tools provided to record your impressions of the assessment expertise of the establishment, but this is not required. The audit should be non-threatening and is primarily for your use as the CEA, but you might like to share it with the centre.

Your initial audit should cover how the process operates at present and what improvements are needed. Think about what you will need to do in order to draw up the action plan and how you propose to improve the priority areas identified in the initial audit.

You must devise an action plan in partnership with the centre. This must be collaborative, and staff must feel that they have ownership of the actions. You should not carry out actions for the staff. The action plan must contain clear and achievable goals and definite timescales.

Think about what data you need access to in order to best understand the issue under investigation, and how you will use it in your portfolio (remembering to remove any information that could identify any organisations or individuals – staff or students). Once data has been collected, think carefully about how you analyse and present it. Some of it might be best placed in the case study and some in the appendices. Ensure it is all anonymised (if not, leave it out).

You must monitor the action plan and include details of your CEA interventions, such as the schedule of meetings including dates, brief descriptions of the activities and

any relevant notes. You should also include records of your monitoring, such as how the team is progressing with the priorities identified, how they and you are monitoring progress, and whether any adjustments need to be made to processes or timings. It is important that deadlines do not slip as the portfolio development process is limited to only a few months, and you might find you need to make some adjustments along the way.

You will need to detail how you worked with staff:

- Which staff did you work with?
- How cooperative were the staff in working with you?
- Did they have any concerns?
- How did you deal with any issues?
- What is your view of the assessment awareness of the staff with whom you worked and the structures that the institution had in place?

At the end of the action planning cycle, you need to conduct a final audit. Again, this should be low key and is primarily for the use of the CEA, although you might like to share it with the centre. When you reach the final audit, you should consider the following questions:

- What changes have resulted from the action plan?
- What impact has the project had? On learners, on staff, on the centre? On you as an assessment professional?

You should also reflect on your own view of your performance as a CEA:

- What are your opinions of the process?
- What did you learn?
- Would you do anything differently next time?
- What was most/least useful?

And you should collect views from those you worked with and other with the centre impacted by the changes:

- Could the team complete questionnaires to provide feedback?
- Have they sent you any emails or comments that contain feedback, that you could quote from in your case study or include as appendices?
- Will the institution continue with the action plan?

Remember to remove any identifying details from any correspondence included in your portfolio.

Any appendices should include relevant audits, action plans, meeting agendas/notes, data, charts and tables, samples of student work, photographs,

suitably referenced from and to support the case study, to comprise your portfolio. All materials must be anonymised and not identify any organisations or individuals – staff or students.

Your work does not have to refer to journals, articles, etc, but you can choose to do so if they are relevant and/or helpful. If you do make references, you should make sure enough detail is included so that they can be looked up if necessary (title, author, date, publication title, page number/s). Remember to avoid naming institutions and individuals, especially students, if at all possible, to avoid identification and any possible data protection breaches.

Your case study should be approximately 5,000 words long (+/-10% tolerance). This does not include any annexes or appendices. In exceptional cases, the word count of the case study may be lower provided that there is sufficient evidence to make a judgement, such as the use of a large amount of statistical data and graphs, but please contact your course leader in advance of the submission deadline to check that it will meet the criteria.

“May I say a huge and warm thanks for everything that you have all taught me on this course. I am very proud and delighted to now be a fully qualified Chartered Educational Assessor.

“There are times, you know, that I thought I wouldn’t be able to complete the portfolio with all that has gone on in the past few months. But in fact, it turned out to be a hugely informative time, and in the end, I thoroughly enjoyed producing the portfolio. It was good to have a reason to step back and reflect on a challenging, but interesting time.

“A special thanks to Marianne who coached me through the decision to change my project, gave me confidence and displayed great kindness and sensitivity in her approach. Not only did I learn to be a better assessor, this also inspired me in my Programme Team Leader role. To be opposite side of the desk as a student is always a welcome reminder of the difficulties that students go through in their studies. I hope to follow that example of kindness in my own role.”

Caroline Wilson, CEA

“Light” portfolios

Where “light” portfolios are submitted, well under the word count, or omitting explanatory detail, they will be returned and we will ask for more detail to be submitted.

