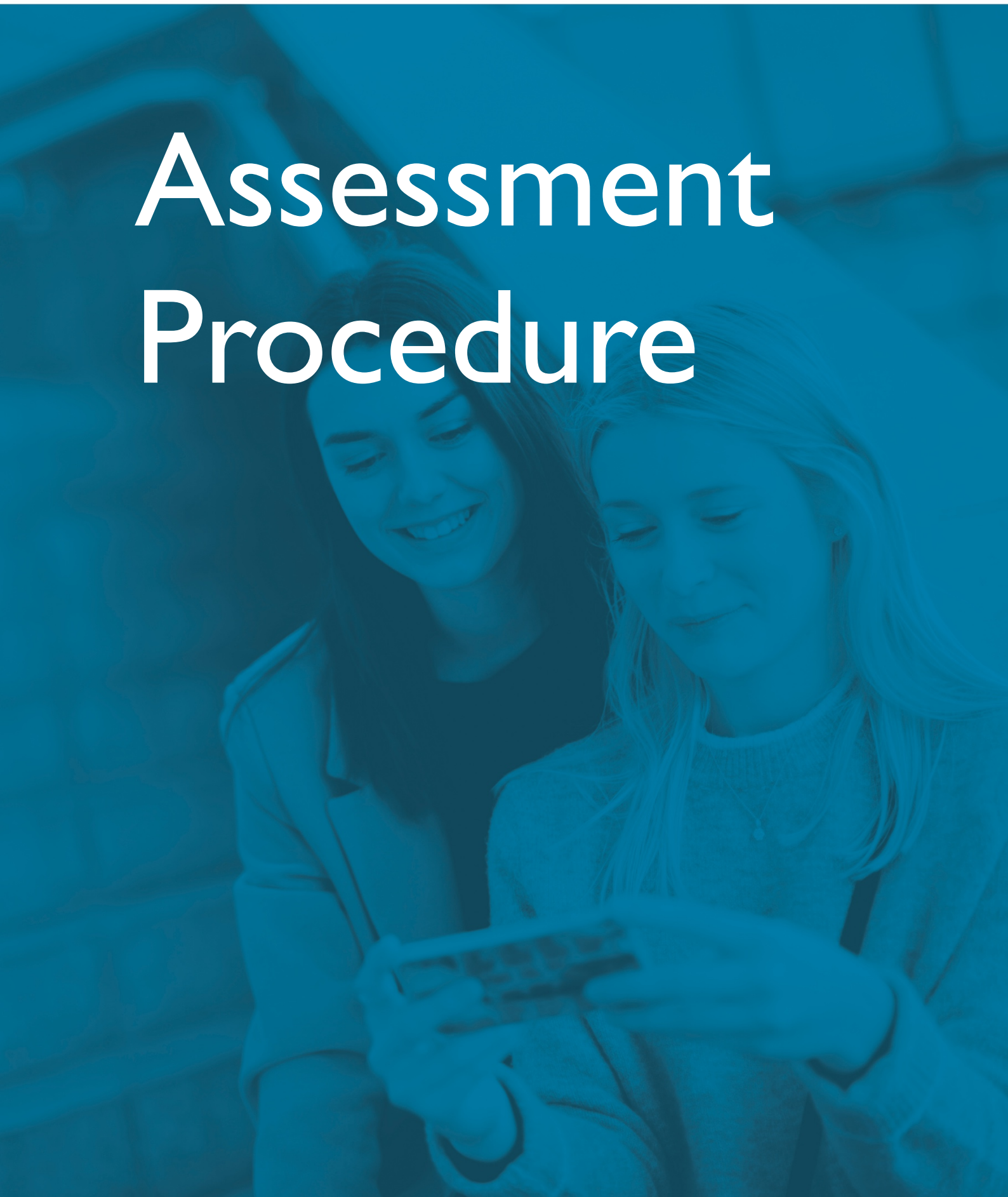
Pearson College London

Assessment Procedure



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1 Introduction and scope

1.1 This document sets out the College's policy on formative feedback and the procedures to be followed in relation to summative assessment drafting, scrutiny, marking and moderation. It should be read in conjunction with the regulations of our validating partners, including their academic malpractice policy and external examiner policy.

