

Charity Number: 1122014

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THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Report and Accounts

for the year ended 31 March 2010

THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Charity Information

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Charity Number: 1122014

Trustees

Lord S Sutherland (Chair)
J Moody
J Loveridge
M Walker
Dr T Clausen May
G White

Auditors

Dickinsons Chartered Accountants
Enterprise House
Beeson's Yard
Bury Lane
Rickmansworth
Hertfordshire
WD3 1DS

Bankers

HSBC Bank Plc
79 Piccadilly
London
W1J 8EU

Principal Address

29 Bolton Street
London
W1J 8GP

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THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Trustees' Annual Report

for the year ended 31 March 2010

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Trustees' Annual Report

The Trustees present their report and the audited accounts for the year ended 31 March 2010. The accounts have been prepared in accordance with the accounting policies set out in the notes to the accounts and comply with the charity's trust deed and applicable law. The Institute was established by Royal Charter dated 17 December 2007 and is a registered charity (No. 1122014). This report is prepared in accordance with the Chartered Institute's constitution as laid out in the Royal Charter.

Structure and Management

The Chartered Institute of Educational Assessors is a registered charity, managed by a Board of Trustees comprising those individuals elected from the professional grades of membership of the Institute, as well as appointed Trustees. Details of the charity number and relevant addresses can be found on the Charity Information page.

The Trustees have exercised their duties in accordance with Section 4 of the Charities Act 2006 and have taken due regard to the guidance published by the Charities Commission.

In the execution of their duties, Trustees have made decisions regarding the strategic direction, operational context, management powers and financial prudence of the Institute. The management team have in turn taken decisions of an operational nature in line with the decisions made by the Trustees in managing the day to day affairs of the organisation.

The Trustees have assessed the major risks to which the Institute is exposed, and are satisfied that systems are in place to mitigate exposure to these risks.

Financial Review

The Statement of Financial Activities for the year is set out on page 9 of the accounts.

It is the policy of the Institute that unrestricted funds which have not been designated for a specific use should be maintained at an appropriate level in order to continue operations. The Trustees consider that reserves at this level will ensure that, in the event of a significant drop in funding, they will be able to continue the Institute's current activities while consideration is given to ways in which additional funds may be raised.

For the year ended 31 March 2010 there is a cumulative surplus of £206,975 (2009: £39,065 deficit) which has arisen due to the increase in the provision of conferences, consultancy and training, but also through the receipt of grant income from the QCDA, amounting to £326,551 (2009: £Nil). Membership income has also increased as the Institute attracted new members and enhanced its standing and reputation.

Trustees' Responsibilities

Charity law requires the Trustees to prepare accounts for each financial year which give a true and fair view of the state of affairs of the charity and of the surplus for that year. In preparing those accounts the Trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- To prepare the accounts in accordance with the methods and principles set out in the Statement of Recommended Practice Accounting and Reporting by Charities and to state whether or not the accounts have been prepared in accordance with that statement and applicable accounting standards;
- Prepare the accounts on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping proper accounting records which disclose, with reasonable accuracy at any time, the financial position of the charity and to enable them to ensure the accounts have been properly prepared in accordance with the provisions of the Charity (Accounts and Reports) Regulations 2005. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

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Trustees' Responsibilities (continued)

So far as the Trustees are aware, there is no relevant audit information of which the Institute's auditors are unaware. Additionally, the Trustees have taken all the necessary steps that they ought to have taken as Trustees in order to make themselves aware of all relevant audit information and to establish that the Institute's auditors are aware of that information.

Constitution

The Chartered Institute is governed in accordance with its constitution as an organisation incorporated by royal assent, through the Privy Council. The Charter was enacted on 17 December 2007. In addition the Chartered Institute has also established bye-laws which govern its day to day operations.

Governance and Control

The Board of Trustees of the Chartered Institute is responsible for setting the overall strategy for the organisation, accountable to the members for its financial management, and discharging the day to day running of the Institute through the management team, led by an appointed Chief Executive. The Trustees were appointed to the interim Board for the first year of operation. The byelaws of the Chartered Institute require a fully operational board to be part-elected from the professional grades of the membership of the organisation and part-appointed. Membership elections were held in December 2008 and the results were confirmed at the 2009 Annual General Meeting. Trustees sit for a term of three years and are provided with training each year on governance issues to ensure they maintain an up-to-date knowledge of their legal responsibilities.

