



# ExamsTraining

## Managing, administering and conducting examinations

Successful preparation for 2022/2023

International Exams Officer Training 2022: Day 2



[www.examstraining.org](http://www.examstraining.org)

# ExamsTraining

## Day 2: Areas covered

- Exam planning for the academic year
- Exam policies and procedures
- Contingency planning
- Briefing candidates, parents/carers and staff
- Confidential exam materials
- Training your invigilators
- Managing an exam day
- Managing malpractice
- The Exams Office update

*Note: Information accurate at time of printing – 31 October 2022*





# ExamsTraining

## Objectives

- To help you successfully plan and prepare for 2022/2023
- To highlight and explain a number of key activities
- To provide hints and tips on how to manage examinations in your centre
- To network with colleagues
- To provide an opportunity for you to ask questions
- To give you confidence in administering examination processes within your centre





# Review of 2021/2022

ExamsTraining

**Exams**Training

ExamsTraining

Discussion



# ExamsTraining

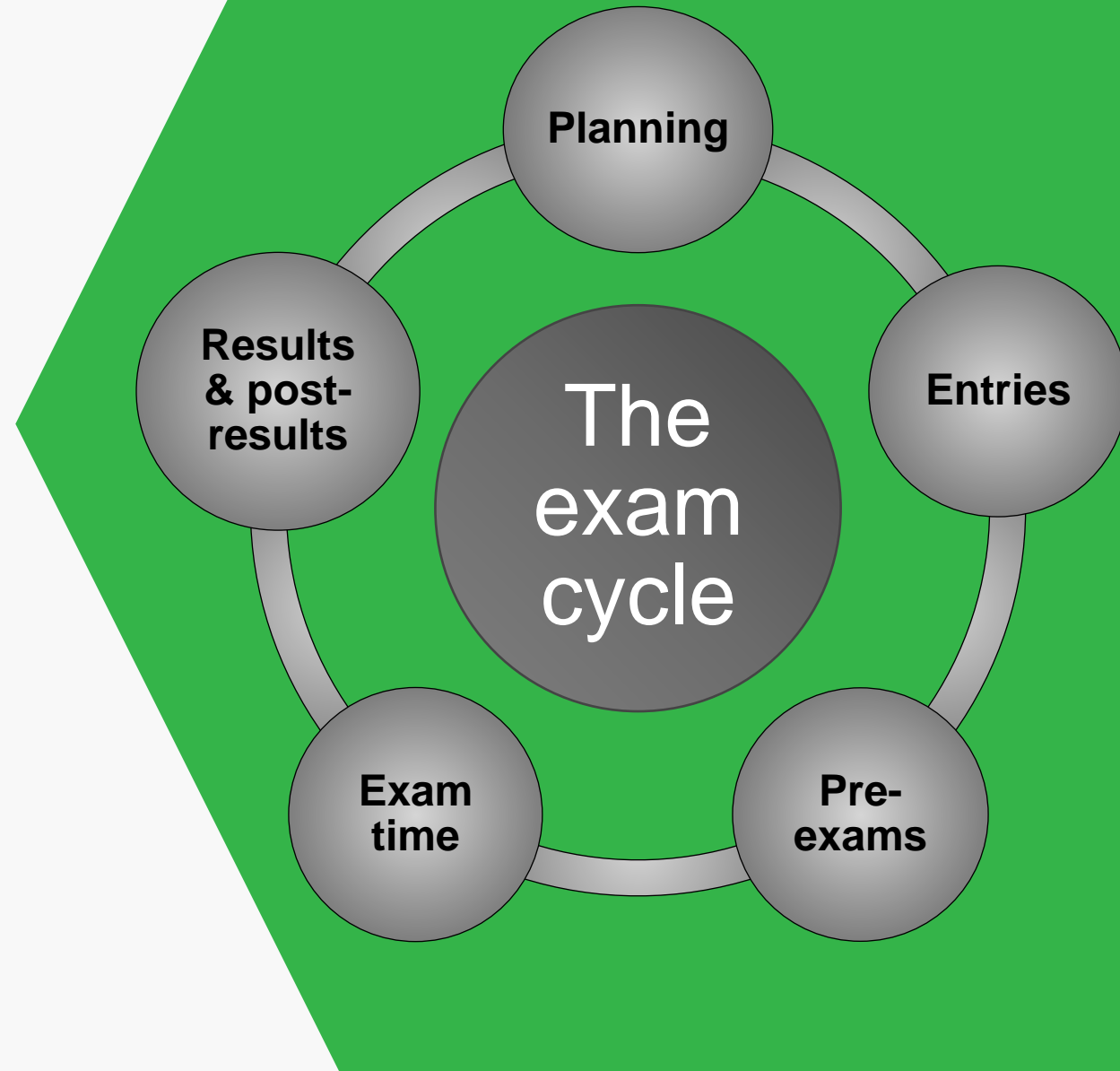
## Qualifications covered

- The content of this training applies to qualifications that follow the JCQ regulations and instructions
- It is important to check the guidance issued by all the awarding bodies you use, as other qualifications may have different/additional requirements

## The 'exam cycle'

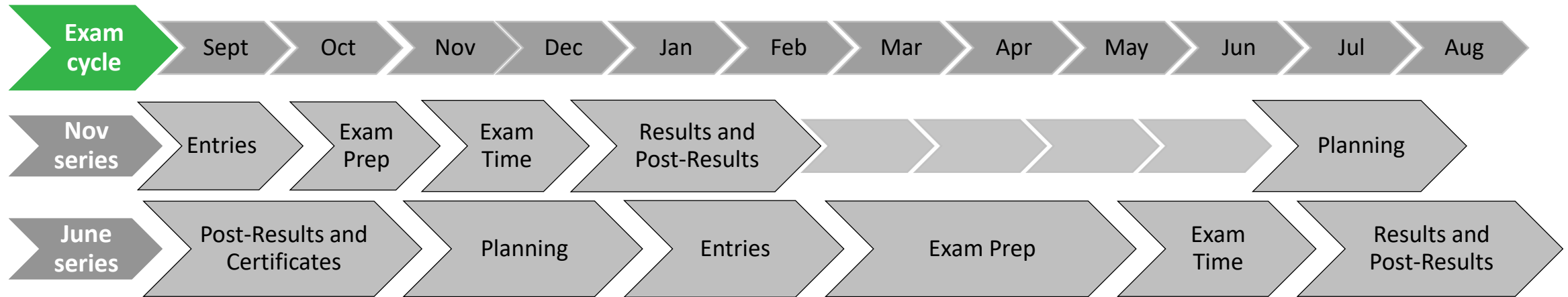
The 'exam cycle' is the exams management and administration process that needs to be undertaken for each exam series

The relevant tasks which need to be undertaken before, during and after an exam series are grouped under five stages



# ExamsTraining

## The 'exam cycle'



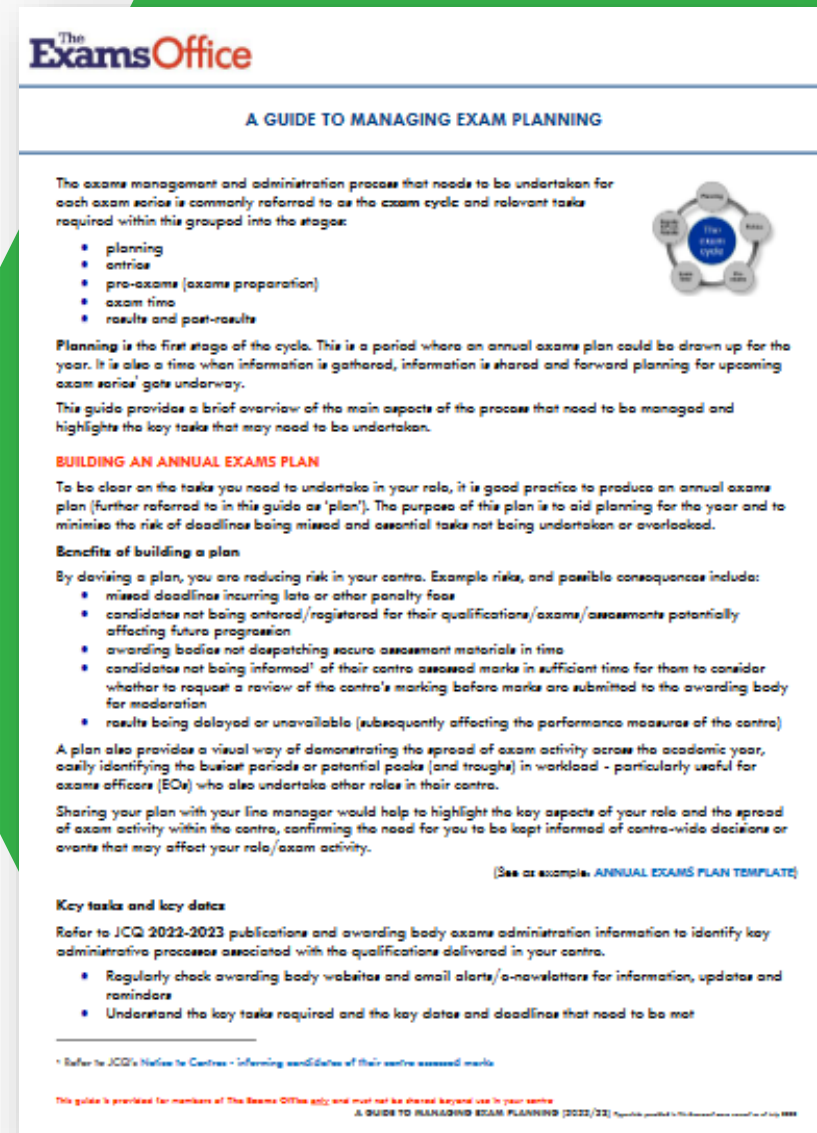


## Exam planning

Planning is the first stage of the exam cycle. This is a period where an annual exams plan should be drawn up for the year

This is also a time when information is gathered and shared, and forward planning for upcoming exam series' gets underway

Use The Exams Office *Exams Diary, Wall Planner* and *Exams Calendar*



# ExamsTraining

## What is an annual exams plan?

- A concise document which lists all activities in the exam cycle relevant to qualifications delivered in your centre
- You should include all events taking place throughout the academic year which impact upon your role/time
- You can use The Exams Office *Annual Exams Plan* template and *Wall Planner* to help create your annual exams plan