1.2 The College's assessment procedures have been designed to conform to the expectations set out in the UK Quality Code. The purpose of the procedures is to ensure that the College achieves the following in its assessments:

(a) Academic standards are rigorously upheld

(b) Equity between students

(c) Assessments, including feedback on assessments, promote student learning

(d) Compatibility with the requirements of our validating partners.

1.3 The Student Services department and Schools shall develop detailed processes, based on the principles set out in this document.

2 Definitions

Academic Malpractice	An act by a student or member of staff which may give them or another an unauthorised or unfair advantage in an assessment or in the determination of results; *or* which is in contravention of any policies governing the conduct of assessments or academic malpractice; *or* which might otherwise undermine the academic integrity or reputation of the College.
Assessment	An umbrella term to cover all the methods by which a student's work is assessed. Assessment may be *diagnostic, formative* or *summative* or a combination.
Assessment – Diagnostic	Diagnostic assessment is commonly employed at the start of a programme and is used to provide information to the teacher, and the student, on the student's preparedness and areas of strength, and further, to identify potential gaps in knowledge and skills.
Assessment – Formative	Formative assessment provides an opportunity to students to receive developmental feedback on their performance. It allows for guidance to be provided to a student on how their performance can be improved and what is being done well. It may include a component of reflective practice by students.
Assessment – Summative	Summative assessments enable students to demonstrate achievement of the learning outcomes for the module. The marks for summative assessments contribute to the student's overall module results.
College	Pearson College London
Coursework	An assessment which requires submission of a completed piece of work by a deadline, including (without limitation) essays, projects, reports, portfolios, pre-recorded video presentations, artwork, videos, computer games.

Examination – Live	An invigilated assessment in which a student or a group of students is required to attend at a scheduled time in order to be examined 'live' online or in person. A live examination can include (without limitation) written examinations, presentations, question and answer sessions, teamwork demonstrations, performances, or questions based on previously submitted coursework.
Examination – Written	Any written assessment, including multiple choice tests, which takes place in an examination room or online over a scheduled time. It includes timed, live, invigilated written assessments, whether online or in person, and unsupervised written assessments completed over a specific time frame, such as a 24-hour period.
Head of Assessments	For Pearson Business School, the Head of Assessments is a named member of staff. For Escape Studios, the Head of Assessments is the Undergraduate or Postgraduate Coordinator.
Module	A coherent and self-contained unit of learning, teaching and assessment with stated learning outcomes, as described in a module specification. Every module has an assigned credit value and is taught at a specific Level. The assessment method for the module is described in the module specification and may comprise more than one assessment components. Where this is the case, the weighting of the different components will be defined in the module specification.
OLE	The College's online learning environment
Programme of Study or Programme	A programme of study comprises a validated curriculum studied through an approved combination of modules, which enables a student to achieved stated learning outcomes and leads to an Award. The details of the programme of study are set out in the programme specification.

3 Formative assessment

3.1 Formative feedback is an essential part of the learning process. Feedback occurs throughout teaching both formally and informally and tutors are encouraged to incorporate informal, oral feedback into all their teaching sessions, as appropriate.

3.2 In addition, all students shall be given at least one formal opportunity in each module to submit work for formative feedback. The nature of this opportunity will vary and be determined by the type of summative assessment. It may, for example, be a mock examination, submission of an outline, extract or draft of an item of coursework, or a rehearsal presentation.

3.3 Where Turnitin is used for formative assessment, submission and feedback should mirror, as far as possible, the summative assessment process, including having access to the Turnitin originality report. This will support students' in understanding how the assessment process works and what good academic practice requires..

3.4 Feedback on a work submitted for formative feedback shall be given to the student in a permanent form, usually in writing but it could be a voice recording or video. Purely oral feedback is not considered adequate for this purpose. Students shall receive their formative feedback within two weeks of submission.

3.5 It is the responsibility of the Deans of Schools to ensure that formative feedback takes place in each module and that students are given every encouragement to participate.

4 Appointment and training of internal examiners

4.1 The Deans of Schools are responsible for appointing internal examiners who must be suitably qualified in terms of subject knowledge and experience. Internal examiners on undergraduate programmes will, normally, hold an academic or professional qualification at least one level higher than the programme on which they are examining, or have substantial academic or professional experience in the field. On postgraduate programmes, internal examiners will, normally, hold an academic or professional qualification at the same level or higher than the programme on which they are examining, or have substantial academic or professional experience.