Financial statements are published on the Chartered Institute's website.

The Trustees met quarterly during the year to set the strategic direction of the Chartered Institute, monitor progress against an annually set business plan and approve significant matters. In addition to formal board meetings, Trustees also attended a business planning workshop which looked to set the annual business plan for the Chartered Institute, and attended the annual conference.

Objectives and Activities

The object of the Institute is to advance education and training for the public benefit by promoting high standards of assessment. It seeks to achieve this by providing membership services, qualifications, training and accreditation for individuals and organisations engaged in educational assessment practice. In so doing the Institute aims to develop the skills, knowledge and capability of those undertaking assessment practice for the benefit of assessors, learners and society.

This year the objectives of the Institute were to align its support for those engaged in educational assessment activities with education reform policies and programme of government. In so doing the Institute would be best placed to support its members and the wider educational assessment community during periods of education and assessment reform.

By aligning its resources, activities and effort to support individuals and organisations to manage more effectively education reform programmes, the Institute sought to best support its members to develop and deliver good assessment practice in places of learning so that every learner could achieve their true potential and so benefit society, in line with re organisation's charitable objectives.

Training courses, qualifications programmes, accreditation services and the further development of services to members were developed and delivered in accordance with the overall aims and objectives of the Institute in the financial year.

THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

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for the year ended 31 March 2010

Achievements and Performance

The Chartered Institute commenced activity on 17th December 2007, taking over the operations of its predecessor body the Institute of Educational Assessors which was incorporated in May 2006. During the financial period ended 31st March 2010, the Chartered Institute has concentrated efforts on raising its profile and the relevance of good assessment practice to standards of attainment in education and training, as well as supporting its growing membership through periods of education and training reform arising from the introduction of new curriculum and qualifications development.

The Chartered Institute, which is partly through a Service Level Agreement with the Qualifications and Curriculum Authority (QCA) and through its income derived from training, qualifications, membership and accreditation services; continues to actively recruit and retain members to the organisation with the aim of supporting individuals' continuing professional development.

Membership

In early 2009 the CIEA launched a corporate style School and College membership scheme enabling inclusive access to the benefits of membership from individuals across places of learning. This scheme enabled all members of staff to access the CIEA's assessment-related help and support through one point of contact, enabling the Institute to reach out to a further 28,500 teaching institutions and 45,000 teaching professionals in England.

Membership was marketed through a number of promotional initiatives including popular one month free trials. The trials enabled individuals and organisations to access the website's member area and receive a sample copy of the members' termly members' magazine, Make the Grade. The trials were offered in association with a wide range of partners including the Association of School and College Leaders (ASCL) and major awarding bodies including AQA and EDI. This initiative was popular and during 2010/11 it will be integrated with an 18 months for the price of 12 promotion.

Over the financial year, membership continued to grow steadily and by March the organisation welcomed its 2500th individual member and 60th School and College member to the Institute.

Member satisfaction remained at its highest rate since launch and encouragingly there was a significant rise in the number of members accessing the Institute's support-related member benefits, which include CIEAmail the monthly newsletter, termly magazine, and interactive web resources.

During 2009/10, the CIEA focused on the provision of formalised continuing professional development (CPD) opportunities by launching a cutting edge outcome-focused scheme that has received a large amount of attention from within the education sector and from other professional bodies including the Association of Certified Chartered Accountants (ACCA), Institute of Payroll Professionals (IPP) and the Professional Associations Research Network (PARN). The scheme is currently voluntary; however it is hoped participation will grow over the coming year.

Marketing

The third national assessment conference attracted over 200 delegates to the Millennium Gloucester Hotel, Kensington, London, to hear keynote speakers as well as meet the new Chair of the CIEA, Lord Sutherland of Houndwood and hear the views of the Under Secretary of State for Schools, Sarah McCarthy-Fry, MP.

The aim of the conference was to examine the varying views on assessment. The theme of the conference was: "Quality Assuring Assessment and Embedding Good Assessment Practice."

