
**Education
Committee**

**Study 1
March 1998**

**An Advisory on
Examination Administration**

**Based on the Practices of
Selected IFAC Member Bodies**

**ISSUED BY THE
INTERNATIONAL FEDERATION OF ACCOUNTANTS**

The broad objective of the International Federation of Accountants (IFAC) is the development and enhancement of a coordinated world-wide accountancy profession with harmonized standards. The Education Committee of IFAC was formed to develop and/or distribute pronouncements on both the prequalification education and training programs of accountants and on continuing professional education for members of the accountancy profession. This study is one of these pronouncements.

The Education Committee has produced this paper in order to provide guidance to organizations on good examination administration. It is likely that this paper will be updated periodically, and therefore any feedback on additional topics to be included in future editions would be most welcome. Comments on this paper should be sent to:

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AN ADVISORY ON EXAMINATION ADMINISTRATION

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ACKNOWLEDGMENTS

This paper was developed from a review of data supplied by several member bodies of IFAC. In order to maintain the confidentiality of the systems used by these organizations, they are not identified by name in the body of this paper. Instead, the term “contributor” is used whenever a reference is made to an approach used by a specific organization. This term, as well as certain others used in this paper, is explained in the Glossary of Terms in Appendix 1.

We give particular thanks to those who took the time to give detailed answers and/or provided documentation of the procedures followed by their own organizations.

- American Institute of Certified Public Accountants; Raymond Cuneo Jr, Assistant Director, Grading
- Certified General Accountants Association of Canada; Joseph Lloyd-Jones, member for Canada, IFAC Education Committee
- Compagnie Nationale des Commissaires aux Comptes; Alain Moussard, Member of the Jury, and Martine Juramy, CNCC Formation
- Institute of Chartered Accountants in Ireland; Ben Lynch, Director of Education, and David. F. Byrne, Examination Officer
- Institute of Cost and Management Accounting, Pakistan; M.M. Siddiqui, Director of Education
- Kammer der Wirtschaftstrehänder and Institut Österreichischer Wirtschaftsprüfer; Mag. Luckschander
- Koninklijk Nederlands Instituut van Registeraccountants; Joost Blom, Secretary, Examination Board
- National Association of State Boards of Accountancy; Lorraine Sachs, Executive Vice President
- Ordre des Experts Comptables, France; Alain Burlaud, member for France, IFAC Education Committee, and Hélène Michelin, Director of Education
- The Chartered Association of Certified Accountants; Ursula Radke
- The Institute of Certified Public Accountants in Ireland; Examinations Committee
- The Institute of Chartered Accountants in Australia; Gillian Cappelletto, Divisional Director, Education
- The Institute of Chartered Accountants of Pakistan; Fazal Husain Saifee, Director, Examinations
- The Society of Management Accountants of Canada; Linda Kareckas, Education Manager, and Mary Sealey, Accreditation Manager

INTRODUCTION

1. In May 1993, the Council of IFAC approved the formation of the Developing Nations Task Force in recognition of the fact that special efforts were needed to ensure that the profession in developing nations could assume its rightful role in the global accountancy profession. Its terms of reference required the task force to identify the needs of the accountancy profession in developing countries, including those countries where an organized profession does not yet exist or is at a very early stage of development. It was also charged to recommend ways in which IFAC could offer practical assistance in satisfying each identified need.
2. The task force's report was presented to Council in May 1995, and the recommendations therein were accepted. One of those recommendations called for the development of procedures and guidelines that will constitute "good practices" in examination administration, reflecting the experience of countries that currently administer examinations successfully. This paper is a response to that recommendation.
3. Various approaches are used by member bodies to examine and evaluate candidates for entry into the profession. Some rely on one comprehensive examination at the end of the pre-accreditation process, while others make assessments at various stages in the process. It is beyond the scope of this paper to address the relative merits of these approaches, and the approach taken by an organization will necessarily affect at least some of the specific administrative policies and procedures adopted by that organization.
4. This study identifies the major administrative issues that need to be considered by organizations administering examinations, whenever they are given, and in many cases describes in a general way how various contributors handle these issues. Although some of the specific procedures described in this paper may apply more to larger organizations than to smaller ones, every organization needs to adopt suitable procedures that address the issues identified herein. Those procedures will vary substantially because of differences in matters such as the approach taken to examinations (see paragraph 3 above), the number of candidates to be examined, the size of the geographic area from which candidates come, the nature and extent of governmental regulation, the availability of examination authors within the country, the electronic data processing tools and staff available to the organization, and the language used in accountancy texts and standards, among others. Thus, this paper cannot and does not propose specific procedures for adoption by an organization. However, any organization desiring further assistance in developing its own procedures should advise IFAC's Education Committee of its needs. The Committee will try to provide any such additional assistance after consultation with IFAC member bodies that are familiar with the examination process and that have experienced similar situations.
5. It should be noted that the Study does not address the complex issues surrounding computerized examinations.