4.2 In cases where experience is deemed a sufficient substitute for formal qualifications, the Dean of the School will make this decision, and make a record of the evidence prior to the assessment period commencing. If the recorded experience is primarily professional rather than academic, to ensure standards, there will be a suitably qualified/ experienced tutor appointed to second mark any assessed work that contributes to awards.

4.3 All internal examiners shall attend assessment training prior to participation in assessment drafting, scrutiny, marking or moderation.

4.4 Internal examiners responsible for second marking and moderation shall have at least one year's experience of teaching and assessment in a higher education context.

4.5 Internal examiners on programmes validated by the University of Kent who are listed members of Examination Boards must be approved by the University of Kent.

5 Summative assessment drafting and scrutiny

5.1 This section concerns all summative assessment briefs, examination papers and other documents which give students instructions about summative assessment, which shall be collectively referred to as "summative assessments". All summative assessments shall be drafted and scrutinised in accordance with the principles set out in this section, with comprehensive records kept at each stage. The purpose of scrutiny is to ensure that summative assessments:

(a) Give all students a fair opportunity to meet the assessment criteria

(b) Assess the relevant learning outcomes

(c) Are set at the appropriate level for the module

(d) Can be properly answered by students within the word count or other indication of length and/or time available

(e) Conform to the requirements of the module specification and programme specification

(f) Contain no grammatical, typographical or arithmetical errors

(g) Include clear instructions and accurate details about dates, deadlines, word counts, module codes etc.

(h) Include supplementary information concerning any case studies, permitted materials or equipment, or special instructions for invigilators

(i) Where appropriate, include guidance for markers such as marking schemes, points to include or suggested answers. The answers to multiple choice question papers should always be available for checking during the internal scrutiny process

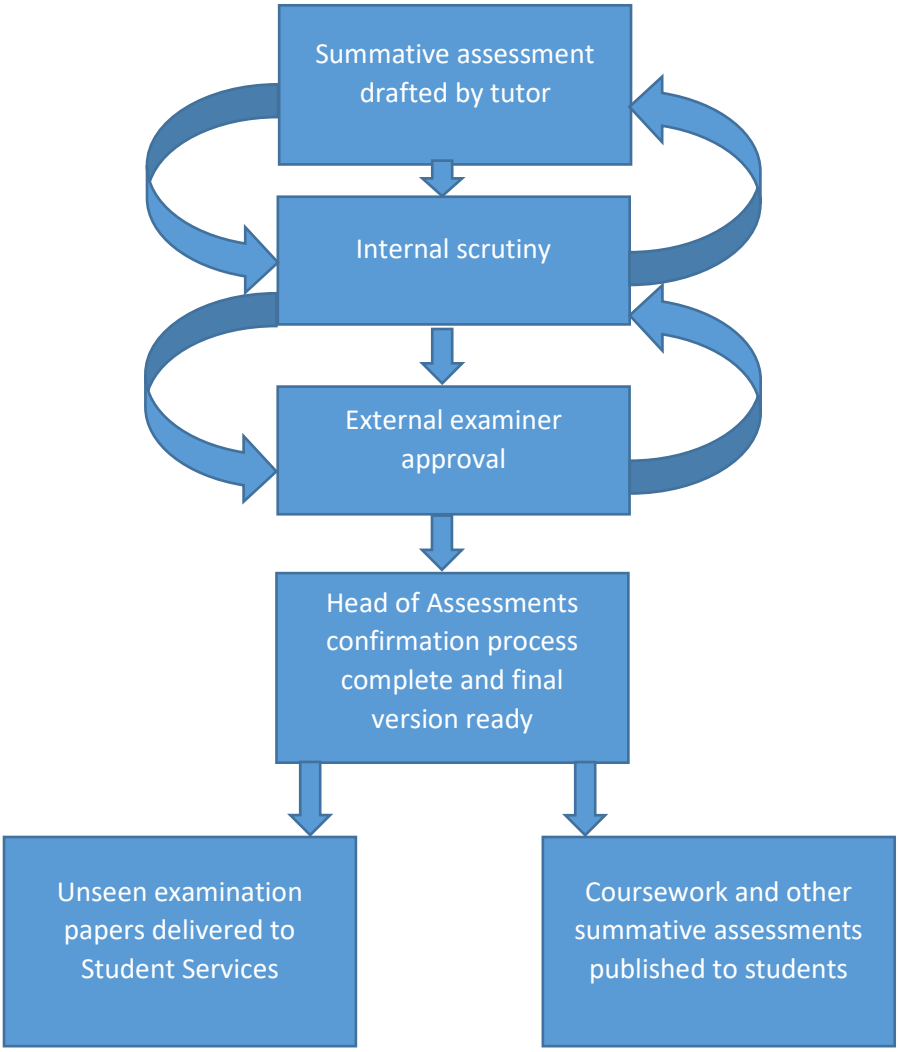
5.2 Summative Assessments shall be drafted by an internal examiner and then scrutinised by at least one other internal examiner within the same school. Internal scrutiny may take place in an in person or online scrutiny meeting. A record shall be kept of internal scrutiny, which will usually take the form of minutes of the scrutiny meeting, together with copies of the draft summative assessments with changes tracked and/or successive versions saved.