ANNUAL EXAMS PLAN: Autumn term 2022

	September	October	November	December
Tu			1 Final date to process All applications using AOI (N22) GCSE	
We			2	
Th	1 Final date to request copies of scripts to support RAIRs (G22) GCSE		3	1
Fr	2 Final date for working bodies to make baseline available (N22) GCSE		4	2
Sa	3	1 Final date to submit CA for GCSE Eng Lang & bedtime using CAP (N22)	5 Final date for submitting GCSE Eng Lang Speech Lang Order (P22)	3
Su	4	2	6	4
Mo	5	3	7 Final exam on common TT (N22) GCSE	5
Tu	6	4 Final date for entries, Final date to request TC using CAP (N22) GCSE	8	6
We	7	5	9 e.g. Awards evening	7
Th	8 Final date to request copies of scripts to support RAIRs (G22) GCSE	6	10 e.g. A.M. Local SD network meeting	8
Fr	9	7	11	9
Sa	10	8	12	10
Su	11	9	13	11
Mo	12	10 TBC Final date for estimated entries (G22) GCSE GCSE	14	12
Tu	13	11	15	13
We	14	12 e.g. A.M. New navigator training and assessment session	16 Final exam on common TT (N22) GCSE	14
Th	15	13	17	15
Fr	16	14 e.g. A.M. Navigation update and assessment session	18	16
Sa	17	15	19	17
Su	18	16	20	18
Mo	19	17	21	19
Tu	20 Final date for ordering RAIRs using AOI (N22) GCSE	18 TBC Final date for entries (G22) Pearson Inc. Tech Award (P22)	22	20
We	21	19	23	21
Th	22	20	24	22
Fr	23	21 TBC Final date for entries (G22) AQA, OCR, WJEC	25	23
Sa	24	22	26	24
Su	25	23	27	25
Mo	26	24	28	26 Working Day Bank Holiday
Tu	27	25	29	27 Christmas Day (substituted) bank holiday
We	28 e.g. Exam Changes 2022/23 training event	26	30	28
Th	29 Final date to apply for RAIRs (G22) GCSE, GCSE	27		29
Fr	30	28		30
Sa		29		31
Su		30		1
Mo		31 Final exam on common TT (N22) GCSE		2 New Year's Day (substituted) bank holiday

# ExamsTraining

## Why should you create an annual exams plan?

- It will aid your planning for the academic year
- You will minimise the risk of deadlines being missed, and essential tasks not being undertaken
- It will help you to easily identify the busiest periods
- Share your plan with your line manager to highlight key aspects of your role, exam activity within your centre and why you need to be kept informed of centre-wide decisions or events



# ExamsTraining

## What should you include in an annual exams plan?

- Key tasks, dates and deadlines
- Start/end dates of:
  - Exam series
  - Non-exam assessments
  - On-demand assessments
  - Windows of assessment
  - Mock exams/internal tests
  - Other tests – e.g. University Admissions Tests (UATs)
- Training events – e.g. CPD, invigilator training, awarding body events
- Other events – e.g. parents' evenings, educational visits, careers days, sports day

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## Key dates

- You must be aware of key dates and deadlines issued by the awarding bodies
- JCQ and contributing awarding bodies key dates and deadlines are provided in the Key Dates Calendar Tool available from The Exams Office **Online Portal**. This interactive tool will help you:
  - Identify key dates and deadlines that affect your centre
  - Highlight the key tasks to be undertaken
  - Produce your annual exams plan





# ExamsTraining

## Qualification information

### What information should you gather?

- All qualifications being taken in your centre. To include:
  - Awarding bodies
  - Specification information, qualification entry codes and type of assessment
  - Candidate information – the cohorts/year groups taking each qualification, including the total number of students
  - When exams/assessments will be taken
  - The member of staff responsible for each qualification



# ExamsTraining

## Qualification information

- You can use The Exams Office *Information Gathering Form* template to collect information from teaching staff about all the qualifications being delivered that will be examined/assessed during the academic year
- Undertaking an information gathering exercise will provide an early indication to allow forward planning
- You will need a completed form from each subject area in your centre. This should be regularly updated to capture any changes

### INFORMATION GATHERING FORM

EXAM AND ASSESSMENT INFORMATION 2022/23

To:

Return to Exams Officer by:

[This information gathering exercise provides an early indication of exam/assessment activity for the academic year which allows forward planning. This also enables the exams officer to provide awarding bodies with **early information** where this may be required.

To ensure information for every cohort/year group is captured, please:

- use a new table for each separate qualification - use additional forms as required
- complete **all** the information requested or insert **n/a** if option/unit entry code does not apply
- sign and date the confirmation statement
- **return** by the date shown

Fully completed forms not returned on time may result in awarding bodies not providing subject staff with preliminary or advance material needed early in the course and not providing standardisation information to teachers of subjects containing non-examination assessment.

Information about candidates and their specific qualifications will be collected at a later date as final entry/registration deadlines approach.

Awarding body		Qualification type <sup>1</sup>		Specification title	
QN <sup>2</sup>		Entry code <sup>3</sup>		Specification code <sup>4</sup>	
Exam series <sup>5</sup>		Option code <sup>6</sup>		Unit entry code(s) <sup>7</sup>	
Is registration/qualification entry required? <sup>8</sup>	YES / NO	Cohort/year group		Estimated number of candidates	

Awarding body		Qualification type		Specification title	
QN		Entry code		Specification code	
Exam series		Option code		Unit entry code(s)	
Is registration/qualification entry required?	YES / NO	Cohort/year group		Estimated number of candidates	

### Confirmation statement

By signing here, I confirm to the best of my knowledge, information provided above is correct:

..... Date: .....

# ExamsTraining

## Types of assessment – examples

---

Timetabled written exams

---

Exams in a window

---

On demand exams

---

Onscreen tests

---

Non-exam assessment (NEA)

---

Coursework

---

Practicals and performances

---

Listening exams

---

Speaking tests



You need to know how the qualifications delivered in your centre are assessed so that you can complete tasks in the pre-exams period, e.g. organising the rooming of exams

ExamsTraining

Discussion/Questions



## Exam policies/procedures

There are two types of exams-related policies/procedures:

- Those required by the awarding bodies (and which may be inspected)
- Those required as good practice or to address specific issues within the centre (e.g. late arrivals, disruptive behaviour)

See The Exams Office *Policy Checklist*

MEETING JCQ REQUIREMENTS

Confirm documentation in place		Yes/No
1	Examination contingency plan (which covers all aspects of examination administration) (GR 5.3)	
2	Escalation process (should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent) (GR 5.3)	
3	Internal appeals procedure which must cover at least: <ul style="list-style-type: none"><li>- appeals regarding internal assessment decisions (GR 5.3, 5.7, NEA 1)</li><li>- post-results services and appeals (GR 5.3, 5.13)</li><li>- centre decisions relating to access arrangements and special consideration (GR 5.3)</li></ul>	
4	Management of GCE and GCSE non-examination assessments policy (GR 5.3, 5.7, NEA 1)	
5	Policy for dealing with an emergency evacuation of the examination room (ICE 25)	
6	Policy on the use of word processors in examinations specific to the centre (GR 5.3, AA 5.8)	
7	Complaints and appeals procedure (GR 5.8)	
8	Procedures to verify the identity of all candidates at the time of the examination or assessment (GR 5.9)	
9	Procedures for how the centre will deal with candidates' requests for access to scripts, clerical re-checks, reviews of marking, reviews of moderation and appeals to the awarding bodies (GR 5.13)	
10	Process to check the qualifications of the centre's assessor(s) and that the correct procedures are followed (GR 5.4, AA 7)	
11	Child protection/safeguarding policy, including Disclosure and Barring Service (DBS) clearance (GR 5.3)	
12	Data protection policy (GR 5.3)	
13	Equalities policy (GR 5.3)	
14	Whistleblowing policy (GR 5.3)	

See JCQ REQUIREMENTS Using the checklist, to confirm references in relevant JCQ publications to the above requirements



## Exam policies/procedures – good practice

### Accuracy

Do not duplicate policies/procedures from other centres – your policies/procedures must reflect practice in your centre

### Tasks and duties

Include roles and responsibilities by naming relevant staff members

### A working document

Include areas in need of improvement, or measures which will/need to be implemented in the coming months

### Concise

Include the relevant information – policies/procedures do not need to be lengthy documents

### Ownership

Policies/procedures should be completed by relevant staff – this may result in several members of staff contributing to the production/updating of one policy/procedure. It is not the responsibility of the exams officer to be the sole producer/reviewer of policies/procedures

### Approval

Policies/procedures should be approved/signed off by your line manager, SLT, head of centre or Governors – particularly those required by the awarding bodies

### Publish

Add the relevant policies and procedures to your centre website

### Protection

Policies/procedures which accurately reflect centre practice, and that are reviewed/updated on an annual basis provide 'protection' in the event of a challenge/dispute with candidates, parents/carers or staff

# ExamsTraining

## How to create, review and update your policies and procedures

- **Policy Generator Tool**

- There are interactive templates within the *Policy Generator Tool* – including most of the policies and procedures required by the awarding bodies (JCQ)
- Once a policy is created within the *Policy Generator Tool* it can be edited and updated as often as required in a matter of minutes
- All policies and procedures within the *Policy Generator Tool* are reviewed/updated on an annual basis to reflect any changes in the JCQ regulations

- **Exam Policy Templates**

- All policies and procedures are available in Word as separate templates (or form part of the overarching Exams Policy template) to help centres create, review and annually update exams related policies, procedures and plans to reflect roles, responsibilities and ways of working in your centre, ensuring compliance with current regulations

The  
**ExamsOffice**

The Exams  
Office Policy  
Generator  
Tool

**Demonstration**

ExamsTraining

Discussion/Questions



## Contingency planning

It is the responsibility of the head of centre to ensure that contingency arrangements are in place

It's important to liaise directly with the relevant awarding body/bodies (who have their own well-established contingency plans in place to respond to disruptions)



# ExamsTraining

## Exam contingency plan

- Highlights potential risks and issues that could cause disruption to the management and administration of the exam process
- Outlines actions/procedures to be invoked in case of disruption
- Mitigates the impact these disruptions would have on the exam process

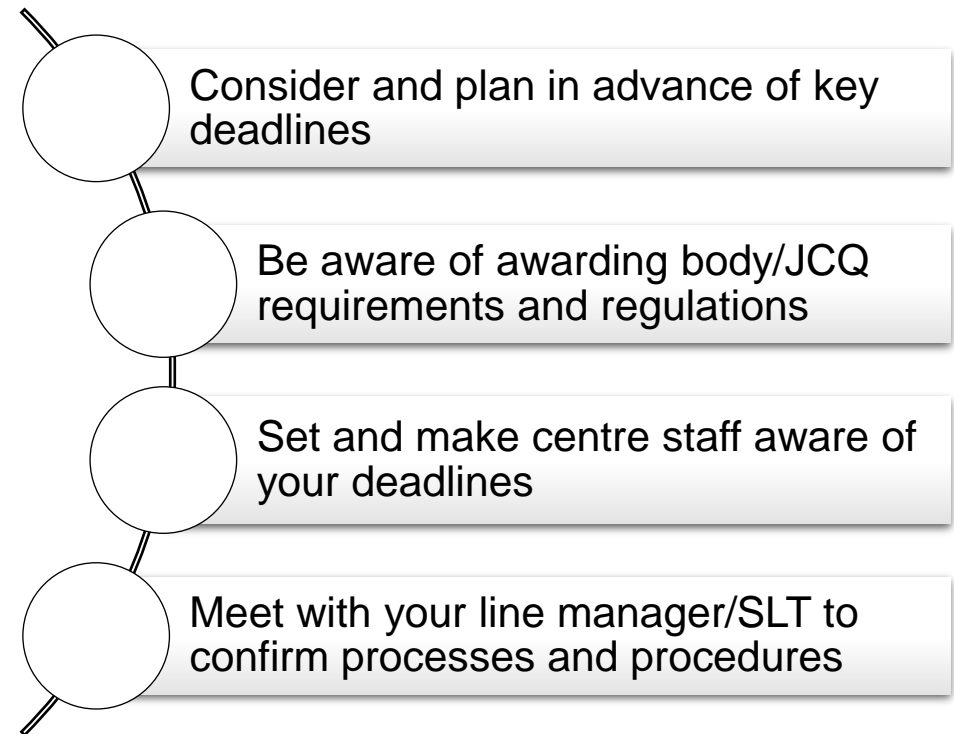
**JCQ requires the head of centre to have in place an exam contingency plan which will:**

