
INTRODUCTION

- 1 SHA has advocated a more coherent approach to post-14 education for many years, for example in *Curriculum 2000+* (1997) and *14 and beyond: proposals for the development of a coherent post-14 education framework* (2001). SHA made significant contributions to the Dearing Review of post-16 education (1996), to the development of Curriculum 2000, and to the Tomlinson inquiry on A levels (2002).
- 2 During the 1990s, the government developed separate policies on key stage 4 and post-16 education. Little consideration was given by the government to coherence between these stages until, in January 2000, David Blunkett, called for “more imaginative provision for 14 to 19” and “a growing range of pathways through that phase”.
- 3 The Green Paper, *Schools: building on success* (2001) stated that: “The culture of leaving education for good at 16 will cease. GCSEs will be a progress check for most at the mid-point of the 14-19 programme.” This was followed by the white paper, *Schools Achieving Success*, which stated: “We want to promote a wide debate about how to implement further improvements in education for our 14-19 year olds and achieve necessary changes to long-established structures.”
- 4 SHA welcomed the new context and produced *14 and beyond* (2001), setting out the principles that should underpin this phase of education and proposing ways of building on the present system to create a more coherent structure for the future.
- 5 The difficulties with AS in summer 2001 and the crisis over A2 in summer 2002 created the climate in which the government and the public seemed prepared to contemplate more radical solutions than those proposed in the green paper, *14-19: Extending opportunities, raising standards* (2002).
- 6 Proposals for a Matriculation Diploma were abandoned in the government’s response to the consultation on the green paper, *14-19: excellence and opportunity* (2003). SHA supported this change by the government, believing that the Matriculation Diploma would have added little value to its constituent parts.
- 7 SHA welcomed the proposal in *14-19: excellence and opportunity* that a committee be established, under the chairmanship of Mike Tomlinson, to consider the development of a baccalaureate; and the association offers the following proposals for a coherent post-14 qualifications structure.

PRINCIPLES FOR A POST-14 QUALIFICATIONS STRUCTURE

- 8 A post-14 qualifications structure that serves the needs of all learners will:
 - provide the foundation for lifelong learning;
 - be inclusive;
 - be a single, unified framework across a wide range of learning opportunities;
 - provide continuity and progression and build on achievement pre-14;
 - guarantee appropriate degrees of breadth, depth and balance for each learner;
 - build on success and recognise that achievement motivates;
 - be supported by assessment that is fit for purpose.

IMPLEMENTING THE PRINCIPLES

- 9 In order to implement these principles SHA believes that the following elements are essential.

THE PROVISION OF A FOUNDATION FOR LIFELONG LEARNING

- 10 To secure a firm base on which to build lifelong learning, we need to develop independent learning and extend the use of ICT to increase learning opportunities. SHA believes that this can best be done through schools and colleges that are **the learning centres of the local community**.
- 11 The curriculum underpinning the new qualifications structure must be designed to develop in young people a love of learning that they carry into later life. This requires the conscious development of learners' self-esteem through the creation of a climate of individual success and achievement.
- 12 A 14 to 19 qualifications structure must be designed to include the accreditation of further learning opportunities for all those post-19 who wish to take advantage of them. These increased learning opportunities will be encompassed within a framework of qualifications taken from the age of 14 through to adulthood.
- 13 That is why SHA prefers the term *post-14* to the more restrictive *14-19*.

INCLUSIVITY

- 14 As stated in the SHA paper, *Educational inclusion* (2001), an appropriate curriculum is one of the most potent factors in engendering the inclusion of individual pupils.
- 15 Three issues bear directly upon inclusion – content, status and level. This country has a content-based national curriculum that shows comparatively little recognition of the cultural diversity that a truly inclusive curriculum would offer in a multicultural society.
- 16 In England, we have never resolved the issues of status that lead people to regard the terms *academic* and *vocational* as hierarchical.
- 17 Age-related assessments lead to “tiering” and can result in pupils studying at a level that is either insufficiently challenging (and will provide a safe grade) or which sets unattainable targets (in response to the need to aim high). Moving away from age-related qualifications is important for increasing the inclusivity of the qualifications structure.
- 18 It is essential that the qualifications framework offers accreditation at a sufficiently large number of levels to be inclusive.