5.3 It is recommended that, as part of the internal scrutiny of written examinations (especially those involving multiple choice questions), an internal examiner attempts the questions on the paper in order to check that all questions are viable and can be answered.

5.4 Once internal scrutiny is complete, summative assessments shall be sent to the external examiner for approval, if required by the relevant validating partner. Any changes proposed by the external examiner and agreed by the internal examiner, shall be recorded.

5.5 If required by the relevant validating partner, summative assessments shall also be approved by the validating partner.

5.6 Once a final version of the summative assessment is agreed, the School Head of Assessment shall confirm that the final draft is ready for publication (assessment brief) or printing (written examination) with all required changes having been made and approvals given. Written examination papers shall be provided to Student Services. Other summative assessments may then be released to students at the appropriate time.


Summative assessment drafted by tutor
Internal scrutiny
External examiner approval
Head of Assessments confirmation process complete and final version ready
Unseen examination papers delivered to Student Services
Coursework and other summative assessments published to students

6 Dates and deadline setting

6.1 It is important for students to have clear information as early as possible about the dates and deadlines for their assessments. In so far as possible, therefore, assessment dates and deadlines will be agreed before the start of the academic year or the term in question.

6.2 Term dates (including, where relevant, weeks designated for revision and assessment) are set two years in advance. All coursework deadlines and examination dates must take place during weeks designated for reading, teaching or revision and assessment. Within these parameters, exact deadlines for end of term coursework submissions for each academic year shall be agreed between the Programme Leaders, School Heads of Assessments and Head of Student Services by the end of August prior to the start of each academic year. Dates for in-term summative assessments and their marking deadlines shall be agreed between the Programme Leader, School Head of Assessment and Head of Student Services by the start of each term. End of term examination dates and times and marking deadlines will be agreed, finalised and published no later than the week after reading week.

6.3 Dates for meetings of the Board of Examiners are proposed by the Deputy Vice-Principal (Academic Affairs) before the start of each academic year, in consultation with the Programme Leaders, School Heads of Assessments and Head of Student Services and submitted to validating partners and external examiners for agreement. Preliminary marking deadlines will be considered at the same time.

7 Information to students

7.1 Information about assessments is published to students on the College website and the OLE. The table below sets out where the information is found. A version of this table also appears in the College Handbook.

Document	Details	Location
Programme Specification	This sets out the overall assessment strategy for the programme and details of any special rules relevant to each programme.	College website
Module Specifications	These have specific information about the type of summative assessment required for each module. For example, the specification will say whether the module is assessed by coursework or examination. It will also set out the weighting given to different components of assessment.	College website
OLE Modules	Each OLE module has specific information about the assessments under the "Assessment" tab. For example, the start of term assessment	OLE

	brief for each module will be published here, together with dates, deadlines and instructions for completing and submitting coursework and presentations.	
Examination Timetable (Business School only)	Dates and times for Business School end of term examinations will be published in students' calendars no later than the week after reading week.	Students' Calendars
Examination Briefing Sheet	An examination briefing sheet will be published for each written examination under the *Assessment* tab on the relevant OLE module, setting out the examination structure, materials and other important information students will require in preparing for the examination.	
Regulations	The academic regulations of validating partners	College website and/or validating partners' websites
Programme Handbook	This contains detailed information about both formative and summative assessment, relevant to each school and programme.	College website

7.2 Coursework assessment briefs are published on the relevant module on the OLE, usually at the start of the term in which the module is taught or the assessment takes place. Where a coursework assessment brief is not published at the start of the term, the date of publication shall be clearly announced at the start of term.