A group of keynote speakers including Gordon Stobart from the Assessment Reform Group and Peter Tymms Director, Curriculum, Evaluation and Management (CEM) Durham University, gave their views on teacher assessment, examinations and regulation. The supporting seminars looked at items relating to this theme from individual student 'stretch' at 'A' Level, to supporting e-assessment and using e-assessment techniques to support the assessment of primary aged children.

Following post event feedback analysis the 2010 event will now revert back to a two day conference and will be held in London at Mary Ward House in October 2010.

Trustees' Annual Report

for the year ended 31 March 2010

Marketing (continued)

Since the launch of the new diplomas in September 2008 the CIEA has developed and delivered a package of accredited training and support for individuals and schools, colleges and consortia offering the new qualification. The Institute is positioned as the leading professional body for assessment practitioners providing assessment training, tools and resources to both individuals and consortia of schools and colleges.

Over the year the CIEA has developed close links with SecEd, the leading publication for the secondary schools sector, who invited the Institute to manage the assessment workshop at their 5th Delivering Diplomas conference in Birmingham in March 2010.

Following the success of this workshop, the Institute has again been invited to manage a successive assessment workshop at SecEd's 6th Delivering Diplomas conference in October 2010.

The CIEA has continued to develop close links with the Association of School and College Leaders (ASCL), attending the ASCL National conference in London on 4th – 7th of March 2010 as an exhibitor and the Institute received significant interest from delegates with 45 free trial memberships being requested.

In the closing speech of outgoing ASCL Secretary General and long-standing member and advocate of the CIEA, John Dunford, took the opportunity to affirm ASCL's commitment and support of the CIEA's Chartered Educational Assessor (CEA) programme.

Dunford stated *"The association has long championed the use of Chartered Educational Assessors - experienced teachers accredited to carry out internal assessment to external standards"*.

The CIEA member magazine 'Make the Grade' continues to be one of the most popular benefits and has continued to deliver key assessment-related information, guidance and advice to members. Contributors included Professor Gordon Stobart from the Assessment Reform Group, Lord Sutherland CIEA Chair and Sir Tim Brighouse Expert Group on Assessment.

The percentage of members reading every issue of Make the Grade magazine has increased from 46% in 2007 to 90% in 2009. The overall rating of the magazine has also increased from 52% in 2007 to 75% in 2009.

To improve the offering the CIEA has now developed a digital version of the magazine to feature on the CIEA website, allowing access to the publication for all existing and future members in a convenient and accessible format. Work has also been completed on a new design for Make the Grade magazine which will be launched in June 2010.

The Institute continues to deliver its monthly e-newsletter to members and contacts of the CIEA. The newsletter features as one of the main benefits of membership. The newsletter was redesigned to offer readers a more functional product with a more professional design as well as better analytical reporting on readership.

Over the year the Institute has now segmented the newsletter to target its key audiences with the most relevant information including members, non-members, stakeholders, and school and college members.

As well as producing its own newsletters, the CIEA also frequently features in number of stakeholder newsletters including the QCDA/DCSF 14-19 newsletter, QCDA's XO newsletter for exam officers, and other stakeholder publications.

This year the Institute has continued to work with its public relations agency to raise the awareness and importance of assessment and highlight the role of the CIEA. This effort resulted in a high number of local, national and international press references. One particular piece of press activity followed the Westminster Forums' seminar on Testing and Assessment, during which e-assessment was a key topic of debate. At the seminar the Institute announced research it had previously conducted that looked into the accuracy of computer based e-assessment systems in the assessment of English. The research involved using an e-assessment system to mark a number of famous speeches and texts from Churchill's famous "fight on the beaches" speech to extracts from authors including Ernest Hemingway, and William Golding. In conclusion, the research showed that e-assessment systems and new technologies would continue to be used to assess the learner alongside human markers rather than as a wholesale replacement to all future forms of assessment methodology.

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Marketing (continued)

To raise the profile of the CIEA and discuss some of the recommendations from Department for Children, Schools and Families' (now known as the Department for Education) Expert Group on Assessment, the Institute held a press roundtable event and invited some key figures the National Association of Head Teachers to discuss the practitioner implications of government policy on assessment.

