

Instructions for Conducting External Assessments (ICEA)



BTEC Firsts from 2012/2013
BTEC Tech Awards from 2017/2022
BTEC Technicals from 2017
BTEC Nationals from 2016

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Introduction

We're here to help

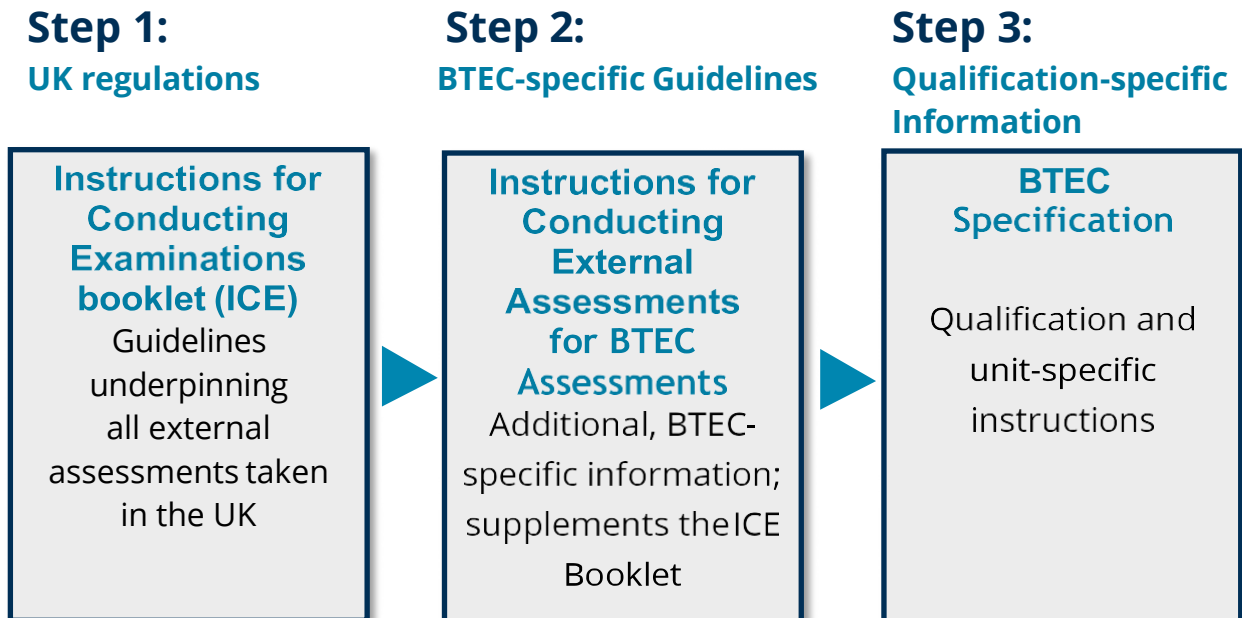
If you need more information or support at any stage, please do contact the BTEC Assessment team who are here to help with all your assessment queries.

For support and other general queries please visit the contacts pages of our website so your question can be answered as quickly as possible by our teams: <http://qualifications.pearson.com/en/support/contact-us.html>



How to use this guide

What you need to do:



Step 1: UK regulations

Read the current Instructions for Conducting Examinations (ICE) booklet

You need to start by familiarising yourself with the Joint Council for Qualifications (JCQ) instructions on how to conduct examinations – these guidelines underpin all external tests taken in the UK. You can find the latest version on the JCQ website (<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>)



The JCQ's Instructions for Conducting Examinations covers general and vocational qualifications and includes guidance around:

- Preparing for the examination
- At the beginning of the examination
- During the examination
- At the end of the examination
- After the examination.

You should follow the instructions in the Instructions for Conducting Examinations booklet. If you need to adapt these instructions for BTEC Firsts, Tech Awards, Technicals and Nationals assessments, you'll find clear guidance on this document and in the relevant BTEC specification.

Step 2: BTEC-specific Guidelines

Read this Guide, Instructions for Conducting External Assessments (ICEA) for BTEC Firsts and Nationals

This guide provides you with the additional information you need to undertake external assessments for BTEC Firsts (from 2012 and 2013), Tech Awards (from 2017 and 2022), Technicals (from 2017) and Nationals (from 2016).

There's detailed, step-by-step guidance for each mode of assessment and some handy checklists for each role so you can be confident you have everything covered.

The assessment timetables and BTEC External Overview document will clearly show which external assessments are running each year and what form of assessment it is so that you can apply the correct conditions. All documents are published annually on our timetables page:

<https://qualifications.pearson.com/en/support/support-topics/exams/exam-timetables.html>



Step 3: Qualification-specific Information

Read the external assessment section in the relevant BTEC specification

You also need to read any specific instructions in the relevant BTEC specification document which you can find on the Pearson Qualifications website ([qualifications.pearson.com](https://www.pearson.com/qualifications)).

Working from three guidance documents together will ensure you have all the correct conditions and requirements in place for each stage of the assessment process.

What you need to know:

Types of BTEC external assessment

There are four different types of external assessment for BTEC assessments:

| Type | Description |
|---------------------------------|---|
| Set task | A longer assessment where learners respond to a brief set by Pearson. |
| Performance task | A skills-based assessment that will often be recorded so we can assess how well a learner can do a particular activity. |
| Paper-based/written test | A test taken by all learners at the same time and offered in one or more series per year. |
| Onscreen test | A test taken on a computer. Some tests may be offered on demand. |

This guide and the BTEC Specifications together will cover each type of assessment, so you understand the differences and are fully prepared for each.



Documents to use with each form of external assessment

You will need to refer to documents specified below for the different forms of external assessment. The table below summarises this:

| Type | Instructions for Conducting Examinations (JCQ) | Instructions for Conducting External Assessments (BTEC) | BTEC Specification | Notes |
|--------------------------|--|---|--------------------|---|
| Externally set task | X | ✓ | ✓ | |
| Performance task | X | ✓ | ✓ | |
| Paper-based/written test | ✓ | ✓ | ✓ | There is a different accommodation for BTEC assessments |
| Onscreen test | ✓ | ✓ | ✓ | Go to Section C for more information |

Paper-based/written tests – different accommodation rules for BTEC

For paper based/written tests, you will need to follow the requirements laid out in JCQ’s ICE document, although there are different rules around room requirements for BTEC assessments.

There is no requirement for BTEC examinations to be held in an exam hall. You can use a classroom setting as long as the room is appropriately set up. Go to Section B for more information.



Responsibility for conducting external assessments

The Head of Centre is responsible for the proper conduct of the external assessments and ensuring everyone involved observes the Instructions for Conducting Examinations guidelines, and the instructions in this Guide and the BTEC specifications.

For the purposes of this Guide, we've defined the Head, Principal or Chief Officer of a centre, approved by Pearson, as the Head of Centre.

Special consideration and access arrangements

Our Special Requirements team can advise on any queries around access arrangements or special consideration. You can email the team at: uk.special.requirements@pearson.com.

Registrations, assessment bookings and certification

You'll find everything you need to know about:

- registrations
- assessment bookings
- certification

for these qualifications in the Pearson Information Manual which you'll find in the Support section on the Pearson Qualifications website (<https://qualifications.pearson.com/en/home.html>).



Timetabling of assessments

Paper-based/Written tests

Series-based examinations specify the date and time at which all learners must take the assessment. Paper-based/written tests for BTEC Firsts, Tech Awards, Technicals and Nationals are timetabled in conjunction with the JCQ common timetable; that means all external assessments within a given series will fall within the exam period defined by JCQ.