- Cover all aspects of exam administration, which will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence
- Reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency
- Consider the potential impact of a cyber-attack

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## Contingency planning: non-exam time

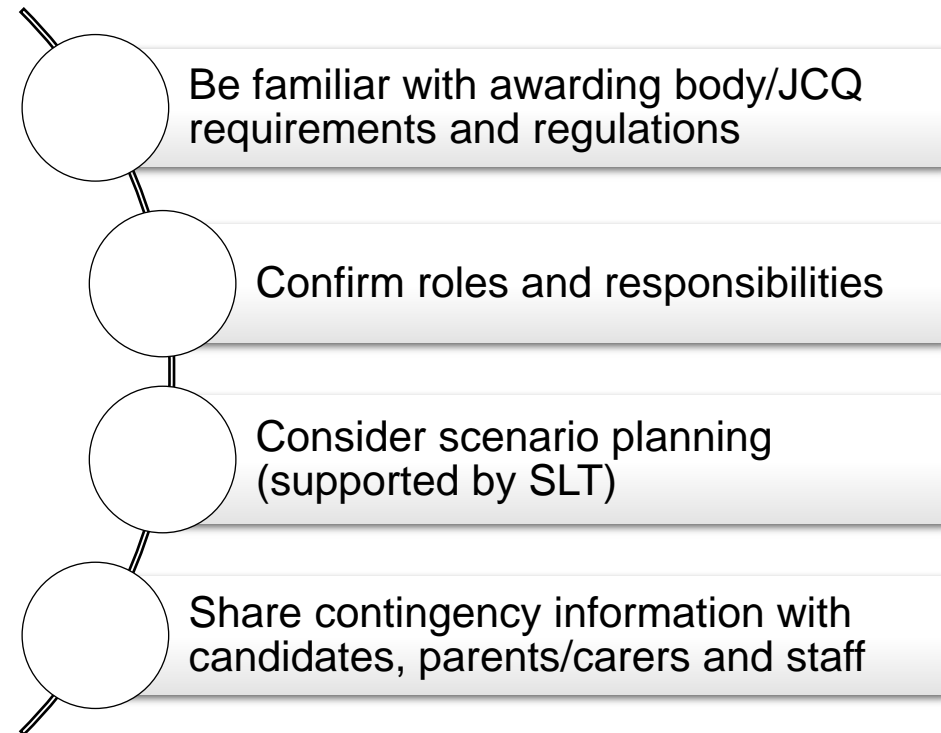
- Exams officer absence
- ALS lead/SENCo absence
- Teacher absence
- Non/late receipt of entry information
- Non/late receipt of access arrangements information
- Invigilator issues
- Failure of IT systems
- Centre is unavailable on results day(s)



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## Contingency planning: exam time

- Exams officer/key staff absence
- Centre unavailable
- Exam rooms unavailable
- Invigilator shortage
- Irregularities, e.g:
  - Late arrivals
  - Malpractice
  - Emergencies
- External events outside the centre



# ExamsTraining

## Exam day checklist

- The Exams Office *Exam Day Checklist template* includes a *What to do in the event of... checklist*
- It covers steps to take to manage:
  - Emergency access arrangements
  - Candidates who are ill/distressed
  - Candidates who are absent from an examination
  - Candidates who arrive late for an examination
  - Suspected candidate malpractice
  - Serious disruption in the examination room

### WHAT TO DO IN THE EVENT OF... CHECKLIST

A candidate requiring an emergency access arrangement(s) at the time of an exam	<input checked="" type="checkbox"/>
Keep the candidate calm and comfortable and under centre supervision from the required time while appropriate arrangements are put in place (from 9.30am for morning session / 2pm for afternoon session)	
Consider if supervised rest breaks would be appropriate to ease the candidate's indisposition	
Consider if an application for 25% extra time is warranted (where the candidate may not be conversant with the proposed arrangement(s) being put in place, for example the use of a scribe where the candidate's indisposition may require this)	
Allocate a separate exam room (where/if relevant)	
(Where applicable) Deploy an appropriately trained member of staff to facilitate the access arrangement (for example to act as a practical assistant, scribe etc.)	
Apply for temporary approval using Access Arrangements Online (AAO) (where the arrangement requires this and first gain a signed candidate personal data consent form and complete a data protection confirmation) - keep on paper/electronic file the approval sheet, the supporting evidence (where required) and the signed consent form and completed declaration	
Record any relevant information on the exam room incident log (include any judgement on how the candidate's indisposition may have affected performance in the exam)	
Where appropriate and the candidate is eligible, gain supporting evidence statement and instigate the special consideration process to timescale (Candidate present but disadvantaged)	
A candidate arriving for an exam who is clearly unwell or extremely distressed	<input checked="" type="checkbox"/>
Keep the candidate calm and comfortable and under centre supervision from the required time if alternative seating, rooming or access arrangement (such as supervised rest breaks) need to be put in place (also see above)	
Make any change that may be required to the seating plan (that may be conducive to ease the candidate's indisposition - seat by the door, at back of room, separate room etc.)	
Brief invigilator(s): if it is likely the candidate may need to leave the exam room temporarily under supervision / recording any relevant information on the exam room incident log (include any judgement on how the candidate's condition may have affected performance in the exam)	
Where appropriate and the candidate is eligible, gain supporting evidence statement and instigate the special consideration process to timescale (Candidate present but disadvantaged)	
A candidate absent from an exam	<input checked="" type="checkbox"/>
Follow your centre policy for dealing with candidate absence (if this includes making every effort to determine the whereabouts of a candidate, inform appropriate centre staff to instigate this)	
If an absent candidate subsequently arrives late or very late, follow process(es) below	
When a candidate is confirmed as absent record the absence on the attendance register (annotating the seating plan would also be useful as a double check for confirmed absence)	
Where appropriate and the candidate is eligible, gain supporting evidence statement and instigate the special consideration process for authorised absence (Candidate absent for acceptable reason)	
A candidate who arrives for an exam	<input checked="" type="checkbox"/>
Where a candidate arrives after the start of the exam and by 10am for a morning exam and by 2.30pm for an afternoon exam, follow your centre policy for dealing with candidate late arrival	
If the policy permits the candidate to sit the exam (and the candidate has missed the invigilator announcement etc), first inform the candidate of the regulations (which will include the candidate checking for any unauthorised items in their possession) and any erratum notice(s)	
Allow the candidate the full time for the exam	
Mark the candidate as present on the attendance register	
Ensure relevant information is recorded on the exam room incident log (e.g. time of arrival, information given etc.)	

# ExamsTraining

## A candidate sits the wrong paper...

- Contact the awarding body for guidance
- Advice will normally be based on whether the candidate is:
  - Secure – under centre supervision
  - Not secure – not under centre supervision
- To reduce risk, consider:
  - Candidate briefings
  - Invigilator training
  - Seating plans
  - Invigilator announcement
  - Candidates who arrive late



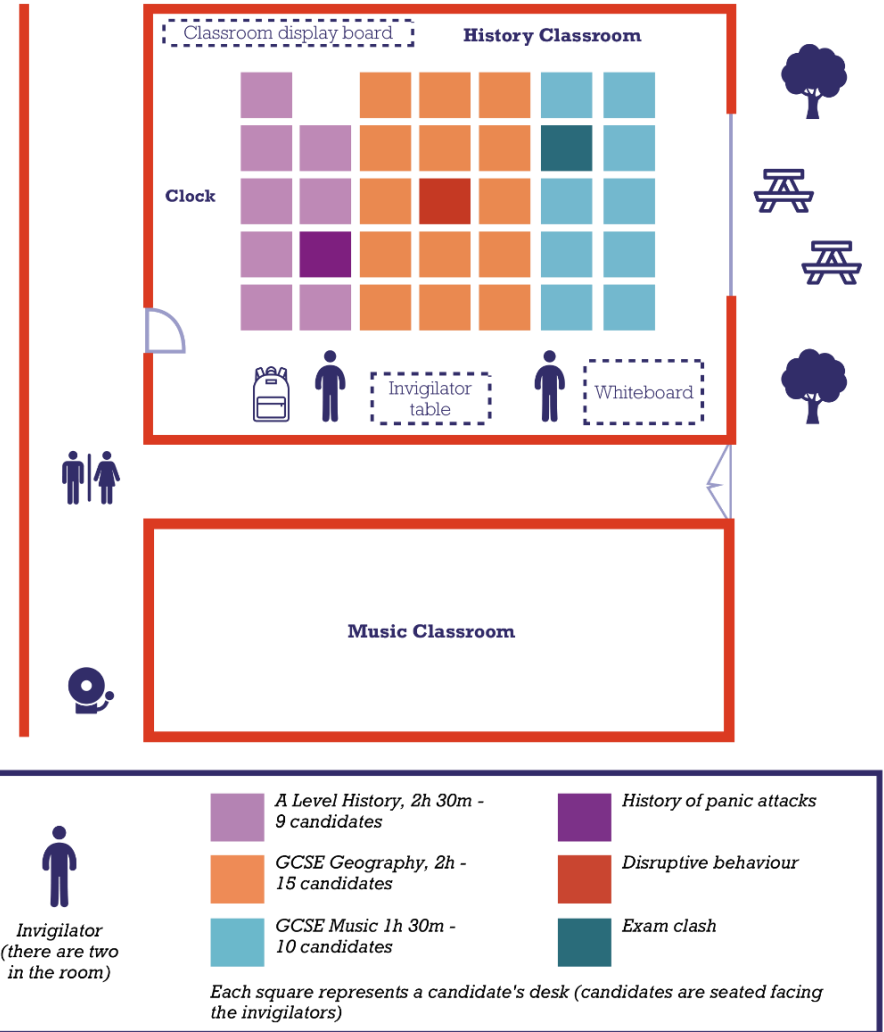


## Contingency planning

### Activity – Risk Assessment

There is always the potential for events to cause disruption to exams. You can reduce the chances of this by looking at the location and set up of your exam room/s and identifying any risks to the smooth running of exams. Once you have spotted risks, you can take action to reduce them.

