

Please read Guidance 3xviii in order to complete this form.

**New Module Form/Module Narrative**

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| 1.  | <b>Module code:</b>  | M02   |
| 2.  | <b>Title:</b>  | Certificate of Competence in Educational Testing  |
| 3.  | <b>Credit points:</b>  | 30  |
| 4.  | <b>FHEQ level:</b>   | 7   |
| 5.  | <b>Start term:</b>   | Autumn, Spring, Summer  |
| 6.  | <b>Module leader:</b>  | Jalak Patel / Kate Fieldhouse   |
| 7.  | <b>Accredited by:</b>  | Meets the British Psychological Society (BPS) requirements to join the Register of Qualifications in Test Use (RQTU).<br><br>Partially meets the SpLD Assessment Standards Committee (SASC) requirements for an Assessment Practising Certificate (APC).  |
| 8.  | <b>Module restrictions:</b>  |   |
|     | (a) Pre-requisite  | None  |
|     | (b) Programme restrictions   | None  |
|     | (c) Level restrictions   | PG  |
|     | (d) Other restrictions or requirements   | <ul style="list-style-type: none"> <li>Access to two psychometric tests. A list of current tests approved by the British Psychological Society (BPS) can be found on the module's page on the Real Training website.</li> </ul>   |
| 9.  | <b>Aims:</b>   | Certificate of Competence in Educational Testing aims to embed fundamental, good assessment practice into students assessment work and will enable them to use tools – particularly psychometric tools – to make the right judgements about: where children are; how they have progressed; whether they have progressed and what the next steps are for their education. In addition the module meets the requirements of the British Psychology Society for inclusion on their Register of Qualified Test Users.   |
| 10. | <b>Learning outcomes:</b><br><i>(Knowledge and Skills sections can be merged if appropriate)</i> | <p>On successful completion of this module, students will:</p> <ol style="list-style-type: none"> <li>Hold an in-depth understanding of the purposes of testing and assessment.</li> <li>Critically analyse theories about testing and psychometrics, and how these can relate to a person's characteristics and environment.</li> <li>Understand the statistical concepts fundamental to psychometric testing.</li> <li>Use specialist knowledge to make informed choices about different types of tests and alternative types of assessment and how to administer and interpret these assessments.</li> <li>Adhere to the legislative and policy framework related to educational assessment, data protection and the Equality Act.</li> <li>Interpret and communicate (in written form and orally) assessment findings in a way that is intelligible to a lay person.</li> </ol> |
| 11. | <b>Syllabus:</b>   |   |

The syllabus for this module is informed by the competencies for educational testing as specified by the British Psychological Society. The competencies cover the following:

Assistant test user: Education

- **Introduction to testing:** the difference between tests of ability, aptitude and attainment and between formative and summative assessment. Testing as a subset of the overall process of assessment. The impact of technology on modes of test administration. The benefits and issues associated with each of these.
- **Administering tests to one or more candidates:** practical administration of tests in a realistic context. The practical skills of test scoring, converting raw scores into standardised scores and making appropriate checks to ensure the accuracy of these. Development of skills in use of individual tests in an educational setting, including the ability to build rapport with the candidate and administer the test according to the instructions laid down in the manual.
- **Maintaining security and confidentiality of the test materials and the test data:** the ethics of testing, acting in an ethical manner. The importance of providing candidates and other stakeholders where appropriate with a clear indication of how test results will be used and show how they will make suitable arrangements for the storage of test materials and data.

Test user: Education

- **Educational attainment and ability testing:** major theories of intelligence, justification for test use, Identification of factors affecting test scores such as influence of the environment and group membership may affect attainment test scores.
- **The basic principles of scaling and standardisation:** normal and non-normal score distributions and how measures of central tendency and spread relate to different score distributions. Differences between raw and standardised scores and the implications of different scoring systems when comparing candidates.
- **Basic principles of norm-referenced interpretation:** norm-referenced interpretation of test scores, including how norm-referencing is one of a number of methods of test score interpretation. Sampling issues, including the size of the sample and sample representativeness, and how these relate to the selection of appropriate norm groups and any caveats around interpretation that need to be made. Recognition of the issues in the use of pooled and separate norms, especially for selection.
- **Classical test theory and reliability:** correlation and the conditions under which it is maximised, plus interpretation of correlation coefficients. Reliability as one of the key characteristics of psychometric tests, classical test theory and the assumptions it is based on, and the main sources of error in testing. Methods of estimating reliability, including how to interpret reliability figures. Describing test scores with appropriate levels of confidence.
- **Validity:** The nature of validity, its relationship with reliability and the different types of validity evidence that may be obtained, and how all validity evidence contributes towards construct validity.
- **Deciding when psychological tests should or should not be used as part of an assessment process:** Practical skills in selecting a test or tests from a selection of specimen sets or reference materials. Systematic analysis of test