The published starting times are:

| | |
|----------------------------|---------|
| All morning examinations | 9.00 am |
| All afternoon examinations | 1.30 pm |

You may vary the starting time of examinations by **up to 30 minutes earlier than, or later than**, the published starting time. You don't need permission in advance from Pearson, or to complete any paperwork.

Tasks and performances

Set tasks and performance tasks will usually have either:

- timetabled period during which the task must be completed.
- a deadline for submission of work.

You are free to decide when and how to complete the tasks within the particular parameters set for each relevant unit.



Onscreen tests

We offer onscreen tests either:

- within a specified window
- on demand.

You can take on-demand tests at a time of your choosing, when you decide the learner is ready to take the test.

Learn more about onscreen tests in Section C.

We publish the BTEC assessment timetables annually on our website where you'll find details of when we offer each assessment (<https://qualifications.pearson.com/en/support/support-topics/exams/exam-timetables.html>)



Definitions of control

The level of control will depend on the individual external assessment, and you'll find arrangements specific to each one detailed in the relevant BTEC specification and sample assessment material. You'll need to read these and follow the guidelines. The table on the following page summarises the controls applied to these assessments.

Paper-based/written and onscreen tests

For paper-based/written tests and onscreen tests, you must observe exam conditions following the instructions in this document and the JCQ ICE document.

Set tasks and Performance tasks

For set tasks and performance tasks there may be separate stages in the assessment with different levels of supervision.

Non-supervised conditions

Many of the set tasks include a period during which learners can conduct research, plan, prepare and develop their response to the task. During this period, learners follow the non-supervised conditions.

Supervised conditions

In many cases the set tasks include a period during which learners write up the final version of their work ready for submission. During this period, learners follow the supervised conditions.

The BTEC specification for each unit will explain the balance between supervised and non-supervised conditions for each set task or performance task and will clearly indicate the amount of time assigned to each part as well as resources permitted in each part.

You need to ensure that you apply the correct conditions to each part of the assessment.



Summary of assessment conditions for BTEC external assessments

| | Paper-based/ Written and onscreen tests | Set tasks and performance tasks | |
|----------------------|--|--|--|
| Control Type | Exam Conditions | Supervised Conditions | Non-supervised Conditions |
| Authenticity | Learners complete all work under the direct supervision of an invigilator. Learners are within direct sight of the invigilator(s) throughout the assessment. | Learners complete work under direct supervision. Learners are within direct sight of the supervisor(s) throughout the assessment. | Learners do not need to be directly supervised at all times, but there is sufficient supervision to ensure that work submitted for assessment can be authenticated to confirm it is the learner's own. |
| Time | Learners have a limited amount of time in which to complete all work; the duration is specified by Pearson. | | Learners may use as much time as they wish to work on the task up until the deadline for submission or start of the supervised conditions (depending on specific unit) |
| Resource | The use of resources is tightly prescribed, and if appropriate, restricted to material provided by Pearson (supplemented by preparatory notes if allowed). The centre must ensure that there is no access to internet (or mobile phones) or e-mail; display materials which might provide assistance are removed or covered. | Clearly specified in the task paper. The centre must ensure that learners only have access to materials and resources as defined in the task paper; display materials which might provide assistance are removed or covered. | The use of resources, including the internet or prepared notes, is not tightly prescribed. |
| Collaboration | Learners complete their work independently; there is no interaction with other learners. | Learners complete their work independently; there is no interaction with other learners. | Whilst interaction with other learners is not prohibited, the work that an individual learner submits for assessment must be their own. |
| Feedback | There must be no assistance of any description provided to the learner during the assessment. | | General advice may be given unless BTEC specification or task instructions say otherwise. |



Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance. Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes, or the internet to help them complete the task.

Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.



Instructions for conducting BTEC external assessments

You should follow the instructions for the type of assessment your learners are taking:

Section A – Set tasks and performance tasks

Section B – Paper-based or written tests

Section C – Onscreen tests



Section A – Set tasks and performance tasks

In this section

This section provides general guidance for running externally set tasks and performance tasks and explains how to apply the required controls. You should read this in conjunction with the specific information for each task which you'll find in the relevant specification or task paper.

- 1. Levels of control**
- 2. Issuing tasks**
- 3. Task taking**
- 4. Loss of work**
- 5. Malpractice**
- 6. Absence from an assessment**

1 Levels of control

Different levels of control may apply at the stages of assessment:

| | |
|---------------------|--|
| Task setting | All tasks are set by Pearson. |
| Task taking | May include separate sub-stages requiring different levels of control. E.g., learners gathering research without direct supervision and writing up their findings under supervised conditions. |
| Task marking | All tasks are marked by Pearson. |



2 Issuing tasks

Pearson issues all BTEC tasks, and you should consult the relevant BTEC specification to check the timelines for when these tasks will be available. The tasks will change for each assessment opportunity which means that each task will only be 'live' within a specified period.

You must ensure that you use the correct task for the assessment opportunity.

3 Task taking

2.1 Supervision

| You do need to | You don't need to |
|--|---|
| <ul style="list-style-type: none"> ✓ ensure that learners understand what they need to do to comply with these regulations. <p>In particular you must ensure that learners:</p> <ul style="list-style-type: none"> ✓ understand that they must reference information from published sources. ✓ receive guidance on setting out references. ✓ are aware that they must not plagiarise other material. | <ul style="list-style-type: none"> ✗ bring in external invigilators to supervise the taking of externally set tasks or performance tasks; they can be supervised by the class teacher. ✗ display the JCQ warning posters. |



What do supervised conditions actually involve?

The use of resources is clearly specified in the task paper. You must ensure that:

- all learners are within direct sight of the supervisor throughout the session(s)
- display materials which might provide assistance are removed or covered
- there is no access to email, the internet, or mobile phones, unless the task paper or BTEC specification clearly indicates that learners may have access to internet to continue research.
- learners complete their work independently
- there is no interaction with other learners
- no assistance of any description is provided.

What do non-supervised conditions actually involve?

Learners do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. You should always check the specific requirements for the task found in the task paper or relevant BTEC specification. You must ensure that:

- all learners participate in the assessment
- there is sufficient supervision to ensure that work can be authenticated
- the work that a learner submits is their own

2.2 Advice and feedback

You should advise learners on the following aspects **before** they begin work on the task. This will ensure they are fully prepared to do the best they can.

- Sources of information.
- Relevance of materials or concepts.



- Structure of response.
- Techniques of data collection.
- Techniques of data presentation.
- Skills of analysis and evaluation.
- Health and safety considerations.

You must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the BTEC specification or task paper states otherwise.

What advice and feedback can I give to learners during the task taking stage?

You should be aware that different levels of control may apply at different stages of task taking depending on the arrangements for the particular task. You must be careful to ensure the correct conditions are applied at all stages.

Supervised Conditions

Once learners have started work under supervised conditions, you must not provide advice or feedback of any description.

Non-supervised Conditions

While learners are working under non-supervised conditions, you may provide oral and written advice at a **general** level to propose broad approaches to the task or broad approaches for improvement **unless** the BTEC specification or task instructions say otherwise.

Any advice given at this stage **must**:

- **not** refer to how to meet specific assessment criteria
- **not** provide detailed feedback on errors or omissions
- ensure learners' work is their own and there has not been direct intervention from centre staff to improve presentation or content.



| Allowed | Not allowed |
|--|--|
| <ul style="list-style-type: none"> ✓ You can remind learners how to identify relevant sources of information. ✓ You could remind learners how to structure their response. | <p>You must not:</p> <ul style="list-style-type: none"> ✗ Give specific feedback on particular sources your learners have used ✗ Directly provide them with additional sources to use. ✗ You cannot give your learners a specific action plan on how to develop their own response. |

2.3 Resources

You must pay careful attention to any restrictions stated in the BTEC specification or task paper to ensure learners only have available to them the permitted resources for the task they are completing.

