

- Exams officers
- Invigilators



**Qualifications  
and Curriculum  
Development  
Agency**

Autumn 2010

## **Exams invigilation**

The essential guide for recruiting  
and training invigilators

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# About this publication

## Who is it for?

This booklet is for exams office staff and anyone responsible for organising invigilation in schools.

## What is it about?

This booklet has been created to help the person responsible for organising exams invigilation in maintained schools. Other 14–19 education providers such as independent schools, sixth form colleges and further education providers may also find it beneficial. It provides advice and resources for recruiting, training and coordinating invigilators.

We recommend that this guidance is used in accordance with any existing school procedures regarding the recruitment and training of invigilators, and where necessary, in consultation with the head of centre, members of the senior management team and the special educational needs coordinator (SENCO).

This booklet is divided into two parts – an introduction section focusing on how to recruit and train invigilators, and a section consisting of key topics for training invigilators.

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#### Each section, where appropriate, comprises:

- a reference to key areas of importance
- a checklist of questions to help you put good practice into action
- ideas for discussion to help illustrate the key points.

# Recruiting invigilators

**Before starting the recruitment process you should consider the following:**

- All elements of recruitment (advertising, shortlisting, interview and selection) should be undertaken in line with established procedures and policies
- Recognised unions should be consulted.

## Have you...?

- Got a job description for invigilators?
- Discussed costs and rates of pay?
- Planned how many invigilators you will need by considering:
  - » internal exam requirements
  - » external exam dates
  - » the number of exams/rooms/candidates
  - » the number of candidates with access arrangements including extra time
  - » how many invigilator reserves you'll need
  - » supervision of areas outside the exam rooms. Is senior leadership team support available?
  - » the availability of learning support assistants (to support candidates with access arrangements)
  - » if you need one or more senior invigilators. If so, what are their roles?
- Reviewed your resources including your current invigilators?
- Decided where and when to advertise?
- Ensured that the advertisement is in line with established recruitment and equal opportunities procedures and policies?
- Made sure, where CRB checks are needed, that this is stated in the advertisement?
- Selected a location for interview where you won't be disturbed?
- Identified the people who will be conducting the interview(s)?
- Created a list of questions and objectives?

**'We began to look at recruitment of external invigilators from a number of different sources including teaching staff who had left and participants in our "50+" computer courses.'**

**New College, Swindon**

## Suggested questions and points to check at interview

- What the interviewee knows about the school already.
- What the interviewee knows about the invigilation and exam system.
- The interviewee's knowledge and experience of access arrangements and reasonable adjustments.
- Why they think the role would be suited to them.
- Ask about their previous experience of working to strict rules and regulations.
- Ask if they have worked in a supervisory role or had authority over other people.
- Ask if they can give you an example of a situation from their own experience of where something unexpected happened.
- Ask whether they have fulfilled a similar role before.
- Consider their general level of education, standard of English and spoken voice.
- Ask whether they've had previous experience of working with young people.
- Ask whether they have any serious health problems that may need to be taken into consideration.
- Ask where they are based and how they will get to school.
- Confirm who they have chosen as referees.
- Highlight when they are likely to be needed and check their availability.

# Planning a training session

Invigilation is an important task. Once you have appointed a sufficient number of invigilators for your exams, you then need to train them.

It is a Joint Council for Qualifications (JCQ) requirement that the head of centre, exams officer, or quality assurance coordinator ensures that invigilators are appropriately trained in their duties. When training your invigilators you need to consider the instructions from the JCQ (*Instructions for conducting examinations*) and any existing school policies and procedures.

The information in this booklet is designed to support a group training session for newly recruited invigilators with little or no experience of exam procedures.

## Objectives

**Your training session can provide the following benefits to you and the invigilators.**

**An invigilator should:**

- have a clearer understanding of the role and the kind of tasks they may be required to perform, including managing access arrangements as part of invigilation
- feel more confident in dealing with unexpected circumstances
- be able to ask for more help/training where needed
- be able to do their job more effectively.

