

IER INVIGILATORS - GRADE 3

Note/Glossary:

- *IER is 'Individual Examination Requirements'.*
- *Invigilator – refers to 'IER Invigilators'.*
- *Superintendent – refers to the University Superintendent of Examinations.*
- *UAP – refers to 'Unacceptable Academic Practice'*

JOB DESCRIPTION – IER INVIGILATORS

IER Invigilators are responsible for the supervision and running of university examinations in university computer rooms and in departments. This covers, both in computer rooms and in departments, students with particular personal requirements, including:

- Learning difficulties
- Physical disabilities
- Injuries
- Illness, including those that require isolation
- Other medical reasons, including stress and panic symptoms

A wide range of duties are involved associated with the general conduct of IER examinations and with specific aspects of those examination processes.

IER Invigilators should have a proven education, always to degree level (or equivalent). Previous experience of invigilating university or other higher education examinations would be regarded as highly desirable, though is not strictly essential, as training is given. Experience in dealing with students with a variety of learning needs and disabilities is also regarded as highly desirable. Pastoral aspects are crucial, so IER Invigilators require an assured but sympathetic manner in dealing with students under stress.

New appointees must attend an induction session with the Superintendent of Examinations. Student Support will also ensure that appointees are made aware of all protocols relating to the types of students involved, providing instruction and training as required. Existing IER Invigilators will be routinely advised of any significant changes in examination procedures and relevant University Regulations

All IER Invigilators are responsible ultimately to the Director of Student Support, but also – on a half-daily basis – to the University Superintendent of Examinations, who manages IER Invigilators in the University computer rooms. In examinations held in computer rooms, a small number of Invigilators are themselves entirely responsible for the running of the venue, with the Superintendent on call in case of issues arising. Half-day sessions allocated to individual Invigilators will be determined by consultation between the Support Work Administrator (in Student Support) and the Superintendent, and offered to each Invigilator in advance, acceptance of the assignments being required.

In both computer rooms and in departments, attendance is required at least 20 minutes in advance of each half-day session, and will end as dictated primarily by the time allowances associated with the particular IER student(s) involved (together with any allowed rest breaks actually taken). Work timing sheets must be checked and signed each half-day by either the Superintendent or by the relevant Departmental Administrator.

GENERAL DUTIES & REQUIREMENTS

Before, during and after each examination, anything that the Superintendent requires, but including:

- Exercising general supervision, initially – in each half-day - under the guidance of the Superintendent, but –once the examination is under way – the Invigilator(s) taking responsibility for all aspects of the running of the examination.
- Being vigilant at all times. Observing examinees. Invigilating actively but unobtrusively.
- Circulating regularly in the examination room, but quietly.
- Responding to information queries or requests from examinees.
- Reacting to information or administrative requests relayed from the Superintendent or from Student Support.
- Dealing with pastoral incidents or student support requirements as they arise.
- Filling in all required, allocated, examination-administrative paperwork meticulously and accurately, before, during and after the examinations.
- Maintaining all rules and prohibitions relating to books, papers, materials or equipment including those specified in examination paper rubrics. This includes personal dictionaries and all forms of small electronic device, unpermitted calculators, mobile telephones, smart watches and Bluetooth accessories.
- Being aware of all possibilities relating to Unacceptable Academic Practice (UAP). Taking action as appropriate and as instructed. Protecting evidence, completing relevant reports and providing related documentation.
- Monitoring examinee visits to toilets, being aware of UAP implications.
- Monitoring permitted food and drink, removing items as necessary.
- Much more significant attention to individual student needs and requirements than in main venue invigilation.
- Always being aware of what is happening with and near to other invigilation colleagues, so as to be able to render assistance quickly.
- Par excellence, examination administration in the computer rooms requires good teamwork. All members of the allocated invigilation team must contribute to a smoothly-operating, minimum-problem process. Working together, under the instructions of the Superintendent of Examinations, to achieve all necessary elements in the total process and targets.
- Being flexible. Providing cover for sick or absent colleagues and being prepared to move room as requested.