A SINGLE, UNIFIED FRAMEWORK

- 19 Under the SHA proposals, there will be a common framework that values all achievement and identifies the level at which it has been attained. On successful completion of units of study, credits will be granted, accumulating towards awards on signposted pathways (courses) through the framework of qualifications. With clarity about the level of each unit, the inter-relationship between courses is improved and the value of all forms of accreditation is enhanced.
- 20 SHA welcomes the aim in *14-19: Excellence and opportunity* to remove the academic/vocational divide that has beset British – and especially English – education for generations. Many organisations, including SHA, have called for greater parity of esteem between academic and vocational qualifications. In responding to this, however, the government has tended to make vocational qualifications more like academic qualifications, thus reducing the effectiveness of the vocational courses for the young people to which they are best suited. Greater esteem for vocational courses in England will grow if the vocational qualifications are given a clear, but distinct, place in the qualifications structure. While recognising that academic learning and vocational learning may be different, they should be equally valued for the purposes of accreditation.
- 21 In a single, unified framework of qualifications, learners will have individual learning plans and are guided through different levels of accreditation.

CONTINUITY AND PROGRESSION, BUILDING ON PRE-14 ACHIEVEMENT

- 22 The move from key stage 3 should sustain and build on prior learning, ensuring that guidance for each learner is integrated at transition, tracks individual development, establishes personal learning targets and encourages all learners to continue their education post-16 and post-18 through provision of appropriate advice and support.
- 23 Where there is an institutional break at 16, it is particularly important for schools and colleges to collaborate in ensuring good progression through the 14 to 19 age range.
- 24 Courses will be planned to improve progression at those stages of education that have hitherto been planned as separate entities and at which unnecessary discontinuities have been created between:
 - the end of key stage 3 and the start of GCSE courses;
 - key stage 4 courses and post-16 advanced courses;
 - advanced courses and higher education degree courses; and
 - courses designed for those of compulsory school age and the needs of lifelong learners.
- 25 In recognising that learners learn at different rates, opportunities for assessment will be provided at the appropriate stage rather than age. It is important to move away from the age-relatedness of qualifications.

BREADTH, DEPTH AND BALANCE FOR EACH LEARNER

- 26 In order that individuals are able to operate effectively in a world of rapid change, flexibility is essential and a broad range of knowledge and skills is vital. Thus, during the 14-19 phase, individual learning programmes will include a broad range of courses, although breadth must not be pursued at the expense of depth. Institutions will be obliged to offer these opportunities for breadth and depth. During this period, all learners will develop a portfolio of achievement and experience based on, and providing evidence of, a balanced programme of study. Every part of this breadth and balance will not necessarily be evident at every point in a young person's experience during the 14-19 phase and the breadth and balance of individual learning programmes will be planned over time. Indeed, **breadth over time** is an underlying principle of individual programme planning.
- 27 There should be no prescription of teaching and learning styles, which will vary according to the professional judgement of the teacher and the type of work being studied.
- 28 In individual learning programmes, a stronger applied dimension will be developed. All courses will, over the period of the whole course, be a balance of theoretical and applied knowledge, although the balance will vary between subject areas. This integration of theoretical and applied knowledge into all courses will reduce the damaging divide between the academic and the vocational.

SUCCESS, RECOGNITION AND ACHIEVEMENT

ASSESSMENT THAT IS FIT FOR PURPOSE

- 29 SHA believes that, where there is greater clarity about the purpose of assessment, and when greater emphasis is placed on formative assessment, achievement is more likely to increase. Success at different levels will be recorded and celebrated using a variety of means, which will be integrated into the qualifications structure.
- 30 Modular assessment programmes will best enable each learner to build a portfolio of qualifications over time and to encourage participation after full-time education has ceased. Modular courses have the advantage of allowing learners to achieve in smaller units, which will help boys in particular to have regular reinforcement of their learning.

- 31 Assessment should be sufficient, but not excessive, and should include a better balance of internal and external assessment instruments.
- 32 The measures outlined in this paper will create a climate of challenge and success, instead of the existing hurdles of success or failure.