**You should:**

- feel confident that your invigilators will be able to perform effectively
- be able to identify areas where some invigilators may lack confidence and be able to address these.

## Have you...?

- Made it clear to invigilators that training is an integral part of their role?
- Checked that they are available for the dates you have allocated for training?
- Confirmed the date, venue, start and finish times?
- Made sure that the invigilators have a job description before the training session begins?
- Sent all attendees a copy of the *Checklist for invigilators* and *Suggested wording for the invigilators' announcement at the beginning of an examination* and requested that they read these before the training session and bring them along on the day? Both documents can be found in the *Instructions for conducting examinations* issued by the JCQ.
- Prepared an agenda and planned the structure of your session? A well-run and professional training session will help the invigilator understand how essential their role is to the exams process.
- Asked the head of centre to introduce themselves at the session in recognition of the importance of the invigilator's role?
- Asked the school caretaker, SENCO, IT support staff, bursar and any other key contacts the invigilator may need to know, to introduce themselves during the session?
- Booked a suitable room and refreshments well in advance?
- Considered giving attendees name badges so that they are easily identifiable to you and their new colleagues?
- Familiarised yourself with the contents of this booklet?

**There is an evaluation form on page 26 in this booklet. It will help you to find out whether the trainee invigilators:**

- have understood the information given in the session
- require any further training in specific areas
- have any feedback that will be useful when planning your next training session.

The form will also help you to evaluate how successful the session has been.

# Establishing the basics

## It is important to:

- provide job descriptions for the invigilators
- brief invigilators on any existing school exams policy
- ensure that invigilators know how and when they will be paid, how to fill out timesheets, any benefits they will receive – for example free parking or lunch – and where they can leave their belongings
- emphasise the importance of preparations before the start of an exam and to explain why invigilators are asked to arrive at least half an hour before an exam is due to start.

## Have you...?

- Provided each invigilator with a job description listing their responsibilities?
- Considered supplying a toolkit of material/equipment they may need during the exam period, for example rulers, protractors, compasses, etc?
- Ensured that invigilators understand school policy on exams and awarding body/JCQ requirements? A copy of the *JCQ Instructions for conducting examinations checklist for invigilators* should be available at every exam.
- Found out if any of the invigilators are related to any students who will be taking an exam?
- Ensured that invigilators know who they should report to and how they should relate to other school staff?
- Introduced invigilators to the special educational needs (SEN) staff (who may be handling access arrangement candidates) and other key contacts such as exams officers, caretaker, receptionist, school PA, etc?
- Shown invigilators where exams will be held and where the exams office, school office and staff and candidate toilets are? Have you also shown them where they can find medical assistance in an emergency, for example the school nurse or a first aider?
- Considered introducing the chief/senior invigilator to candidates beforehand?
- Ensured invigilators understand the procedure for each venue they'll be working in if they're helping to set-up exam rooms?

**'All invigilators are given a welcome pack. This comprises their own JCQ booklet (exam regulations), a copy of our school exam policy, job description, pay details, school map, school prospectus/handbook and my phone number and email address.'**

**Pickering High School  
Sports College, Hull**



- Warned invigilators that the school may receive visits from JCQ inspectors during the exam period, but this is an independent check to support rather than criticise?
- Made invigilators aware of the centre number in the format it appears on all paperwork?
- Thought about a dress code? You may find that suggesting a smart style of dress gives a more professional image.
- Given invigilators timesheets to fill in and explained how timesheets should be used?

## Points for discussion

- The role and responsibilities of the invigilator, chief/senior invigilator and the exams officer.
- The reason why any relative of a candidate in the examination room **must not** be the sole invigilator.
- The kinds of tasks that invigilators may be required to perform.
- The kinds of tasks that invigilators **won't** be required to perform.

# Getting candidates into the exam room

## It is important to:

- ensure that the room meets JCQ requirements (for example, centre number and clock clearly visible to all)
- get candidates into the exam room in an appropriate manner
- ensure there is a process in place for identification of candidates
- deal with extra candidates not on the register
- ensure candidates are seated according to the set seating arrangements
- ensure that access arrangements are in place for candidates that need them.