**On the diagram circle any areas that risk causing a disruption to exams and also think about the actions you would take to reduce each risk.**



ExamsTraining

Discussion/Questions



## Briefing candidates, parents/carers and centre staff

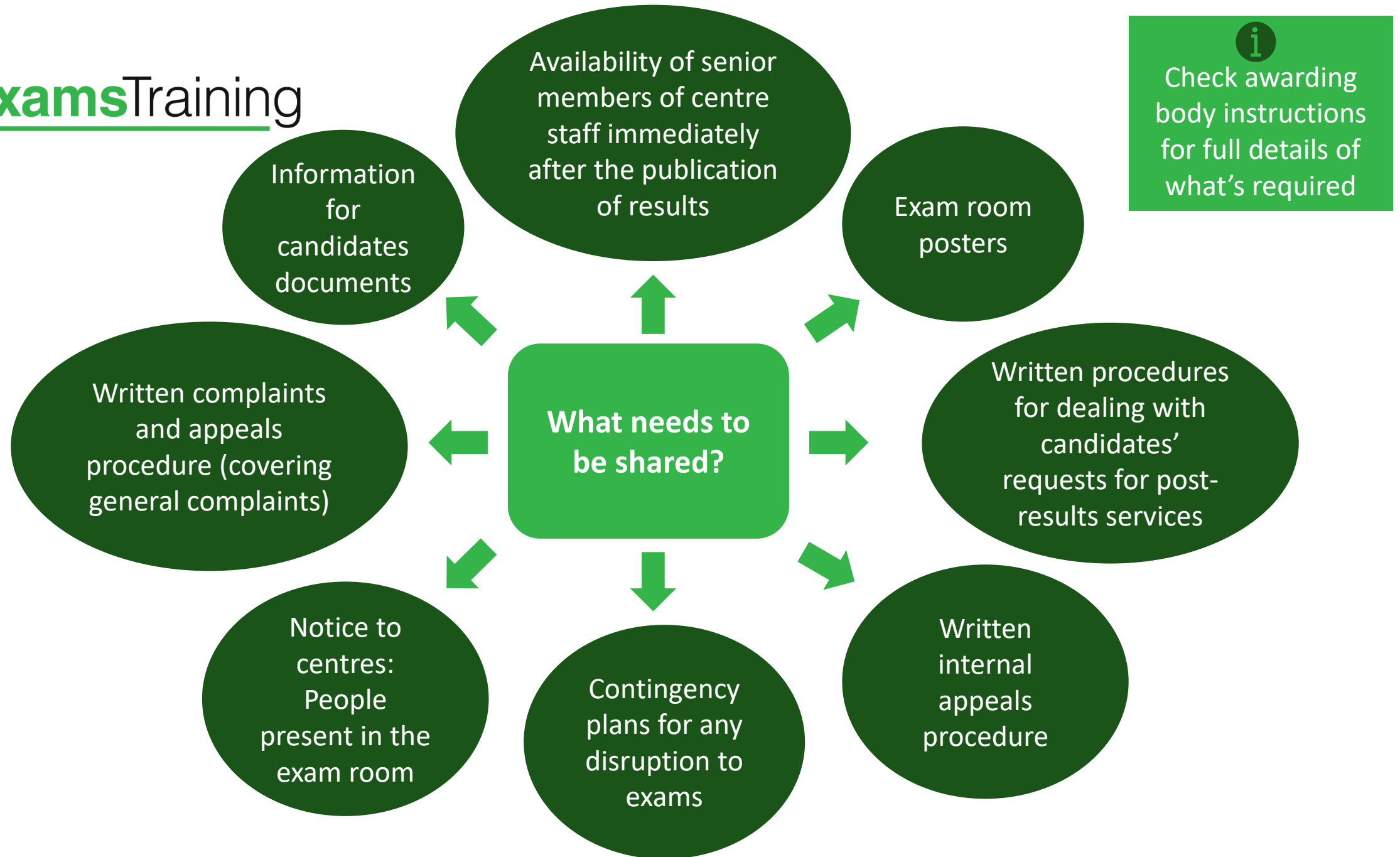
### CANDIDATE EXAM HANDBOOK 2022/23

This handbook is reviewed and updated annually

Produced/reviewed by	
Date of next review	

This template is provided for members of The Exams Office and may not be shared beyond use in your centre

CANDIDATE EXAM HANDBOOK TEMPLATE (2022/23) Copyright © Exams Office 2022



# ExamsTraining

## How to inform candidates, parents/carers and centre staff?

### Discussion

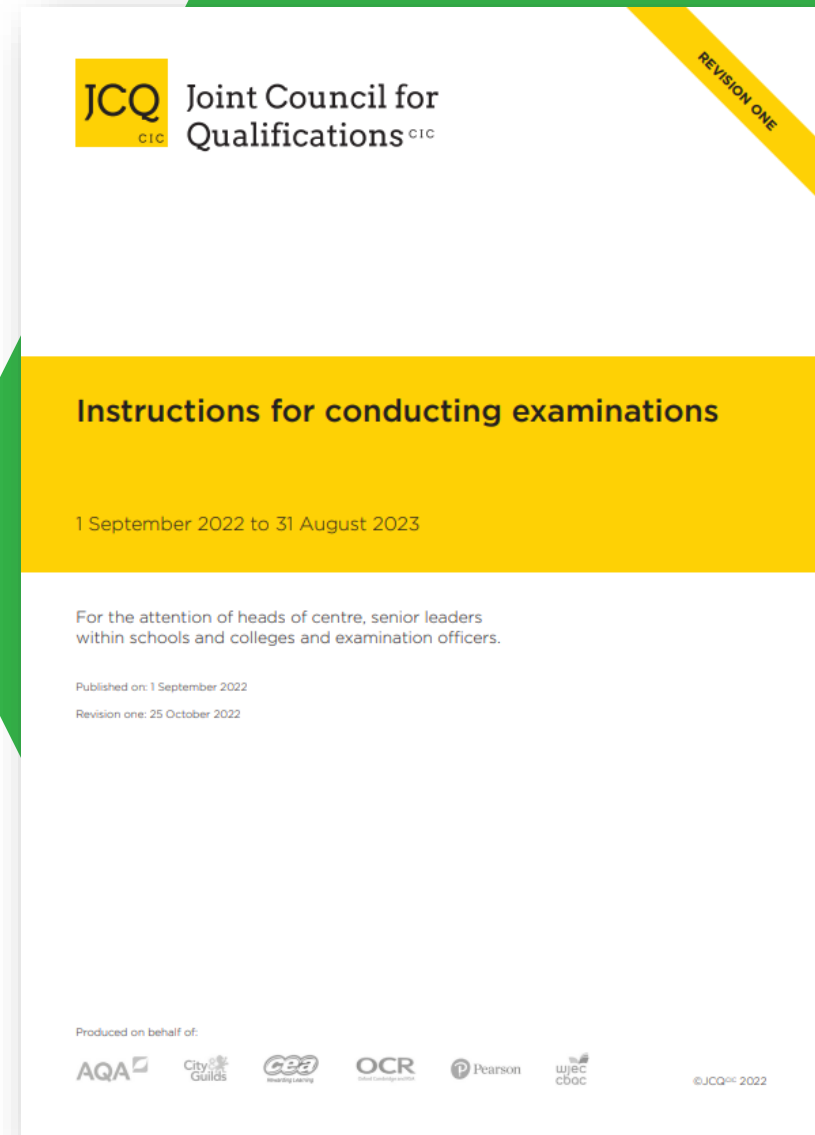
- What methods could you use to share information required by awarding bodies?
- Will you include any additional information?
- When should the information be provided?





## Confidential exam materials

- JCQ *Instructions for conducting examinations* (sections 1-5)
- Centres must be able to demonstrate the receipt, secure movement and secure storage of question papers and confidential materials (section 1.3)
- The head of centre must ensure that all necessary arrangements are in place





# ExamsTraining

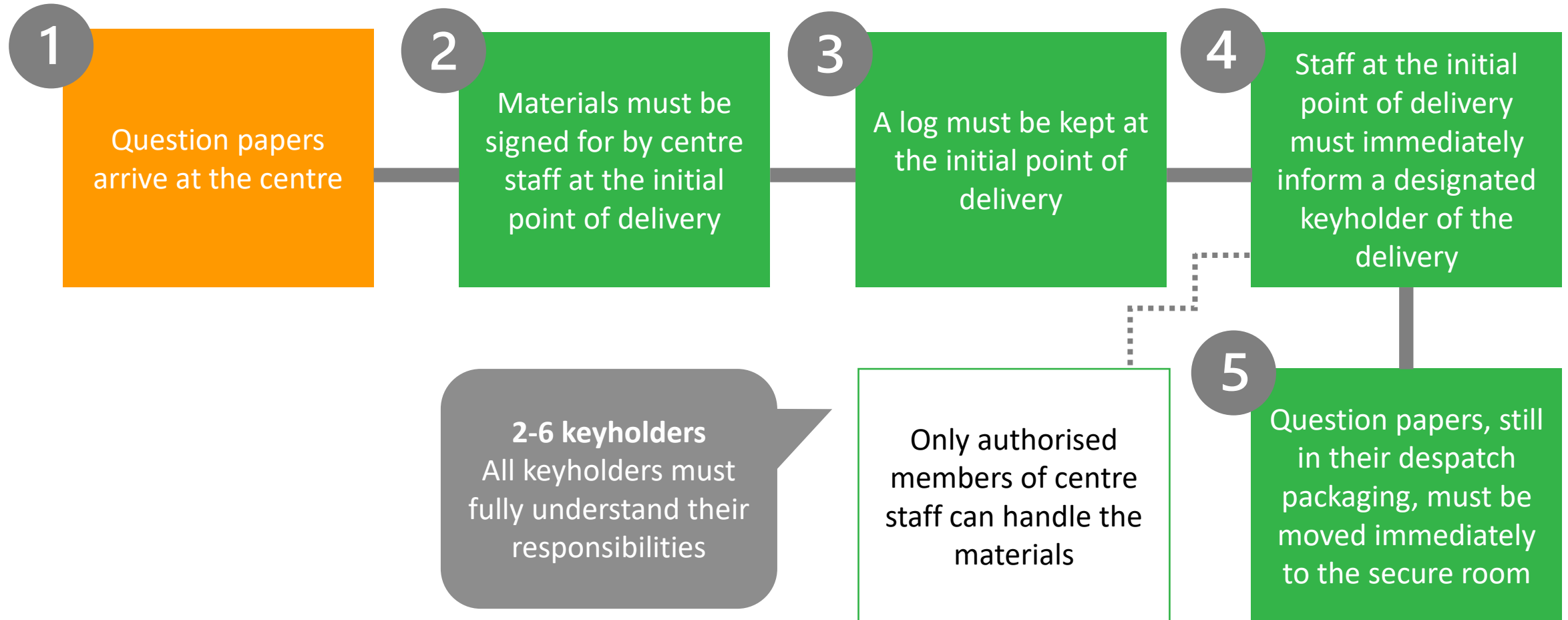
## Storing confidential exam materials

- Requirement – a ‘box within a box’
  - **Secure room** (the ‘box’)
  - **Secure storage facility** (the ‘box within the box’)
- There must be between **two and six key holders** only, each of whom must understand their responsibilities as a key holder
- The **secure room** is a room that must only be used for the purpose of administering secure examination materials with access restricted to the key holders and staff approved by the head of centre, who must be accompanied by a key holder at all times
- The **secure storage facility** is the secure safe/cabinet which must be accessible to the key holders only

You can undertake an assessment of your secure storage using **The Exams Office *Secure storage and confidential materials checklist*** (this is a self-assessment and does not replace awarding body centre inspections)