8 Summative assessment Turnitin set up

8.1 Turnitin originality reports are a valuable learning and assessment tool. Reports should be used to support students' development of sound academic practice and assessment literacy.

8.2 For this reason, where students are required to submit their summative coursework through Turnitin, Turnitin will be configured to allow them access to the originality report on submission:

8.2.1 For Level 4 students, they may resubmit work and have access to the originality report as often as they would like up to the submission deadline.

8.2.2 For Level 5 students and above, they may submit a draft version for each Turnitin coursework and access the originality report once before final submission. To this end, two Turnitin submission boxes will be created for each Turnitin assignment, each of which will be

set to allow one submission only. The first will be for submission by a student of their draft coursework, with access to the originality report. The second will be for submission by a student of the final version of their coursework for marking.

9 Marking and moderation

9.1 In order to safeguard academic standards and the accuracy of student results, the marking process on all summative assessments shall include the following stages:

(a) First marking of all work by an internal examiner

(b) Second marking and moderation of a sample of work by an experienced internal examiner

(c) Agreement of marks, as appropriate, and wider review of first marking considered where second marking and moderation reveals potential inconsistency in the first marking, as detailed under point 7 below

(d) Review by external examiner, if required by the relevant validating partner

(e) Checking marks recorded on SITS against original student work.

9.2 All marking for written examinations shall be carried out anonymously by student ID or candidate number, if this is practical. Normally, all written examinations are marked anonymously, whereas coursework submissions and presentations are not.

9.3 All markers shall follow relevant policies of the validating partner and the published marking criteria. In particular, examiners who are assessing work submitted on programmes validated by the University of Kent shall follow the categorical marking scheme.

9.4 The sample for second marking in each module shall be determined by reference to each assessment component. The sample will be identified by the first marker or the Head of Assessments and shall include:

(a) All fails

(b) A representative sample across all classification bands

(c) Marks just below a classification band i.e. 49, 59, 69, if categorical marking is not used

(d) The highest scoring work

(e) At least 10% of the students taking the module or a minimum of six to be marked, except for modules with six or fewer submissions, where all will be marked

9.5 The first marker is responsible for completing marking by the required deadline and returning the marked work to the marking administration team for distribution to second markers. The second marker is entitled to select additional or alternative students for second marking.

9.6 Second marking is, largely, a moderation process to ensure that the first marker is marking consistently and appropriately by reference to the level of study, assessment and marking criteria. With the exception of failed scripts, an entire sample of assessments will not, normally, be second-marked. A second marker may give a different mark to that of the first

marker; however, where the discrepancy between first and second marks for the assessment is within a tolerance of five marks, then the first marker's proposed mark will go forward as the agreed mark. An exception applies to first marker's 'fails', for which the final mark must be agreed between the first and second marker.

9.7 If the discrepancies between first and second marker's marks fall outside the permissible five-mark range, and this indicates a systemic issue with the first marking which may require re-opening of the marking within a band or across all bands, then the first and second markers should meet to moderate the marks. If, following the moderation meeting, it appears that consideration should be given to opening up a larger sample for second marking, or re-marking the entire cohort, depending on the nature of the discrepancy, advice must be sought from the Programme Leader, School Head of Assessments and/or Dean of School. Where re-marking of the entire cohort is required, the Vice-Principal (Academic Quality and Enhancement) and/or Deputy Vice-Principal (Academic Affairs) should also be informed.

9.8 Second markers shall complete an Assessment Moderation Form to record their second marks, their reasons for giving those marks and brief details of any moderation meetings leading to agreed marks which are different from the first marks.

9.9 Following second marking and moderation, each Assessment Moderation Form will be checked by the marking administration team and signed off by the School Head of Assessments or Deputy Dean.

9.10 The marking administration team will be responsible for updating marks on all original assessments following second marking; for uploading marks onto Evision; and for checking those marks against the student's original work. All assessment marks will then be provided to Student Services by the agreed deadline for each marking period. Student Services will enter marks into SITS and prepare the meeting of the Board of Examiners.

9.11 Student Services will send all fails and the second marked student work, together with supporting material, to external examiners for review and comments before each external meeting of the Board of Examiners.

10 English Language Proficiency

10.1 Assessments at the College must ensure effective assessment of technical proficiency in the English language which reflects the level and content of our courses.

10.2 Learning outcomes and specific assessment processes and standards are set out in our programme and module specifications.