## Have you...?

- ☐ Ensured invigilators understand the importance of every room used for an exam being set up correctly, even if it's just for one candidate? They/the senior invigilator must:
  - » check the correct stationery is available
  - » check that any special equipment required is available
  - » check that all required notices are displayed
  - » check that sufficient work stations are available for on-screen tests, including at least one replacement computer (and printers where required)
  - » check that stocks of toner, ink and paper are sufficient to meet the demands of the on-screen test (where candidates are required to print their responses).
- ☐ Ensured invigilators are informed about the methods your centre uses to identify candidates, particularly if they are 'private candidates'?
- ☐ Explained to invigilators that, for on-screen tests, the awarding body may require them to:
  - » check that the correct ID and password is issued to each candidate
  - » oversee the input of the ID and the password for each candidate in order to see that the name on the test screen matches the name of the candidate?

**'We use a colour-coded copy of the exam room seating plan to identify candidates who have been awarded extra time. There is a special copy of the seating plan on the invigilator's desk. On this plan I highlight the candidates who have extra time (25 per cent and 10 per cent in different colours) and use a third colour to indicate those who are allowed to use dictionaries.'**

**Box Hill School, Dorking**

- Explained what means of communication will be used for contacting others in an emergency, for example mobile phone or walkie-talkie? (Why not bring the equipment along to the session and demonstrate how to use it?)
- Identified who is responsible for coordinating invigilators?
- Given invigilators copies of any required notices for written exams and on-screen tests, for example *Warning to candidates* and *Notice to candidates*?
- Told invigilators how candidates have been briefed before the exams, for example has there been a specific exams preparation session with candidates? If so, what was discussed?
- Mentioned that if other exams are to be held on the same day, it is important to check that the room is tidy before the invigilator leaves?

## Points for discussion

There can be serious repercussions if the correct preparations have not been made. The following list outlines some of the key preparations, and you may wish to use some of these as discussion topics within your training sessions:

- Making sure the correct seating plan is on display.
- The importance of clearly displaying warning notices.
- Checking students' work has been removed from the walls.
- Making sure the clock is working and is visible to all candidates.
- Checking candidates' seats are the correct distance apart (1.25 metres).
- Being aware of any access arrangements that will be in place.
- Ensuring the centre number is displayed.
- Making sure sealed exam papers and stationery are ready, and erratum notices are placed so they are clearly visible.
- Ensuring exam papers are not left unattended when they are out of secure storage.
- Being aware of any special announcements that must be made.
- Checking that mobile phones or walkie-talkies are ready for use.

# Distributing papers

## It is important to:

- ensure candidates are aware they are under exam conditions
- open and distribute papers and any other authorised materials to candidates
- ensure that candidates have the correct papers
- ensure the papers that are adapted as part of access arrangements are available for those candidates
- deal with any queries, for example in relation to insufficient papers
- ensure the attendance register is completed.

## Have you...?

- Emphasised that it's important to do a final check that you have the right papers for the right exam before opening the pack?
- Made it clear that packs of papers should always be opened in front of the candidates sitting the exam, unless, because of large numbers of candidates, it is more sensible to place the papers face up beforehand?
- Emphasised that if this is the case (papers are being placed on desks in advance), the room will have to be kept secure until the start of the exam?
- Ensured that the invigilator feels confident that they can contact the exams officer if there seems to be a discrepancy that they don't know how to resolve?
- Pointed out that no papers should be removed from the exam room until the end of the exam session?
- Explained what actions your centre takes in situations involving 'clash candidates'?
- Drawn the invigilators' attention to the fact that in very rare circumstances, an afternoon paper may have been sat in the morning?
- Mentioned that very occasionally a paper that is not due until the next day or later, may be given in error to candidates? For example, if Paper 2 of a qualification is given out on the day that Paper 1 is due to be sat.
- Stressed the importance of retrieving papers given in error to candidates?