Where learners are working over more than one session, the BTEC specification or task paper will clearly indicate whether work must be held securely between sessions. These documents will also specify what preparatory notes and materials learners are permitted to use during supervised sessions. You must follow these instructions carefully.

2.4 Group work

Where the BTEC specification allows, some tasks may be undertaken as part of a group; the BTEC specification may place a restriction on the maximum size of the group. Learners must work individually unless the BTEC specification clearly indicates that they may work in groups.

It must be possible to attribute assessable outcomes to individual learners – that each learner must produce their own written work to accompany the submission. The contribution of each individual learner must be clear from both the work itself and any record forms.



2.5 Authentication

Where required, learners must sign a declaration to confirm that the work they submit for assessment is their own unaided work. Pearson will provide all relevant documentation with each set task. You will need to confirm that the work:

- is solely that of the learner confirmed
- was completed under the required conditions.

If you have any doubt about the authenticity of the work, you should not submit it for assessment.

2.6 Secure storage

Secure storage is defined as a secure storage facility, e.g., safe, security cabinet. Where learners are producing artefacts (e.g., Art and Design) secure storage can include a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next. If you are required to store work securely between sessions this will be indicated clearly in the BTEC specification or set task paper.

3 Loss of work

Where work has been lost before being submitted, learners may be eligible for special consideration, depending on the circumstances.

| | | |
|-------------------------------------|--|--|
| Learner responsible for loss | The loss is a consequence of negligence on the part of the learner. | ✗ Not eligible for special consideration. |
| Centre responsible for loss | The loss is not a consequence of negligence on the part of the learner. The centre is able to verify that the work was completed or partially completed and had been monitored while it was in progress. | ✓ Eligible for special consideration. |

If work has been lost, you should report this to Pearson using JCQ Form 15 – JCQ/LCW.



4 Malpractice

Learners taking externally set tasks and performance tasks must not:

- submit work which is not their own
- lend work to other learners or allow other learners to copy their work
- allow other learners to have access to their own independently sourced material
- assist other learners to produce work
- use books, the internet or other sources without acknowledgement or attribution
- submit work that has been word processed by a third party without acknowledgement.

Learners are allowed to lend books or other resources to one another, but they must not plagiarise others' research. If Pearson suspects malpractice, the action we will take will depend on the stage of the assessment process the learner has reached:

| Irregularities identified by: | Stage in the assessment process | Action taken |
|-------------------------------|--|---|
| Centre | Before the learner signs the authentication statement. | <ul style="list-style-type: none"> • The centre should deal with the irregularity under its own internal procedures. • In the submission, you must clearly indicate details of any work which is not the learner's own. |
| Centre | After the learner has signed the authentication statement. | <ul style="list-style-type: none"> • The Head of Centre must notify Pearson at the earliest opportunity at candidatemalpractice@pearson.com. • If malpractice is confirmed, Pearson will apply a penalty. |
| Examiner or moderator | After the learner has signed the authentication statement. | <ul style="list-style-type: none"> • Pearson will ask the Head of Centre to conduct a full investigation and report their findings. • If malpractice is confirmed, Pearson will apply a penalty. |

If malpractice is confirmed Pearson will apply a penalty proportionate to the seriousness of the malpractice found. Malpractice can include (but are not limited to):



- a written warning
- loss of marks for a section or the unit
- disqualification from the unit or qualification as a whole
- debarment from entering assessments for a set period.

You can find more information on the JCQ website:

(<https://www.jcq.org.uk/exams-office/malpractice/>)

5 Absence from an assessment

Learners may be absent from an externally set task or a performance task at the time the remainder of the cohort complete the task. Where this is the case, affected learners may complete the task separately as long as they still complete the task within the specified window or by the published submission deadline as appropriate for the task. Where the work can still be completed within the specified timeframe and following the required controls there is no need to contact Pearson to request this.

Illness during a task

Learners who fall ill during a task assessment can return to complete the remaining time left on the task once recovered as long as this is within the specified window or by the submission deadline as appropriate for the task.

Unable to attempt or complete a task

Where learners are unable to attempt or complete the task within the specified window or by the submission deadline then they should be marked as absent and special consideration should be applied for.

You can find more information about special requirements on our website (<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/access-arrangements.html>)



Section B – Paper-based/Written tests

In this section

This guidance supplements the UK-wide information in the *JCQ Instructions for Conducting Examinations* booklet which you must follow except where specifically indicated below. The information included in this guide highlights some of the most important requirements.

1. **Accommodation**
2. **Invigilation arrangements**
3. **Identification of learners**
4. **The people present**
5. **Starting the assessment**
6. **Supervising the learners**
7. **Irregular conduct**
8. **Malpractice**
9. **Emergencies**
10. **Finishing the assessment**
11. **Collecting, packing, and sending scripts**
12. **Absence from an assessment**



1 Accommodation

Whenever learners are working under exam conditions, you need to follow the general requirements for preparing an appropriate examination room outlined in the JCQ Instructions for Conducting Examinations booklet (see sections 5.4 to 5.16).

Examination hall and classrooms

For BTEC Firsts, Tech Awards, Technicals and Nationals external assessments, it is not compulsory for your learners taking examinations under high-control conditions to complete the assessment in an examination hall. You can use classrooms as long as you closely observe all requirements relating to the accommodation of the assessment.

Display materials

The JCQ issues posters called Warning to Candidates and No Mobile Phones which you are required to display outside the room.

You must also ensure that all display materials such as:

- maps
- diagrams
- wall charts
- projected images

which might be helpful to learners are not visible in the examination room.

You'll need to take particular care with tests held in classrooms regularly used for teaching the qualification which is being assessed. These rooms are more likely to contain display materials directly relevant to the assessment; the same applies to libraries and science labs.



2 Invigilation arrangements

Choosing an appropriate invigilator

The Head of Centre must ensure that suitably qualified and experienced adults carry out invigilation. While the Head of Centre has discretion to decide who is suitably qualified and experienced, any relative of a learner in the test room is specifically not eligible to serve as the sole invigilator.

Invigilator: role and responsibilities

The invigilator is the person in the test room responsible for the conduct of an assessment. Invigilators must give their whole attention to conducting the assessment properly and therefore must not perform any other task (e.g., marking or reading a book) in the test room. You must appoint enough invigilators to ensure that the assessment is conducted in accordance with the following requirements:

- at least one invigilator must be present for each group of 30 learners or fewer sitting written assessment tasks or exams in controlled conditions
- at least one invigilator for each group of 20 learners or fewer completing practical assessments (e.g., Art, Science)
- when one invigilator is present, they must be able to summon assistance easily, without leaving the room and without disturbing the learners
- a teacher who has prepared the learners for the subject being assessed must **not** be an invigilator at any time during the assessment (except where specifically indicated in the BTEC specification, e.g., Art and Design)
- you must arrange the room so that an invigilator can observe every learner in the test room at all times.



You must ensure each invigilator:

- has these instructions in the rest room
- is familiar with the Notice to Learners, the Warning to Learners and any specific regulations relating to the subjects being assessed
- is familiar with the procedures for dealing with incidences of suspected malpractice.

Signed records of seating plans

You will need to keep signed records of the seating and invigilation arrangements for each test session and it must be possible to generate a seating plan from this record.

