Open Awards Qualification Unit

1 Unit Details

Unit Title:	Principles of Effective Remote Invigilation
Unit Reference Number:	R/618/6768
Level:	Level 2
Credit Value:	1
Minimum GLH:	5

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1.	Understand the principles and requirements of remote invigilation	1.1	Define assessment taken under controlled conditions
		1.2	Identify the purpose of invigilation
		1.3	Summarise the objectives of the invigilator
		1.4	Identify the differences between remote invigilation and face-to-face invigilation
		1.5	Identify controlled conditions requirements for remote invigilation
2.	Understand the regulatory requirements in relation to remote invigilation	2.1	Identify key requirements of the qualifications regulator in undertaking remote invigilation
		2.2	Identify data protection requirements to be considered in undertaking remote invigilation
		2.3	Identify welfare and safety issues to be considered in undertaking remote invigilation
		2.4	Identify the implications for a centre in undertaking remote invigilation
3.	Understand the role of the centre and the remote invigilator	3.1	Identify the centre and remote invigilator's requirements before, during and after an assessment

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		3.2	Identify the importance of following remote invigilation procedures
4.	Understand how to conduct remote invigilation to ensure the validity of assessments conducted remotely	4.1	Identify good and bad learner practice in a remotely invigilated session
		4.2	Identify good and bad invigilator practice in a remotely invigilated session

Indicative Content	
LO1	Relationship between controlled assessment and controlled conditions • Controlled assessment is associated with setting tasks, the way work is produced by learners and the marking and quality assurance arrangements to ensure authenticity of learner's work. • Controlled conditions are associated with the supervision arrangements and environment under which learners undertake assessment tasks and produce their work for marking. Purpose of invigilation • To ensure that learners can take an assessment under controlled conditions through active surveillance for the whole assessment session. • To give instructions and guidance on the function of the assessment and to make clear any rules and regulations needed to achieve required controlled conditions. • To mitigate any problems, expected or unexpected, as they are encountered or realised. • Preventing and/or recording any incidents that deviate from proper conduct or procedure e.g., malpractice, IT failure. Objectives of controlled conditions • Ensure all learners have an equal opportunity to demonstrate their abilities. • Ensure the security of the assessment before, during and after the assessment. • Prevent possible learner malpractice. • Prevent possible administrative failures. How remote invigilation may differ from live, face to face invigilation (e.g.,) • Invigilator and learner in different locations. • Audio and visual quality checks before assessment starts. • Learner: invigilator ratio. • The learner's physical environment (e.g., could be at work or at home). • IT systems checks. • Post-assessment quality monitoring (e.g., reviews of recordings or flagged events). Controlled condition requirements for remote invigilation (e.g.,) • Credible authenticity check (e.g., valid and current photographic ID shown). • Whole assessment session recorded or monitored until the learner has completed the assessment. • No prohibited items. • No communication by the learner in any way, other than the invigilator, with unauthorised persons for the duration of the assessment session; unless it is to ask somebody to leave the 'assessment room' should they enter. • Follow all guidance and instruction given by the invigilator. • Invigilator should treat the assessment as controlled in the same way as the learner does, with full concentration and attention given to both the learner and assessment session.
LO2	Qualification regulator(s) (e.g., Ofqual, SQA, CCEA, QW) generic requirements • Relevant conditions of recognition and guidance. • Ensuring standards and qualification validity. • Ensuring learners are not disadvantaged. • Arrangements for reasonable adjustments and special considerations. • Adapting approach if regulatory conditions change. Qualification regulator(s) requirements for Awarding organisations (e.g.,) • Define controlled conditions and invigilation framework/arrangements. • Centre approval requirements, and associated policies and procedures. • Monitor invigilator compliance with policies and procedures (i.e., own and centre/