The issues raised during the debate related to the purpose to which the assessments were used and that the way tests provided statistics for accountability, not only for schools and parents but also for government to enable the measurement of improvements in learning. Other issues that were raised related to skill sets of teachers if the exam system was to be focused on more internal teacher assessments.

The event helped to raise the profile of assessment and aligned the CIEA offering with the recommendations from the Expert Group.

Qualifications in assessment

The CIEA has developed a network of master's degree programmes in educational assessment provided in conjunction with a national partnership of universities. These programmes are currently running in Bath Spa and Durham Universities. Warwick University intend to commence their programme in September 2010. Currently they have 23 students registered for the first year of the course. Middlesex University also intend to start their programme in September. The target audience for this course is not teachers and lecturers, rather it is aimed at work placed assessors and has a very different content and approach to the other programmes. Nonetheless, it is a further route to Chartered Educational Assessor (CEA) status within a different target group of practicing assessors. Swansea University intend to start their programme in January 2011.

The CIEA has developed, in conjunction with our Higher Education Institutions (HEI) partners, an electronic news journal called "Passed Papers" which will become a repository for recent research articles and will be used as a teaching tool by the separate schools of education. This will be live in the autumn. Unfortunately the University of Leeds has had to temporarily withdraw from this qualifications project. The Vice Chancellor had set stringent targets for the continuation of this course, which have not been met. The Institute has decided not to offer this course to another HEI in the north; rather we have directed requests to both Warwick and Durham. The HEI may be able to rejoin the project when the financial climate at this particular school of education is less challenging.

Units in assessment have been developed from the CIEA's Professional Framework in assessment as a progression route to both the Masters programme and CEA status. These units at post graduate level have been approved by the independent regulator Ofqual for inclusion in the Qualifications and Credit Framework (QCF) with the CIEA achieving the status of an approved body who can submit units to the QCF.

Edexcel has agreed to partner the Institute in this programme, and will award the qualification or these separate units. HEI partners have welcomed the move and offered to let the CIEA run the training for those units on their premises. It is a move which the Institute hopes will be mutually beneficial as candidates tasking the units in assessment will be eligible for progression onto the Masters' programmes subject to meeting their admissions policy. Statutory regulation insists that we approach the Sector Skills Council (SSC). Both Lifelong Learning UK (LLUK) and the Training and Development Agency for Schools (TDA) have not endorsed the units. The Institute has therefore instigated an appeal against their decisions and the CIEA awaits the outcomes of the appeal process. The pricing structure of the units and the level at which they will be offered, has yet to be determined in conjunction with Edexcel.

Training in assessment

Training and accreditation for Chartered Educational Assessors continues to attract significant interest from delegates based within local authorities, in schools, colleges and across consortia of schools and colleges. Since its introduction the Institute has over 60 accredited CEAs, with a further 60 in the process of completing their portfolios.

Over 500 individuals have been trained by the Institute for the roles of Lead and Domain Assessors to meet the internal assessment requirements of the Diploma qualification, across 130 consortia have been trained. A number have submitted portfolios but only 8 of these have been accredited. Submitting the portfolio is not a prerequisite of the course.

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for the year ended 31 March 2010

Training in assessment (continued)

The Institute continues to be a national partner to the Department for Education in the rollout of the Assessment for Learning (AfL) strategy, in conjunction with the National Strategies, including the rollout of the APP programme. As part of the Institute's support for this programme, an interactive tool has been developed on the website that allows individual schools to monitor their progress in embedding effective APP practice. Local Authorities also use the data on the site to determine where there is most need for support among their schools. One enterprising authority has used it with head teachers as a support when completing the Self Evaluation Form (SEF) to support Ofsted inspections.

The CIEA has supported the development of a Doctorate degree in Educational Assessment – either a PhD or an EdD – at Bristol University. This completes the full suite of post graduate qualifications which will be made available by the CIEA in conjunction with its HEI partners.