BROAD POLICY ISSUES

Objectives

6. The basic objective of professional examinations at the pre-accreditation level is to assess, through one comprehensive examination or through a series of examinations given over a

- period of time, whether or not candidates have the requisite knowledge and skills to become members of the profession.
7. The procedures adopted by an organization for the administration of professional examinations should include ensuring that the examination(s) appropriately test the relevant materials, that all candidates are treated fairly and objectively, and that no candidate is given an advantage over others.
 8. To provide reasonable assurance to current members and to the public that candidates passing the examination(s) possess the requisite knowledge and skills, and at the same time to provide reasonable assurance that candidates are treated fairly and objectively, careful consideration should be given to the following broad policy issues: the scope of the examination, the types of questions used, whether or not there should be an oral component, and what examination aids may be used. Since this paper focuses on administrative procedures, these policy issues are discussed very briefly.
 9. The decisions on these issues should be made at an appropriately high level. This paper assumes that this is an Education Committee, comprised of elected or appointed members of the organization. Most frequently, contributors report that this committee will be a standing committee of the Council or Board, but there are cases where it is an autonomous entity, or one which has its authority under the laws of the country. Frequently, the responsibility for the actual development and marking of the examination is delegated to a subcommittee of the Education Committee, such as an Examinations Committee (sometimes called the “Jury”). In all cases, contributors report that the committees are supported by appropriate staff.

Scope of the Examination

10. The scope of the examination should include the technical knowledge and skills which new, and therefore relatively inexperienced, entrants to the profession can reasonably be expected to have (or, in the case of a series of examinations, the technical knowledge and skills which the candidate should have to progress to the next pre-accreditation level). A lesser scope would be a disservice to existing members and to the public; a greater scope would be unfair to the candidates. Various techniques can be used to assist in deciding on the scope of the examination, including carrying out periodic surveys or studies to determine the tasks usually performed by new entrants into the profession, developing a detailed syllabus, etcetera. The techniques employed need to be undertaken sufficiently early so that the results can be reviewed and discussed before the examination questions are developed, and they should be repeated periodically to keep current with changes in the profession.

Types of Questions

11. The commonly used types of question are true/false, multiple choice, cases, and essays. The mix chosen will have an impact on the administration of the examination, because it is much easier to achieve 100% error-free marking of true/false or multiple choice questions than of cases or essays, which require a great deal of professional judgment. Although most contributors use all types of questions, some clearly use more of one than another. Deciding on the mix of questions may involve consideration of matters such as the number of papers to be marked, the availability of qualified markers, and whether candidates sit for one or a

series of examinations. It may also be prudent to take into account the rights granted to candidates by law or practice to appeal their examination marks.

Oral Component

12. The decision to include an oral component, such as defense of a thesis, presents unique challenges, and few organizations include an oral component as part of their examination process. The last section of this paper includes some comments on this approach, but the remainder of the paper deals only with written examinations.

Permissible Examination Aids

13. All parties need to know what examination aids will be made available or otherwise permitted. This decision needs to be made very early in the process of developing the examination because it has an impact on the development of the questions used. For example, a decision to allow candidates access to written materials, such as the income tax act or specific professional standards, will be a critical factor in evaluating the reasonableness of related questions. Similarly, developing the answer to a question can involve more complex calculations if calculators are allowed than if they are not.
14. Once the policy decision has been made to allow a certain examination aid, the impact of the decision on security measures must be considered. For example, if candidates are permitted to use calculators, consideration should be given to the fact that many calculators can be programmed with other information, which would present the opportunity to cheat. For this reason, although most contributors allow calculators in the examination room, two contributors provide an “official” calculator to all candidates at the examination writing center and two do not permit the use of programmable calculators. On the other hand, one contributor, which administers a series of examinations, permits the use of computers on which candidates may have stored whatever they wish, but it permits this *only* for the final examination in a lengthy series.
15. Other examination aids allowed by some contributors are flowcharting templates, logarithm tables, and other formulas and tables, such as for present and future values. When tables or formulas are provided, a standard, all-inclusive listing or set should be used whether or not all the tables or formulas therein are needed for the particular examination, to avoid “leading” the candidate to the correct answer.

Open Book Examination

16. Allowing candidates access to texts is not common among contributors. Some do permit it, but only for certain examinations, such as the final one or the one on statistics. One allows it at the request of the examination author, in which case the texts are supplied at the examination writing center. Another one allows language translation dictionaries, but not word definition ones.
17. One contributor allows candidates to bring whatever documentation they desire. The only limit is their ability to carry it without assistance. Although in theory this favors the stronger student, in reality this has not been found to be so. All students are advised to bring certain

texts and any required detail not found in those texts would be provided in specially prepared tables. Nevertheless, many students bring in a lot of materials. This means that each candidate must be provided with a substantial amount of table top space (.6m x 1.8m) as well as extra space in the vicinity of the table for stacking the reference materials.