ROLES IMMEDIATELY BEFORE EXAMINATIONS

A) In computer rooms

- On arrival at computer rooms, prior to the half-day session, laying out examination papers. Checking also that any required resources have been provided.
- Dealing with individual student anxieties in the waiting area outside examinations, as required. Offering advice as appropriate. Involving the Superintendent as felt necessary.
- Invigilators should make themselves aware of examinee details and characteristics which it has been felt appropriate to divulge to examination staff (which appear on the student lists), and be aware of possible manifestations of these.
- Monitoring students entering the examination room to ensure that they understand, appreciate and are observing the examination rules, including those in relation to allowed 'materials' and to 'Unacceptable Academic Practice'. Taking students aside and explaining procedures as necessary. This is a crucial and demanding part of the half-day, as students – often preoccupied with themselves and their anxieties - will sometimes need

to be intercepted and reminded of rules and prohibitions.

- Carefully observing students entering examinations and removing from them unpermitted clothing, bags, ancillary equipment and other illegal material.
- Repeating to candidates entering the examination room rules on mobile telephones and other small electronic devices, removing illegal devices as appropriate.
- In the computer rooms, directing examination candidates to allocated seats and papers. Sorting out quickly but sympathetically problems related to mis-seating, incorrect papers and sometimes unexpected or illegal actions by students in immediate pre-examination period.
- Duties may include making start and end announcements, bilingually.

B) In departments

- On arrival in departments, liaising with the Departmental Administrator in relation to the requirements of the individual student (including extra time allowances), to the examination paper requirements and to the necessary resources.
- Dealing with the candidate's anxieties in the waiting area outside the examination room, as required, if necessary involving the Departmental Administrator. Offering advice as appropriate.
- The Invigilator should make themselves aware of examinee details and characteristics which it has been felt appropriate to divulge to examination staff (which will be imparted through the Departmental Administrator), and be aware of possible manifestations of these.
- Ensuring that the candidate understands, appreciates and is observing the examination rules, including those in relation to allowed 'materials' and to 'Unacceptable Academic Practice'. Explaining procedures as necessary. This is a crucial part of the half-day, as the candidate – preoccupied with himself/herself and his/her anxieties - may need to be reminded of rules and prohibitions.
- In consultation with the Departmental Administrator, removing from the candidate unpermitted clothing, bags, ancillary equipment and any illegal material.
- Repeating to the candidate entering the examination room rules on mobile telephones and other small electronic devices, removing illegal devices as appropriate.
- Duties may include making start and end announcements, by agreement with Departmental Administrator.

ROLES DURING EXAMINATIONS

A) In computer rooms

- Being observant and recognising impending problems of significance to students under stress; recognising and take ownership of problems or impending problems, providing a solution where possible. Appreciating when to involve the Superintendent.
- Collecting attendance slips and checking attendance slips against candidate list. Completing relevant examination documentation and seating plan.
- Producing detailed written reports on all matters associated with alleged Unacceptable Academic Practice, according to the instructions of the Superintendent.
- Completing 'Incident Reports' on any relevant untoward matters, as prescribed.
- Working co-operatively with other IER Invigilators present in all computer rooms and communicating outcomes as necessary.
- Understanding the key priorities in the examination process. Responding to unforeseen events or changes in priorities positively.
- Where necessary, guiding new IER Invigilators by demonstrating the process and introducing them to the details of the work that they will be undertaking.
- Seeking to resolve problems quickly by working cooperatively with other team members,

drawing on each other's skills and experience.