The Institute's total offering on assessment qualifications delivered in partnership with others, is:-

- A post graduate award, provided with an awarding body partner, worth 10 credits on the QCF
- Two post graduate certificates, provided with an awarding body partner, worth 15 credits on the QCF
- One post graduate certificate, provided with an awarding body partner, worth 20 credits on the QCF
- A post graduate diploma, provided with an awarding body partner, that is worth 60 credits on the QCF
- Masters qualifications, provided with a network of HEIs via a variety of routes, leading to MA or MSc
- A doctoral qualification – PhD or EdD at the student's request

Operations

In June 2009 the CIEA signed a Service Level agreement with the Qualifications and Curriculum Authority (QCA) to formalise its position as an organisation in receipt of grant from the authority. The agreement lasts until March 2012 and allows for successive payments of grants from QCA to CIEA on an annual basis in order to support the activities and objectives of the Institute over the short-term to allow time for the Institute to develop its own sources of income on its route to financial independence.

In line with the provisions of the Service Level agreement, the CIEA is required to present a copy of its business plan to the successor body of the QCA in December of each year. This year the delivery timelines for development and delivery of the annual CIEA business plan were brought forward in order to submit the finalised plan to the QCA successor body the Qualifications and Curriculum Development Agency (QCDA) by 31st December 2009.

For the first time, voting members attended the CIEA Annual General Meeting. They discussed and ratified a series of business decisions including taking receipt of a report on the business for the previous financial year; the Trustees' report and the accounts for the financial year 2008/09; appointed the auditors for the coming financial year, received the results of membership elections held during the year and confirmed new appointments into post.

The results of the members elections held in December 2008 were ratified at the December 2009 annual general meeting.

Incoming Elected Trustees appointments were confirmed for a period of three years with effect from 8th December 2009

Tandi Clausen-May
Mick Walker
Geoffrey White

Outgoing Trustees with effect from 8th December 2009

Philip Williamson
David Wright (will remain on the Board in an ex-officio capacity as Chief Executive Officer).

The CIEA's operations including its financial income were monitored on a regular basis at board meetings. In addition to these meetings were held with Trustees to plan and prepare the annual business plan and ensure the future direction of the Institute was in accordance with its object and direction laid down by Trustees.

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Future Developments and Strategies

To date the Chartered Institute has made excellent progress to raise the profile and status of assessment as a professional activity, engage with the wider educational community to support members during periods of assessment reform, and provide access to tools, resources and information to enable our educational assessors to meet the challenge of modern education which places effective assessment at its heart.

With the advent of the Expert panel on Assessment's report in May 2009, recommending to the then DCSF that all schools have access to a Chartered Educational Assessor by 2020, an objective that was accepted in full by the department, the CIEA is well placed to build upon its firm foundations and use the role of the CEA as a springboard to position itself at the heart of good assessment practice wherever that takes place.

In support of the desire to rollout the CEA programme to further areas of training and education, the Chartered Institute intends to work with a leading higher education provider to develop a joint award of a masters degree coupled with CEA status for the workplace sector aimed at the new employer awarding bodies accepted onto the QCF. This award will help support more effective assessment in training and workplace programmes as well as underpinning the rigour required for these new awarding bodies to function effectively in an enlarged Qualifications and Credit Framework (QCF).

As in previous years the core of the Chartered Institute as a membership body will be to continue to accredit individuals who can demonstrate competence in good assessment practice, and support its members during periods of education and assessment reform. As the organisation continues to grow and expand it will also seek to increase the number of members to the organisation, as well as the strength of its relationships with stakeholders from amongst the wider education and assessment communities to be able to offer an integrated approach to the development of products and services which compliments those of associated organisations. Services such as accredited training, qualifications and programmes of continuing professional development that the Chartered Institute feel are so vital to the success of programmes of education, their delivery and more importantly the lives and well being of so many pupils and students upon which the success of assessment depends.

Our thanks go to the hard work and commitment of our Chair and staff over the past year. Their efforts have brought the Chartered Institute so far in such short a period of time. As the CIEA develops its income streams and moves towards full financial independence, the work of Trustees, staff, stakeholders and supporters will be key to the well-being and continued success of the Chartered Institute of Educational Assessors.