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	provider). • Ensure learners are not disadvantaged. • Arrangements to request reasonable adjustments and special considerations. Qualification regulator(s) requirements for centres/ providers (e.g.,) • Invigilators trained on relevant awarding organisation policies and procedures. • Invigilator compliance with awarding organisation policies and procedures. • Ensuring learners are not disadvantaged. • Request reasonable adjustments and special considerations. • Provide awarding organisation with necessary learner information. • Contingency plans and emergency procedures. • IT and assessment security. Data protection considerations (e.g.,) • General Data Protection Regulation • Management of personal data associated with authenticity/identity checks. • Personal information only requested when necessary and used by the person directly involved with the learner and their assessment. • Destroying/deleting any personal information given by the learner as soon as reasonably possible after the assessment session when it is no longer required. • Safe storage of any recordings/assessment records until they are no longer required. Health, safety and welfare considerations (e.g.,) • Risk assessments. • Suitability of the invigilators and learners' physical environments. • Facilitate approved reasonable adjustments which impact on the learner's welfare. • Contingency plans, emergency procedures and contacts in event of an incident with either the learner or invigilator. Learner issues (e.g.,) • Arrangements for approved reasonable adjustments. • Contingency plans and emergency procedures. • IT security. Implications for a centre/ provider undertaking remote invigilation (e.g.,) • Safeguarding considerations: Invigilator recruitment checks; invigilator training and monitoring. • Confidentiality and security: Only authorised persons (e.g., the learner and invigilator) can access the assessment and only for the purposes of enabling the learner to attempt the assessment; specified confidential assessment information (e.g., questions) should not be captured (e.g., written down, screenshots, photographs) and/ or transmitted or shared with unauthorised persons (e.g., via social media or to other learners). • Guidance for learners. • Authenticity checks: what constitutes credible and acceptable learner ID (e.g., valid and in date photographic identification) • Delivery: costs; flexibility of assessment times and locations. • Consequences of not complying with requirements (e.g., awarding organisation actions and sanctions).
LO3	Role of the centre (e.g.,) • Before: centre approval requirements from awarding organisation; initial invigilator training and ongoing continuous professional development; develop a robust remote invigilation policy; management of conflicts of interest; ensuring procedures match policy; sending necessary information to learner and invigilator, appropriate technology to enable remote invigilation. • During: arrangements, tools and technology available to support invigilators • After: management of extenuating circumstances, disruptions, special considerations, report storage, video storage, internal & external quality assurance. Role of the invigilator (e.g.,) • Before: knowing the correct date, time, assessment and learner name; ensuring the correct details are known for logging in; being prepared and 'in the meeting' an agreed time before the scheduled start time, in order to be ready to do any pre-assessment checks with the learner; ensure learners understand controlled condition requirements; comply with conflict-of-interest declaration requirements. • During: ensuring all required checks are followed and actioned (e.g., authenticity check and room sweep); Maintaining a controlled environment throughout the assessment session; Challenging actual or potential controlled condition breaches; Noting any incidents that deviate from 'normal' process and procedure (e.g., on an Invigilator

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	Report), adding a time to support post-assessment quality assurance checks; Answering any questions that the learner may have regarding the function of the assessment; Being professional and polite throughout; Managing disruptions. • After: completing invigilator reports and records; Reporting any instances of suspected malpractice or incidents. Importance of following remote invigilation procedures (e.g.,) • Centre risk ratings • Complaints. • Learner appeals. • Maladministration and malpractice investigations. • Legal challenges. • Disciplinary investigations. • Compliance with regulatory requirements.
LO4	Good/bad practice assessment examples of learner practice (e.g.,) • Good: being on time, having appropriate ID, following guidance given before the assessment to ensure that preparation cuts down the time required to complete pre-assessment checks e.g., clear desk, no prohibited items, forewarned others that they will be sitting a controlled assessment. No attempt at malpractice • Bad: late for start time, unprepared for checks, attempts any form of malpractice, does not remove prohibited items, does not quickly ask people to leave the room if they enter. Good/bad practice assessment examples of remote invigilator practice (e.g.,) • Good: being punctual and prepared following/ conducting all required checks, checking ID and emergency contact details before starting, awareness of when additional authenticity checks may be required, maintaining full concentration on the assessment and learner throughout the session, conducting a thorough room sweep and ensuring that all conditions meet those required, requesting removal of any prohibited items, only assisting with the function of the assessment and not the content, following all procedures and guidance for remote and controlled assessment as required by the awarding organisation (e.g., if feedback should be provided). • Bad: being late or a 'no show' for a scheduled assessment, not following/conducting all required checks, leaving the view of the camera/turning camera off during assessment session if this is a requirement, poor/no room sweep, helping the learner with anything apart from the function and smooth running of the assessment/session, unprofessional/ inappropriate behaviour/language, concentrating on something other than the assessment and learner, not following any other procedure or process required to ensure that malpractice is avoided.

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