- Responding promptly and accurately to both examination candidates and to invigilation team colleagues who request information or a service. This will usually involve routine tasks within the examination process, but also sundry one-off inquiries from examination candidates.
- Taking responsibility. On occasions may need to explore the needs of the examinees to provide the appropriate response, or vary how procedures are applied in response to the specific needs of the examination candidates.
- Taking decisions with others in the invigilation team about one-off modifications of the examination process. Recognising when such situations arise associated with sick, stressed or troublesome examination candidates. Possibly involving quickly taking students out of the examination room, maintaining their right to continue their examination, but placing them temporarily in a suitable individual location. Communicating immediately with the Superintendent and conceivably with Student Support.

B) In departments

- Being observant and recognising impending problems of significance to a candidate under stress; recognising and taking ownership of problems or impending problems, providing a solution where possible. Appreciating when to involve the Departmental Administrator or Superintendent.
- Collecting an attendance slip for the candidate. Completing relevant examination documentation.
- Producing a detailed written report on any matter associated with alleged Unacceptable Academic Practice, according to the instructions of the Superintendent.
- Completing an 'Incident Report' on any relevant untoward matter, as prescribed.
- Understanding the key priorities in the examination process. Responding to any unforeseen event or change in priorities positively.
- Seeking to resolve problems quickly by working cooperatively with the Departmental Administrator.
- Responding promptly and accurately to either an examination candidate or to a Departmental Administrator who request information or a service. This will usually involve routine tasks within the examination process, but also sundry one-off inquiries from examination candidates.
- Taking responsibility and being flexible. On occasions may need to explore the needs of the candidate to provide an appropriate service, or vary how procedures are applied in response to the specific special needs of the candidate.
- Taking decisions with the Departmental Administrator about one-off modifications of the examination process. Recognising when such situations arise associated with a sick, stressed or occasionally troublesome examination candidate.
- Varying the particular duties according to the exact requirements of the candidate and to the invigilation assignment.

ROLES AFTER THE EXAMINATIONS

- Ensuring that items (including scripts) are not taken illegally out of the examination room.
- Collecting in from the examination room such completed scripts as have been indicated by the Superintendent or by the Departmental Administrator. In computer rooms, considerable work and great attention to detail is required in collecting in examination scripts and checking these against the numbers expected, since the process involves creating both hard copies and also stored electronic copies.
- Helping to clear up the examination room and – in computer rooms – facilitating preparation for the next half-day session.

OTHER DUTIES

Under the direction of the Superintendent of Examinations assisting to:

- Comply with relevant legislative and regulatory requirements, including but not limited to,
 - (i) Fire Safety
 - (ii) Health and Safety
 - (iii) Data Protection
- Exceptionally, in the event of a need to consider emergency evacuation of the examination room (most likely when a fire alarm sounds), being aware of the delayed-response protocol to be observed and co-operating with colleagues in the invigilation team in ensuring that this happens. The Superintendent will have ensured that all Invigilators are reminded of the protocol previously dealt with during induction. Understanding the importance of initially retaining all candidates in the examination room, of keeping them calm for the specified time, and of ensuring an ordered and unhurried evacuation, as instructed.

PERSONAL SPECIFICATION

IER Invigilators should be:

- As previously indicated, people with direct personal experience of university examinations (that is, normally, graduates) and preferably of the stresses and pressures of a university examination environment.
- Hopefully, experienced in running university or other HE examinations. This is regarded as an advantage, though is not essential.
- Experience in dealing with students with a variety of learning needs and disabilities is also regarded as highly desirable.
- Fully committed to working in a front line service role, and being part of a team.
- People who exude confidence and assurance, but who understand when to seek guidance from more senior or experienced examination staff.
- Of a sympathetic and helpful disposition.
- People with evident enthusiasm and the ability to get on with other people of all ages and experience, both colleagues and examination candidates.
- Able to deal with unexpected situations in an appropriate and unflustered fashion.
- People who are flexible, both in terms of which part of the overall job role that they will undertake, and occasionally where they might be asked to work. This includes flexibility in relation to lunchtime periods and to unanticipated departures from expected working hours.
- An ability to communicate in both Welsh and English is desirable for this post, continuing the University's commitment to deliverance of a bilingual service to our customers.