**'Where there are subject clashes or where a candidate is taking the exam at a later time than others because of special circumstances, the remaining question papers are sealed and returned to the exam stores.'**

**Centre Support Officer**

- Ensured that, for on-screen tests, the invigilator understands the importance of:
  - » making sure that candidates are familiar with the instructions, procedures and regulations, particularly on how to navigate and respond on-screen
  - » checking that candidates know how to request technical assistance
  - » checking that candidates have logged on successfully, or have been logged on by the centre?

## Points for discussion

- What if the wrong paper/tier has been given out to candidates?
- Checking if other candidates have the wrong tier.
- Collecting in the wrong tier and handing out the right tier.
- Checking the attendance register to make sure that the right candidates are present for the right exam.
- Contacting the exams officer.
- Knowing how/who to contact for technical support throughout an on-screen test in relation to malfunctioning of equipment, software or the on-screen test itself.

# Starting the exam

## It is important to:

- understand the procedure for handling all candidates' possessions such as bags and mobile phones
- understand the procedure for starting the exam
- read erratum notices
- start the exam on time
- read the instructions on the front of the question paper
- notify candidates at the actual start of an exam
- record start and finishing times of exams.

## Have you...?

- Emphasised that mobile phones should not be brought into the exam and that one last check on this before the exam starts is highly recommended?
- Mentioned your centre's policy regarding candidates bringing food and drink into the exam room? Be specific about what is allowed, for example if your head of centre allows water bottles, state that they must be made of clear plastic and must not have any labels on them.
- Explained that pencil cases should be transparent – and if not, candidates should remove what they may need for the duration of the exam and place the case on the floor?
- Discussed the possible consequences of a candidate arriving after an exam has started?
- Detailed how your centre deals with this in terms of invigilation and accommodation arrangements, and the warnings that should be given to the candidate?
- Discussed in more detail how modular exams are dealt with at your centre?
- Advised your invigilators how to fill out the attendance register? For example, how to mark a candidate absent and what to do if a candidate turns up for the exam and is not listed on the attendance register.
- Explained your centre-specific policy on late candidates (if your centre has one) to the invigilators? For example, does your centre try contacting candidates who are late?
- Made sure the invigilators are aware of the JCQ starting announcement used at the beginning of the exam? It is highly recommended that invigilators read it word-for-word.

**'We have developed special scripts that are read before the start of an exam to candidates requiring access arrangements such as a reader or scribe. This is to ensure candidates understand the exact role their reader or scribe will play during the exam.'**

**Mount Carmel High, Lancashire**

## Points for discussion

- The importance of invigilators following the regulations for starting an exam.
- The centre's standard procedure for starting an exam.
- Posting up start and finish times, particularly if more than one exam is being taken in the room.

# Access arrangements

## It is important to:

- understand that access arrangements are agreed before an assessment to allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment
- fully understand the roles of a reader, a practical assistant, a prompter, a scribe, a Sign Language Interpreter or an Oral Language Modifier
- understand what is and what is not permissible in the examination room.

## It is important to have a clear understanding of the JCQ exam regulations when:

- you are taking on the role of a reader, a practical assistant, a prompter, a scribe, a Sign Language Interpreter or an Oral Language Modifier, for a candidate who has been granted an access arrangement in an exam
- you are acting as an invigilator supervising one or more candidates who have been granted access arrangements
- an emergency arises on exam day.

## Have you...?

- Highlighted the different types of access arrangements that your invigilators may come across at your centre and the appropriate arrangements that the exams officer would normally put in place before the invigilator arrives?
- Detailed the roles of a scribe, a reader and a prompter?
- Emphasised that, if an unexpected circumstance occurs, the invigilator should not make any decisions about access arrangements themselves and instead must contact the exams officer?
- Identified the different occasions when candidates may be allowed extra time, for example access arrangements?
- Emphasised that usually, to meet access arrangement requirements, the exams officer will have set up an extra room, arranged for additional staff and any equipment that may be required, and will have considered how many additional invigilators will be needed?
- Identified some scenarios when extra time can be allowed at the end of the exam if a disruption has occurred?