10.3 For this reason, our programme and module specifications must require that standards of English language proficiency appropriate for the level and content of each module are assessed.

11 Security of assessments

11.1 Security of assessment material is of vital importance. The Head of Student Services shall establish detailed rules about security of assessment which shall be strictly observed by all staff.

12 Conduct of examinations

12.1 The Head of Student Administration, reporting to the Head of Student Services, will be responsible for organising all examinations.

12.2 All candidates attending a live examination, whether in person or online, are required to prove their identity with their College ID card. Attendance at all examinations will be recorded.. This record will be provided by the invigilators to Student Services immediately after an in person examination has concluded. Where the live examination is online an electronic record will be kept.

12.3 For each examination , the Head of Student Administration shall ensure the timely and effective publication to students of the examination date, time, location and format. Briefing sheets for each written examination, setting out the structure, instructions and materials, will be published at the same time on the OLE under the Assessment tab on each relevant module. Other examination material published on the OLE in the Business School Community section shall be checked and updated at this time, as required.

Live examinations

12.4 All live examinations take place under formal, invigilated examination conditions. For live examinations taken in person, the Head of Student Administration appoints invigilators and ensures that all invigilators are fully trained. Clear instructions to invigilators are to be provided, which include the text for announcements to candidates, to ensure that there is complete consistency and clarity for candidates. This includes tutors, who may invigilate live examinations. For live examinations taken online, the Head of Student Administration approves and manages the online invigilation process to ensure its effectiveness and consistency with standards set out by a validating partner or professional body. This may include online invigilation software, which will be additionally monitored.

12.5 Instructions to invigilators are attached to this document at Appendix 1.

12.6 To facilitate second marking, moderation and external scrutiny, all oral in person live examinations are recorded with video and audio.

12.7 Student Services provide a register of candidates to the invigilator(s) supervising an in person live examination. Invigilators are responsible for ensuring that each attendee identifies themselves with their College ID card and signs the register.

13 Students with additional learning needs

13.1 The Head of Student Administration, in conjunction with the Student Support Administration Manager, is responsible for ensuring that all reasonable adjustments to assessments which are specified for students with Learning Support Agreements are arranged, as appropriate.

14 Feedback on summative assessment

14.1 Assessment, including summative assessment, should promote learning as well as assess it. In accordance with this principle, examiners provide feedback, either written or recorded in some other form, on all summative assessment.

14.2 In order for students to be able to access their feedback, to understand it and to use it to improve their work, the feedback must be provided through the agreed channels, in an agreed format and in a timely manner.

The medium for providing feedback

14.3 The medium or method for providing feedback for each programme (e.g. via Turnitin, the OLE, secure drive) must be agreed at the beginning of the academic year and students must receive clear communications on how to access their feedback.

Consistency of Approach

14.4 Programme teams must, where possible, agree a single pro forma report (or equivalent) for the programme or subject assessment type to ensure:

14.4.1 Consistency in the presentation and detail of the feedback;

14.4.2 Consistency between modules within the same programme;

14.4.3 Feedback provides an explanation of the mark awarded with reference to learning outcomes and the marking criteria;

14.4.4 Feedback on all assessments other than written examinations includes comments regarding areas of strength, areas needing improvement and recommended actions to improve performance.

14.4.5 Feedback on written examinations explains and justifies the marks given.

14.5 Where recorded oral feedback is the agreed method then the programme team must ensure this adheres to the principles at 12.4 above.

Promptness of Feedback

Assessments other than Written Examinations

14.6 Programme Leaders must:

14.6.1 Return marked work with provisional marks and feedback no later than 20 College working days after:

- the in-term submission of assessments, where feedback on a 20-day turnaround can be provided before the end of term assessment period; or
- the last day of the assessment period (Pearson Business School); or,
- the end of the module (Escape Studios); or,
- the end of the period for any extension granted to the student concerned beyond the end of term assessment period.

The feedback turnaround period includes vacations when the College is open. This timeframe only applies to student work that is submitted on time or, if an extension has been granted, submitted by the extension deadline.

14.6.2 Ensure marks have been through internal moderation before the feedback is released to students. This must take place within the 20-day period. Students must be informed that such marks are provisional. 'Provisional' means that released marks are provisional until external scrutiny and moderation is complete and confirmed by the relevant examination board and may change.