Pearson may ask for the seating and invigilation record at any time up to six months after the test has been taken. If a learner appeals an assessment decision or applies for a Reviews of Marking and Moderation (RoMM), you will need to provide all relevant documentation.

Unauthorised items

Learners must not have access to items other than those stated in the instructions on the question paper or task brief or in the BTEC specification for that subject.

Potential technological or web enabled sources of information which are not permitted, such as:

- AirPods;
- earphones/earbuds;
- iPods;
- mobile phones;
- MP3/4 players or similar devices;
- watches;
- smart glasses;
- any other smart devices.

If a learner is in possession of any unauthorised items, this counts as an infringement of the regulations and could result in their disqualification from the assessment.

We strongly advise that unauthorised items – and mobile phones in



particular, whether or not they are switched on or within reach – must not be in the learner’s possession during the assessment.

3 Identification of learners

Invigilators must be confident about the identity of every learner attending each assessment. The Head of Centre must also ensure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of all learners.

Learners using a false name

Invigilators must not allow a learner to complete an assessment under the name of another learner. We have to cancel the results of any learner entered under an incorrect name, as this counts as malpractice.

Photographic evidence of identity

A learner who is not known to the assessment centre must present photographic documentary evidence that they are the same person who was entered for the test each time they attend a test session.

4 The people present

The only people allowed in the test room are:

- learners taking the assessment(s)
- anyone authorised by the Head of Centre to be present who is directly connected with the assessment.

We may choose to visit centres during the period of the assessments to inspect arrangements made for the security of confidential assessment material and for the conduct of the assessments.

5 Starting the assessment

An assessment is defined as in progress from the moment the learners enter the room to the point where all learners have completed the assessment and left the room.



Before learners start the test, the invigilator must:

- ensure that all learners are seated as specified in the defined seating arrangements
- inform learners that they are now subject to the regulations of the test and read out the relevant notices and warnings
- warn learners that they must hand in any unauthorised items (this should also include any food or drinks, which may only be allowed at the express discretion of the Head of Centre)
- instruct learners to enter the required information on the front of their examination paper
- draw learners' attention to the instructions given at the beginning of the assessment and ask them to check that they have been provided with the correct assessment for the correct subject and level
- remind learners that they are forbidden to communicate in any way with, seek assistance from, or give assistance to, another learner whilst they are in the test room.

The invigilator must ensure that learners do not start the assessment until instructed to do so.

During and after the test, the invigilator must:

- not offer any advice or comment on the work of any learner.

6 Supervising the learners

Invigilators must give all of their attention to supervising the learners while the assessment is in progress.

Practical assessments

During a practical assessment, learners may need to move around which means the invigilator may need to give them spoken instructions. The invigilator must ensure that any spoken instructions are limited to what is essential to achieve the objectives of the assessment. All other regulations around invigilation apply in the usual way.



7 Irregular conduct

Head of Centre responsibilities

The Head of Centre must ensure that all cases of irregularity and suspected or actual misconduct in connection with the test are reported to Pearson within 48 hours.

The Head of Centre is also empowered to expel a learner from the test room, although they should only do this if it is considered as essential or when the continued presence of a learner would disrupt the other learners.

The Head of Centre must also report any infringement of the regulations, and this may lead to disqualification of the learner. All decisions around disqualification of a learner rest solely with Pearson.

Invigilator responsibilities

The invigilator should remove and retain any unauthorised material discovered in the possession of a learner in the test room and make a note of the circumstances.

8 Malpractice

You must report any cases of malpractice to Pearson's Malpractice team at: candidatemalpractice@pearson.com.

Pearson deals with all malpractice cases by following the *JCQ Suspected Malpractice in Examinations and Assessment – Policies and Procedures*.

You can find more information about this policy on the JCQ website:

<https://www.jcq.org.uk/exams-office/malpractice>



9 Emergencies

In the event of an emergency – such as a fire alarm or bomb alert – the invigilator must take the following action:

- Evacuate the test room in accordance with the instructions given by the appropriate authority.
- Note the time and duration of the disruption.
- Make a full report of the incident by sending your centre details and the learners' details to examsofficers@pearson.com.

10 Finishing the assessment

At the end of the assessment, invigilators must:

- tell learners to stop working and remind them they are still under exam conditions
- instruct learners taking written assessments to:
- make sure they have put all the necessary information on their scripts and any additional answer sheets, e.g., name, registration number, centre number
- make sure answers are correctly numbered
- put any loose sheets in the order they answered the questions and then fasten them and any supplementary sheets to the back of their answer booklets with a treasury tag. They must not use paper clips or staples.

11 Collecting, packing, and sending scripts

After the assessment you must collect, pack, and send the scripts to Pearson, following the instructions found in sections 20 to 22 of the JCQ Instructions for Conducting Examinations booklet.

12 Absence from an assessment

Where learners are absent from a timetabled examination due to illness or other unforeseen circumstance you should apply for special consideration.

You can find out more about special requirements on our website (<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/access-arrangements.html>)



Section C – Onscreen Tests

In this section

The information in this section applies only to onscreen tests.

This guidance supplements the UK-wide information in the *JCQ Instructions for Conducting Examinations* booklet.

- 1. Preparing for onscreen tests**
- 2. Invigilation arrangements**
- 3. Identification of learners**
- 4. The people present**
- 5. Starting the test**
- 6. Technical problems**
- 7. Emergencies**
- 8. Malpractice**
- 9. Finishing the test**



1 Preparing for onscreen tests

1.1 Test materials

Safe custody of test materials

You must ensure that:

- testing software is securely managed at all times so that no unauthorised person has access
- you maintain the confidentiality of the test. This confidentiality must be maintained before, during and after the test.

Onscreen tests remain live and continue to be taken by other learners so all questions must be kept confidential even once the test is completed.

You must also be able to demonstrate that you have appropriate security systems in place to prevent unauthorised access to tests on the computer system. These systems must include ensuring that:

- only administrators have access to passwords, which give access to the onscreen tests
- computers are set up so as to prevent access to any software not allowed by the test regulations while the test is in progress
- only learners who have been entered to take tests are permitted to do so.

You must have the:

- expertise available to administer and access tests using secure uploading and downloading
- appropriate level of expertise to deal with any issues or technical difficulties that may arise during a test.

You need to ensure assessment content is protected from unauthorised access until immediately before the assessment and maintain this level of security after the assessment is complete.



You must tell Pearson immediately if the security of any test material is put at risk or has been breached (for example by fire, theft, damage, maladministration, inadvertent error, or malpractice).

1.2 Start times for tests

When more than one learner is taking a test in the same room, you must schedule the tests with the same start time as this causes the least disruption to learners.

Learners can activate and take tests up to four hours before the time scheduled and four hours afterwards. You should inform each learner of the starting time for their test.

Conducting multiple test sessions

You are responsible for ensuring that tests are conducted in a manner that protects the security of the assessment. Communication between learners relating to **examination content** is **not** permitted.

This means that, if you run test sessions on different days, you must ensure learners do not discuss test content between test sessions.

1.3 Access to materials

Access to unauthorised materials

Learners must **not** have access to any materials, including books and unauthorised software, whilst they are sitting the test.

Using calculators

Learners may use their own calculators if they wish, although we strongly advise using the onscreen calculator facility. This avoids the possibility of transcription errors and ensures all workings are shown.

If learners do choose to use their own calculator, it must be in line with the 'Using Calculators' guidance provided in the JCQ Instructions for Conducting Examinations booklet.



Using the onscreen Notepad

We provide an onscreen Notepad for learners to make notes during the test; we do not mark these notes.