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|    | <p>materials according to a range of criteria and considerations (including relevant legislation) in order to determine suitability.</p> <ul style="list-style-type: none"> <li>● <b>Making appropriate use and interpretation of test results:</b> interpretation of test scores, including selecting appropriate transformations of raw scores and describing the process of interpretation in a way that is clear and meaningful. Interpretation of test scores in light of information regarding reliability, validity, standard error of measurement and any accommodations to the test or test session that were made.</li> </ul>  |
| 12 | <p><b>Learning and teaching strategy:</b></p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.</li> <li>● Allows students to manage and track their progress through the activities and assessments.</li> <li>● Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>Learning Experiences are based around Practical activities that encourage the student to 'learn to do' rather than 'learn about'. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>● Reflection on practice, structured through 'learning log' online entries.</li> <li>● Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>● Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>● Directed reading of selected papers, book chapters, specialist online materials.</li> <li>● Use of case study examples, videos and other learning materials.</li> <li>● Use of Test Publisher's catalogues.</li> <li>● Use of samples of reports that report assessments using educational tests.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>● Fellow students via peer review, group forums and participation in online discussion forums including action learning sets.</li> <li>● Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.</li> </ul> |
| 13 | <p><b>Assessment scheme:</b></p> <p><b>(a) Formative assessment scheme</b></p>   |

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|---|-----------|---|------------------|--------------------------------------|---|
|   |           |   |                  |                                      |   |
| <p><b>(b) Summative assessment scheme</b></p> <p>Assessment is through coursework assignments covering the 5 learning outcomes. The BPS requires that all competencies for the Test User Educational qualification must be assessed and met in full for a student to pass the module.</p> <p>Due to the nature of the competence requirements from the BPS, none of the summative assessments are graded using the 1-20 scale as students must continue working on all assessments until they satisfactorily reach the required level of competence in each criteria. The module grade is not used in any calculations of award classification.</p>   |           |   |                  |                                      |   |
| <p><b>Task 1: A portfolio of evidence showing competency as an Educational Test User</b></p> <p>Indicative evidence may include:</p> <ul style="list-style-type: none"> <li>● Multiple Choice Questionnaire on purpose and types of assessment.</li> <li>● Evidence of advanced knowledge of statistical principles that underpin psychometric testing</li> <li>● A written review of an educational test in line with European standards.</li> <li>● Multiple Choice questionnaire on statistical principles and calculations</li> <li>● 1000 word paper on intelligence testing and discrimination</li> <li>● Creation of a permission slip for an assessment and submission of video evidence of test administration competence.</li> <li>● Comprehensive written report of an assessment including test scores from at least two administered psychometric tests.</li> <li>● Video evidence of competent oral feedback to a client or the clients parents/carers.</li> <li>● Critique of computer generated assessment report.</li> </ul> |           |   |                  |                                      |   |
|   | Weighting | Specification e.g. word count / duration / no. of pages | LO mapped to     | Anonymously marked                   | Ethics approval required  |
|   | 100%      | Notional word equivalent =                              | 1, 2, 3, 4, 5, 6 | x No<br><input type="checkbox"/> Yes | x No<br><input type="checkbox"/> Yes – individual student<br><input type="checkbox"/> Yes – group approval<br><input type="checkbox"/> Yes – whole module |
| <p>In order to pass the module, the student will be required to achieve either:</p> <p><input type="checkbox"/> an overall aggregate of grade 16;</p> <p><b>x an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component (PSRB requirement)</b></p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component</p> <p><input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component</p>  |           |   |                  |                                      |   |

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|  | Seen examination                       | 0 %  |
|  | Unseen examination                     | 0%   |
|  | Coursework (no examination)            | 100 %  |
| 14   | <b>Timetabled examination required</b> | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/>   |
| 15   | <b>Length of exam</b>                  |  |
| 16   | <b>Learning materials</b>              | <p>The core reading list for this module can all be found on the relevant module page on the Campus Online learning platform.</p> <p>All essential reading materials required for the course will be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Macgregor, A, Turner, M. (2005) <i>Certificate of Competence in Educational Testing</i>, course manual, Real Training.</p> <p>If your wish to extend your reading, you may find the following resources give a useful starting point for further exploration. Please note, however, that we are not able to provide online access to these resources.</p> <p>Coaley, K. (2010) <i>An Introduction to Psychological Assessment and Psychometrics</i>. London: Sage.</p> <p>Dancey, C. and Reidy, J. (2004) <i>Statistics without Maths for Psychologists</i>. London: Prentice Hall.</p> <p>Dockrell, J. and McShane, J. (1993) <i>Children's Learning Difficulties: A Cognitive Approach</i>. Oxford: Blackwell.</p> <p>Fisher, S, Boyle, J. (2006) <i>Educational Testing: A Competence Based Approach</i>. Oxford: Blackwell.</p> <p>Gregory, R.J. (2000) <i>Psychological Testing: History, Principles and Applications</i>. 3rd ed. London: Allyn and Bacon.</p> <p>Kline, P. (2000) <i>A Psychometrics Primer</i>. London: Free Association Books.</p> <p>McGrew, K. S. (2005). The Cattell-Horn-Carroll theory of cognitive abilities. In D. P. Flanagan &amp; P. L. Harrison (Eds.) <i>Contemporary intellectual assessment: Theories, tests, and issues</i> (2nd ed., pp. 136-181). New York: Guilford Press.</p> |
| <b>In addition, for in-house, joint and franchised programmes only</b> |  |  |

