NEW EXAMS OFFICER INDUCTION: TASK COMPLETION CHECKLIST

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| **Tasks to undertake during the first week in role** | | |
| Task | **✓** To confirm completion | Notes (as applicable)  NEW EXAMS OFFICER INDUCTION: TASK COMPLETION CHECKLIST  Delete this text box when the information contained below is understood  This template is provided as a good practice example **only** and can be customised for use in a centre or to inform an electronic recording process.  It is recommended this checklist is used by a new exams officer during their induction period to record completion of tasks during their first week, first month/half term and first term or three months in role and ahead of an exam series. **The list of tasks is not exhaustive** – this is intended as a guide only and there may be additional centre/qualification related tasks that need to be undertaken.  **How to complete the checklist**   * **✓** To confirm where a task(s) has been completed (add the date completed if/as applicable) * Record notes (as applicable), for example, to describe how a process works or to insert a link to relevant other documentation or further information |
| Centre induction (general) including:   * identifying key staff * centre calendar/term dates * centre-wide policies and procedures * mandatory internal training/HR requirements/centre IT system * the Management Information System (MIS) used by the centre |  |  |
| Centre induction (exams) including:   * identifying and familiarisation with your exams office and facilities (e.g. dedicated computer with internet access, printer, phone, storage space, etc.) |  |  |
| Exam dates, create a calendar which includes:   * external exams (e.g. November, January and/or Summer series dates) * periods of internal exams/assessments (if applicable to your role) | TEMPLATE |  |
| Training, including:   * identifying internal staff who may be able to provide training/mentoring * local exams officer network * awarding body and The Exams Office exams officer training * the process to request attendance at paid/free-to-access events |  |  |
| External support/information including:   * identifying staff within local centres or those as part of your Multi-Academy Trust who may offer support/advice/guidance, etc. * key stakeholders (e.g. DfE, Ofqual, JCQ, awarding organisations, The Exams Office, National Association of Examinations Officers, etc.) including websites/contact information/login information (if applicable) |  |  |

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| **Tasks to undertake during the first month/half term in role** | | |
| Task | **✓** To confirm completion | Notes (as applicable) |
| Ensure familiarisation of the exam cycle and the key tasks within each of the five sections:   * Planning * Entries * Pre-exams (Exam preparation) * Exam time * Results and Post-Results |  |  |
| Online induction:   * begin The Exams Office *New Exams Officer Induction and Assessment Module* * complete all units (1-4) of the *Invigilator Training and Assessment* *Module* to develop understanding of JCQ regulations |  |  |
| Key internal exams staff:   * identify exams-related staff (e.g. SENCo/ALNCo, teaching staff, premises staff, IT staff, reception staff etc.) |  |  |
| Line manager meetings:   * timetable regular meetings with your line manager and add areas you would like to discuss, sending these to your line manager in advance of any meetings * targets should be monitored at regular intervals during the academic year |  |  |
| JCQ and its member awarding bodies, familiarisation with:   * websites/regulations * Centre Admin Portal (CAP) * sign up to the JCQ and awarding body newsletter/updates * acquire login details to awarding body secure sites |  |  |
| External stakeholders:   * acquire login details for external support organisations (e.g. NAEO, The Exams Office, etc.) * identify support offered by awarding bodies, MIS providers, etc. |  |  |
| Exam information (internal):   * identify information held in hard copy/electronically * compile/update an *annual qualifications plan* and *annual exams plan* * send an *Information gathering form* to relevant staff in each subject area * identify your role in internal tests/mocks |  |  |
| Exam information (external):   * be aware of the National Centre Number (NCN) Register * understand JCQ inspections * understand exam terminology * understand ‘resilience arrangements’ |  |  |
| Centre website:   * identify the exam-related information shared on the centre website, what needs to be updated and what could be added to the website to support your role, candidates and parents |  |  |
| Exam storage:   * locate the centre’s secure exam room and secure storage facility * ensure it complies with JCQ regulations * understand what can/cannot be stored in the secure room and storage facility |  |  |
| Exams Manual:   * identify your centre’s Exams Manual as supplied by The Exams Office (if your centre has an active membership) * begin to populate/update an Exams Manual containing key centre-specific exam-related information which supports contingency and succession planning, and can be used during a JCQ centre inspection, including:   + General information   + Key documents   + Compliance   + Policies and Procedures   + Invigilation   + Professional development |  |  |