A COHERENT POST-14 QUALIFICATIONS STRUCTURE

QUALIFICATIONS STRUCTURE

- 33 Learners should reach the 14+ transition with sound basic skills and a positive experience of all areas of learning so that, with guidance, they can plan their post-14 pathways. For some learners, further support will be required post-14 in order to acquire a good level of basic skills.
- 34 Building on the modular approach of AS/A2 and vocational courses, a new framework of post-14 modular courses will be developed. There is little justification for the current discontinuity of learning created by national examinations at 16. It is essential that the GCSE should evolve from the existing predominately two-year courses to an intermediate-level modular structure that offers improved progression from the end of key stage 3 to advanced qualifications.
- 35 Intermediate courses (equivalent to GCSE, Applied GCSE and Intermediate GNVQ) and advanced courses (equivalent to AS/A2 and Advanced Vocational) will be available during the post-14 phase, but will not be age-related. Schools, colleges, home or workplace may, in the future, provide the environment for learning and students might move between these environments at various ages after 14. They will, however, plan their learning programme as a continuous and evolving entity rather than facing the current sharp division at 16 that encourages students in this country to talk about “leaving school” and starting their education again (or not) after their GCSE and GNVQ results.
- 36 Achievement at intermediate level, and later at advanced level, will contribute to a diploma at each level. In order to be awarded a diploma, a student will have to demonstrate evidence of successful study at the appropriate level in a specified number of pathways (courses). The student will also have to provide evidence of study in other subject areas. (See paragraphs 55 - 62 below)
- 37 The diploma at advanced level could be called the English Baccalaureate.
- 38 The Foundation Diploma will be gained by students succeeding in foundation level work, pitched at a lower level than intermediate. It should not be the case that students gain foundation level accreditation through gaining poor grades in intermediate level assessments.
- 39 The achievement of students who are further developing their basic skills post-14 will be recognised in an Entry Level Diploma. These students too will have opportunities for breadth of study through citizenship and other areas and these wider achievements will be recognised in the diploma.
- 40 The evolution of SHA thinking on 14-19 education, through *Curriculum 2000+* (1997) and *14 and beyond: proposals for the development of a coherent post-14 education framework* (2001), has strong echoes in the proposals for a baccalaureate system by Hodgson and Spours (2003), although SHA prefers a less complex system, with fewer different types of diploma. It may therefore be useful to represent the SHA proposals in a similar diagrammatic format to that used by Hodgson and Spours.

Level	Qualifications	
Advanced	Advanced Diploma (General)	Advanced Diploma (Specialist)
Intermediate	Intermediate Diploma (General)	Intermediate Diploma (Specialist)
Foundation	Foundation Diploma (General)	Foundation Diploma (Specialist)
Entry	Entry Level Diploma	