The invigilator:

- may also provide blank paper so learners can make rough notes during the test if they need to
- must collect all hand-written notes at the end of the test session and ensure they are securely destroyed.

1.4 Accommodation

General environment and layout

To ensure an appropriate assessment environment, you should ensure that:

- a) tests are taken in a **designated testing area**
- b) this area is suitable for use as a testing room
- c) it is quiet and free from external disturbances
- d) you have paid due attention to heating, lighting, and ventilation.

The workspace you provide for the learner should ensure they have access to the equipment they need.

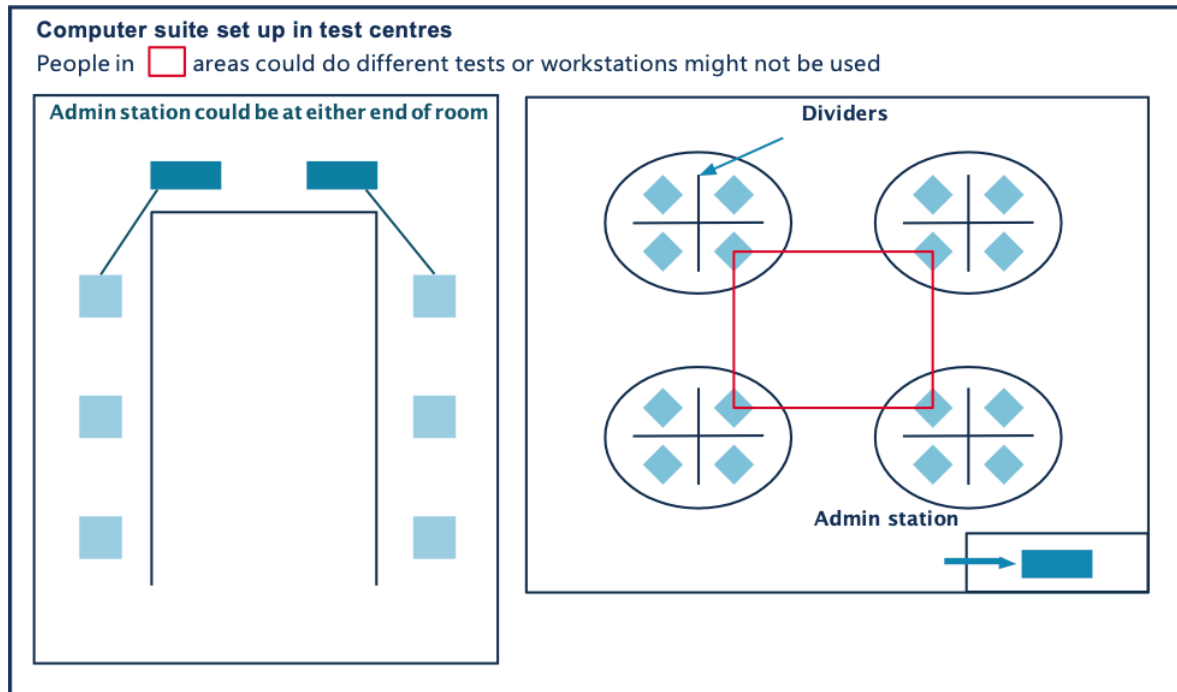
Either an IT technician or dedicated administrator must set up the testing room. This involves switching on the PCs and/or laptops and opening up the software before learners enter the room.

Positioning workstations

The number of learners who can sit the test in any single session is defined by how the IT technician has installed the system. You must ensure there are always spare PCs and/or laptops available.



You must isolate workstations by **at least a space of four feet or 1.25m** measured from the nearest outer edge of one screen to the next or separated by a partition. Here are some diagrams giving examples of appropriate layout which you can use as a starting point.



Seating the learners

You must set up the testing room with all PCs and/ or laptops logged on and the software open before learners enter the room.

You should seat learner in registration number order, and you must keep a record of the seating plan for each session. Any learner suffering from an infectious or contagious disease must take the test in a separate room which needs to conform to all the same regulations.

The test time for each learner is determined by a clock tool displayed on the toolbar within the test. However, each learner must also be able to see a reliable clock in the test room.



1.5 Workstations

Once you have installed the testing software on each workstation you must ensure it is fully tested. We will provide detailed guidance documentation, outlining the technical aspects of this process.

1.6 Hardware and software

There should be adequate back-up provision in case of equipment failure. This can include:

- a) spare workstations (of the required BTEC specification)
- b) spares of easily replaced items (for example, a mouse or a screen).

You must maintain hardware to minimise the likelihood of failure during an assessment and have up-to-date virus protection measures in place.

2 Invigilation arrangements

Choosing an appropriate invigilator

The Head of Centre must ensure that suitably qualified and experienced adults carry out invigilation. Whilst the Head of Centre has discretion to decide who is suitably qualified and experienced, any relative of a learner in the test room is specifically not eligible to serve as the sole invigilator.

Invigilator: role and responsibilities

The invigilator is the person in the test room responsible for the conduct of an assessment. Invigilators must give their whole attention to conducting the assessment properly and therefore must not perform any other task (e.g., marking or reading a book) in the test room.

You must appoint enough invigilators to ensure that the assessment is conducted in accordance with the following requirements:

- at least one invigilator for each group of 20 learners or fewer
- when one invigilator is present, he or she must be able to summon assistance easily, without leaving the room and without disturbing the learners.



- a teacher who has prepared the learners for the subject being assessed must not be the sole invigilator at any time during the assessment (except where specifically indicated in the BTEC specification, e.g., Art and Design)
- you must arrange the room so that an invigilator can observe every learner in the test room at all times.

You must ensure each invigilator:

- has these instructions in the test room
- is familiar with the Notice to Learners, the Warning to Learners and any specific regulations relating to the subjects being assessed
- is familiar with the procedures for dealing with incidences of suspected malpractice.

Signed records of seating plans

You will need to keep signed records of the seating and invigilation arrangements for each test session and it must be possible to generate a seating plan from this record.

We may ask for the seating and invigilation record at any time up to six months after the test has been taken. If a learner appeals an assessment decision or applies for a Reviews of Marking and Moderation (RoMM), you will need to provide all relevant documentation.

Familiarity with the software

Invigilators must be familiar with the Invigilator Dashboard software required to administer the test. For more information, please refer to Guidance documentation which we will provide.

It is essential that an IT technician is available during setup and at the start of the test. They do not need to be in the room once the test has started, but they must be contactable and near enough to the test room that they can deal swiftly with any technical difficulties that may arise.



Either an IT technician or dedicated administrator must be familiar with the software guidance documentation. They must also understand the procedures for:

- logging on
- uploading learner result
- exiting the tests as necessary.

3 Identification of learners

Verifying the identity of all learners

Invigilators must be confident about the identity of every learner attending each assessment. The Head of Centre must also ensure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of all learners.

Learners using a false name

Invigilators must not allow a learner to complete an assessment under the name of another learner, for example by logging in under the name of another learner. We have to cancel the results of any learner entered under an incorrect name, as this counts as malpractice.

Photographic evidence of identity

A learner who is not known to the assessment centre is required to present photographic documentary evidence that they are the same person who was entered for the test each time they attend a test session.

4 The people present

The only people allowed in the test room are:

- learners taking the assessment(s)
- anyone authorised by the Head of Centre to be present who is directly connected with the assessment.

We may choose to visit centres during the period of the assessments to inspect arrangements made for the security of confidential assessment material and for the conduct of the assessments.



5 Starting the test

An assessment is defined as in progress from the moment the learners enter the room to the point where all learners have completed the assessment and left the room.

