



National
Assessment
Agency

WHAT EXAMINERS,
MODERATORS AND MARKERS
THINK ABOUT THEIR ROLE
A SUMMARY OF A MORI SURVEY

BEHIND EVERY PAPER THERE'S A STUDENT



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INTRODUCTION

The National Assessment Agency (NAA) wanted to get a detailed picture of how examining and marking is regarded by education professionals. We commissioned MORI, who conducted telephone interviews with 600 teachers, examiners, moderators and markers between 22 June and 9 July 2004.

The main purpose of the survey was to inform the campaign we are running in partnership with the awarding bodies to improve the recruitment and retention of examiners, moderators and markers. We also feel the findings would be interesting news to anybody concerned with examinations and tests – good examiners, moderators and markers are the backbone of the examination and testing system and strong advocates for their profession. While examiners feel well supported by their awarding bodies, they would like to see an institute established to give their work greater status and professional recognition.

More than eight out of ten current examiners, moderators and markers said they were satisfied with the role (84%).

Nearly nine out of ten said they would do it again (88%) , and nearly nine out of ten said they would recommend it to colleagues (87%).

Nearly eight out of ten agreed that they felt proud to be an examiner, moderator or marker (76%).

THE MAIN PURPOSE OF THE SURVEY WAS TO INFORM THE CAMPAIGN WE ARE RUNNING IN PARTNERSHIP WITH THE AWARDING BODIES TO IMPROVE THE RECRUITMENT AND RETENTION OF EXAMINERS, MODERATORS AND MARKERS

02/03

ADVOCACY AND LIKELIHOOD TO CONTINUE IN THE ROLE

04/05

The majority (76%) of current examiners, moderators and markers are proud of the work that they do, with nearly half (46%) who strongly agree with this statement. This is notably higher than MORI typically finds in employee survey research; the average figure for the proportion of employees who say that they are proud of their role is around half (53%).

For almost every current examiner, moderator and marker (96%) examining met at least some of their expectations. Nearly eight out of 10 said it met most or all of their expectations.

The majority of teachers (73%) who have been an examiner, moderator or marker in the past are also likely to recommend the role to colleagues even if they are not likely to do it again in the future themselves.

English teachers are most positive about examining, moderating and marking, whereas maths and science teachers seem to be least positive.

Those with over ten years of experience and those in more senior roles tend to be more satisfied than those in roles with less responsibility or with less experience. It is worth noting that first year examiners, moderators and markers felt least satisfied that their expectations about the role were met.

MOTIVATORS AND BARRIERS

Most current examiners, moderators and markers say they would recommend the role to colleagues because of the professional benefits gained, such as providing insight into specifications or mark schemes (39%) and improving the quality of teaching (39%).

When asked what motivates people to continue in the role, extra income is the most frequently cited factor (53%). Benefits such as improving the quality of teaching and professional development are also mentioned spontaneously as key motivators.

Interestingly, current examiners, moderators and markers who are dissatisfied with their role are most likely to be motivated by the extra income that examining provides, whereas those who are satisfied tend to be motivated by personal enjoyment or interest.


The main reason why people do not become examiners, moderators or markers is a perception that the role is very time consuming and cannot be undertaken by someone in a full-time teaching position.

SUPPORT AND FEEDBACK

06/07

Current examiners, moderators and markers tend to feel supported in their work by the awarding bodies. When asked how satisfied or dissatisfied they were with the support received from their awarding body or subject officer, 74% said they were very satisfied, with a further 22% saying they were fairly satisfied. Levels of satisfaction amongst national curriculum test markers were slightly lower than amongst examiners and moderators.

Attitudes towards training and performance feedback on the whole, are very positive, with 85% saying they find the feedback they receive useful. Whilst 62% of current examiners, moderators and markers say that there are no areas in which they would like more training, specific areas cited in which examiners would like to receive more feedback are detailed, constructive criticism and information on the consistency of marking and application of the mark scheme.



LEVELS OF SATISFACTION
AMONGST NATIONAL
CURRICULUM TEST
MARKERS WERE SLIGHTLY
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EXAMINERS AND
MODERATORS

08/09

Examiners, moderators and markers are keen to receive more information on future plans, strategy and objectives, including major decisions affecting the examination and testing systems.