Trustees and Management

The Trustees, for the purposes of charity law, who served during the year, were as follows:

Lord S Sutherland	(Chair since January 2009)
J Moody	
J Loveridge	
P Williamson	(Resigned 8 December 2009)
D Wright	(Resigned 8 December 2009)
M Walker	
G White	(Appointed 8 December 2009)
Dr T Clausen May	(Appointed 8 December 2009)

Auditors

The auditors, Dickinsons Chartered Accountants, have indicated that they are willing to be reappointed at the forthcoming Annual General Meeting.

.....
Lord S Sutherland
Trustee

Date:.....

THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Independent Auditors' Report to the Trustees of The Chartered Institute of Educational Assessors



on the accounts for the year ended 31 March 2010

We have audited the accounts of The Chartered Institute of Educational Assessors for the period ended 31 March 2010 which comprise the Statement of Financial Activities, the Balance Sheet and the related notes. These accounts have been prepared under the accounting policies set out therein.

This report is made solely to the Institute's Trustees as a body. Our audit work has been undertaken so that we might state to the Institute's Trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Institute and the Institute's Trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Respective responsibilities of the Trustees and auditors

As described in the Statement of Trustees' Responsibilities the Institute's Trustees are responsible for the preparation of the accounts in accordance with applicable law and United Kingdom Accounting Practice (United Kingdom Generally Accepted Accounting Practice).

We have been appointed under section 43 of the Charities Act 1993 and report in accordance with regulations made under section 44 of that Act. Our responsibility is to audit the accounts in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the accounts give a true and fair view and are properly prepared in accordance with the Charities Act 1993. We also report to you whether in our opinion, the Trustees' Report is not consistent with the accounts, if the Institute has not kept proper accounting records, if we have not received all the information and explanations we require for our audit. We read the other information contained in the Trustees' Report and consider whether it is consistent with the accounts. We consider the implications for our report if we become aware of any apparent misstatements within the accounts. Our responsibilities do not extend to any other information.

Basis of audit opinion

We conducted our audit in accordance with and International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the accounts. It also includes an assessment of the significant estimates and judgements made by the Trustees in the preparation of the accounts, and of whether the accounting policies are appropriate to the charity's circumstances, consistently applied and adequately disclosed.

We planned our audit so as to obtain all the information and explanations which we consider necessary in order to provide us with sufficient evidence to give reasonable assurance that the accounts are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the accounts.

Opinion

In our opinion the accounts give a true and fair view, in accordance with United Kingdom Generally Accepted Accounting Practice applicable to smaller entities, of the state of the institute's affairs at 31 March 2010 and of the incoming resources and application of resources for the year then ended and have been properly prepared in accordance with the Charities Act 1993.

Emphasis of Matter

In forming our opinion on the accounts, which is not qualified, we have considered the adequacy of disclosures made in the accounts concerning the Institute's ability to continue as a going concern. The accounts have been prepared on a going concern basis as explained in note 1 which also describes the adjustments which would be necessary if this basis is inappropriate. The validity of the going concern basis is dependent on the ability of the Institute to generate sufficient resources to support itself in the event that financial support from the QCDA were to cease. It is the present government's intention to abolish the QCDA by formal legislation in the current Parliament. The accounts do not include any adjustments that would arise if the Institute were unable to continue as a going concern.

James Birch (Senior statutory auditor)
for and on behalf of Dickinsons, Statutory Auditor

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THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Statement of Financial Activities

for the year ended 31 March 2010

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		Year ended 31 March 2010	Period from 17 December 2007 to 31 March 2009
	Notes	£	£
Incoming resources			
Incoming Resources from Generated Funds			
Incoming Resources from Charitable Activities	2	336,203	94,607
Investment Income	3	80	458
		336,283	95,065
Other Incoming Resources			
Donated Services and Facilities	4	620,315	960,731
Grant Income		326,551	-
		1,283,149	1,055,796
Total Incoming Resources		1,283,149	1,055,796
Resources Expended			
Costs of Charitable Activities	5	1,019,054	1,049,405
Support Costs	6	39,685	38,619
Governance Costs	7	17,435	6,837
		1,076,174	1,094,861
Total Resources Expended		1,076,174	1,094,861
Net Movement in Funds	11	206,975	(39,065)
Total Funds at 1 April 2009		(39,065)	-
Total Funds at 31 March 2010		167,910	(39,065)

All incoming resources represent unrestricted funds; the charity receives no restricted funding.