Before learners are start the test, the invigilator must:

- ensure that all learners are seated as specified in the defined seating arrangements
- inform learners that they are now subject to the regulations of the test and read out the relevant notices and warnings
- warn learners that they must hand in any unauthorised items (this should also include any food or drinks, which may only be allowed at the express discretion of the Head of Centre)
- ensure that learners start the test in accordance with the specific instructions provided for electronic testing
- instruct learners to enter the required information on their screen when prompted to do so at the start of the test
- draw learners' attention to the instructions on the screen at the beginning of the test and ask them to check that they have been provided with the correct test for the correct subject and level
- advise learners that notes can be made using the onscreen Notepad during the test. Remind learners that these notes will not be marked
- provide blank paper to learners who wish to make rough notes during the test. All paper must be collected by the invigilator at the end of test session and destroyed securely
- inform learners that they must not use the 'Complete test' button without first asking an invigilator.

The invigilator must ensure that learners do not start the test until they are instructed to do so.



6 Technical problems

Technical failure during set-up

If the system is not up and running successfully at the scheduled start time, you must delay the test by no more than 15 minutes in order to resolve the problem. If the problem is not resolved within 15 minutes, you should reschedule the onscreen test at a time when you have rectified the fault and tested the system.

Technical failure during the test

If during the test:

- there are difficulties with individual PCs and/or laptops – or the whole centre system
- you cannot rectify the failure within 30 minutes you should abandon the onscreen test and schedule a further set of onscreen tests at a time when you've rectified the fault and fully tested the system.

Power failure

In the event of power failure lasting more than 30 minutes, the onscreen test should be abandoned, and a further set of onscreen tests scheduled when the fault has been rectified and the system tested.

7 Emergencies

In the event of an emergency – such as a fire alarm or bomb alert – the invigilator must take the following action:

- Evacuate the test room in accordance with the instructions given by the appropriate authority. For learners taking onscreen tests, you will need to abandon and reschedule the session.
- Note the time and duration of the disruption.
- Make a full report of the incident by emailing your centre details and the learners' details to examsofficers@pearson.com.

For onscreen tests, Pearson will let you know whether the test results can be voided to allow learners to re-sit the test at a suitable time and as soon as arrangements can be made.



8 Malpractice

You should report all cases of malpractice to Pearson's Malpractice team at: candidatemalpractice@pearson.com.

Pearson deals with all malpractice cases by following the *JCQ Suspected Malpractice in Examinations and Assessment – Policies and Procedures*. You can find more information about this policy on the JCQ website (<https://www.jcq.org.uk/exams-office/malpractice/>).

9 Finishing the test

The test will automatically close down after the allocated test time. If a learner wishes to finish the test, they will click on the 'Complete test' button to exit the test and return to the Welcome screen. The invigilator will be notified by the Invigilator Dashboard that the learner has completed the test.



Checklists

We've provided some simple checklists to give you a guide to good practice in securely running external assessments.

They are not exhaustive and members of staff operating in each role must still fully understand the relevant instructions in this Guide.



Checklist for Heads of Centre and Examination Officers

| A – Training Invigilators | | |
|------------------------------|---|--------------------------|
| 1 | <p>Essential information and training for invigilators</p> <p>Ensure invigilators are aware of:</p> <ul style="list-style-type: none"> ■ the Equality Act 2010, and are trained in disability issues ■ policies and procedures relating to emergency evacuation and medication, especially where they relate to learners with a disability ■ alternative means of communication, especially in the exam room when conveying information to disabled learners. | <input type="checkbox"/> |
| B – Information for learners | | |
| 1 | <p>Information for learners with a disability</p> <p>Ensure the information supplied to learners with a disability – such as JCQ Information for learners – is suitably sized and adapted.</p> | <input type="checkbox"/> |
| C – Seating arrangements | | |
| 1 | <p>Chairs outside the examination rooms</p> <p>Make sure there are chairs available outside the examination rooms so that:</p> <ul style="list-style-type: none"> ■ learners with a disability ■ learners who experience extreme stress or anxiety can sit and rest before they enter the examination. | <input type="checkbox"/> |
| 2 | <p>Space between desks and chairs to allow disabled access</p> <p>Ensure that there is enough space between desks and chairs to allow a learner (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.</p> | <input type="checkbox"/> |
| 3 | <p>Seating for learners with an illness or disability</p> <p>If you know that a learner may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.</p> | <input type="checkbox"/> |
| 4 | <p>Appropriate seating for learners with a disability</p> <p>Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.</p> | <input type="checkbox"/> |



| D – Learners needing access arrangements | | |
|---|---|--------------------------|
| 1 | <p>Support for learners needing an Oral Language Modifier, reader or scribe</p> <p>Where a learner has been granted the use of:</p> <ul style="list-style-type: none"> • an Oral Language Modifier • a reader or • a scribe <p>ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the learner before the examination(s) take(s) place. This is particularly important for learners with autism, who will find it difficult to relate to someone who is a stranger.</p> | <input type="checkbox"/> |
| 2 | <p>Supervised rest breaks</p> <p>Where a learner has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those learners who suffer from:</p> <ul style="list-style-type: none"> • fatigue • hyperactivity • obsessive compulsive disorders • long term health conditions. | <input type="checkbox"/> |
| 3 | <p>Prompters</p> <p>Where a learner has been granted the use of a prompter, it is important that the appointed prompter is aware of disability etiquette, particularly when touching the learner’s desk as a means of a prompt or tapping the learner’s arm or shoulder. This will apply to those learners with autism who may have difficulty with time.</p> | <input type="checkbox"/> |
| 4 | <p>On-screen tests and learners with sensory impairment</p> <p>For on-screen tests, ensure that hardware and software have been adapted for those learners with a sensory or multi-sensory impairment.</p> | <input type="checkbox"/> |



| E – Emergency evacuation procedures | | |
|--|---|--------------------------|
| 1 | Emergency evacuation procedures Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those learners with a disability who may need assistance in leaving the building. | <input type="checkbox"/> |
| 2 | Learners with a disability When you are explaining evacuation and emergency procedures to learners, you should give particular attention to learners with a disability, for whom such procedures may be different. | <input type="checkbox"/> |
| F – Use of calculators and dictionaries | | |
| 1 | Calculators Learners are allowed to use calculators, unless the BTEC specification for the subject says otherwise. | <input type="checkbox"/> |
| 2 | Bilingual dictionaries Learners who meet the JCQ regulations may use bilingual dictionaries. | <input type="checkbox"/> |
| G – Access Arrangements | | |
| 1 | Check access arrangements in advance Check in advance with the exams officer which learners if any, have been granted access arrangements. | <input type="checkbox"/> |



Checklist for Supervisors (for set tasks and performance tasks)

This checklist summarises the most essential actions for supervising set tasks and performance tasks. The checklist applies to preparing and running sessions where learners will be under direct supervision.