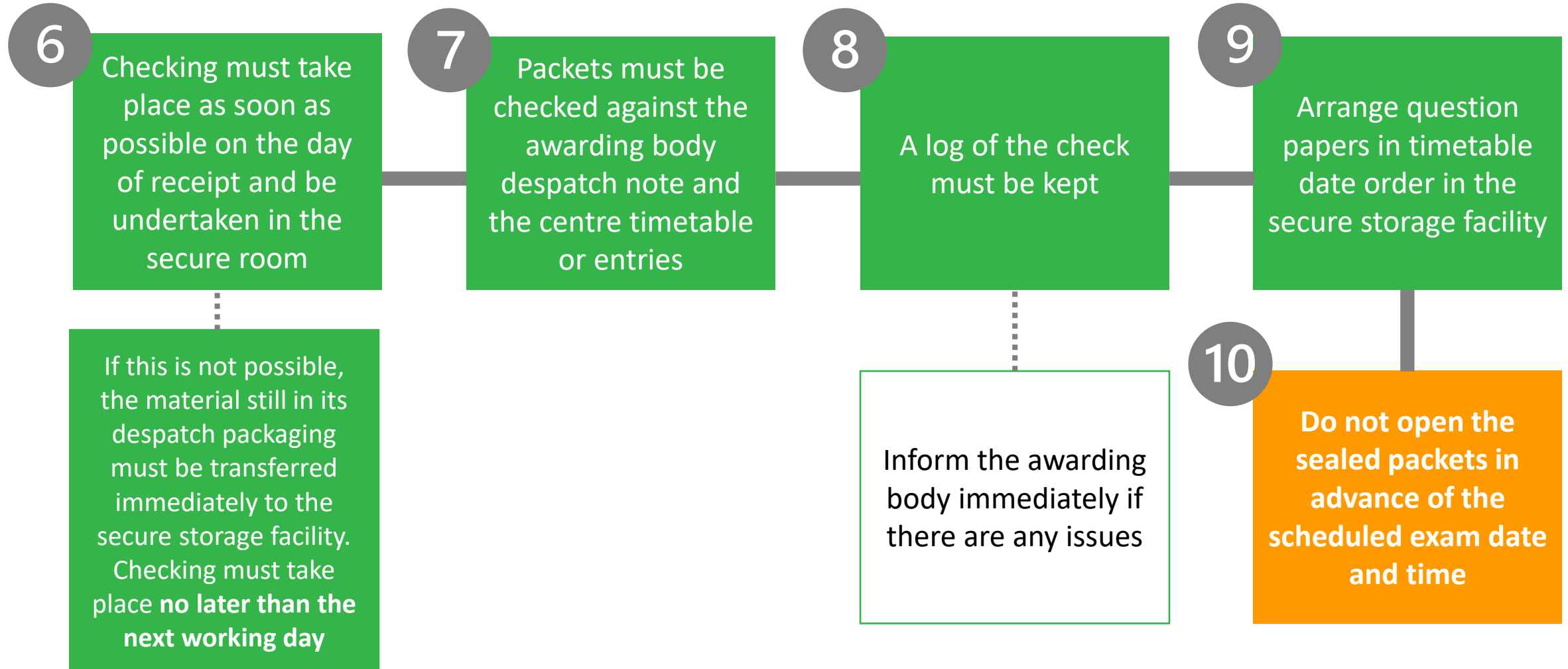
# ExamsTraining

## Receipt of question papers (JCQ ICE, section 1)



# ExamsTraining

## Checking and arranging question papers (JCQ ICE, section 2)



Where should  
the materials  
listed be  
stored?

Materials	Secure Room	Secure Facility
Live awarding body question papers (in any format)		
Live awarding body pre-release material		
Centre 'mock' exam question papers		
Live materials issued by an awarding body for language speaking tests		
Exam stationery issued by an awarding body (e.g. generic candidate answer booklets)		

ExamsTraining

Discussion/Questions



## Training your invigilators

A training session on the current *Instructions for conducting examinations* regulations must be held for any new invigilators and those facilitating an access arrangement for a candidate under examination conditions

An annual update meeting must be held for the existing invigilation team so that they are aware of any changes

A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection

### INVIGILATOR TRAINING RECORD 2022/23

This record of training ensures compliance with the Joint Council for Qualifications (JCQ) requirements:

A training session on these current regulations must be held for any new invigilators and those facilitating an access arrangement for a candidate under examination conditions. An annual update meeting must be held for the existing invigilation team so that they are aware of any changes.

Centres must ensure that the testing of invigilators' competence and their understanding of these regulations is rigorous. This must also extend to those facilitating an access arrangement.

A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be available for inspection and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Centre name		Date of training	
Head of centre		Training delivered by	
Exams officer			

The table(s) below records the content delivered in this training session. The content reflects the requirements of the JCQ publication **Instructions for conducting examinations 2022-2023** (ICE) that impact on the role of the invigilator (and where applicable, facilitators) thereby ensuring that invigilators are appropriately trained in their duties, know what is expected of them and are fully prepared to conduct examinations in this centre.

The section of ICE or other JCQ publication (where applicable) to which an instruction relates is detailed. A ✓ against an instruction confirms the actual content covered in this session. (X against an instruction indicates not covered in the session or N/A indicates not applicable to invigilators conducting examinations in this centre).

#### TRAINING FOR NEW INVIGILATORS (Or a refresher session for experienced invigilators)

New invigilators: INSTRUCTIONS FOR CONDUCTING EXAMINATIONS	Section	✓
Invigilation arrangements		
Where I find the ICE regulations	-	
What does the JCQ expect of me as an invigilator? - Checklist for invigilators (for written examinations) <a href="http://www.jcq.org.uk/exams-office/ice-instructions-for-conducting-examinations/">www.jcq.org.uk/exams-office/ice-instructions-for-conducting-examinations/</a>	12	
What invigilators must/must not do Video - <b>The role of an invigilator</b>	12 (12)	
Preparing for the examination		
Starting times for examinations	6	
Timetable clashes and Overnight supervision arrangements	7 and 8	
Resources for examinations - Information for candidates for written examinations Video - <b>Examination materials</b>	9 Appendix 5 (9, 10, 19)	
Using calculators	10	
Accommodation Video - <b>The examination room</b>	11 (11)	
At the beginning of the examination		
Identifying candidates	16	

# ExamsTraining

## Assess the current situation

- Who are your invigilators?
- Will you have enough invigilators for assessments/examinations being conducted in the current academic year?
- How did your invigilators perform during the last exam series?
- Did any previous awarding body centre inspection reports highlight any areas in need of improvement?
- Do you need to make additions or changes to your team?



# ExamsTraining

## Test your knowledge...

Regulation (JCQ <i>Instructions for conducting examinations</i> )	True or False
A relative, friend or peer of a candidate who has been appointed as an invigilator must not be the sole invigilator in the examination room	
Teachers and senior members of centre staff can act as invigilators	
A Level students enrolled at your centre can invigilate during a GCSE exam	
Invigilators are allowed a mobile phone in the examination room	
A 'roving' invigilator must also be used where a candidate with a medical condition is taking an exam in room on a 1:1 basis with an invigilator	

# ExamsTraining

## Key areas to consider

- How will you train/update your invigilators – what are the available options?
- When will your training take place?
- Which areas need to be covered when training new invigilators?
- Which areas do you cover in your annual update meeting for existing invigilators?
- Which centre-specific areas must be covered with your invigilators during a training session?
- How do you create a team of 'competent' invigilators?

# ExamsTraining

## Quiz – Question 1

- How many countries are playing in the World Cup?
  - 24
  - 28
  - 32
  - 36

A – Hands on head

B – Hands on hips

C – Hands behind your back

D – Hand in the air

# ExamsTraining

## Quiz – Question 2

- How many laps are covered in the Abu Dhabi Grand Prix?
  - 44
  - 48
  - 52
  - 58

A – Hands on head

B – Hands on hips

C – Hands behind your back

D – Hand in the air

## Quiz – Question 3

- How many restaurants in Dubai have been awarded at least one Michelin star?
  - 8
  - 11
  - 14
  - 25

A – Hands on head

B – Hands on hips

C – Hands behind your back

D – Hand in the air

# ExamsTraining

## Quiz – Question 4

- Which is the tallest building in the world?
  - Burj Khalifa (Dubai)
  - Shanghai Tower (Shanghai)
  - Makkah Royal Clock Tower (Mecca)
  - Ping An Finance Center (Shenzhen)

A – Hands on head

B – Hands on hips

C – Hands behind your back

D – Hand in the air

# ExamsTraining

## Quiz – Tie break

- How many kilometres are covered in the Abu Dhabi Grand Prix?