GDPR breaches

Where portfolios include personal data in breach of GDPR, we will return the portfolio unmarked and delete what was submitted – it must be anonymised and resubmitted. For example, meeting notes or planning sheets might have school or organisational logos or staff names listed, which must be removed, and detailed data sheets can list student names and all sorts of data such as SEN or PPG flags – think really carefully about what to include and employ some redaction techniques if necessary. Anonymised datasets are fine, as long as they illustrate a point and support analysis in your portfolio.

Re-submissions

One re-submission of your portfolio is permitted, following initial feedback from the Course Leaders. Further portfolio development and resubmission is entirely at the discretion of the Course Leaders and CIEA.

Extensions

If you consider that unanticipated circumstances (such as time off work due to illness) necessitate the request of an extension, please complete an “Extension Request Form” prior to the due date, available from the CIEA administration team (administratorciea@herts.ac.uk).

Ethics

Please note that you should not identify any people or institutions by name in the work you submit for assessment.

CEA timeframe

Timescales for completion of the course are as follows:

- The break between completing the Certificate in Educational Assessment and Diploma in Educational Assessment training should be no more than 12 months
- There should be no more than six months break between completing the Diploma in Educational Assessment and embarking on the CEA portfolio development
- Participants will be permitted a maximum of 12 months to complete the CEA portfolio but individual deadlines will be agreed with the Course Leaders.

Lead Assessor Support Programme

If the process of undertaking the Certificate in Educational Assessment, the Diploma in Educational Assessment and the CEA portfolio seems too daunting, you might want to start by joining the **CIEA Lead Assessor Support Programme**.

'Learning to lead the assessment of secondary school and college teaching and learning'

Programme overview

The CIEA views the role of the Lead Assessor as an individual or individuals within a school, college or department who will provide leadership in establishing robust assessment practices and processes at whole school/college, faculty, department or phase level. It is envisaged that Lead Assessors will go on to achieve qualifications offered by the CIEA with some ultimately qualifying as Chartered Educational Assessors.

The Lead Assessor Support Programme is designed to develop a broader understanding of key aspects of assessment that will help schools and colleges to develop a shared understanding of the process of predicting and awarding grades, support public and professional confidence in teacher-based assessments and more broadly as a key component of the teaching and learning process.

Programme structure

The Lead Assessor Support Programme covers key aspects of the assessment process delivered to participants through independent, online learning theory modules delivered by CIEA which are accompanied by case studies and activities to support the embedding of theory into practice in schools.

This online course includes video content, links to resources and reading suggestions which you can work through at your own pace each week. You will be asked to participate in forum discussions with colleagues and a dedicated Course Leader will be on hand to support you as you work through the sessions. There will be a live question and answer sessions each week hosted by the CIEA course leader, which will enable participants to share experiences, best practice and to ask questions.

Participants will work through the materials at their own pace each week, with the next week's module released each Friday morning.

Module 1 Registration & Preparation

You will be asked to complete the following activities during the first week:

- Register for the programme and accept your invitation to join Canvas
- Complete a pre-programme self-assessment survey
- Watch the CIEA and Course Leader video introductions
- Introduce yourself to your Course Leaders and fellow participants
- Carry out some pre-course reading

Module 2 The Validity Chain

This module introduces the idea of the validity chain (construct relevance, authenticity, manageability, fairness, bias, comparability, reliability), emphasising the links/overlaps between these aspects and that they cannot easily be separated or treated in isolation. We provide definitions of technical terms, use relevant examples and encourage participants to think about how to apply the theoretical principles in their own assessment context.

Module 3 Standardisation & Moderation

This module builds on the language and concepts introduced in module 2 to explore how to set and apply standards and how to carry out moderation. This will support participants' understanding the importance of planning and implementing good procedures to set and maintain standards to help ensure fairness to all candidates.

Module 4 Using Data

This module focuses on the specialist terminology used in relation to data and assessment theory, and how to understand and make best use of the data associated with assessments when assessing, standardising and moderating. The theory is supported by activities and real-life examples of the use of data by teachers and data managers in schools.

Module 5 Managing People

This module highlights the skills related to effective people management (oneself, teams and others) and successful change management. This entails developing and fostering good communication skills, behaviours and attitudes, to include consideration of key questions related to managing people in an assessment context, such as:

- How have you managed change in your workplace and what's your top tip for others trying to do so?
- How are you persuasive in your current role?