| A – Arranging the room | | |
|-------------------------|--|--------------------------|
| 1 | Clearing the walls Check that you have cleared any charts, diagrams, etc. from the walls. | <input type="checkbox"/> |
| 2 | What needs to be on display Check that you have the following on display: <ul style="list-style-type: none"> • a clock that all learners can see clearly • a board or display showing the: <ul style="list-style-type: none"> • centre number • subject title • paper number • the amount of time remaining for the set task. | <input type="checkbox"/> |
| 3 | Instructions Check that you have: <ul style="list-style-type: none"> • a copy of the Pearson Instructions for Conducting External Assessments • any subject-specific instructions and/or stationery lists issued by Pearson. | <input type="checkbox"/> |
| B – Identifying learner | | |
| 1 | Identity of every learners Make sure you know the identity of every learner in the room. | <input type="checkbox"/> |



| C – Before starting the supervised session | | |
|---|--|--------------------------|
| 1 | Instructions for authorised materials Check the instructions in the task paper for the exact requirements for authorised materials such as notes, resources, or research. | <input type="checkbox"/> |
| 2 | Instructions on independent working Tell the learners they must now follow the regulations of the assessment, i.e., at this stage they must now work independently and not communicate with others. | <input type="checkbox"/> |
| 3 | Handing in unauthorised materials Warn learners that they must give you any unauthorised materials. What materials are allowed will be defined in the instructions in the task paper. | <input type="checkbox"/> |
| 4 | Clarify test instructions Tell the learners to: <ul style="list-style-type: none"> • fill in the details on the front of the answer booklet and any supplementary sheets, e.g. <ul style="list-style-type: none"> • candidate name (as it appears in the attendance register) • registration number • centre number • read the instructions in the task paper. | <input type="checkbox"/> |
| 5 | Erratum notices Tell the learners about any erratum notices. | <input type="checkbox"/> |
| 6 | Answer booklets If learners are using an answer booklet, remind them to write in the designated sections. | <input type="checkbox"/> |
| 7 | Timing Tell learners: <ul style="list-style-type: none"> • when they may begin • how much time they have. | <input type="checkbox"/> |



| D - During the supervised session | | |
|--|---|--------------------------|
| 1 | Attendance register Accurately complete the attendance register. | <input type="checkbox"/> |
| 2 | Be vigilant Supervise the learners at all times to prevent cheating and distractions. | <input type="checkbox"/> |
| 3 | Communicating with learners Do not give any information to learners about: <ul style="list-style-type: none"> • suspected mistakes in the question paper unless Pearson has issued an erratum notice or given permission • any question on the paper or the requirements for answering particular questions. | <input type="checkbox"/> |
| 4 | Notify learners at the end of the session Tell learners to stop writing at the end of the supervised session. | <input type="checkbox"/> |
| E - At the end of the supervised session | | |
| 1 | Instructions to learners Tell learners to check that they have: <ul style="list-style-type: none"> • written all the necessary information on all parts of their responses, including any supplementary sheets • crossed out rough work or unwanted answers • fastened together all parts of their responses including any supplementary sheets. | <input type="checkbox"/> |
| 2 | Collect learners responses Collect all learner responses before they leave the room. | <input type="checkbox"/> |
| 3 | Secure storage Make sure all work is stored securely in between supervised sessions and before you send it to the examiner or to Pearson. | <input type="checkbox"/> |
| F - Use of calculators and dictionaries | | |
| 1 | Calculators Learners are allowed to use calculators, unless the BTEC specification for the subject says otherwise. | <input type="checkbox"/> |
| 2 | Bilingual dictionaries Learners who meet the JCQ regulations may use bilingual dictionaries. | <input type="checkbox"/> |
| G - Access Arrangements | | |
| 1 | Check access arrangements in advance Check in advance with the exams officer which learners if any, have been granted access arrangements. | <input type="checkbox"/> |



Checklist for Invigilators (for paper-based/written tests)

This checklist summarises the most essential actions for invigilating paper-based/ written tests.

| A – Arranging the examination room | | |
|------------------------------------|--|--------------------------|
| 1 | Clearing the walls Check that any charts, diagrams, etc. have been cleared from the walls. | <input type="checkbox"/> |
| 2 | What needs to be on display Check that you have the following on display: <ul style="list-style-type: none"> • a clock that all learners can see clearly • a board or display showing the: <ul style="list-style-type: none"> ○ centre number ○ subject title ○ paper number ○ actual starting and finishing time of the examination(s). | <input type="checkbox"/> |
| 3 | Instructions Check that you have for the main examination hall or room: <ul style="list-style-type: none"> • a copy of the current JCQ Instructions for conducting examinations • a copy of the Pearson Instructions for Conducting External Assessments • any subject-specific instructions and/or stationery lists issued by Pearson • a seating plan of the examination. | <input type="checkbox"/> |
| B – Identifying learners | | |
| 1 | Identity of every learner Make sure you know the identity of every learner in the examination room. | <input type="checkbox"/> |
| 2 | Private candidates Check the documentary evidence that private or transferred candidates provide. You must ensure that they are the same people who were entered or registered for the examination or assessment. | <input type="checkbox"/> |



| C – Before the examination | | |
|-----------------------------------|--|--------------------------|
| 1 | <p>Authorised materials</p> <p>Check the front of the question paper for the exact requirements for authorised materials, particularly calculators or dictionaries (see F below).</p> | <input type="checkbox"/> |
| 2 | <p>Instructions to learners</p> <p>Tell learners that they must now follow the regulations of the examination.</p> | <input type="checkbox"/> |
| 3 | <p>Unauthorised materials</p> <p>Warn learners that they must give you any unauthorised materials. This includes potential technological or web-enabled sources of information such as (but not limited too):</p> <ul style="list-style-type: none"> • iPods • iWatches • mobile phones • MP3 or MP4 players/wrist watches which have a data storage device. | <input type="checkbox"/> |
| 4 | <p>Instructions for the examination</p> <p>Tell the learners to:</p> <ul style="list-style-type: none"> • fill in the details on the front of the answer booklet and any supplementary sheets, e.g: <ul style="list-style-type: none"> • learner name (as it appears in the attendance register) • registration number • centre number. • read the instructions on the front of the question paper. | <input type="checkbox"/> |
| 5 | <p>Erratum notices</p> <p>Tell the learners about any erratum notices.</p> | <input type="checkbox"/> |
| 6 | <p>What learners can write with</p> <p>Remind learners:</p> <ul style="list-style-type: none"> • to write in black ink • not to use highlighters or gel pens in their answers. | <input type="checkbox"/> |
| 7 | <p>Writing in the answer booklet</p> <p>Remind learners to write in the designated sections of the answer booklet.</p> | <input type="checkbox"/> |
| 8 | <p>Timing</p> <p>Tell learners when they may begin and how much time they have.</p> | <input type="checkbox"/> |



| D - During the examination | | |
|-----------------------------------|--|--------------------------|
| 1 | Attendance register Accurately complete the attendance register. | <input type="checkbox"/> |
| 2 | Late arrivals Deal with any late arriving learners according to the information in the JCQ ICE (Section 14). | <input type="checkbox"/> |
| 3 | Be vigilant Supervise the learners at all times to prevent cheating and distractions. | <input type="checkbox"/> |
| 4 | Communicating with learners Do not give any information to learners about: <ul style="list-style-type: none"> • suspected mistakes in the question paper unless Pearson has issued an erratum notice or given permission • any question on the paper or the requirements for answering particular questions. | <input type="checkbox"/> |
| 5 | Leaving the examination room If a learner wishes to leave the examination room follow the instructions found in the JCQ ICE (Section 16). Make sure that an appropriate member of staff is available to accompany any learner who need to leave the room temporarily. | <input type="checkbox"/> |
| 6 | Question paper Make sure that a question paper is not removed from the examination room during the examination. | <input type="checkbox"/> |
| 7 | Emergency procedures In an emergency, follow the procedures in the JCQ ICE (Section 18) and any separate instructions issued by your centre. | <input type="checkbox"/> |
| 8 | Notify learners at the end of the session Tell learners to stop writing at the end of the examination. | <input type="checkbox"/> |