# ExamsTraining

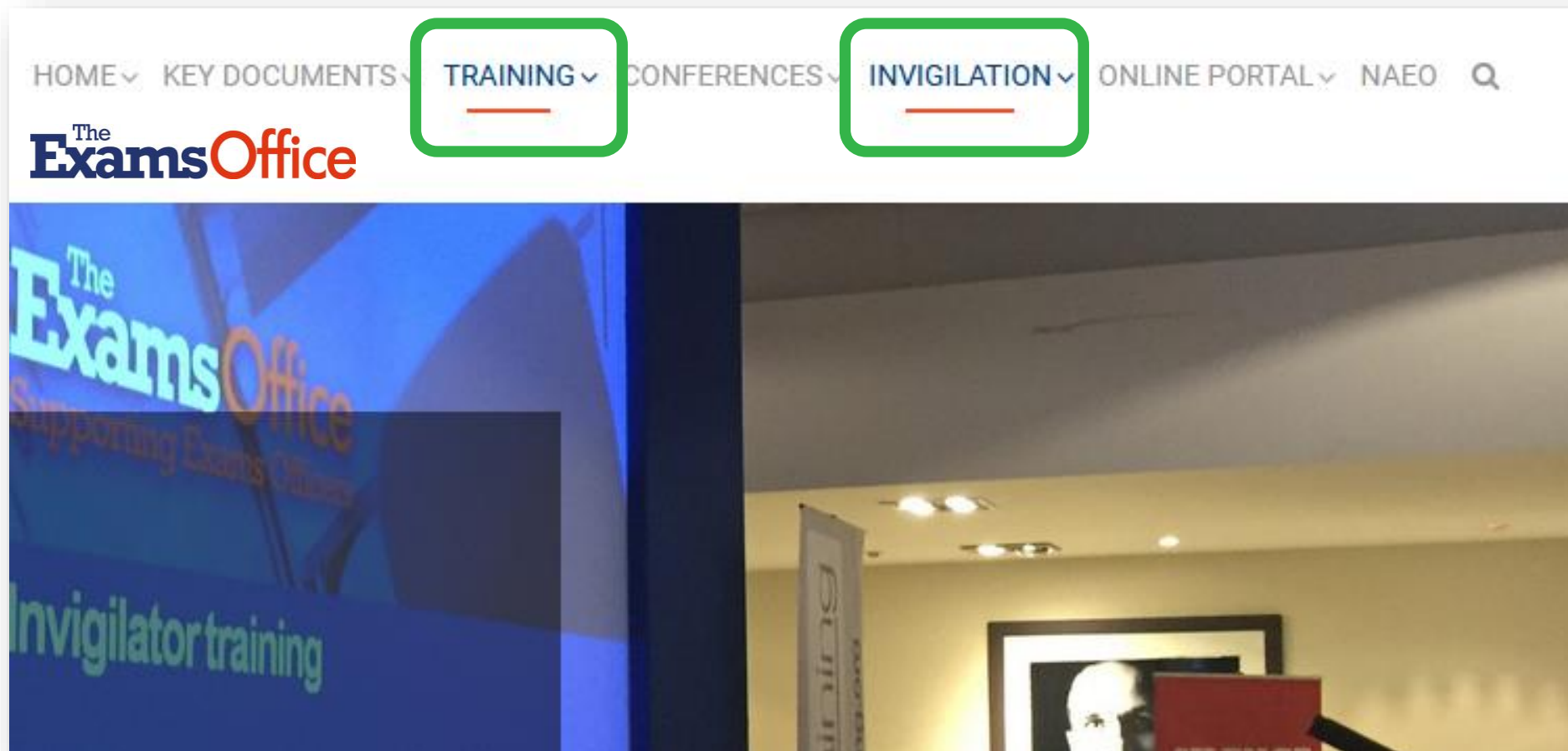
## Training your invigilators

*See [A guide to preparing for invigilator training](#)*

- **The JCQ**
  - Instructions for conducting examinations (ICE)
  - Checklist for invigilators (for written examinations) – invigilators must be made aware of this document
  - Invigilator training checklist
- **The Exams Office – certificated training**
  - Online training and assessment (free to access for members)
  - Timed assessment – *Invigilator Digital Accreditation (IDA)* (free access to members)
  - In-house training (discounted for members)
  - Regulation changes training for existing invigilators via an online Zoom/Teams meeting
- **The Exams Office – online materials**
  - Presentation and speaker notes
  - A wide range of support materials/resources

# ExamsTraining

## Training your invigilators



# ExamsTraining

## Training your invigilators

- **Option 1:** Use The Exams Office online training and assessment programmes
- **Option 2:** Create a training programme using The Exams Office resources and JCQ documentation
- **Option 3:** Arrange for an invigilator trainer to conduct an in-house session at your centre
- **Option 4:** (For experienced invigilators) Arrange an online update meeting on regulation changes for the current academic year

The screenshot displays the 'Training your invigilators' page on The Exams Office website. The page is divided into four main sections, each highlighted with a green border: 'In-house Invigilator Training', 'Online Training and Assessment', 'Training Presentation', and 'Regulation Changes Training - Online via Zoom/Teams'. Each section provides detailed information about the training options available, including descriptions, access details, and costs.

### Training your invigilators

Below are the range of options offered by **The Exams Office** to centres/exams officers to help you train your invigilators.

#### In-house Invigilator Training

The Exams Office offers a training session for **new and experienced invigilators** delivered in your centre by one of our trainers.

**For JCQ inspection purposes, certificates will be available for all participants**

The following areas are covered during each session:

- The qualities required to invigilate
- Invigilation arrangements
  - The role of an invigilator
  - What does the JCQ expect of me as an invigilator?
  - What invigilators must/must not do
- Preparing for the examination
- At the beginning of the examination
- During the examination (including dealing with irregularities, malpractice and emergencies)
- At the end of and after the examination
- Instructions for conducting on-screen tests (optional)
- Exam regulation changes for the current academic year
- Invigilating and facilitating access arrangement candidates (including the roles/rules – of a reader, scribe, practical assistant, prompter – and other main access arrangements)

**The cost of this training will be confirmed by your trainer** (dependent on time and distance of travel to training venue)

Below is an indication of the minimum cost:

- 25 invigilators or less **from** £325 (Non-members **from** £395)
- 26 – 50 invigilators **from** £425 (Non-members **from** £495)
- 50+ invigilators **from** £9 per invigilator (Non-members **from** £12 per invigilator)

#### Online Training and Assessment

(Option 1) **INVIGILATOR TRAINING AND ASSESSMENT MODULE** – non-timed units designed to inform and measure understanding

(Option 2) **INVIGILATOR DIGITAL ACCREDITATION (IDA)** – a timed assessment designed to assess and measure understanding

Access to both options is included within your centre membership to **The Exams Office**

#### Training Presentation

(Option 1) **INVIGILATOR TRAINING VIDEOS** – Deliver training via videos recorded by our trainers to invigilators in your centre (including Facilitating and Invigilating Access Arrangements and Conducting on-screen tests training videos)

(Option 2) **PowerPoint presentation** – Customise and deliver a presentation to invigilators in your centre

- **INVIGILATOR TRAINING PRESENTATION TEMPLATE** supported by **TRAINER NOTES TEMPLATE**
- **ACCESS ARRANGEMENTS: TRAINING PRESENTATION TEMPLATE**

Access to both options is included within your centre membership to **The Exams Office**

#### Regulation Changes Training – Online via Zoom/Teams

Bookings are being taken for an online Zoom/Teams session with one of our subject matter experts to update your **experienced invigilators/existing invigilation teams** in JCQ regulation changes for

The  
**ExamsOffice**

The Exams  
Office  
invigilation  
resources  
and training  
videos

**Demonstration**



# ExamsTraining

## Existing invigilators

- Which areas do you cover during your annual update meeting for your existing invigilation team?
  - Regulation changes for the 2022/2023 academic year
  - Areas of concern during the summer 2022 exam series
  - JCQ *Checklist for invigilators*
  - Key documentation
  - People present in the examination room (JCQ ICE, Appendix 8)
  - Formal examination conditions and levels of formality (at the beginning and end of the examination)
  - Managing an emergency evacuation of the examination room
  - Amending a discrepancy on a candidate's script

# ExamsTraining

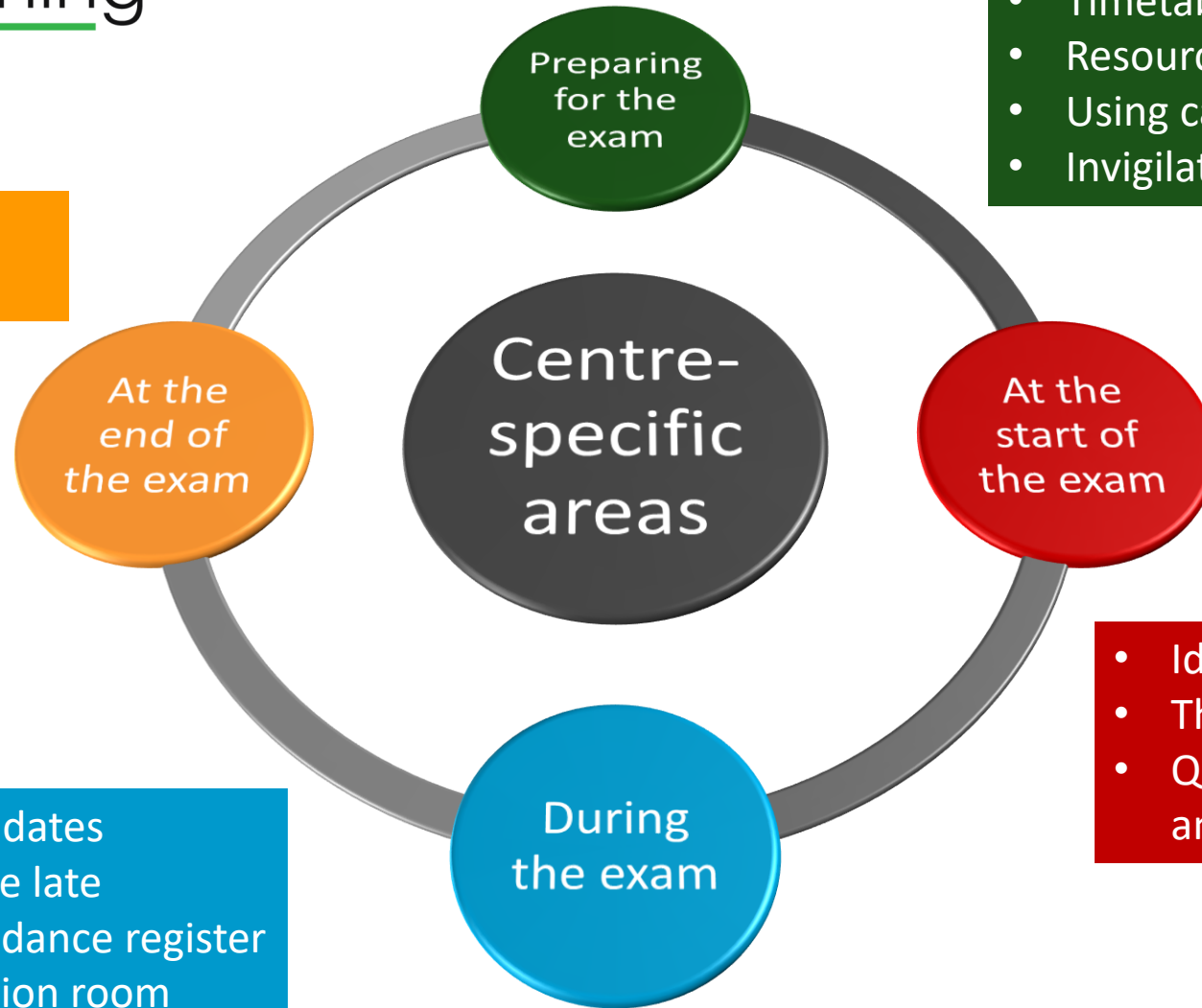
## Summer 2022 exam series – areas to note

- Incorrect administration of extra time allowances
- Calculators used in non-calculator examinations
- Incorrect timings written on the board at the front of the examination room
- Centre supervision not correctly observed by candidates with a timetable clash
- Candidates 'escaping' centre supervision
- Mobile phones in the examination room
- Fitbits in the examination room
- Computers used in breach of the regulations
- Candidate scripts not handled securely at the end of the examination
- Candidate anxiety during the examination leading to malpractice/breaches of security – e.g. a distressed candidate leaving the examination room with the question paper



# ExamsTraining

- Finishing the examination



- Accommodation
- Starting times for examinations
- Timetable clashes
- Resources for examinations
- Using calculators
- Invigilation arrangements

- Identifying candidates
- The people present
- Question papers, stationery and other equipment