- 41 The four levels of diploma described above are entry, foundation, intermediate and advanced. However, SHA argued for many years for the 'horizontal' AS and it remains our belief that the distance between the intermediate and advanced levels makes it necessary for assessments still to be made at AS level. SHA continues to believe that AS should be decoupled from A2, but these assessments should form part of the accreditation of the Advanced Diploma and will not lead to a fifth level of diploma.
- 42 One of the aims of the new qualifications system is inclusivity and, as in the French Baccalaureat, not all pathways will lead to the same type of diploma. This produces, therefore, a matrix of diplomas at four levels, as in the diagram, with diplomas in general and specialist areas of study. There is a danger of creating an over-complex pattern of qualifications that makes it difficult for learners to track through the system and difficult for employers and higher education to understand. Nevertheless, SHA believes that it is necessary to have two types of diploma in the framework in order to reflect the different demands of the core programmes in each.
- 43 The number of types of Advanced Diploma depends on the definition of the curriculum to be followed in each, but there is a need for two. General areas of study include most AS/A2 courses. Specialist areas could include broad vocational courses, such as business, art and design, performing arts, leisure and tourism and BTEC National Diploma courses, as well as the more obviously specialist areas such as NVQs and workplace accreditation. Clear progression routes exist in both of the diplomas.
- 44 Coherence of programmes depends on the planning of clusters of units within single subject areas at each level. For example, advanced studies in chemistry would be taken from a cluster of units on different aspects of the chemistry syllabus specification. Thus, subject identity is preserved.
- 45 The qualifications framework is sufficiently flexible for learners to study, and gain credit for, units from other pathways, or at other levels. After completing a diploma on one route, learners may change to a diploma on another route.
- 46 Since the framework is not age-related, all levels are available both pre-16 and post-16, although very few students would gain the Advanced Diploma by the age of 16.
- 47 It is not necessary for learners to acquire a diploma at each stage, so it will be possible for learners to pass through a level, and move on to the next level of study, without acquiring a diploma at the lower level.
- 48 A minimum level of achievement will be defined for students to gain a diploma:
- 49 At foundation level, this will be the acquisition of a minimum number of units and will specify that these should include units in the area of mathematics and English.
- 50 At intermediate level, this will be a greater number of units, including accreditation in English and mathematics and evidence of study in other specified areas (See paragraphs 55 - 62 below).
- 51 At advanced level, this will be a minimum number of points, including accreditation in English, mathematics and other specified areas (which may be at intermediate level).
- 52 Not all components of a diploma need necessarily be at the same level. For example, an Advanced Diploma could comprise some components at advanced level and other components at intermediate level. Evidence of prior attainment in core areas can contribute to the award of a diploma.

- 53 There are delicately balanced arguments on whether the components of a diploma should be individually certificated. A major criticism of the stillborn proposal for a Matriculation Diploma was that the diploma added no value to its component parts, since these would continue to be separately certificated. On the other hand, a student reaching advanced level in one or more subject areas, but not fulfilling all the requirements of an Advanced Diploma, may feel aggrieved if s/he receives no certification of achievements. If a diploma is to be successful in England, SHA believes that the first of these arguments has marginally greater weight and therefore does not favour separate subject certification, although individual units would be graded and recorded in a transcript of units successfully completed.
- 54 For adults returning to study, the arguments in paragraph 53 are different, however, and separate certification may be required. Again, the units successfully completed are recorded in a transcript. SHA proposes that the system should be bolstered by the government only funding universities for 18- and 19-year olds holding Advanced Diplomas. For later entrants, this restriction would not apply.

CURRICULUM

- 55 Learners will maintain a broad and balanced curriculum over the 14 to 19 period, including the opportunity for depth of study in certain areas. Within the framework there will be a compulsory core of studies, but considerable choice of pathways (courses) will be available. Learners will be offered informed advice on their choices so that each individual learning plan presents a coherent whole to a future employer or provider of further or higher education.
- 56 Although flexibility is important, a broad range of knowledge and skills is vital. During the 14-19 phase, all learners will experience, and provide evidence of, a balanced programme of study. The breadth and balance of individual learning programmes will be planned over time and will not necessarily be apparent in the weekly timetable of every student. **Breadth over time** will be an underlying principle of individual programme planning.
- 57 Up to intermediate level, the core areas of study required for a general diploma include English, mathematics and science. SHA believes that, in accordance with its principle of breadth over time, this breadth should also include modern foreign languages, arts, humanities, religious education and physical education. Specialist diplomas include a core of English and mathematics. Skills will be developed in information technology and communications. Application of number will be subsumed within mathematics. Personal and social education programmes will include elements of existing compulsory areas of study, such as careers education, sex education and citizenship. Evidence of wider key skills, work related learning and other achievements will also be expected. A minimum level of achievement at intermediate level will be required to obtain a General Intermediate Diploma, which will therefore comprise:
- evidence of achievement in mathematics, English and a specified number of other areas of study;
 - evidence of achievement in information technology and wider key skills;
 - evidence of study in a broad range of subject areas;
 - evidence of work related learning and other achievements.
- 58 A Specialist Intermediate Diploma will be similarly structured, but with evidence of study in a narrower range of areas, in order to create time for the specialist study area.
- 59 Students will have a wide degree of choice in their main study programmes for an Advanced General Diploma, but all will have to achieve accreditation in the core areas of critical thinking or theory of knowledge, information technology, communications, number and modern foreign languages. The principle of breadth over time will apply and not all accreditation need be at advanced level. Personal and social education programmes will continue from the intermediate stage, but with different emphases. In particular, citizenship education will be more practical, with active citizenship being an important part of the portfolio of wider achievements for each student. Advanced Specialist Diplomas will include a restricted core.