|   |   |      |              |            |          |                     |        |                   |
|---|---|------|--------------|------------|----------|---------------------|--------|-------------------|
| 17  | <b>UNISTATS - assessment</b>  |      |              |            |          |                     |        |                   |
|   | Please indicate summary of the following assessment types #:  |      |              |            |          |                     |        |                   |
|   | COURSEWORK  |      |              |            |          |                     |        |                   |
|   | EXAM  |      |              |            |          |                     |        |                   |
| PRACTICAL   |   |      |              |            |          |                     |        |                   |
| 18  | <b>UNISTATS – learning and teaching</b>   |      |              |            |          |                     |        |                   |
|   | Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours). |      |              |            |          |                     |        |                   |
|   | Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).  |      |              |            |          |                     |        |                   |
|   | For Apprenticeship programmes, this is University-led Off The Job hours.<br>The proposed number of scheduled teaching hours:                                    |      |              |            |          |                     |        |                   |
| Placement Activity (e.g. placement, work based learning or year abroad).  |   |      |              |            |          |                     |        |                   |
| Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): |   |      |              |            |          |                     |        |                   |
| For Apprenticeship programmes, this is Employer-led Off The Job hours.  |   |      |              |            |          |                     |        |                   |
| Independent Study (Time students will be required to complete independent study).                                   |   |      |              |            |          |                     |        |                   |
| The proposed number of hours a student should complete independent study:   |   |      |              |            |          |                     |        |                   |
| For Apprenticeship programmes, this is Apprentice-led Off The Job hours.  |   |      |              |            |          |                     |        |                   |
| 19  | <b>Module run (NB These should be set up four years in advance):</b>  |      |              |            |          |                     |        |                   |
|   | Academic year   | Term | Part of term | Start date | End date | Max student numbers | Campus | Franchise partner |
|   |   |      |              |            |          |                     |        |                   |
|   |   |      |              |            |          |                     |        |                   |
|   |   |      |              |            |          |                     |        |                   |
| 20  | <b>Timetabling information:</b>   |      |              |            |          |                     |        |                   |
|   | (a) Please indicate which teaching activities will be offered in this module*:  |      |              |            |          |                     |        |                   |
|   | LECTURE (LEC)   |      |              |            | YES/NO   |                     |        |                   |
|   | SEMINAR (SEM)   |      |              |            | YES/NO   |                     |        |                   |
|   | LABORATORY (LAB)  |      |              |            | YES/NO   |                     |        |                   |
|   | WORKSHOP (WRK)  |      |              |            | YES/NO   |                     |        |                   |
|   | (b) Timetabled  |      |              |            | YES/NO   |                     |        |                   |
| (c) Student centrally allocated   |   |      |              | YES/NO     |          |                     |        |                   |

**Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):**

|                   |                                     |               |
|-------------------|-------------------------------------|---------------|
| Programme code(s) | Programme title(s)                  | Core/Optional |
|                   | PgCert/PgDip/MEd SEND and Inclusion | Optional      |

|         |  |          |
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|         | PgCert/PgDip/MEd SEND and Inclusion: Assessment                            | Core     |
|         | PgDip/MEd SEND and Inclusion: Autism                                       | Optional |
|         | PgDip/MEd SEND and Inclusion: Pastoral                                     | Optional |
|         | PgDip/MEd Inclusive Educational Leadership                                 | Optional |
|         | PgCert Dyslexia Specialist Assessment                                      | Core     |
| 600X172 | MEd Professional Practice in Dyslexia and Literacy                         | Optional |
| 600X175 | PgDip Specialist Assessment and Teaching for Literacy-Related Difficulties | Optional |
| 600X177 | PgCert Specialist Assessment for Literacy-Related Difficulties             | Optional |

**Validated collaborative partner (if applicable):**

Real Group Ltd

**Consultation**

The following should be consulted. The checklist below may be used:

|   |  |
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| University link tutors (if appropriate)   |  |
| Students (via Programme Voice Groups and other channels of communication e.g. intranet) |  |
| External Examiner(s)  |  |

**# Definition of UNISTATS assessment types:**

(For further details see LQEH Section 16)