**'We brought together the invigilation team and the SENCO and SEN teaching assistants, to talk through what the access arrangements were and how they affected everyone. The SENCO went through the process for access arrangements – including what is and isn't expected from readers and scribes.'**

**Bushfield Community College,  
Peterborough**



## Points for discussion

- What if a candidate turns up to the exam unable to write?
- What if a candidate suffers a major trauma such as bereavement immediately before an exam?
- A candidate who needs a modified paper, for example an enlarged paper.
- Supervised rest breaks.

# Dealing with candidates' questions

## It is important to:

- supervise candidates in a quiet and unobtrusive manner
- respond to candidates queries promptly and in accordance with exam regulations
- clarify suspected errors on papers with the exams officer
- distribute additional paper/equipment as required.

## Have you...?

- Emphasised to the invigilator that just because the candidate suspects an error, this does not actually mean an error has occurred? Errors in papers are rare and the relevant awarding body usually reports these to centres with an erratum notice. However, the invigilator should contact the exams officer in these situations.
- Stressed that the invigilator must be quick to respond to a candidate's raised arm? It is always a good idea to take spare paper over to the candidate when responding, as this is usually what they require.
- Explained the repercussions if centre staff provide information to candidates about a specific question or the requirements for answering particular questions?
- Explained the procedures for dealing with all emergencies and/or technical failures in an on-screen test?

**'I wrote a quiz – "Who wants to be an invigilator?" – containing questions based upon actual incidents. My aim was to promote discussion of practical situations, and to make invigilators consider carefully all aspects of how to deal with problems when assistance may not be immediately available.'**

**Guiseley School, Leeds**

## Points for discussion

- The right course of action if a candidate asks for an explanation of something in the paper:
  - » Never answering any question relating to the content of the exam paper
  - » Answering queries relating to authorised stationery, for example requests for additional paper.
- The action that should be taken if a candidate claims that there must be an error in the paper because they can't answer the question:
  - » Remaining calm and not panicking.
  - » Asking the candidate to continue and then checking if there are any erratum notices.
- The action that should be taken if a candidate insists that there is a mistake in the paper:
  - » Never confirming that there is an error in the paper unless this has been issued formally by the awarding body concerned.
  - » Asking the candidate to continue.
  - » Speaking to the exams officer/senior invigilator who will then liaise with the awarding body.
- The action that should be taken if an exam paper has been misprinted and pages are missing.
- The action that should be taken if there are any complaints from candidates relating to system delays or any other IT irregularities.

# Looking out for cheating and malpractice

Malpractice includes any kind of irregular conduct in connection with any exam. It is vital to create an exam environment where malpractice can be spotted.

## It is important to:

- remain vigilant during the course of the exam
- understand how candidates might attempt to cheat
- change position in the room regularly
- invigilate from the back of the room or a stage or raised area in the room (if possible)
- know the school policy for reporting any breaches of regulations.

## It is important NOT to:

- congregate in one part of the room
- talk to each other unnecessarily
- perform any other task except invigilation.

## Have you...?

- Discussed how candidates might attempt to cheat, for example MP3 players, calculators, using mobile phones as calculators or for searching the internet, notes in calculators, writing on their arms or hands and trying to get each other's attention?
- Advised invigilators what to do if a phone goes off during the exam?
  - » Locate the phone as swiftly as possible and remove it from the candidate for the duration of the exam.
  - » Report the incident to the exams officer.
- Advised invigilators how to record such incidents?
- Emphasised that a candidate must **NEVER** leave the exam unsupervised if they intend to return and continue the exam?
- Stressed that if a candidate is allowed to finish the exam and leave early for any reason, they are not allowed back in the exam room?
- Highlighted the fact that candidates must not leave the exam until one hour after the published starting time?