- 60 A minimum level of achievement at advanced level, together with evidence of study in the core areas up to intermediate level will be required to obtain an Advanced Diploma. This provides a safeguard for breadth of study by a learner who chooses to bypass the Intermediate Diploma.
- 61 The Advanced General Diploma will therefore comprise:
- evidence of achievement in specialist study areas;
 - evidence of achievement in critical thinking or theory of knowledge, information technology, communications, number and modern foreign languages;
 - evidence of active citizenship, work related learning and other achievements;
 - evidence of study in a broad range of subject areas up to intermediate level.
- 62 Advanced Specialist Diplomas will include a restricted core of study.

ASSESSMENT

- 63 Assessment at the endpoint of the national curriculum at 14 will be mainly through internal assessment by teachers. A summary transcript of the outcomes of this process of assessment and accreditation at 14 will be used as the springboard for the post-14 learning programme.
- 64 Credits will be built up from the age of 14 within a modular accreditation framework and will be recorded in a transcript. Accreditation of completed units will contribute towards the award of a diploma.
- 65 Over-reliance on external assessment must be avoided. The number of external examinations needs to be reduced. The development of independent lifelong learners will be enhanced by the inclusion of a variety of forms of assessment, including self-assessment in appropriate areas. Assessment methods will be as simple as possible so that assessment time encroaches less on teaching and learning time. Greater reliance will be placed on rigorous, internal school assessment, led by experienced teachers and lecturers, trained and accredited as *Chartered Examiners*. (See Annex A). Sophisticated online assessment will be used wherever possible.
- 66 The trend for coursework to become separate assignments needs to be halted. Coursework should be work done during the course, assessed by the teacher under the supervision and/or moderation of a chartered examiner.
- 67 The current school performance tables, which summarise age-related achievement at 16 and 18, impose perverse incentives on schools to enter students for examinations when they are not ready for them. The national performance tables in their present form, even when recording value added in addition to raw scores, will not support the aims of the progressive qualifications structure outlined in this paper. Plenty of alternative ways of making schools accountable for their performance exist, as outlined in the SHA paper, *Towards intelligent accountability for schools*. (SHA, 2003)

REFERENCES

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SUMMARY OF MAIN RECOMMENDATIONS

- 1 A post-14 qualifications structure that serves the needs of all learners will:
 - provide the foundation for lifelong learning;
 - be inclusive;
 - be a single, unified framework across a wide range of learning opportunities;
 - provide continuity and progression and build on achievement pre-14;
 - guarantee appropriate breadth, depth and balance for each learner;
 - build on success and recognise that achievement motivates;
 - be supported by assessment that is fit for purpose. (Paragraph 8)
- 2 To develop independent learning and extend the use of ICT to increase learning opportunities. SHA believes that this can best be done through schools and colleges that are the learning centres of the local community. (10)
- 3 SHA prefers the term post-14 to the more restrictive 14-19. (12)
- 4 In order to maintain breadth of study in a flexible system, breadth over time should be an underlying principle of individual programme planning. (26)
- 5 GCSE will evolve from the existing predominately two-year courses to an intermediate-level modular structure that offers improved progression. (34)
- 6 Schools, colleges, home or workplace may, in the future, provide the environment for learning and students might move between these environments at various ages after 14. (35)
- 7 The diploma at advanced level could be called the English Baccalaureate. (37)
- 8 The Foundation Diploma will be gained by students succeeding in foundation level work, not through gaining poor grades in intermediate level assessments. (38)
- 9 The achievement of students who are further developing their basic skills post-14 will be recognised in an Entry Level Diploma. (39)
- 10 The four levels of Diploma are entry, foundation, intermediate and advanced. There are two types of diploma, general and specialist. (40-42)