The notes on pages 11 to 14 form part of these accounts.

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Balance Sheet

as at 31 March 2010

	Notes	£	2010	£	£	2009	£
Current Assets							
Debtors	9	87,544			9,167		
Cash at bank and in hand		168,136			12,159		
					<u>21,326</u>		
Creditors:							
amounts falling due within one year	10	(87,770)			(60,391)		
					<u></u>		
Net Current Assets/(Liabilities)							
					<u>167,910</u>		<u>(39,065)</u>
Total Assets Less Current Liabilities					<u>167,910</u>		<u>(39,065)</u>
					<u></u>		<u></u>
Funds of the Charity							
Unrestricted Surplus/(Deficit)	11				167,910		(39,065)
					<u></u>		<u></u>
Total Surplus/(Deficit)					<u>167,910</u>		<u>(39,065)</u>

These accounts were approved by the board of Trustees on

.....
 Lord S Sutherland
 Trustee

The notes on pages 11 to 14 form part of these accounts.

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Notes forming part of the Accounts

for the year ended 31 March 2010

1 Principal Accounting Policies

Basis of Preparation

These accounts have been prepared on a going concern basis which assumes that the Institute will continue to trade. The Institute is principally funded by the QCDA, through the receipt of donated services, seconded staff and grant income. The trustees consider the Institute will have the necessary financial resources to support itself for a period of at least 12 months, through the maintenance of current income streams from external sources and through cost cutting measures. In addition, the trustees are confident that they will obtain grant funding from the government in view of the government's stated objective to increase the independence of schools and their assessment measures.

If the Institute were unable to continue to trade, adjustments would have to be made to reduce the value of assets to their realisable amount, and to provide for any further liabilities that may arise.

Accounting convention

The accounts have been prepared under the historical cost convention, in accordance with the provisions of the Charity (Accounts and Reports) Regulations 2008 and the Statement of Recommended Practice Accounting and Reporting by Charities.

Incoming Resources

Total incoming resources as shown in the Statement of Financial Activities is the income of the Institute and comprises the donations, membership subscriptions and conference and project income received in the ordinary course of activities.

Services provided to the Institute as donations are included within the accounts based on the market value of the contribution.

Membership subscriptions received are recorded on an accruals basis over the period to which they relate.

Grant income is credited to the statement of financial activities as received, unless related to a specific period or purpose, when it is placed in a restricted fund until used.

Resources Expended

Expenditure is accounted for on an accruals basis, recognised when a liability is incurred, and classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources. Expenditure is inclusive of VAT which cannot be recovered by the Institute, and is reported as part of the expenditure to which it relates.

Governance costs include those costs incurred in the governance and administration of the Institute and its assets, and are primarily associated with constitutional and statutory requirements.

Unrestricted Funds

Unrestricted funds are those which are unrestricted and are available for use at the discretion of the Trustees in the furtherance of the general objectives of the Institute and which have not been designated for other purposes.

Taxation

As a registered charity the Institute benefits from rates relief and is generally exempt from Income Tax and Capital Gains Tax, but not from VAT. Irrecoverable VAT is included in the cost of those items to which it relates.

2 Incoming Resources From Charitable Activities

	2010 £	2009 £
Membership Subscriptions	77,459	54,377
Conference and Project Income	258,744	40,230
	<u>336,203</u>	<u>94,607</u>

THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Notes forming part of the Accounts