**'We produced a complete guide for our invigilators. It is in a file format and includes details of each board's requirements for invigilating, what to do in an emergency i.e. fire alarm and fire procedures, and the college policy on malpractice.'**

**Cornwall College, St Austell**

- Advised that if cheating is suspected, the invigilator must always record the details, times and who was involved? If the invigilator retrieves a piece of paper, this should be retained and given to the exams officer as all details could serve as future evidence.
- Discussed the scenario where a candidate makes frequent requests to go to the toilet?
- Explained that invigilators might become aware of things like a candidate not writing anything for some time before leaving the exam room, and then coming back and writing furiously? Things like this should also be recorded.
- Made it clear that by not acting to report potential cheating, the invigilator might be seen to be acting unjustly towards every other candidate sitting the exam, contravening the JCQ instructions and potentially running the risk of being accused of malpractice?

## Points for discussion

- The possible repercussions to the invigilator, exams office and centre of not reporting potential cheating.
- The implications to the candidate and to the security of the exam if a candidate leaves an exam under one hour after the published starting time.

# Handling disruptions

## It is important to:

- ensure that late candidates are briefed, seated and allowed to participate in the exam with minimum fuss
- know the procedure for dealing with very late candidates
- supervise any candidates who may need to leave the room in accordance with exam regulations
- know the centre policy on dealing with disruptive candidates
- understand that penalties can be applied to a disruptive candidate.

## Have you...?

- Advised that the invigilator should always consider the welfare of the other candidates? It is essential to stop any disruption immediately.
- Explained that a candidate might not be aware that they are causing a disruption, for example a candidate who pen-taps while they are thinking?
- Indicated how you deal with disruptive candidates at your centre?
- Discussed what the invigilator should do if a candidate is taken ill during an exam?
- Explained how other disruptions to the exam may be dealt with? For example:
  - » if a fire alarm goes off
  - » the procedures for dealing with noise during break times.
- Explained that if disruption halts an exam, the invigilator can allow additional time, equivalent to the stoppage time, at the end of the exam? An accurate record must be kept for the relevant awarding body, detailing the time the exam was halted and why, as well as details of the additional time added.
- Explained that a candidate will be considered 'very late' if they arrive more than one hour after the awarding body's published starting time for an examination that lasts one hour or more?
- Explained the JCQ procedure for dealing with a very late candidate?

**'Having a senior invigilator ensures continuity and the smooth running of exams for our school. As a former teacher, our senior invigilator is familiar with the venue and knows which candidates to seat 'out of order' to maintain discipline.'**

**Burford School and  
Community College**

## Points for discussion

Disruptive behaviour in an examination room is deemed as candidate malpractice, which could be subject to penalties being incurred by the candidate. Points to consider include:

- The right course of action if a candidate suddenly gets upset and leaves the room.
- Invigilators must only leave the room to follow a candidate if another invigilator is present.
- The importance of calling for assistance if you need to leave the room, since candidates must **NEVER** be left unattended.
- Trying to convince the candidate to return to the exam (provided they have not been in contact with anyone else).
- Being aware of the time. Did the exam start one hour ago? If not, the candidate must be found immediately, as they could jeopardise the security of the exam paper.
- What to do in the event of a fire alarm?
- The importance of logging details of any disruptions in the exams room so that the exams office may later apply for special consideration.

# Collecting scripts

## It is important to:

- ensure that efficient timekeeping is maintained
- notify candidates that the exam has finished
- ensure that exam conditions are maintained until candidates are dismissed from the room
- collect scripts in attendance register order
- check that nothing has been left at a desk and that no graffiti has been made during the exam
- ensure that scripts are never left unattended and are safely delivered to the exams officer
- ensure that there are no missing scripts
- know the centre policy on finishing exams.