Level	Qualifications	
Advanced	Advanced Diploma (General)	Advanced Diploma (Specialist)
Intermediate	Intermediate Diploma (General)	Intermediate Diploma (Specialist)
Foundation	Foundation Diploma (General)	Foundation Diploma (Specialist)
Entry	Entry Level Diploma	

- 11 The qualifications framework is sufficiently flexible for learners to study, and gain credit for, units from other pathways, or at other levels. (45)
- 12 Since the framework is not age-related, all levels are available pre-16 and post-16. (46)
- 13 It is not necessary for learners to acquire a diploma at each stage, so it will be possible for learners to pass through a level. (47)
- 14 SHA does not favour separate subject certification inside the diploma, although individual units would be

graded and recorded in a transcript of units successfully completed. (53)

15 A minimum level of achievement at intermediate level will be required to obtain a General Intermediate Diploma, which will comprise:

- evidence of achievement in mathematics, English and a specified number of other areas of study;
- evidence of achievement in information technology and wider key skills;
- evidence of study in a broad range of subject areas;
- evidence of work related learning and other achievements.

A Specialist Intermediate Diploma will be similarly structured, but with evidence of study in a narrower range of areas. (57-58)

16 The Advanced General Diploma will comprise:

- evidence of achievement in specialist study areas;
- evidence of achievement in critical thinking or theory of knowledge, information technology, communications, number and modern foreign languages;
- evidence of active citizenship, work related learning and other achievements;
- evidence of study in a broad range of subject areas up to intermediate level.

Advanced Specialist Diplomas will include a restricted core of study. (61-62)

17 Assessment at the endpoint of the national curriculum at 14 will be mainly through internal assessment by teachers. A summary transcript of the outcomes will be used as the springboard for the post-14 learning programme. (63)

18 Credits will be built up from the age of 14 within a modular accreditation framework and will be recorded in a transcript. Accreditation of completed units will contribute towards the award of a diploma. (64)

19 Over-reliance on external assessment must be avoided. The number of external examinations needs to be reduced. (65)

20 Greater reliance should be placed on rigorous, high quality internal school assessment, led by experienced teachers and lecturers with the training and status of *Chartered Examiners*, as outlined in the association's proposal in Annex A. (65)

21 Sophisticated online assessment should be used wherever possible. (65)

22 The trend for coursework to become separate assignments needs to be halted. Coursework should be work done during the course, assessed by the teacher under the supervision and/or moderation of a chartered examiner. (66)

23 The current school performance tables, which summarise age-related achievement at 16 and 18, impose perverse incentives on schools to enter students for examinations when they are not ready for them. The national performance tables in their present form, even when recording value added in addition to raw scores, will not support the aims of the progressive qualifications structure outlined in this paper. (67)

ANNEX A

Chartered Examiners:

A proposal for rigorous internal assessment as a component of external qualifications

THE PRESENT SITUATION

- 1 Assessment in Britain requires a radical review. The introduction of modular AS examinations in 2000-01 highlighted the problem of adding new external examinations to an already over-examined system.
- 2 The development of a coherent post-14 qualifications structure will be threatened if the current weight of examinations for 17 year olds is replicated for 15 year olds. Yet modular assessment is the best way to develop a post-14 system of qualifications. Unless we change the assessment system, we cannot build the sort of progressive structure of curriculum and qualifications that the government has proposed in successive policy papers.
- 3 The current problems may be summarised as follows:
 - Young people are subject to far too many external examinations. These take place more frequently than in other countries.
 - Schools and colleges spend too much valuable curriculum time in directly preparing for, and conducting, external examinations.
 - The purpose of each external examination is confused between diagnostic, summative and qualification (for the examinee), component of performance management (for the teacher) and accountability (for the school).
 - The examination system is very costly.
 - The complexity of the examination system has led to an increased number of errors in marking and results. Appeals are not dealt with efficiently.
 - It is becoming impossible to find sufficient markers, moderators and examiners.
 - There is a lack of trust in the professional ability of teachers to carry out rigorous internal assessment.

THE PROPOSAL

- 4 A new *Chartered Examiner* status is introduced for experienced teachers.
- 5 If greater reliance is to be placed on internal assessment by teachers as a component of externally awarded qualifications, this must be achieved with no loss of rigour.
- 6 The internal assessment is therefore carried out by teachers who uphold, and are seen to uphold, the standards set by the government, QCA and awarding bodies.

