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|--|-------------------------------|------------------------------|
| <b>1. Title of learning activity</b>   |                               |                              |
| CPT3A – Certificate in Psychometric Testing, Assessment & Access Arrangements  |                               |                              |
| <b>2. Main purpose or aim(s) of the learning activity</b> (e.g. specific workforce development, continuing professional development etc)   |                               |                              |
| The CPT3A Certificate is for education professionals with a qualification to teach who wish to undertake exam access arrangements in accordance with the regulations outlined by the Joint Council for Qualifications (JCQ). Real Group trains approximately 350 delegates per year on this programme. |                               |                              |
| <b>3. Envisaged or actual start date</b>   |                               | 22nd April 2022              |
| <b>4. Type of credit sought: General/Specific</b> (NB: If Specific give details of proposed links with existing named Middlesex University course(s)/module(s))  |                               |                              |
| General  |                               |                              |
| <b>5. Methods of delivery</b> (e.g. online, presentation, workshop)  |                               |                              |
| Fully online or blended online/face-to-face options are available.   |                               |                              |
| <b>6. Human resources to support learning - Learning Activity Leader, other Tutors/Assessors and highest qualifications</b>  |                               |                              |
| <b>Name</b>  | <b>Learning Activity Role</b> | <b>Highest qualification</b> |
| Mark Turner  | Programme Leader              | DPsych                       |
| Hannah Fairall   | Deputy Programme Leader       | DEdPsych                     |
| Kate Fieldhouse  | Course Leader (CCET)          | MA                           |
| Sarah Norris   | Course Leader (CCET)          | MSc                          |
| Phillippa Baillie  | Course Leader (AAC)           | RSA Level 7 Diploma          |
| Sophia Butler  | Course Leader (AAC)           | MA                           |
| Rachael Burton   | Tutor (CCET)                  | MA                           |
| Karen Cameron  | Tutor (AAC)                   | MEd                          |
| Angela Campbell  | Tutor (CCET)                  | MEd                          |
| Julie Cozens   | Tutor                         | DPsych                       |
| Miles Halliwell  | Tutor (CCET)                  | MA                           |
| Una Holbrook   | Tutor (CCET)                  | PGCert                       |
| Anita Jackson  | Tutor                         | PhD                          |
| Richard Lewis  | Tutor                         | PhD                          |
| Alissa McDonald  | Tutor (CCET)                  | MA                           |
| Angus McDonald   | Tutor (CCET)                  | PhD                          |

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| Siobhan Mellor   | Tutor   | DEdPsych |
| Jalak Patel  | Tutor (CCET)  | MSc      |
| Ash Rehal  | Tutor (CCET)  | PhD      |
| Nareesa Sulaiman   | Tutor (CCET)  | PGCE     |
| Joanna Wood  | Tutor   | DEdPsych |
| <p><b>7. Physical resources to support learning</b> (e.g. accommodation and/or equipment etc, please add additional sheets as required)</p>  |   |          |
| <ol style="list-style-type: none"> <li>1. A CCET course manual is provided for all delegates.</li> <li>2. Workbooks are provided for face-to-face delegates.</li> <li>3. Accommodation is provided for face-to-face delivery as required.</li> <li>4. All delegates are provided with a login to an interactive website and are supported directly by a personal tutor.</li> <li>5. All delegates get access to Real Group's online journal and ebook collection.</li> </ol> |   |          |
| <p><b>8. Admission requirements and procedures</b> (who are the audience/target group? How does recruitment/selection take place?)</p>   |   |          |
| <p>Applicants should have a first degree or meet at least one of the following criteria:</p> <ul style="list-style-type: none"> <li>• Hold QTS.</li> <li>• Hold QTLS.</li> <li>• Be employed as a teacher in an FE, HE or in the private sector.</li> <li>• Be employed as an HLTA.</li> </ul> <p>In exceptional circumstances, those with qualifications that are equivalent to a degree will be considered.</p>  |   |          |
| <p><b>9. Duration of activity (learning hours):</b> This information will be used to help determine the volume of credit that may be associated with the learning activity. As a guide 10 credits equates to 100 learning hours.</p>   |   |          |
| a. Formal contact hours  | 40 formal contact hours (four days + two evenings).   |          |
| b. Estimated other relevant learning hours (e.g. self supported learning)  | <p>80 hours of tutor-supported study.</p> <p>180 hours of self-supported learning.</p> <p>A wholly online version of the course is available with no formal contact hours. Broadly speaking, the tutor-supported hours are increased in line to compensate, i.e. 120 hours of tutor support + 180 self-supported hours.</p> |          |
| c. Total participant's learning hours (i.e. a + b)   | 300   |          |
| <b>10. Estimated numbers of learners involved per cohort</b>   | 20 plus roughly 200 online learners per year  |          |
| <b>11. Estimated frequency of cohort delivery</b> (e.g. only once per year, quarterly etc.)  | Approximately eight to ten cohorts per year. The online option can commence at any time.  |          |