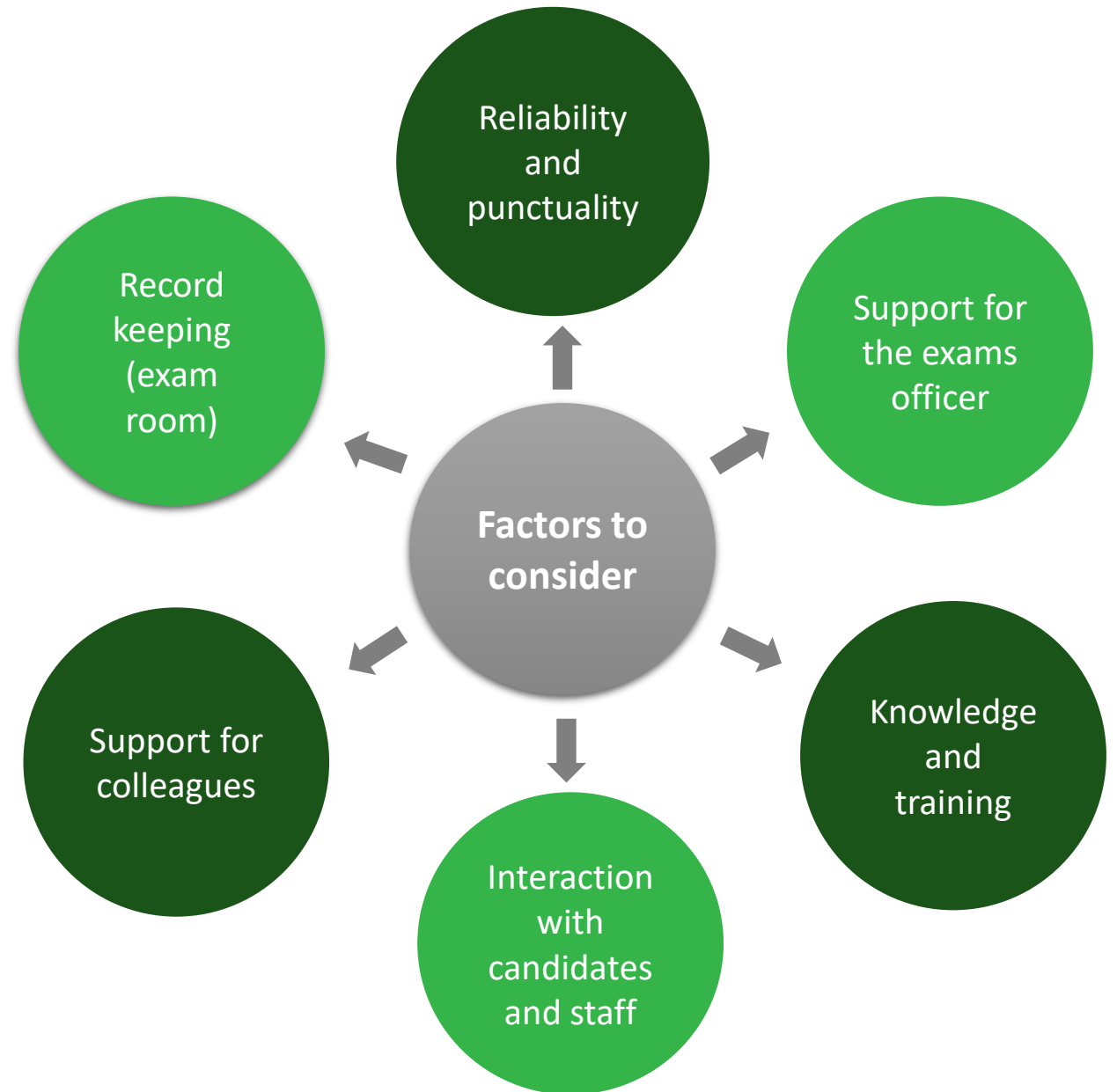
- Supervising the candidates
- Candidates who arrive late
- Completing the attendance register
- Leaving the examination room
- Malpractice
- Emergencies

*See Centre specific invigilator training record*

# ExamsTraining

## Invigilator competence

- How do you define 'competence'?
- How do you evaluate your invigilators?
- How do you inform invigilators that they are no longer required?
- How do you evaluate your invigilators if you are new to the exams officer role?



ExamsTraining

Discussion/Questions



## Training videos – checklist

The Exams Office video	JCQ ICE reference
The role of an invigilator	Section 12
Examination materials	Sections 9, 10 & 19
The examination room (animated)	Section 11
Who should be in the examination room?	Sections 16 & 17
Question papers, stationery and other equipment	Section 18
Starting the examination	Section 19
Supervising the candidates (animated)	Section 20
During the examination (candidates who arrive late, completing the attendance register, leaving the examination room)	Sections 21, 22 & 23
Dealing with instances of malpractice (animated)	Section 24
Dealing with a fire alarm (animated)	Section 25
At the end of the examination	Sections 26 & 27
Conducting on-screen tests	Appendix 1

## Managing an exam day

The Exams Office has produced a series of animated videos which support exams officers in managing an exam day, and dealing with unexpected events, instances of malpractice and irregularities

### EXAM DAY CHECKLIST

<b>Preparing for each exam session</b>	<input checked="" type="checkbox"/>
Check e-mail (and mail), for any last-minute erratum notices from awarding bodies for that day's exams	
(In the secure room) Identify the question paper packet(s) for each exam in the session (and any erratum notices) <i>Note: Sealed question packets must not be removed from the secure storage facility until the permitted time</i>	
Add any required stationery (e.g. answer booklets/additional or supplementary answer sheets/booklets if appropriate) Check clean copies of any formula/data booklets added (where/if required by the subject)	
Add the (an) attendance register for each exam paper	
Add the seating plan (and incident log) for each exam room (if used, add exam room checklist and relevant desk ID cards)	
<b>Removing question papers from secure storage</b> (within the permitted time): Confirm a member of staff (additional to the person removing the papers from secure storage) checks the day, date, session (time), subject, unit/component (and tier of entry if applicable) immediately before a question paper packet is opened and that this check is recorded	
<b>Access arrangements</b> (within the permitted time/times): Prepare any paper(s) required to facilitate an access arrangement Include any ordered modified paper(s) and any required cover sheet(s)	
Brief invigilators on all the arrangements for the exam session they need to be aware of, including: <ul style="list-style-type: none"> <li>the exam(s) in their room and the paper(s) duration</li> <li>the required question papers, exam stationery, other materials and any erratum notice(s)</li> <li>the attendance register(s)</li> <li>the seating plan and the arrangements for any private/external or transferred candidate(s) (if applicable)</li> <li>being informed of any candidate(s) with an access arrangement(s) and made aware of the access arrangement(s) awarded (where applicable)</li> <li>the supervision arrangements for any timetable clash candidate(s) between exam papers taking place within the same session (if applicable)</li> <li>the supervision arrangements for any timetable clash candidate(s) between exam papers taking place within a different session (if applicable)</li> <li>instructions for completing the exam room checklist (where applicable) and the exam room incident log</li> <li>the contents of their exam room box (where provided)</li> </ul>	
Brief any roving invigilator(s) on the room(s) to be entered and the arrangement(s) to be observed	
<b>After each exam session</b>	<input checked="" type="checkbox"/>
(Where applicable) Merge scripts for candidates under separate invigilation/in separate rooms/at an alternative site with those of the main cohort (ensure cover sheets accompany scripts where appropriate)	
Final check of completed attendance register and scripts for each exam are in register order	
Pack and seal in relevant awarding body script dispatch envelope(s) (Do not insert anything else in package)	
Check e-mail (or mail, for any notification of last-minute changes to examiner details)	
Affix examiner address label(s) to package(s) - complete dispatch log (where applicable to the yellow label service)	
Store package(s) in secure room until dispatch	
Complete and submit to timescale any required follow-up reporting to the awarding body (including any very late arrival report using CAP, suspected malpractice report, special consideration application)	
<b>Preparing for the next exam session/day</b>	<input checked="" type="checkbox"/>
Final check in the secure storage facility that correct and sufficient question papers are available for each exam	
Final check and collation of any other required resources and answer booklets, if needed (check through sealed question paper packet window or refer to awarding body stationery/materials list)	
Check e-mail (and mail, for any erratum or other urgent notice(s) from awarding bodies)	
<b>Access arrangements:</b> Check arrangements in place/will be in place at the time of the exam Check hard copies of ordered modified papers available in secure storage facility (where applicable) Prepare any required cover sheets (where applicable)	
Check/restock exam room box(es) (where applicable)	

# ExamsTraining

## Managing an exam day

- *Exam Day Checklist* animation includes:

- Preparing for each exam session
- After each exam session
- Preparing for the next exam session/day
- What to do if a candidate requires an emergency access arrangement(s) at the time of an exam
- What to do if a candidate arrives for an exam and he/she is clearly unwell or extremely distressed
- What to do if a candidate is absent from an exam
- What to do if a candidate arrives late for an exam
- What to do if a candidate arrives very late for an exam
- What to do if a candidate is suspected of or committing actual malpractice in the exam room
- What to do if there is a serious disruption in the exam room





# ExamsTraining

## Activity

- A candidate arrives on the morning of the GCSE history exam with a broken arm. Put the actions listed below in the order you think they should be undertaken. Can you think of any other actions which need to be considered?
  - Apply for emergency access arrangement/s – e.g. scribe
  - Address rooming/seating arrangements
  - Organise supervised rest breaks, if required
  - Apply for special consideration (where appropriate)
  - Organise an appropriate member of staff to act as the scribe
  - Ask the candidate if they are right or left-handed
  - Organise appropriate invigilation
  - Allow the candidate to undertake the examination





## Managing malpractice

It is important that all centres are aware of the risks of malpractice and take steps to prevent it occurring

Where malpractice does occur, it is vitally important that prompt action is taken to safeguard the integrity of qualifications

Centres must have in place robust processes to prevent and identify malpractice

### Suspected Malpractice Policies and Procedures

1 September 2022 to 31 August 2023

Revised for 2022-23

Produced on behalf of:



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# ExamsTraining

## What is malpractice?

- A failure to follow the rules of an exam or assessment
- Incidents of malpractice arise for a variety of reasons:
  - **Intentional incidents** aiming to give an unfair advantage in an exam or assessment
  - **Lack of awareness of the regulations**, carelessness, or forgetfulness in applying the regulations – often called ‘maladministration’
  - **Force of circumstances** beyond the control of those involved (e.g. supervision of candidates is disrupted by an emergency such as a fire alarm)



# ExamsTraining

## What is malpractice?

- The JCQ awarding bodies divide malpractice into the following types:
  - Breach of security
  - Deception
  - Improper assistance to candidates
  - Failure to co-operate with an investigation
  - Maladministration
  - Candidate malpractice



# ExamsTraining

## Reporting malpractice

- Centres must report all suspected malpractice to the awarding body/bodies

### **Candidate malpractice**

- Form JCQ/M1
- Statements
- Evidence

### **Centre staff malpractice/maladministration**

- Form JCQ/M2
- Statements
- Evidence

### **Potential breach of security**

- Contact the awarding body immediately



## Possible penalties

- Sanctions imposed by awarding bodies can include:



See Appendices 4, 5, 6  
and 7 of the JCQ  
*Suspected Malpractice  
Policies and Procedures*  
document

### Candidates

- No further action
- Written warning
- Loss of marks
- Disqualification from the whole qualification
- Disqualification from all qualifications in that series
- Barred from entering for exams for a set period of time

### Centre staff

- No further action
- Written warning
- Retraining
- Special conditions
- Suspension