TRAINING

- New appointees must attend an induction session run by the Superintendent of Examinations.
- Existing IER Invigilators will routinely be advised of any significant changes in examination procedures and relevant University Regulations.

KEY ELEMENTS

1. COMMUNICATIONS

Effective **verbal communication** is a central element in the discharge of this particular role.

1. Two types of verbal communication are necessary at the point at which students are entering the examination rooms:

a) Drawing attention of examinees to standard procedures and examination rules. Communication must be clear and emphatic, because people entering examinations are definitely not concentrating on examination procedures, are frequently pre-occupied and can sometimes be relatively unco-operative.

b) More complex aspects, such as the various aspects of Unacceptable Academic Practice, need both to be carefully watched for, and pointed out individually to potential transgressors (which are surprisingly common). This requires sensitivity and always individual treatment, probably taking a student aside, but very much bearing in mind that – while the rules must be enforced and a clear explanation given of the relevant problem – we would not wish to upset the student's equilibrium at such a crucial juncture.

2. Again, during the examination session, Invigilators will find themselves in a position where they must succinctly, clearly and quietly explain things to examinees :

- To do with procedures and ways of operating.
- In relation to the respect that individual students should have for other examinees, if they are behaving thoughtlessly.
- In relation to difficulties that individual students may experience or perceive.
- In relation to University regulations and possibly to breaches of those regulations.

Verbal communication comes to fore in all these cases.

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Though Invigilators may very well be having to **present written information** to examinees, it will usually be in the form of documents written by the Superintendent, rather than composed by the Invigilator. Their role is fundamentally not about creating paperwork, but about dealing face-to-face with students.

The main situation in which Invigilators must **communicate in written form** is in reporting Unacceptable Academic Practice. A clear and unambiguous report on UAP must always be provided by those Invigilators involved in cases of alleged UAP – that is, the Invigilators who uncovered any such transgressions or were drawn into dealing with such situations. Invigilators are asked to make notes at the time and then compose a report which covers all aspects of the situation, which process requires thoroughness and attention to detail. It must be borne in mind that such reports, while going initially to the Superintendent, will pass on to AQRO and to the academic department involved, and will form a principal line of evidence where cases of UAP are pursued in either a departmental inquiry or through the University's UAP panel. As part of this process, the Superintendent will always talk with the Invigilators involved to elucidate details within such written reports. Such reports are of huge importance to the students involved, as their academic future – and possibly further – might very well be affected by the outcome of a UAP case.

Though occurring less frequently, the Superintendent will also seek a written report from Attendants in three other situations: A) In the very rare cases of complaint by students. B) In equally rare instances of Fire Alarms, Health and Safety accidents or other incidents occurring in the venue. C) Where corroboration of cases of illness and indisposition have occurred. These must be done promptly, while details are still clear in the Invigilators' minds.

2. TEAMWORK AND MOTIVATION

Examination invigilation is certainly one of the situations within the University where teamwork is at its most vital. Invigilators in university computer rooms are quite evidently members of a team, and the successful - and preferably trouble-free - completion of the aims and objectives for that examination half-day session (AM or PM) depend wholly on both individuals playing their allotted part and on the whole invigilation team functioning as a unit. The primacy of teamwork is both emphasised and discussed during induction sessions for new invigilators.