Module 6 Programme Completion

You will be asked to complete some final activities including:

- Provide programme feedback in the form of 'two stars and a wish'

- Complete a post-programme feedback survey

By engaging in the various activities, including completing the feedback survey, you can claim a Certificate of Attendance – unlike CIEA qualifications, there is no formal assessment of this training programme.

“The course introduced the key concepts and principles of assessment and the aspects that need to be considered when implementing whole school policies and procedures, to ensure assessments are fit for purpose. The format of the course and the resources available weekly enabled me to work through the material at a time that fitted around my working hours.”

Lead Assessor, 2021

“I have now had the opportunity to reflect quite deeply on the factors involved in a good assessment model and on the necessary communication and people skills required to effect change.”

Lead Assessor, 2021

Who are these Qualifications & Training for?

The following person specification relates to undertaking the Diploma in Educational Assessment and becoming a Chartered Educational Assessor; we would expect those applying to undertake the Certificate in Educational Assessment or Lead Assessor Support Programme to be aspiring to or working towards this person specification.

During the Diploma training sessions and your CEA portfolio development you will be expected to discuss and quality assure the assessment processes that take place in your school, college, department, university, or place of work. You will act both as a facilitator of change, as well as challenging and validating the change process.

Successful applicants will have experience in, or the potential to undertake:

- Preparing for assessment
- Conducting assessment
- Feeding back after assessment
- Learning effectively
- Working with others

The CIEA qualifications are intended for those working in schools, colleges, universities, awarding bodies, vocational assessment or other areas of educational assessment for example but not exclusive to:

- schools (primary, secondary, special), colleges and academies
- universities, workplaces and professional bodies
- awarding organisations and regulators
- examiners, moderators and verifiers
- assessment designers and item writers

A prospective CEA must show evidence of the ability to prepare for assessment, including designing assessment specifications, interpreting the assessment requirements of specifications and designing assessment instruments and criteria which are valid, fit for purpose, reliable and robust, fair and equitable and consistent over time. Appropriate evidence might include:

- Determining the knowledge, skills and understanding to be assessed in General Qualifications (GQs), Vocational Qualifications (VQs), and National Curriculum Tests (NCTs)
- Designing the method by which assessment in schools is monitored and the criteria by which it is validated
- Setting assessment instruments and assessment criteria relating to the nature and purpose of the assessment

- Designing internal and/or external assessments and mark schemes
- Designing tasks and their associated criteria, which will produce appropriate outcomes for internal assessments to national standards or to fulfil internal policy guidelines.

A prospective CEA will also understand how to conduct assessment, using assessment criteria as described in subject specifications and incorporating them into assessment tools or generate criteria. You should be able to devise and deliver suitable assessments within a centre which are understood, agreed, and applied fairly, consistently and reliably across the specification. These skills apply equally to work with or within agencies such as awarding bodies, trade organisations or local networks. You will be able to assess the outcomes of learners by implementing suitable standards of performance, appropriate mark schemes and level descriptors for all forms of assessment. Evidence to support this might include:

- Suitable samples of mark schemes and/or level descriptors
- Showing an understanding of setting and maintaining expected standards of performance.

A successful applicant will be able to feed back after assessment, analyse and challenge data output accurately and use current technology relevant to high quality assessment practices. Management of the assessment process is essential. The successful candidate is able to ensure that all members of the assessment team fully understand the expected standards of performance, application of the assessment criteria within each centre or assessment in your charge, and that this is communicated clearly and efficiently to all members.

A prospective CEA should also provide evidence that he/she can work with others, and effectively train and support individual assessors and assessment teams.

Evidence of these abilities might include:

- Leading INSET sessions
- Leading examination standardisation meetings
- Leading marking and moderation meetings in Higher Education
- Contributing to the design of teacher/trainer-assessor support materials and formal records of Continuous Professional Development (CPD) delivery.

Applicants must be able to show evidence of learning effectively, demonstrating the knowledge, skills and understanding relevant to self-management in the assessment field. You must show evidence of your ability to:

- Identify requirements
- Plan and organise yourself
- Apply criteria consistently over time

- Take appropriate initiatives
- Reflect on performance and use feedback
- Undertake personal development to enhance performance.

A CEA is expected to show evidence of the knowledge, skills and understanding relevant to working with and managing a team in the assessment field. This will include evidence of an ability to:

- Establish teams
- Develop teams
- Communicate effectively
- Work with, support, train, encourage, challenge and inspire others
- Ensure deadlines are met
- Help colleagues to apply criteria consistently over time and to facilitate change
- Generally, enhance the performance of all.