| E – After the examination | | |
|--|--|--------------------------|
| 1 | Attendance register Check and sign the attendance register. | <input type="checkbox"/> |
| 2 | Instructions to learners Tell learners to check that they have: <ul style="list-style-type: none"> written all the necessary information on their scripts including supplementary sheets crossed out rough work or unwanted answers fastened any supplementary sheets, as instructed on the question paper or answer booklet. | <input type="checkbox"/> |
| 3 | Collect scripts Collect all scripts and all unused stationery before learners leave the examination room. | <input type="checkbox"/> |
| 4 | Order scripts Arrange scripts in the order learners appear on the attendance register. | <input type="checkbox"/> |
| 5 | Keep scripts secure Make sure that scripts are kept in a secure place before you send them the examiner or to Pearson. | <input type="checkbox"/> |
| F – Use of calculators and dictionaries | | |
| 1 | Calculators Learners are allowed to use calculators, unless the BTEC specification for the subject says otherwise. | <input type="checkbox"/> |
| 2 | Dictionaries Learners are not allowed to use dictionaries in any examinations, unless the BTEC specification says otherwise. | <input type="checkbox"/> |
| 3 | Bilingual dictionaries Learners who meet the JCQ regulations may use bilingual dictionaries. | <input type="checkbox"/> |
| G – Access Arrangements | | |
| 1 | Check access arrangements in advance Check in advance with the exams officer which learners if any, have been granted access arrangements. | <input type="checkbox"/> |



Checklist for invigilators (for onscreen tests)

This checklist summarises the most essential actions for invigilating onscreen tests.

| A – Arranging the examination room | | |
|------------------------------------|---|--------------------------|
| 1 | Clearing the walls Check that any charts, diagrams, etc. have been cleared from the walls. | <input type="checkbox"/> |
| 2 | What needs to be on display Check that you have the following on display: <ul style="list-style-type: none"> • a clock that all learners can see clearly • a board or display showing the: <ul style="list-style-type: none"> • centre number • starting and finishing time of the on-screen test. | <input type="checkbox"/> |
| 3 | Instructions Check that you have a copy of: <ul style="list-style-type: none"> • the current JCQ Instructions for conducting examinations • the Pearson Instructions for Conducting External Assessments • any subject-specific instructions issued by Pearson • a seating plan of the examination. | <input type="checkbox"/> |
| 4 | Workstations Check that sufficient work stations are available, including at least one replacement computer (and printers where required). | <input type="checkbox"/> |
| 5 | Printers and toner Where learners are required to print their responses, ensure that stocks of toner, ink and paper are sufficient to meet the demands of the on-screen test. | <input type="checkbox"/> |
| B – Identifying learners | | |
| 1 | Identity of every learners Check the identity of each learner. | <input type="checkbox"/> |
| 2 | ID and password Pearson may need you to: <ul style="list-style-type: none"> • check that the correct ID and password are issued to each learner sitting the on-screen test • oversee the input of the ID and the password for each learner • check to see that the name on the test screen matches the name of the learner. | <input type="checkbox"/> |



| C – Before the examination | | |
|-----------------------------------|--|--------------------------|
| 1 | Seating plan Ensure that learners are seated comfortably, (in their designated place if a seating plan has been prepared) with access to any assistive technology where approved by Pearson. | <input type="checkbox"/> |
| 2 | Authorised materials Check, where appropriate, the front of the question paper for the exact requirements for authorised materials, particularly calculators and dictionaries (see 'F'). | <input type="checkbox"/> |
| 3 | Instructions to learners Tell learners that they must now follow the regulations of the examination. | <input type="checkbox"/> |
| 4 | Unauthorised materials Warn learners that they must give you any unauthorized materials. This includes potential technological or web-enabled sources of information such as (but not limited too): <ul style="list-style-type: none"> • iPods • iWatches • mobile phones • MP3 or MP4 players • wrist watches which have a data storage device. | <input type="checkbox"/> |
| 5 | Access to internet and digital data Unless otherwise stated by the subject-specific instructions (BTEC specification or Exam paper), remind learners that they must not have access to: <ul style="list-style-type: none"> • the Internet • e-mail • data stored on the hard drive or portable storage media e.g.: • floppy disks • CDs • memory sticks • pre-prepared templates. | <input type="checkbox"/> |
| 6 | Instructions on the question paper Tell the learners to read the instructions on the front of the question paper. | <input type="checkbox"/> |
| 7 | Erratum notices Tell the learners about any erratum notices. | <input type="checkbox"/> |



| | | |
|-----------------------------------|---|--------------------------|
| 8 | Instructions for on-screen tests Make sure that learners are familiar with the instructions, procedures, and regulations for the on-screen test, particularly on how to navigate and respond on-screen. | <input type="checkbox"/> |
| 9 | Timing Remind learners when they may begin and how the test will end. | <input type="checkbox"/> |
| D - During the examination | | |
| 1 | Attendance register Accurately complete the attendance register where supplied in hard copy paper format or alternatively the on-line register. | <input type="checkbox"/> |
| 2 | Late arrivals Deal with any late arriving learners according to the information in the JCQ ICE (Section 14) | <input type="checkbox"/> |
| 3 | Be vigilant Supervise the learners at all times, including any planned or unplanned breaks, to prevent cheating and distractions. | <input type="checkbox"/> |
| 4 | Communicating with learners Do not give any information to learners about a specific question or the requirements for answering particular questions. | <input type="checkbox"/> |
| 5 | Requirements for supervising learners Make sure that you are aware of the requirements for supervising learners. | <input type="checkbox"/> |
| 6 | Leaving the examination room Make sure that an appropriate member of staff is available to accompany any learners who need to leave the room temporarily. | <input type="checkbox"/> |
| 7 | Emergency procedures In an emergency follow the instructions in Section C of the Pearson Instructions for Conducting External Assessments and any separate instructions issued by your centre. | <input type="checkbox"/> |
| 8 | Learner complaints Record and report any complaints from learners relating to system delays or any other IT irregularities. | <input type="checkbox"/> |
| 9 | Emergencies and technical failures Record and report all emergencies and/or technical failures. | <input type="checkbox"/> |



| E – After the examination | | |
|--|---|--------------------------|
| 1 | Attendance register Check and sign the attendance register (where supplied in hard copy paper format). | <input type="checkbox"/> |
| 2 | End of the test Supervise the conclusion of the test, ensuring that learners responses are saved and secure from unauthorised access. | <input type="checkbox"/> |
| 3 | Closing software Ensure that the software is closed as necessary. | <input type="checkbox"/> |
| 4 | Creating and storing back-ups Check that any necessary back-ups have been made and stored securely. | <input type="checkbox"/> |
| 5 | Collecting learners' work Collect copies of learners' work, additional printouts and question papers before learners leave the examination room. | <input type="checkbox"/> |
| 6 | User areas Remove learners' user areas at the end of the examination window or after each session if feasible. | <input type="checkbox"/> |
| 7 | Supervising printed work If learners are required to print work off outside the time allowed for the test, ensure that learners are supervised at all times. | <input type="checkbox"/> |
| F – Use of Calculators and dictionaries | | |
| 1 | Calculators Learners are allowed to use calculators, unless the BTEC specification for the subject says otherwise. Pearson recommends that learners use the onscreen calculator provided within the test software. | <input type="checkbox"/> |
| 2 | Dictionaries Learners are not allowed to use dictionaries in any examinations, unless the BTEC specification says otherwise. | <input type="checkbox"/> |
| 3 | Bilingual dictionaries Learners who meet the JCQ regulations may use bilingual dictionaries. | <input type="checkbox"/> |
| G – Access Arrangements | | |
| 1 | Check access arrangements Check in advance with the exams officer which learners if any, have been granted access arrangements. | <input type="checkbox"/> |