- The objectives for a half-day session will be well understood by many Invigilators, both as a result of their training but also their accumulated experience. This will obviously not apply to new appointees. In addition, in computer rooms, there will normally be a specific set of instructions from the Superintendent, according to the numbers of papers, the number of students, the varying durations of papers (including extra time) within the room and possibly specific characteristics associated with particular papers, including things from the paper rubrics of which the Invigilators will need to be cognisant. Even within the departmental situation, the Invigilator must work closely with the Departmental Administrator on some of these characteristics.
- Invigilators will be well aware of their place in the examination administration and that their efforts are part of meeting the overall objectives laid down by the University and by the Superintendent.
- Members of the invigilation team may well assign particular jobs between themselves without the input of the Superintendent, realising that time is frequently of the essence. This calls on both experience and a recognition that most of the work is team-related.
- Along with the Superintendent laying out his or her specific instructions at the start of the session, the most experienced Invigilators will often take the lead, and undertake organisation voluntarily.
- Less experienced Invigilators will benefit from both the knowledge of the 'old hands' and from the motivation that they will offer, recognising time constraints and rapidly taking on board the team ethos.
- All members of the invigilation team will understand the need to be flexible and be prepared to be involved in all aspects of the invigilation role, sometimes taking on multiple responsibilities or switching quickly from one aspect to another.
- Teamwork is clearly paramount in getting a set of computer room examinations under way, as close as possible to the scheduled start time. There are - on the one hand - several aspects of the total operation to be accomplished simultaneously, but - also - this is the time when a small problem with one individual student can have a negative effect on overall time-keeping, and must be solved expeditiously without detriment to the rest of the students. This is one of the times to see teamwork at its most effective.
- Notwithstanding the previous point, at no time in the examination session is teamwork more vital than at the end of a half-day session in the computer room. Unlike in main examination venues, this does not occur at a single time, but will often be spread out over a quite long period, given that several paper durations and quite possibly a diversity of extra time allowances will be involved. The Invigilators also themselves, not only print, but send the answers to an e-mail account, which needs to be done with care. Once again, there are security operations to be completed in terms of the students exiting the hall.
- In the area of Unacceptable Academic Practice, it is always the case that several people need to work together to detect, observe and expose students who are cheating, and then to deal with the situation in the manner laid down by the Superintendent. Particular care has to be taken to ensure that disruption to other students is minimised.

3. LIAISON AND NETWORKING

In the context of invigilation, liaison with both the Superintendent and with other members of the invigilation team, is a natural and continuous process, throughout each half-day session. This role is never one carried out in isolation – in one's own time and at one's own rate - and the way that invigilators work together will determine how effective the outcomes prove to be. Invigilators will work in small teams allocated to the computer rooms, on a half-daily basis. But at the same time, they will function as part of the larger group of IER Invigilators and will soon come to know the personalities and characteristics of the working colleagues with whom they will be liaising.

There is no external liaison or networking considered to be a requirement of the role.

4. SERVICE DELIVERY

The service provided by IER Invigilators is only broadly understood by people who have not invigilated in such an environment. Outline details of the post are in the summary job description provided as an introduction to this role profile. This is not, however, service delivery in a situation of minimal initial scrutiny and low pressure – as may perhaps happen in an office environment, centrally or within an academic department – and where deficiencies can be identified and rectified without too much anxiety. Invigilation – in either computer rooms or in departments - involves service delivery of a very customer-facing nature, often under pressure and in a very 'charged' environment. Anything untoward is likely to be magnified by the situation, and will almost certainly need to be rectified immediately, with measures probably needing to be taken to compensate in some way, either to a particular examinee or to any other students who might be affected.

Invigilators do not normally set the standards or define the nature of the services offered, but they are certainly the staff with the responsibility for undertaking the processes involved and maintaining the standards of service expected. It is important to reinforce that IER Invigilators operate largely without supervision, so have to maintain high standards simply through their own integrity.

The level of readiness and attention to detail required is high. During induction, Invigilators have it made clear to them that they must be alert and attentive throughout the working day and actively invigilate at all times. There is a clear definition of things that might in some way distract them, and which they must never do during the working day. Also that standards of behaviour must never be compromised.