What this means for the education and training sectors

The assessment process within any place employing a CEA to lead and support educational assessment will become professional, consistent, reliable and validated by a professional person working to professional standards. It 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 and assessments being more valued.

“I really enjoyed the course, it made me look at areas I may previously have overlooked. I’m pleased to say some of the recommendations I made in my portfolio are being employed across our whole organisation and should hopefully have a positive effect on the training & management of over 8,000 learners.”

Philip Carter, CEA

The role of the CEA

The role of the CEA is to quality assure the assessment processes that an awarding body, school, college, university or training centre uses. This could be in a single school or college, across a multi academy trust, 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.

The CEA will 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 validating and archiving 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 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.

<https://www.herts.ac.uk/ciea/case-studies>

Application requirements

The CEA is the benchmark of assessment excellence awarded under the CIEA Royal Charter and as part of the application process, we ask delegates to submit some information that will begin to inform us of their eligibility to embark on the CEA training course.

Committing to achieving CEA status is an endorsement of your professionalism and skills in and knowledge of assessment. Additionally, CEAs have a notable and positive effect on the success of their organisations.

The CEA operates at the highest level of the CIEA professional framework. The role of the CEA is to quality assure the assessment processes that a school, college, university or training centre use. We aim to support the knowledge, skills and understanding of professionals engaged in assessment across multiple disciplines or subject contexts. The CIEA qualifications aim to provide public assurance that all those engaged in assessment processes have a secure understanding of what is involved in high-quality assessment. This means looking at the policies and procedures and underlying processes that are in place and how the strategy for assessment is delivered in practice. Our CEA programme offers support in designing and developing effective assessments that are reliable, valid, fit for purpose, transparent and fair.

There are three steps to achieving Chartered Educational Assessor status:

- The Certificate in Educational Assessment
- The Diploma in Educational Assessment
- The Chartered Educational Assessor portfolio development

These steps can be completed flexibly to suit your situation. Each stage is a qualification in itself and you can choose to progress as far as you wish. To gain CEA status all three steps must be successfully completed in a specified timeframe (usually about one year).

In certain circumstances applicants may believe they have sufficient knowledge, understanding and experience in assessment to warrant an exemption from the Certificate in Educational Assessment, Stage One of the Chartered Educational Assessor Programme. If you would like to apply for an exemption, you will need to provide evidence of your experience and complete a short task.

Previous knowledge and experience are not required to enrol on the Certificate in Educational Assessment course. However, for the Diploma and Chartered courses, holding a lead role in assessment is beneficial, for example being responsible for

assessment in your workplace, head of a team of examiners for an awarding body or responsible for assessment in a faculty, department or school. We also accept applications from those aspiring to hold such a position.

Application requirements:

- A brief description of your current employment situation, to include role and responsibilities.
- A reflection, no longer than 500 words, detailing your experience which you believe would make you eligible to become a Chartered Educational Assessor.
Please use the CIEA framework to support your reflection.

Please submit your documents to administratorciea@herts.ac.uk

Once we have received your documents and have approved them, you will be invited to enrol on the relevant course.

The CEA Register

Once you have qualified as a CEA, your name will be added to the register of CEAs. All CEAs are required to be a member of the CIEA and sign up to the CIEA Code of Practice on award of CEA status.

Re-accreditation

The CEA operates at the highest level of the CIEA professional framework and represents them as an expert in the field of educational assessment. As a CEA, we ask for evidence of your commitment to Continuing Professional Development in the field of educational assessment. Currently the qualification lasts for three years after which we ask for evidence of your continued commitment to best practice and CPD in educational assessment.

Membership

Members of the CIEA are members of a professional body which is recognised by the CIEA Royal Charter and which aims to spread understanding of, and good practice in educational assessment. As such they sign up to a code of practice and follow the terms of the disciplinary code. We as an Institute aim to help members with their professional development, whether working in schools, exam boards or other settings. There is a range of benefits associated with membership.

Membership levels

There are different membership levels. Affiliate membership is open to all, including people who are simply interested in the principles of good assessment, whether they are students, parents, NQTs, journalists, school governors, HR and training or accreditation professionals working in organisations or anyone else interested in good practice in assessment.

