



The relationship of Examination Boards with Schools and Colleges : a historical perspective

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Early Boards:

■ University Links

- Guidance on standards
- Setting of syllabuses, examinations, responsible for marking
- Emergence of School Certificate and GCE
- Accountable to Universities

■ Teacher Involvement

- On Board committees, Councils
- Advisors on practical issues
- (Later) trusted to assess their students
- Consortium moderation



CSE Boards:



■ “Teacher Control”

- Guardians of standards
- CSE Grade 1 = GCE O-level pass standards

■ Modes of examining

- Board provided – Mode 1
- School provided – Mode 3

■ Philosophical differences

- Roles/relationships between teachers and Board officials

■ Teacher judgement and/or statistics

■ Regionalism

- CSE and GCE



Teacher Assessment:

■ Course work

■ Moderation

- Consortium, inspection, statistical

■ Controls

■ Where have all the Mode 3s gone?

■ Training for assessment

- Who provides, when, who pays?



Radical changes to the system



- National Curriculum Entitlement
- National Standards
- Fewer Awarding Bodies
- Competition and Performance Tables
- Shift of responsibilities from LEAs
- Withdrawal of Universities
- Greater control from Government and its agencies
- National strategies and targets



Whatever happened to professional engagement?



■ of Teachers

■ of LEAs

■ of Universities

■ of Awarding Bodies?



Questions to be addressed?



- How do we re-engage the professionals?
- How do we underpin the quality of the system?
- How do we engender public trust in the system?



Public sector management



	Managerialism	Professionalism
Source of legitimacy	Hierarchical authority	Expertise
Goals/objectives	Efficiency/profit	Effectiveness/technical competence
Mode of control	Rules/compliance	Trust/dependency
Clients	Corporate	Individuals
Reference group	Bureaucratic superiors	Professional peers
Regulation	Hierarchical	Collegial/self-regulation

(Exworthy and Halford, 1999)