5. DECISION MAKING PROCESSES AND OUTCOMES

Decision-taking for invigilators is in a number of situations:

- During an established procedure within which they must play a part, as a member of a team. Some procedures will be directed initially by the Superintendent or by a Departmental Administrator, but once that person departs from the examination room, there is considerable scope for individual decision-taking and initiative. So this most often occurs during the long duration of each examination half-day session, which can be up to 4 hours (with extra time on 3 hour examinations).
- Actually during the examination, at a time where this might erroneously be viewed by uninvolved people as a 'reduced-pressure time', during general circulation and direct invigilation, but where observance of both modes of behaviour and University regulations will be uppermost in the Invigilators' minds. People dealing with people, when both minor transgressions and serious incidents arise, always gives scope for individual decision-taking, in just how a situation might most appropriately be handled.
- Invigilators may need – on the one hand – to quietly and unobtrusively remind students that they should be either doing something or not doing something, or – on the other hand – violation of a serious University regulation (most notably the Unacceptable Academic Practice Regulation) may require an established way of managing such a

situation to be invoked, but nevertheless be handled with reference to the severity of the infraction and also being mindful of the impact on other students in the immediate locality.

Decisions may have impacts totally confined to the conduct of the particular examination, and effectively forgotten immediately afterwards. But decisions may have greater ramifications and an impact beyond the examination hall. Two examples would be :

1. The way that an Unacceptable Academic Practice violation is dealt with will have implications for both the handling and possibly the pursuit of the case subsequently. This might potentially contribute to how academic departments and institutes can deal with and prosecute cases of UAP subsequently, both in departmental contexts and also within a University Committee of Inquiry (in the most serious cases). Cases of UAP have to be handled both correctly and considerately, as the possibility exists that later outcomes will affect the student's degree result, their continued study in the University and conceivably their whole life.
2. It is essential that Invigilators go about their work correctly and in a sensitive fashion. There is a balance to be struck between examination candidates being aware that they are being observed and monitored, but also on the examination staff as a team operating unobtrusively. Though such situations are not common, the Superintendent very occasionally has to deal with complaints either about Invigilators who have not got the balance quite right and might have compromised an examinee's ability to get on effectively with an examination, or where the process and observance of the 'rules' might have ultimately assumed a greater importance than the fact that this examination matters very much to those being examined.

6. PLANNING AND ORGANISING RESOURCES

In large measure, the planning and organisation of resources is carried out by either the Superintendent or by a Departmental Administrator. The Superintendent is responsible for the macro-organisation of resources, both in the lengthy period leading up to the examinations and – on a daily basis – ensuring that appropriate resources of all types are provided for each of the computer rooms. But the Invigilators – who are operating without supervision for most of the working day - must always ensure that appropriate and sufficient resources are available for the required operations of each half-day, if necessary drawing the attention of the principal administrator to any particular needs.

At a minor scale, operational planning may also be necessary, in terms of invigilation team members agreeing the allocation of responsibilities.

7. INITIATIVE AND PROBLEM SOLVING

While senior examination staff might hope to be able to anticipate all the situations that will arise in all types of examination venue, characteristics which Invigilators themselves must display in abundance are personal initiative and an ability to solve problems as they arise – a natural ability to 'think on one's feet' and to react appropriately. In practice, a sizeable part of the long working day is Invigilators waiting for things to happen and then quickly dealing with whatever has occurred.

Problem solving will be carried out within two different frameworks :

- a) In a University computer room, where the Superintendent will not be present for the majority of the half-day session, the team of Invigilators must collectively order their own activities, and their individual responsibilities, to a large degree. Dealing with both routine requests or enquiries from students, or sometimes more difficult or intransigent situations, there may be a procedure laid down and probably they will have received some documentation about this, but there will also be situations where the Invigilator will need to react in the way that they feel is most fitting to the circumstances and where they will also need to judge whether this is something on which they might seek support from

another Invigilator or conceivably even look to involve the Superintendent (by phoning the Examination Office).

- b) Departmentally, there is only one Invigilator, working alone. The lines of communication can be stretched and – though there may again be laid-down procedures or the Superintendent will have indicated verbally how the Invigilators should proceed in various situations – there is nevertheless a greater degree of both independence and initiative that the Invigilator would be expected to manifest. Dealing with his or her own problems, except in cases of clear uncertainty or in relation to more significant incidents.