for the year ended 31 March 2010

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3	Investment Income	2010	2009
		£	£
	Bank Interest Received	80	458
		=====	=====
4	Donated Services and Facilities	2010	2009
		£	£
	Attributable Services Donated:		
	Wages and Salaries	401,715	361,394
	Professional Subscription Fees	50	320
	Staff Training	-	4,337
	Recruitment	-	7,014
	Staff Travel and Subsistence	9,062	28,128
	Non Staff Travel and Subsistence	2,724	20,387
	Computer Costs	14,006	16,625
	Consultancy Fees	-	117,569
	IT Development	-	6,053
	Trialling and Piloting	11,061	66,275
	Meeting Costs (includes training events, stakeholder events and conferences)	71,599	76,214
	Catering Costs	2,282	3,144
	Printing, Postage and Stationery	3,285	31,471
	Production of Institute Magazine	-	85,888
	Reprographics	9,829	14,262
	Business Entertaining	202	1,861
	Advertising and Marketing	21,526	20,145
	Website Support and Design	22,630	56,217
	Telephone Charges	3,956	3,440
	Bank Charges	-	1,156
	Sundry Expenses	941	528
	Professional Fees	7,693	2,843
	CRB Checks	-	982
		=====	=====
		£	£
	Non-Attributable Services Donated:		
	Estate Management Fees	12,922	11,586
	Computer Costs	10,286	8,072
	Finance Costs	7,273	7,410
	Human Resources	7,273	7,410
		=====	=====
		£	£
	Total Services Donated		
	Attributable Services Donated	582,561	926,253
	Non-Attributable Services Donated	37,754	34,478
		=====	=====
		£	£
	Total Services Donated	620,315	960,731
		=====	=====

THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Notes forming part of the Accounts

for the year ended 31 March 2010

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		2010	2009
		£	£
5	Costs of Charitable Activities		
	Mailing and Print	31,587	9,931
	Production of Institute Magazine	106,236	117,108
	Conference Costs	22,060	17,078
	Printing, Postage and Stationery	13,529	37,318
	Advertising and Marketing	57,077	34,199
	Reprographics	12,152	14,262
	Computer Costs	98,322	48,093
	IT Development	-	6,053
	Trialling and Piloting	11,061	66,275
	Website Support and Design	36,086	59,616
	Consultancy Fees	88,012	125,806
	Professional Fees	8,873	13,095
	Wages and Salaries	401,711	361,394
	Recruitment	-	7,014
	Meeting Costs (includes training events, stakeholder events and conferences)	72,976	76,618
	Staff Travel and Subsistence	54,437	28,851
	Non Staff Travel and Subsistence	-	20,387
	Catering Costs	2,282	3,144
	CRB Checks	-	982
	Business Entertaining	778	1,861
	Professional Subscription Fees	1,875	320
		1,019,054	1,049,405
		1,019,054	1,049,405
6	Support Costs	2010	2009
		£	£
	Estate Management Fees	12,923	11,586
	Telephone Charges	5,228	4,235
	Human Resources	7,273	7,410
	Bank Charges	957	3,083
	Staff Training	5,433	4,337
	Finance Costs	7,273	7,410
	Sundry Expenses	598	558
		39,685	38,619
		39,685	38,619
7	Governance Costs	2010	2009
		£	£
	Accountancy Charges	8,135	3,028
	Audit Fees	1,800	1,725
	Honorarium Fees	7,500	2,084
		17,435	6,837
		17,435	6,837

THE CHARTERED INSTITUTE OF EDUCATIONAL ASSESSORS

Notes forming part of the Accounts

for the year ended 31 March 2010

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8 Employees

	2010	2009
	£	£
Staff costs:		
Wages and Salaries	309,897	277,322
Social Security Costs	28,542	26,261
Staff Pension Costs	63,272	57,811
	401,711	361,394

The average number of employees, analysed by function, was:

	2010	2009
Management and administration of the Institute	6	6

During the period there was one employee earning in excess of £60,000 per annum (2009: one). This employee is also a Trustee whose remuneration for the period was between £70,000 and £80,000. No other Trustee received remuneration in the year.

All six members of staff are seconded from the QCDA.

9 Debtors

	2010	2009
	£	£
Trade debtors	64,221	-
Prepayments and accrued income	23,323	9,167
	87,544	9,167

10 Creditors: Amounts falling due within one year

	2010	2009
	£	£
Trade creditors	37,599	18,177
Accruals	14,472	6,684
Deferred income	35,699	35,530
	87,770	60,391

11 Unrestricted Funds

Balance as at 1 April 2009		£ (39,065)
Retained surplus for the financial year		206,975
		167,910

There are no restricted funds held by the Institute.

12 Control

The Institute has been controlled throughout the period by the Trustees as identified in the Trustees' Report on page 7 of these accounts.