Written Examinations

14.7 Programme teams must provide generic, module-level feedback on written examinations within 20 College working days of the end of term assessment period in which an examination takes place. The feedback turnaround period includes vacations when the College is open.

For All Assessment Types

14.8 Programme Leaders must:

14.8.1 Remind staff, no later than the deadline for submission, when the 20-day period is due expire and immediately investigate any failure to meet it.

14.8.2 Report instances of modules in which the 20-day maximum was not met to the Dean and the School Board.

14.8.3 Consider the weekly demands on staff during workload planning, to ensure that heavy marking loads are predicted and other activities de-prioritised accordingly. Additional staffing to assist those with particularly heavy marking loads should be considered, to help ensure the maximum is not exceeded.

14.8.4 Consider the implications of staff annual leave on feedback return times. If staff are on pro-rata contracts, or have annual leave during the 20-day period, reasonable measures should be taken to help ensure the 20-day maximum is not exceeded, e.g. by making alternative arrangements for marking. If an extension to 20 days cannot be avoided, this should be predicted and a new return date agreed and communicated to students.

Appendix 1: Instructions to Invigilators

PEARSON COLLEGE LONDON

Invigilation Instructions
Live Written Exams

Pre-examination tasks

1) When you enter the examination room to set up please ensure there are enough desks for the students attending and they are set up for an examination so there is enough distance between the rows for you to walk through. If there are any missing please contact Student Services
2) Put the Examination door list on the main door of the room
3) If not already done stick the desk numbers to the desks in order going up each row.
4) Layout the student desk tickets, exam papers, scripts and any other materials required on each desk in order ensuring the layout and the list on the door match.
5) If your room has a computer screen at the front call up a clock on the computer and display it on the screen. This is the clock the examination will start and finish by. If there is no computer screen a clock will be provided please place it in a prominent position where all students can see it.
6) There should be a flip chart or white board at the front of the room. Please write the name of the examination on this and include the start and end time.
7) There should always be at least one invigilator in the room once the materials are in there.
8) An area at the front of the room should be designated for coats and bags (external venues may differ)
9) 15 minutes before the start of the examination students should be invited to enter the room and take their seats. They should be reminded that there is no talking once they enter the room and all phones must be turned off and left in their bags. Watches should be removed also and left in their bags.
10) Once the examination begins the toilets on that floor will be checked by a member of Student Services staff before students ask to use them during the examination.

PRE-EXAMINATION ANNOUNCEMENTS

Please read out the following instructions to students once they are all seated:

1) The title of the examination is *(read from flip chart or white board)*
2) This examination will start at *(read from flip chart or white board).* and will finish at *(read from flip chart or white board)*.
3) There is no specific reading time unless stated on the examination paper: you may start answering the paper as soon as you wish when the examination has started. All timings will be taken from the clock/s in the room.
4) Both a **15-minute** and a **5-minute warning** will be given before the end of the examination.
5) You should each have the following items on your desk. Please check that you have them and, if anything is missing, please raise your hand. (*read from list of requirements)*

6) All mobile phones and smart watches should have been stowed away from your desks and switched off. You are not permitted to have a mobile phone, smart watch or any other electronic device at your desk or on your person during the examination. Anyone found to have any such device will be presumed to be cheating. If you have inadvertently brought a device into the room, please switch if off now and raise your hand for an invigilator to collect it. You can collect it from the front of the room when you leave.
7) If your telephone rings during the exam your bag will be removed and safely stored in the Student services office for you to collect once the exam has finished
8) You should have brought with you your Pearson College student ID card. If you have not brought your ID card, please raise your hand. Please place your student ID card on the desk ready for inspection.
9) [FOR THIS ANNOUNCEMENT IT IS SUGGESTED YOU HOLD UP AN ANSWER BOOKLET AND POINT TO APPROPRIATE SECTIONS] Please now look at the cover of your answer booklet. You will need to complete the information on the front cover. **THIS SECTION REQUIRES YOUR CANDIDATE NUMBER IN PLACE OF YOUR NAME. DO NOT WRITE YOUR STUDENT ID NUMBER OR NAME ON THE FRONT OF THE ANSWER BOOKLET.**
10) You should now fill in the information required in the boxes in the main information section, except for the box for recording the questions answered. Please take a moment now to complete this information.
11) Please now sign your desk ticket in the required space. We will collect these slips at the end of the examination.
12) You are not permitted to leave the room within the first 30 minutes or the last 30 minutes of the assessment. If you wish to leave at any other time they should **seek permission from an invigilator before doing so by raising your hand**.
13) If you need to go to the toilet, please raise your hand to ask permission. Only one student at a time will be permitted to leave the room to go to the toilet, so you may need to wait. An invigilator will accompany you. You must remain silent while out of the room. Talking in the toilets during the assessment will constitute cheating.
14) If you wish to communicate with an invigilator, you should raise your hand in silence. An invigilator will then come to you. If you are given permission by an invigilator to leave the room for any reason, you should do so as quietly as possible.
15) At the end of the examination, I will ask you to stop writing. You must stop writing immediately and close your answer booklet the moment this announcement is made. You are not permitted to complete your sentence or paragraph. TO CONTINUE WRITING AMOUNTS TO CHEATING AND WILL LEAD TO CONSEQUENCES.
16) You are not permitted any rough paper. If you wish to make rough notes, you should do so in your answer booklet or question paper and cross it through afterwards if you do not wish it to be marked. All material which you write in the answer booklet will be marked unless it is clearly crossed through.
17) Finally, please be considerate to others if you have brought in a drink or food.
18) Good luck
19) You may now begin.