**12. Learning outcomes:** Identify what the participant who successfully completes the activity will know and be able to do. This will be vital in determining the academic level at which learning is taking place. (please add additional sheets as required)

Knowledge and Understanding

1. Critical understanding of the role and purpose of psychometric testing in education.
2. Critical understanding of, and sensitivity to, legislation and regulatory frameworks which impact on the equality of access to educational opportunity, assessment and examination.

Skills

3. Demonstrate effective assessment skills, including planning, execution, synthesis of disparate information and response to unforeseen circumstances to achieve consistent and accurate results on all occasions.
4. Demonstrate knowledgeable, accurate and creative feedback to clients in a way that is understood by the client and is likely to lead to effective intervention and change both generally and in the context of examinations.
5. Critically examine and analyse equality legislation and the background of special educational needs and disability factors that have helped shape contemporary approaches to access arrangements.

**13. Assessment of the specified learning outcomes** (please add additional sheets as required)

a. Detail method(s) used (e.g. report, presentation, project)

The CCET portfolio of evidence of competence will be submitted as a 75% contribution to the CPT3A course. This will therefore be considered to be equivalent to approximately 4500 words. This represents a systematic and comprehensive understanding of the role and application of psychometric instruments in an educational context. The notional word equivalence of 4500 words to include written, video and practice evidence. The portfolio also meets the competence and standards requirements of the British Psychological Society and will allow the candidate to join the BPS Register of Competence in Educational Testing. (Learning objectives 1, 3 & 4)

The CCET portfolio will include:

1. Written demonstration of knowledge and systematic understanding of the principles of psychometric testing
2. Critical evaluation of theories of intelligence and their impact on the development of psychometric tests
3. Video evidence of skill in test administration
4. Comprehensive written evidence of ability to synthesise and interpret data and to feedback to a client in a meaningful and age appropriate way
5. Video evidence of ability to synthesise and interpret data and explain it to a client in terms understood by the client.

The remaining 25% (1500 words equivalence + MCQ) will be achieved by the following AAC assessments:

1. A multiple choice questionnaire on the legislative framework that impacts on access arrangements

(Learning objectives 2 & 5)

2. A practice analysis of the needs of an individual and the necessary accommodations required to allow that individual to demonstrate his or her knowledge, skills and achievements. It will entail a thorough and systematic assessment of a student's needs and subsequent identification of precise required access arrangements in a public examination (1500 words). (Learning objectives 3 & 4)

b. *Procedures to ensure assessment quality assurance (e.g. double marking, moderation etc., include one or two actual examples of assessed work if possible that demonstrate your assessment quality assurance procedures)*

10% of CCET submissions are moderated by another member of the marking team. The programme has both rolling entries and distinct cohort starts, depending on what delivery option is being taken, as such there are no fixed submission dates. To allow for suitable moderation samples to be compiled, and a comparison across a range of markers to be considered, all submissions made during a quarter are combined and the 10% sample is taken from these.

**14. Progression to Middlesex University Awards:** *Identify which Middlesex University programmes learners will or will be eligible to progress to following successful completion of the proposed accredited learning activity*

| <b>Qualification</b> | <b>Programme title</b>                         |
|----------------------|--|
| PGCert / PGDip / MEd | Special Educational Needs and Disability       |
| PGCert               | Educational Testing                            |
| MEd                  | Professional Practice in Dyslexia and Literacy |
|                      |  |