The other grades of membership require accreditation proof and are only open to those able to provide evidence of the relevant combination of expertise and experience. More information about what you need to do to qualify for those membership levels can be found at <https://www.herts.ac.uk/ciea/join-the-ciea>

Members automatically receive access to the 'members only' (My CIEA) section of the website, where there is useful information and tools to support good practice in educational assessment, as well as access to leading academic journals.

Benefits of Membership

Membership of the CIEA offers many benefits. As professionals in their field, our members hold a unique and crucial place in the nation's education and training system, which is reflected in the services we deliver. In addition, membership supports a variety of professional standards and bodies.

As well as being part of the largest independent community of examiners, markers, assessors and verifiers in the UK, membership gives you access to:

- The Professional Framework, providing the basis for structured professional development in assessment, offering a route for professional progression and recognition from acceptance as an Associate Member to Full Member or Fellow of the CIEA
- High quality training by experts to support individuals and institutions (fees apply, please see <https://www.herts.ac.uk/ciea/training> for further information)
- Post-nominals recognising level of accreditation
- Additional opportunity for accreditation as a Chartered Educational Assessor

- The Member Area on our website
- The EBSCO database, with free text searches of up-to-date research on assessment
- Our monthly e-newsletter
- A vacancy service on our website, providing details of current opportunities in assessment
- Participation in a professional community of practice, which will evolve further as our website develops its interactive forums.

Benefits for you

- Gain professional recognition and enhance career prospects
- Develop and enhance knowledge, skills and experience in educational assessment
- Join an exclusive network of Chartered Educational Assessors
- Gain independent accreditation of educational assessment-related skills and knowledge

Benefits for your organisation

- Attract public confidence and recognition of expertise
- Apply standards of good assessment practice for organisations
- Quality assure your educational assessment policy and practice

“I found the training to be extremely useful in refocussing my assessment role which impacted positively on my students. It also qualified me to reach out to other institutions and advise on the best assessment practice.”

Bruce Warburton, CEA

Frequently asked questions about CIEA qualifications and training

What are the benefits of Chartered Educational Assessor status?

Becoming a CEA will be beneficial for both you and your organisation.

Who accredits the CIEA qualifications?

Chartered Educational Assessor (CEA) status is accredited by the CIEA which is incorporated by the Royal Charter granted by the Privy Council which provides the authority to make awards.

Do I have to complete all three stages of the CEA programme to qualify?

Yes, all three stages must be completed to achieve CEA status. However, in certain circumstances applicants may feel they have sufficient knowledge, understanding and experience in assessment to warrant an exemption from the Certificate in Educational Assessment (Stage One of the Chartered Educational Assessor Programme). If you would like to apply for an exemption you will need to provide evidence of your experience and complete a short task.

Can I apply for an exemption from the Diploma in Educational Assessment?

No, all CEA programme participants are required to complete the Diploma in Educational Assessment.

Do I need to use the same email address to make my initial registration for the course and to join the teaching sessions?

It is good for consistency and only the course leaders and admin team (not other delegates) are able to see your email address in Canvas.

Who should I contact if I have a problem accessing the course in Canvas?

Please email telsupport@herts.ac.uk

Are there any live sessions in the Certificate course?

The Certificate course is an entirely asynchronous course with no live sessions and therefore you can work through the content at your own pace. Typically, the course will take 4-6 weeks to complete.

What is the duration of the Diploma course?

The face-to-face version of the course takes place over two days. The virtual Diploma takes place over three days with a mix of asynchronous and live sessions. You will be required to attend the live sessions each afternoon, and complete asynchronous work in between live sessions.

When are the live sessions for the virtual delivery Diploma course?

The three Diploma live sessions will usually take place each day between 13:00 - 17:00 UK time.

When will I have access to the asynchronous course materials for the Diploma course?

You will have access to the asynchronous course materials by 17:00 on the day before each live session.

When do the courses run?

Each course usually runs once per school term. See this page on our website: <https://www.herts.ac.uk/ciea/events>

Who should I contact for further information?

The CIEA Administration Team will be happy to discuss your training needs. Please email administatorciea@herts.ac.uk and we will get back to you. You can also check us out online:

- Website <https://www.herts.ac.uk/ciea/chartered-institute-of-educational-assessors>
- Twitter: <https://twitter.com/CIEA>