It is very far from the case that Invigilators merely operate according to tightly-laid-down instructions. They on occasions need to manifest a high degree of initiative.

8. ANALYSIS AND RESEARCH

Difficult to see how this characteristic could relate to the role of IER Invigilator. The Superintendent alone accumulates statistics, reports them and draws conclusions for the University. There is nothing else in the very dedicated examination process which could remotely require analysis and research.

9. SENSORY AND PHYSICAL DEMANDS

There are indeed quite serious demands made upon examination staff, but it would be difficult to characterise them as 'physical demands', even though long hours spent in an examination venue are very personally testing – more so than anyone who has never experienced such an environment from the invigilation perspective could imagine. All the more so as the standards now laid down are much more taxing for staff than was ever the case in years gone by. Concentration and vigilance takes its toll, to be sure, and few front-line examination staff will have much difficulty getting to sleep each night – unless, of course, they are running through in their minds the events of the day just past, as is sometimes the case!

Formerly, invigilation was a part of academic staff contracts. It is to the University's advantage that this role is now performed by dedicated and properly trained staff. The demands of the role are much greater now than was the case previously – in relation to University regulations, in relation to students with individual examination needs, and in relation to students being much more the 'customer' than they were ever perceived to be in times past. The University needs these paid, trained, and much more dedicated staff very badly.

As indicated, 'Sensory and physical demands' doesn't quite cover the Invigilator role, but neither does the 'Work Environment' where other aspects of the stresses and strains of major University examination venues can be examined. What is crucial is that the demands of the role are recognised wherever they are included in this role outline.

10. WORK ENVIRONMENT

Again, this 'characteristic' doesn't quite fit to pressures with which, and the environment within which, the IER Invigilator has to operate, but there is nowhere else to say what needs to be said, so it once again vital that what is written under (9) and (10) is taken on board and included in the role analysis for which this role profile outline is written.

The examination environment is something quite unlike any other within the University. And yet it is an integral and unavoidable component in what the University does above all else – educates and trains students and awards degrees. In truth it is a part of the teaching process, not just an administrative adjunct. The skills required are not directly teaching skills, but they are most certainly not akin to the 'Administrative and Secretarial' skills into which mould the University is probably attempting to pour this particular job role. The job is about people, not things, and people in a very singular environment – the examination room.

Teaching, including lecturing, is – amongst many other things - about conveying information

and imparting skills and techniques in situations of fairly low stress. Students in lectures and practicals may be critical and demanding of their teachers, but they are receptive and wishing to learn. Students in examinations are wholly different creatures, enduring a situation in which they find no pleasure, with a series of human reactions which relate directly to this:

- Examinees are under sometimes severe pressure, and thus almost all get stressed, everything from general unease up to full-on panic. Invigilators have to deal with these symptoms.
- Examinees are pre-occupied and often self-absorbed, and not in the best frame of mind to listen to what is being said to them, important as this is likely to be.
- They are forgetful, sometimes exhibiting behaviour that they would objectively know to be incorrect or inappropriate, and reacting testily or adversely when this is drawn to their attention.
- Unfortunately, there are some occasions when the 'drawing of their attention' is not in the context of a simple reminder, but when things have gone too far and a University regulation has already been breached. Invigilators find no pleasure in such an avoidable situation and go out of their way to ensure that vital information is communicated repeatedly to students.
- Some students do not 'make mistakes' but perpetrate deliberate cheating or breaking of the University Unacceptable Academic Practice regulation. Invigilators are trained in how to deal with such situations, but they involve difficulty and emotions on both sides.

Bearing in mind all the above observations, it would be appropriate to describe the work environment in an examination room as extremely 'charged', not at all a comfortable set of conditions. But this is the normal working situation for up to 8 hours per day for an Invigilator. This must be recognised.