During the examination

1) Note the times for the finish of the examination, the 15 minute warning and the 5 minute warning on the whiteboard/flip chart.
2) After 30 minutes walk round the room marking off the register by checking the students ID. If a student is absent then complete an absent slip and place it on the desk they would have been sitting. This will then be collected with the scripts.
3) Complete the Examination security form with the information. One for each examination.

4) Walk around the room periodically and respond to any student who raises their hand. Distribute continuation sheets and treasury tags if required.
5) If you are aware of any problems (e.g. missing or incorrect ID, annotation in Permitted Materials, students attempting to communicate with one other), report to the Chief Invigilator who will take appropriate action and note the issue on the Invigilation Incident report.
6) Be vigilant about any possible disturbances and take action if required (e.g. if people outside the room are making a noise, go out to ask them to be quiet). If there is any significant disturbance, note it on the Invigilation Incident Report.
7) The Chief Invigilator will announce the 15 minutes and 5 minute warnings.
8) Students are permitted to leave the room to go to the toilet, accompanied by an invigilator who will wait and accompany them back. Therefore, only one student can be allowed out of the room at any one time. It may be necessary to manage a queuing system.
9) Do not answer any questions the students may have about the content of the question paper. If there appears to be a genuine problem, report to the Chief Invigilator who will contact Student Services for advice.

POST-EXAMINATION ANNOUNCEMENTS

Don't forget to give the 5 and 15 minute warnings as the examination approaches its conclusion. When the time is up, make the following announcement, loudly and clearly:

1) You must stop writing now, the examination is over. Put your pens down and close your answer booklets.

Wait to ensure that all students have obeyed. Then continue.

2) You need to complete the information on the cover of your answer booklet. [PICK UP A BLANK ANSWER BOOKLET, SO THAT YOU CAN POINT TO THE RELEVANT BOXES]. Please write in the vertical boxes, the numbers of the questions which you have attempted.
3) Please double-check that you have completed the other information on the cover of the answer booklet, in particular your Candidate Number. Make sure your Candidate number is on any continuation sheets and on your MCQ answer sheet if used. Use the Treasury Tag provided to join your answers into a single bundle.
4) The invigilators will now collect the answer booklets, absent slips, question papers and desk tickets. **YOU MUST REMAIN SEATED AND SILENT UNTIL EVERYTHING HAS BEEN COLLECTED AND CHECKED.**

Wait while collection takes place. **ALL SCRIPTS MUST BE CHECKED AS THEY ARE COLLECTED TO MAKE SURE THE CANDIDATE NUMBER IS ON THE FRONT** – but remind students to be quiet if necessary. Once the booklets and question papers have been counted, continue:

5) The examination is finished – please take any rubbish with you. You may leave now.

End of examination

After the examination

1) Check all scripts and absent slips are accounted for and complete the Examination Security form. This should then be put on top of the scripts.
2) Check the examination room. Throw away any rubbish and collect any remaining items (e.g. ID cards left behind).
3) The answer booklets and other materials should be securely transported to the Student Services Office by the chief invigilator with their completed report.

Person responsible	Deputy Vice Principal (Academic Affairs)
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