### Centres

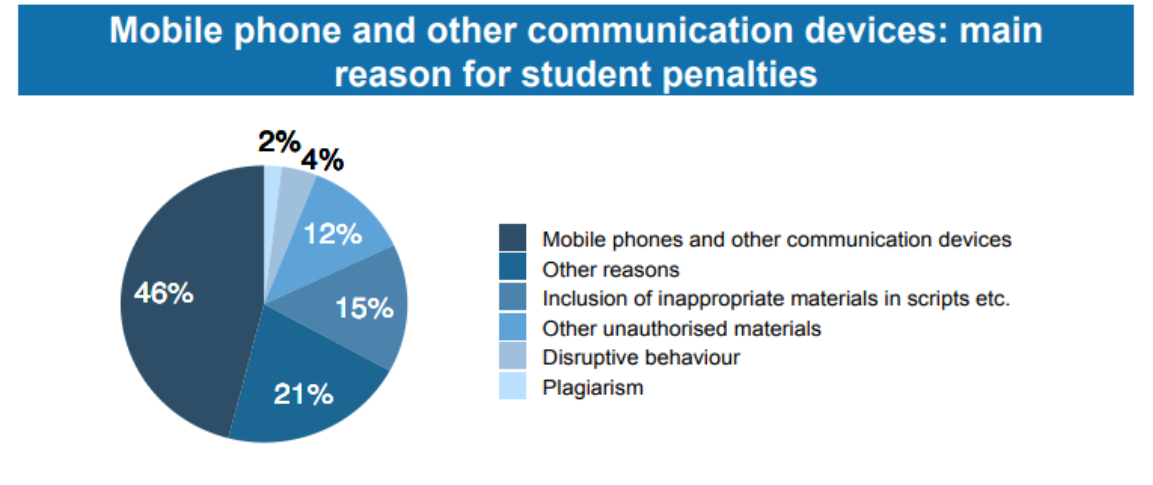
- No further action
- Written warning
- Action plan
- Additional monitoring
- Restrictions on examination or assessment materials
- Suspension of registrations
- Withdrawal of approval



## Malpractice for GCSE, AS and A Level: Summer 2019

Ofqual's official statistics for the 2019 summer series in England (published December 2019)

- The largest proportion of penalties against **centre staff** were for maladministration (the failure to adhere to the regulations of examinations and non-examination assessments)
- The most common type of **candidate malpractice** reported in 2019 was the introduction of a mobile phone or other communications device into the examination room, the same as in previous years. This category accounted for 46% of all student penalties



## Identifying and preventing malpractice

### GCSE Mathematics exam



#### Identification & Actions

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#### Prevention

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## Identifying and preventing malpractice

### Timetable clashes

- A candidate with a timetable clash cannot be located by the invigilator at the end of their exam in the first session of the day

### Identification & Actions

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### Prevention

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# ExamsTraining

## Identifying and preventing malpractice



### Identification & Actions

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### Prevention

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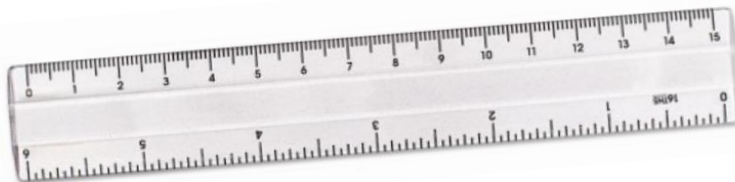
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# ExamsTraining

## Unauthorised items – Yes, No ...or Maybe? (JCQ ICE)



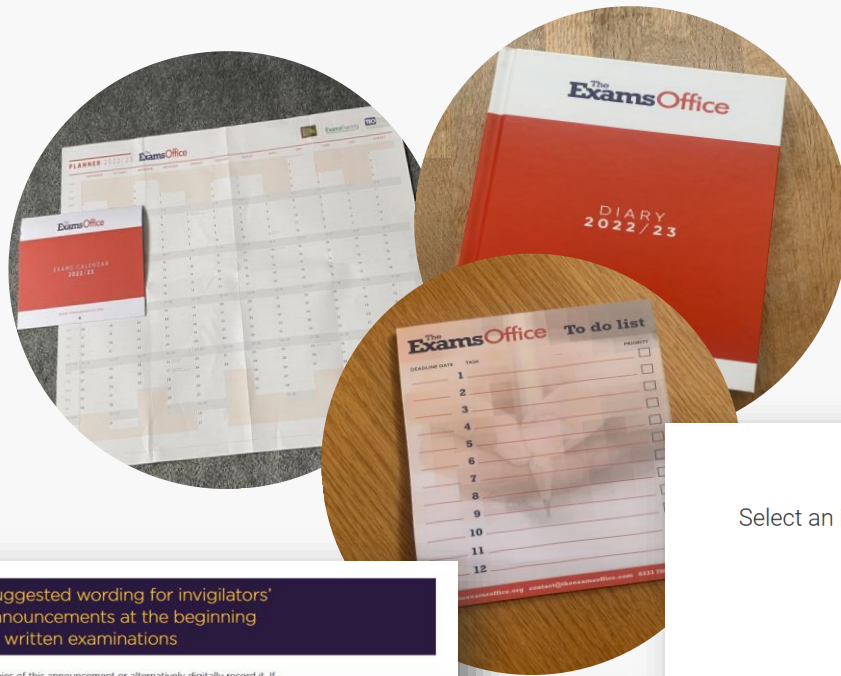
ExamsTraining

Discussion/Questions



# ExamsTraining

## The ExamsOffice



The ExamsOffice	
POLICY/PROCEDURES CHECKLIST 2022/23	
MEETING JCQ REQUIREMENTS	
Confirm documentation in place	Yes/No
1 Examination contingency plan (which covers all aspects of examination administration) (GR 5.3)	
2 Escalation process (should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent) (GR 5.3)	
3 Internal appeals procedure which must cover at least: <ul style="list-style-type: none"> <li>- appeals regarding internal assessment decisions (GR 5.3, 5.7, NEA 1)</li> <li>- post-results services and appeals (GR 5.3, 5.13)</li> <li>- centre decisions relating to access arrangements and special considerations</li> </ul>	
4 Management of GCSE and GCSE non-examination assessments policy (GR 5.8)	
5 Policy for dealing with an emergency evacuation of the examination room	
6 Policy on the use of word processors in examinations specific to the centre (GR 5.8)	
7 Complaints and appeals procedure (GR 5.8)	
8 Procedures to verify the identity of all candidates at the time of the examination assessment (GR 5.9)	
9 Procedures for how the centre will deal with candidates' requests for access arrangements (GR 5.3)	
10 Process to check the qualifications of the centre's assessor(s) and that the procedures are followed (GR 5.4, AA 7)	
11 Child protection/safeguarding policy, including Disclosure and Barring Service clearance (GR 5.3)	
12 Data protection policy (GR 5.3)	
13 Equalities policy (GR 5.3)	
14 Whistleblowing policy (GR 5.3)	

CENTRE-SPECIFIC INVIGILATOR TRAINING RECORD	
Centre name	Date of Training
Exams officer	Training delivered by
The table(s) below records the content delivered in this training/briefing session. The section of the JCQ publication <b>Instructions for conducting examinations</b> to which an instruction relates (where applicable) is detailed. A ✓ against an instruction confirms the actual content covered in this session. (X against an instruction indicates not covered in the session or N/A indicates not applicable to invigilators conducting examinations in this centre).	
<b>TRAINING FOR NEW INVIGILATORS</b> (Or a refresher session for experienced invigilators)	
New invigilators: INSTRUCTIONS FOR CONDUCTING EXAMINATIONS	Section ✓
<b>Preparing for the examination</b>	
<b>Starting times for examinations</b> Confirmed the centre's starting times for morning and afternoon exam sessions	6
<b>Timetable clashes</b> (If candidates are taking two or more exams in a session and the total time is three hours or less) Confirmed the centre's arrangements regarding any supervised break between exam papers timetabled within the same session (If candidates are taking two or more exams timetabled for the same session and the total time is more than three hours including approved extra time allowances and/or supervised rest breaks) Confirmed the centre's arrangements regarding any supervised break between exam papers moved to a later or earlier session within the same day	7
<b>Resources for examinations</b> Confirmed the resources the centre provides in the exam room and what authorised materials the centre expects candidates to provide	9
<b>Using calculators</b> Confirmed the centre's process/arrangements for managing the use of calculators and if replacement calculators are provided by the centre for candidates to use if needed	10
<b>Accommodation</b> Confirmed the centre's expectations of invigilators in terms of setting up the exam room Confirmed the process/arrangements for inviting candidates into exam rooms and the role of the invigilator within this	11
<b>Invigilation arrangements</b> Confirmed the centre's method of summoning assistance to the exam room	12
<b>At the beginning of the examination</b>	
<b>Identifying candidates</b> Confirmed the centre's procedure for verifying the identity of all candidates at the time of the exam	16
<b>The people present</b> Confirmed if any senior members of centre staff will be, or are likely to be, present in the exam room at the start of the exam(s) and if so what specific task(s) they will be performing in the exam room	17
<b>Question papers, stationery, materials and other equipment</b> Confirmed what action to take if an unauthorised person enters the exam room	18

## Homepage

Select an icon to access the required resource



Assessment Portal

## Training Videos

A range of updated videos to support exams officers, including training for invigilators and facilitators of access arrangements, will be available from September 2022. Please note that the 'Exam Changes' training videos will be available in December via a PIN code ONLY to those who attended the training event until the end of 2022, and accessible to all from January 2023.

### Appendix 3 Suggested wording for invigilators' announcements at the beginning of written examinations

Centres may wish to laminate copies of this announcement or alternatively digitally record it. If using a digital recording centres must consider alternative means of communication for candidates with a Hearing Im

1. You must now follow th
2. Only material listed on

**INVIGILATOR ANNOUNCEMENT 2022/23** To be published in September 2022

(When available) Click play to start the announcement



or click here to download

Please note you may need to right click and 'Save As...' or 'Save Link As...' depending on your browser settings

A suggested announcement given at the start of written examinations taken during the 2022/2023 academic year reflecting appendix 3 of JCQ's *Instructions for conducting*



ExamsTraining

# Support from The Exams Office



- Online Portal:
  - New Exams Officer Induction and Assessment Module
  - Exams Officer Digital Accreditation (EODA)
  - Invigilator Training and Assessment Module
  - Invigilator Digital Accreditation (IDA)
  - Senior Leader/Line Manager Training and Assessment Module
  - Training Videos – exams officer training events and invigilator training
  - Policy Generator Tool
  - Online Key Documents Library (including termly checklists and new exams officer monthly guides) / Centre Exams Handbooks
  - Exams Timetable Tool
  - Key Dates Calendar Tool
- National conferences
- Desk diary; calendar, wall planner
- Online invigilator update meeting
- Dedicated resources for new exams officers
- Key documents – over 150 guides, checklists and templates
- Invigilator training resources
- Articles
- Exams Blog
- Monthly exams update (including email update)

The  
**ExamsOffice**

The Exams  
Office  
website

**Demonstration**

# ExamsTraining

## Tasks for the coming months

- Download the monthly support guides for new exams officers and the termly checklists from The Exams Office website
- Create a centre annual exams plan
- Gather qualification and candidate information
- Meet with key centre staff (e.g. SENCo, premises team) and agree tasks/roles/responsibilities/deadlines
- Check the most recent centre inspection report
- Ensure centre policies are created/reviewed/updated
- Evaluate/recruit/train your invigilators
- Arrange to meet with your line manager on a regular basis

# ExamsTraining

## Stay connected

- [www.TheExamsOffice.org](http://www.TheExamsOffice.org)
- Facebook: <https://m.facebook.com/theexamsoffice/>
- Follow us on Twitter: @TheExamsOffice

**Thank you for attending  
and have a safe journey**