11. PASTORAL CARE AND WELFARE

The point has firstly to be made that examination staff in general, including IER Invigilators, are not there primarily to 'police' the examinations, but to facilitate the students being examined attaining the best possible outcomes in relation to their knowledge and their abilities. They all, without exception, recognise the pressures described under (9) and (10) and regard themselves as having the opportunity to help students do their best. Thus, in terms of pastoral care and welfare, they always behave positively and helpfully (even when uncovering Unacceptable Academic Practice). It should be remembered that we specifically ask for applicants for this role to be graduates, so that they can appreciate and sympathise with the pressures of the situation. Pastoral care would be regarded as a core element in the job role:

- Students may display evidence of pressure and stress either in general situations, such as in the waiting area or upon entry to the examination room, or in more specific individual manifestations. Not only must they be treated considerately, but may need personal advice or reassurance on particular matters, even when entering the examination room and undertaking the basic administrative tasks.
- It may also be that, for individuals, pressure builds as the examination proceeds, for variety of reasons, such that they begin to more obviously show signs of stress. Invigilators will have been advised in how to deal with such situations, as part of their pastoral remit, and might exceptionally accompany a student outside of the actual examination hall while they compose themselves, or – possibly involving the Superintendent – invoke some more specific examinee-centered solution. Cases of panic often require such approaches. In cases of general malaise and an unwillingness to continue the examination, Invigilators will advise students to immediately apprise their departments of what has occurred.

Invigilators need to quickly recognise when a situation demands something more than being solicitous and helpful to students. In such situations, it may be necessary to a) seek out a first-aid qualified staff member, b) phone for an ambulance, or c) arrange for a student to be taken quickly to hospital, probably by car. The Superintendent will certainly be advised. On

occasions, it will prove desirable to confer with the Student Health Centre. These kinds of response are more likely to be associated with illness or injury, rather than panic or emotional upset. A report will normally be written by the Invigilator(s) involved.

12. TEAM DEVELOPMENT

The centrality of teamwork by Invigilators is covered in (2). Team development is very different and likely to be the domain of the Superintendent, who will judge whether additional instruction or training in some new or modified element of the IER Invigilator role is necessary. This may be imparted in written form – which would be routinely the case – or possibly through a course organised by the Superintendent.

However, it would also be expected that – in addition to both documents on procedures and to instructions given verbally by the Superintendents – the more experienced Invigilators would advise or guide new appointees on standard information and procedures.

13. TEACHING AND LEARNING SUPPORT

Invigilators do not normally teach, *per se*, but are indisputably involved with a core part of the teaching process, that of examining our students. And not in a detached way, but very practically and face-to-face. Though all students will have been examined previously at school or sixth-form college, university examinations and the pressures associated with them, can be assessed as being at a whole new level. By guiding and assisting students in a host of small ways, Invigilators are indeed contributing to the students' learning processes and hopefully helping them to produce enhanced results

14. KNOWLEDGE AND EXPERIENCE

- In searches or adverts for IER Invigilators, we normally ask for graduates (or, specifically, it is noted as 'highly desirable' that applicants have 'familiarity with HE examination procedures', which can only in fact be gained by being a graduate). In practice all our Invigilators are graduates, many of them postgraduates, sometimes University staff with another role. Though one is thus not asking for specific academic subject 'knowledge and experience', what is being sought is experience of the university examining process, even if from an examinee's perspective. This should be recognised in analysing this role.
- As just indicated, it is also noted in the job advertisement as 'highly desirable' that applicants should have experience of HE invigilation. In practice few new applicants have such experience, so it is very much the case – as pointed out in (12) – that the knowledge and experience of existing Invigilators has to be passed on to new team members. This may be designated 'team development' in that context, but we are nevertheless implying that the transfer of existing expertise (knowledge and experience) is an integral part of the role. As indeed it is. That experience may have been gained over many years of carrying out the invigilation role, which incidentally is not in any way currently reflected in enhanced emoluments that the more experienced staff might receive.