A significant minority (32%) of current examiners and moderators and of markers (37%) do not feel informed about the latest developments within their awarding body or the external marking agency.

NEED FOR AN INSTITUTE FOR ASSESSORS

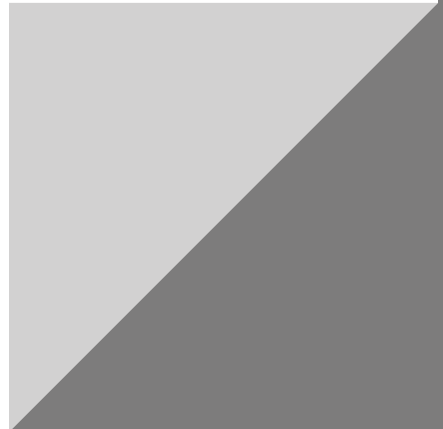
There is overwhelming agreement that examining, moderating and marking should have greater recognition as a professional activity (84%) and the majority surveyed think that people in these roles should be supported by a professional body (67%). Nearly eight out of ten (78%) said that providing professional recognition would encourage them to continue as an examiner in the future.

While respondents feel supported by their awarding bodies for the everyday aspects of their role, the importance of greater professional recognition for assessment activities reflects the findings of research carried out by the NAA in February 2004 and the shareholder consultation that NAA conducted about creating an institute for assessors in August 2004. The survey carried out by MORI, shows that one in ten lapsed examiners and moderators believe more professional recognition would encourage them to return to the role.

The findings suggest that the following activities of an institute are most likely to be seen as most important by examiners, moderators and markers:

- providing professional recognition
- providing support to the profession
- providing greater understanding of, and insight into, the assessment system.

A booklet summarising the consultation is available from the NAA, and the findings can also be found at www.naa.org.uk.



HOW THE NAA IS USING THE SURVEY FINDINGS

We are using the feedback from current, lapsed and potential examiners, moderators and markers to inform our recruitment and retention campaigns.

We are planning to launch an institute for assessors by spring 2005 to give examiners, moderators and markers the formal professional recognition they want, and to ensure they are kept fully informed about developments in the examination and test systems.

We are working with the awarding bodies, schools and colleges to modernise the public examinations and test systems. Aspects of these developments include looking at ways to reduce the time spent by examiners, moderators and markers on administration and to make marking more manageable through the introduction of on-line marking and other innovations.

If you would like more information about any aspect of the NAA's work, please visit our website at www.naa.org.uk

**WE ARE WORKING WITH
THE AWARDING BODIES,
SCHOOLS AND COLLEGES
TO MODERNISE THE
PUBLIC EXAMINATIONS
AND TEST SYSTEMS**

CONTACT DETAILS

If you want more information on any aspect of being an examiner, moderator or marker you are welcome to contact the NAA or any of the awarding bodies.

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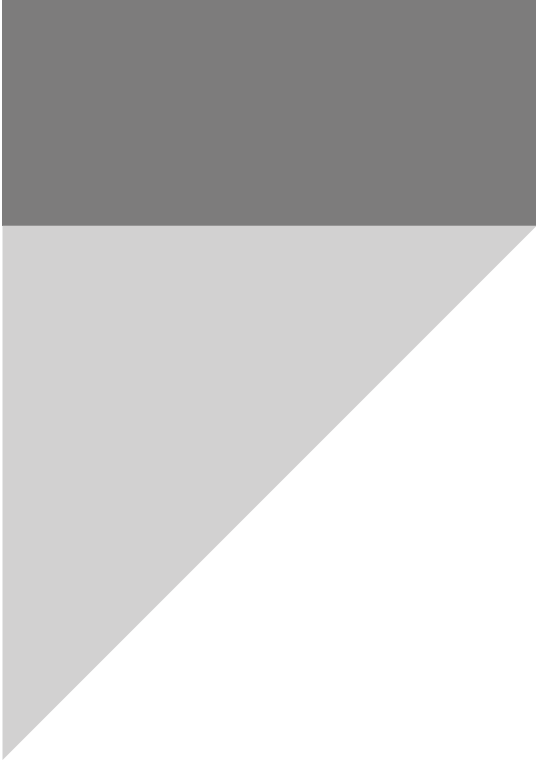
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