## Have you...?

- Indicated whether at your centre you give a five-minute warning before the end of the exam? (Please note that this is no longer a JCQ requirement.)
- Ensured invigilators are aware that all exams in the same room will not necessarily end at the same time?
- Emphasised that candidates must remain under exam conditions until they leave the room?
- Insisted that candidates are dismissed row by row, particularly if there are candidates still working?
- Stressed the importance of collecting scripts in attendance register order?
- Emphasised that all scripts, additional printouts, loose paper and stationery must be collected before candidates leave the examination room?
- Ensured that your invigilators always know where to take scripts at the end of an exam because scripts must **NEVER** be left unattended?
- Indicated whether you'll involve your invigilators in the packaging of scripts?
- Explained that, at the end of an on-screen test, the invigilators may need to ensure:
  - » all software is closed as necessary (some may close automatically)
  - » any necessary back-ups have been made and stored securely?
- Explained that, if candidates are required to print out work outside the time allowed for the on-screen test, then the candidates must be supervised at all times?



## Points for discussion

- What potential problems may arise at the end of an exam when scripts are being collected?
- Candidates that begin to fidget and become disruptive.
- Scripts being collected in the wrong order.
- Scripts appear to be missing.
- Candidates haven't attached all their extra paper.
- Several exams that take place in the same room, but end at different times.

**'Hills Road is a large centre and can hold up to 750 candidates in several rooms in any one session. In the past, if candidates were absent and not properly recorded, extensive searches were made for non-existent scripts. Also, invigilators sometimes recorded candidates as absent when in fact they were taking the exam at a different time and/or venue.'**

**To resolve the problem, invigilators place one brightly coloured 'Absent' form per question paper on the desk of a missing candidate. Invigilators then collect the 'Absent' form at the end of the exam in place of the script. At the reconciliation stage, before dispatch of scripts, the 'Absent' form alerts the invigilator to the absence of a script and prompts them to check the record to establish whether a candidate is taking or has taken the exam at a different time or in a different venue.'**

**Hills Road Sixth Form College, Cambridge**

# Evaluation form

How useful did you find today's training session? (tick answer)

- Not useful    
  Quite Useful    
  Useful    
  Very useful

After the training, on a scale of 1–6, how well prepared do you feel to undertake invigilation? (please circle: 1 = not at all prepared, 6 = very well prepared)

1	2	3	4	5	6
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How useful did you find the following topics? (please circle 1 = not at all prepared; 6 = very well prepared)

➤ Establishing the basics	1	2	3	4	5	6
➤ Getting candidates into the exam room	1	2	3	4	5	6
➤ Distributing papers	1	2	3	4	5	6
➤ Starting the exam	1	2	3	4	5	6
➤ Access arrangements	1	2	3	4	5	6
➤ Dealing with candidates' questions	1	2	3	4	5	6
➤ Looking out for cheating and malpractice	1	2	3	4	5	6
➤ Handling disruptions	1	2	3	4	5	6
➤ Collecting scripts	1	2	3	4	5	6

What additional support could be provided that would help you in your role as an invigilator? (Please continue on a separate sheet of paper if you need more room.)

Is there anything you would change about today's training session? (Content, delivery, venue, method, etc.) (Please continue on a separate sheet of paper if you need more room.)

Use this space if you would like to make any further comments.  
(Please continue on a separate sheet of paper if you need more room.)

**Thank you for your time. Your feedback is important to our ongoing training.**



## About this publication

### Who is it for?

This booklet is for exams office staff and anyone responsible for organising invigilation in schools.

### What is it about?

It provides advice and resources for recruiting, training and coordinating invigilators.

### Related publications

Available from [www.qcda.gov.uk/invigilation](http://www.qcda.gov.uk/invigilation)

*Invigilator training – information sheet*

*Invigilator training – good practice case studies*

*Invigilator quiz*

Available from [www.qcda.gov.uk/resources/4330.aspx](http://www.qcda.gov.uk/resources/4330.aspx)

*Accepting private candidates: practical advice from your exams office colleagues*

Available from [www.jcq.org.uk](http://www.jcq.org.uk)

*Instructions for conducting examinations (JCQ)*

*Access arrangements, reasonable adjustments and special consideration (JCQ)*

*Suspected malpractice in examinations and assessments (JCQ)*

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Reference QCDA/10/5249/p

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