ACCREDITATION

- 7 Chartered examiner status is available to qualified teachers with at least four years' experience of teaching the subject in which they are to be accredited.
- 8 Teachers applying for accreditation as chartered examiners take part in three to five days of training and testing, administered by the awarding bodies. Much of this involves the marking of candidates' work and

the estimation of grades. Only teachers achieving a high standard of consistency in this work are accredited as chartered examiners.

- 9 The status of chartered examiner is granted by the awarding bodies and is publicly recognised with a post-nominal CEx.
- 10 The status is awarded at advanced level for those conducting assessments at A level and AVCE; at intermediate level for those conducting assessments at GCSE and vocational GCSE; at foundation level for those conducting key stage 3 assessments.
- 11 It is for consideration whether teachers awarded the status at advanced level need to be separately accredited at intermediate and foundation levels.
- 12 The proposal could be extended to teachers of children at key stages 1 and 2.
- 13 The status of chartered examiner will be awarded to teachers in maintained and independent schools and colleges.
- 14 Precedents exist for the proposals in this paper, both in the G32 to G35 qualifications for teachers who assess vocational courses, and in the accreditation awarded to modern languages teachers to carry out A level and GCSE speaking tests. In each case, teachers apply for the accreditation and undergo training and testing for one or more days. The awarding bodies administer the process and award the accreditation.

OPERATION

- 15 It is envisaged that each large subject department of a secondary school or college will have several chartered examiners. These teachers will be responsible for carrying out or overseeing rigorous internal assessment that would form a substantial proportion of externally awarded qualifications.
- 16 The work to be assessed by the chartered examiners will be of two types:
 - externally set tests or assignments, and
 - internally set assignments on specified parts of the syllabus.
- 17 If a department does not have a chartered examiner in a particular subject, the school or college may use a chartered examiner from another institution or may send the work to the awarding body for external marking.
- 18 It is the responsibility of the chartered examiner to mark and grade work at the standard of the external qualification to which it contributes.
- 19 A small amount of moderation of the work of chartered examiners could take place each year. Moderation systems tend to be very bureaucratic and time consuming. The extent and procedures of the moderation must avoid this excessive bureaucracy.
- 20 The proposed increase in internal examining is subject to the criticism that it will increase the workload of teachers. This should not be the case. If year 12 is taken as an example, experience in recent years suggests that the weight of external examinations has caused additional stress and workload. Yet year 12 students have always been given internal examinations by their teachers without these problems. Unless the new system is introduced with excessive bureaucracy, a more rigorous form of internal assessment will add little to the workload of a typical teacher of year 12 students.
- 21 CEx status will be renewable every three years.
- 22 CEx status, as used to be the case with a good honours degree, will be appropriately rewarded with a salary supplement.
- 23 The cost of the proposals has not been calculated, but any additional cost will be offset by the reduction in external examinations, which are expensive consumers of resources.

OTHER POSSIBLE SOLUTIONS

- 24 One way to increase the proportion of internal assessment is to have a massive programme of moderation, but this would be unduly bureaucratic and would take moderators (who would mostly be serving teachers) out of their own schools for too much of the summer term.
- 25 Another way to solve the present examinations crisis is to have a cadre of professional salaried examiners and moderators who are not serving teachers. The seasonal nature of examinations may make this an inefficient way of proceeding. Nevertheless, this is worth investigating, as part-time salaried examiner posts may be attractive to teachers at the end of their career in the classroom.
- 26 The use of online assessment is likely to increase, as online techniques become increasingly sophisticated and cost-effective.

CONCLUSION

- 27 The proposal to create chartered examiners will raise the status of teachers and of internal assessment in schools and colleges. It will improve the quality of school-based assessment and thus contribute to the raising of standards in schools and colleges. It will provide a new step on the continuum of professional development for teachers. It will provide important professional development opportunities for aspiring classroom teachers. It will make just-in-time testing more viable and reduce the length of the examination period each summer. Above all, it would make the examinations system more manageable.