| Exam diary:   * maintain a diary of tasks undertaken on a daily/weekly basis making suggestions for improvement, where applicable, * to assist in future years and to address contingency planning |  |  |
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| **Tasks to undertake during the first term or three months in role and ahead of an exam series** | | |
| Task | **✓** To confirm completion | Notes (as applicable) |
| JCQ compliance - Be aware of all JCQ regulations relevant to the exams officer role, in particular those in the following publications:   * General Regulations for Approved Centres * Instructions for conducting examinations * A guide to the special consideration process * Suspected Malpractice: Policies and Procedures * Post-Results Services |  |  |
| Exam entries:   * plan and prepare for making exam entries issuing advice and guidance for staff * acquire entry information from staff * be aware of awarding body key dates/final entry deadlines * check entry information |  |  |
| Confidential exam materials:   * receiving, securely moving, checking and securely storing question papers and other confidential materials |  |  |
| Exam rooms:   * identify the rooms which will be used during an exam series * liaise with staff whose rooms will be utilised * book rooms * speak with premises staff to confirm their role in setting up an exam room(s) |  |  |
| Exam budget:   * confirm and monitor the centre’s exam budget and any late entries |  |  |
| Exam policies:   * create, review and/or update JCQ required, good practice and policies and procedures created to address centre-specific issues   ….and in particular:   * ensure awareness of how to deal with instances of malpractice * ensure a procedure is in place to identify candidates * ensure that the emergency evacuation policy reflects the practice in your centre |  |  |
| Access arrangements/reasonable adjustments, confirm:   * an understanding of centre-delegated access arrangements and those approved by the *Access arrangements online* tool * your role and responsibilities in the administration, delivery and rooming of access arrangements * key dates for submitting applications for access arrangements and modified papers * managing emergency access arrangements |  |  |
| Invigilators:   * evaluate, recruit and arrange training for your invigilators (and facilitators of access arrangements, if appliable) * utilise The Exams Office online training and assessments for new and experienced invigilators to support your training * timetable invigilators for the upcoming exam series |  |  |
| Briefing staff\*, candidates and parents including centre information and the following JCQ information which must be disseminated:   * Information for candidates’ documents * Unauthorised items poster * Warning to candidates’ poster * Written complaints policy * Written internal appeals procedure * Notice to centres – People present in the exam room\* * Written procedures for dealing with candidates’ requests for post-results services * Availability of senior members of staff immediately after the publication of results * Post-results process, including the published deadlines for clerical re-checks, reviews of marking and reviews of moderation\* |  |  |
| Contingency planning, to cover:   * all aspects of examination administration * head of centre, exams officer, SENCo (or equivalent role) or teacher absence at a critical stage of the exam cycle * non/late receipt of entry information * non/late receipt of access arrangements information * invigilator issues * failure of IT systems/potential impact of a cyber attack * exams officer absence on an exam day/session * centre is unavailable for examinations or results day(s) |  |  |
| Pre-exams – plan for the following:   * timetabling (including timetable variations) * rooming (including rooming of access arrangements candidates) * seating arrangements (including seating plans) * preparing your invigilators for the exam series * be aware of the regulations/centre procedures for:   + emergency access arrangements   + candidates who are ill/distressed   + candidates who are absent from an examination   + candidates who arrive late for an examination   + suspected candidate malpractice   + serious disruption in the examination room   + emergency evacuation of the examination room |  |  |
| During an exam series – plan for the following:   * preparing for each exam session * after each exam session * preparing for the next exam session/day * what to do if a candidate:   + requires an emergency access arrangement(s) at the time of an exam   + arrives for an exam and he/she is clearly unwell or extremely distressed   + is absent from an exam * contingency planning for the following during an exam series:   + Exams officer absence   + SENCo absence   + Teacher absence   + Centre unavailable   + Exam rooms unavailable   + Failure of IT systems   + Cyber-attack   + Invigilator shortage * setting up the exam room * handling question papers/exam materials * reporting malpractice * dealing with late/very late arriving candidates * managing instances of possible special consideration * preparing for the JCQ centre inspection * packaging and dispatching scripts |  |  |
| Results and Post-Results:   * Awareness of key dates and deadlines * Restricted release of results day – tasks to complete, staff involvement, etc. * Understanding the post-results services – reviews of results, access to scripts, missing and incomplete results, late subject awards and appeals * Manage candidate enquiries for post-results services |  |  |