CONFIDENTIALITY

18. Maintaining confidentiality is not an issue to be considered; it is an indispensable condition. A breach in the confidentiality which should surround the examination process is a serious event which may have a broad and adverse impact on the perception of the examination's integrity and hence on the organization and, indeed, on the profession itself. It is therefore important that all involved in the administration of the examination — staff, authors, supervisors, markers, clerical personnel and the candidates themselves — know that the organization takes any unauthorized disclosure of any portion of the examination very seriously.
19. Many organizations establish penalties for communicating, attempting to obtain, or knowingly obtaining and using confidential examination information. Because confidentiality violations by those active in the administration of the examination pose a higher degree of risk to the integrity of the process, the penalties imposed on those people should be even more severe than for those individuals who might try to cheat to improve their own marks. Possible actions which an organization should consider are breach of contract or copyright infringement actions, with attendant legal penalties, as well as proceedings before professional disciplinary bodies.
20. Every reasonable effort should be made to communicate the importance of confidentiality to all involved in the examination process. Some contributors require individuals with access to examination materials and the candidates themselves to sign a confidentiality agreement documenting their understanding of the importance of examination confidentiality and acknowledging their liability for any breaches for which they might be responsible. Examples of such agreements are shown in Appendix 2.

EXAMINATION PROCEDURES MANUAL

21. The events immediately surrounding the development, writing, and marking of the examination must be carefully controlled if the integrity of the process is to be ensured. This means that well in advance of the examination, the organization will need to plan so that
 - all necessary procedures are developed and the responsibility for carrying them out is clearly assigned;
 - duties are assigned to individuals in a manner that permits appropriate supervision and review of the work of each person;
 - accountability for and confidentiality of all materials is maintained and documented.
22. These plans should be documented in a procedures manual which should be reviewed annually. One contributor wrote: "Running examinations is a very stressful task. It is most

useful to have wrap-up sessions after each examination to discover what lessons were learned, and to adapt the procedures manual accordingly.”

23. The details of such a manual will differ depending on the policy decisions reached, the number of examinations to be given, the number of examination writing centers, and the number of people involved in the process, among other things. As previously indicated, any organization which would like more assistance than is provided by this paper should make such a request to IFAC’s Education Committee.

DEVELOPING THE EXAMINATION

24. Once the policy decisions have been made relating to the scope of the examination, the form of the questions used, whether or not there should be an oral component, and what examination aids may be used, it is usually left to staff and others to implement them. The following sections deal with this process.

Selection of Authors

25. The actual development of an examination can be done in a number of ways. Although most contributors use several authors to develop questions for a particular examination, some use only one. Many organizations require all authors to sign an affidavit which confirms the originality of the questions and which confers property rights to the member body.
26. Since the quality of the examination is largely a function of the ability of the authors to achieve the objectives set by the organization, their selection is critical. Their appointment must be made very early in the process to allow adequate lead time. The contributors to this paper reported lead times ranging from 1 year to 1 month, with an average lead time of about 6 months. Organizations are well advised to assume the need for a long lead time.
27. The authority for the selection of authors varies. An organization needs to decide whether that authority should be given to the committee responsible for the examination, to its Chair, or to its staff.
28. In continental Europe it is very common for the author(s), once appointed, to become members of the Examination Committee (or Jury) for a particular examination.
29. The criteria used by contributors to select authors varies, but in all cases technical competence, good writing ability, familiarity with the material that is the subject of the questions they will develop, and an ability to create original questions would rank high on the list. In addition, some contributors, particularly those who appoint authors to the Examination Committee, require that authors be members of the organization; some other contributors require them to be members of the accountancy or legal professions.
30. Recruiting good authors is not easy, and developing willing authors requires a serious effort. Authors need to understand the examination specifications, be familiar with the characteristics of good test questions, and be comfortable with their role in the process. Also, they have to understand the need to deliver their assignments on schedule. One approach some contributors use is to hold workshops for those who have expressed interest in becoming an author.

31. Such a workshop can easily take two days' time. For example, one contributor brings authors together in a group where they are given an opportunity to review and discuss the examination specifications. They are then given instruction in question writing techniques and provided with a practice assignment telling them how many questions should be written and what topic areas in the specifications should be covered. Authors may do their work in a group setting, sharing questions with one another, or may work individually. This gives the organization the ability to evaluate the capabilities of new potential authors, and effectively utilizes the experiences of previous authors. (It is also possible to structure a workshop in such a way as to produce the questions that will ultimately be used on an actual examination.)
32. Another issue to be considered is whether or not there should be some time limit to an author's involvement to bring a "fresh look" to the process. For example, one contributor's policy is to rotate authors every 3 years in order to lessen the "predictability" of the examination's questions.

Directions to Authors

33. It is helpful to develop a list of directions to authors which outlines the criteria for acceptable questions and may include examples of what should be avoided. Not only does this help the author, but it forces the organization to consider specifically what is and what is not involved in a good question or examination. Overriding all directions is the need to comply with the test specifications established by the organization. Examples of other directions are listed below:
 - Use original questions that have never been used before in a previous examination; text, or other instructional materials.
 - Avoid to the extent possible the need for lengthy or tedious calculations.
 - Ensure the plausibility of case question scenarios.
 - Avoid references to real persons, places or businesses.
 - Avoid gender bias or stereotyping when composing examination questions that include brief fictional scenarios.
 - Consider the length of the paper to ensure that the well-prepared student can complete the examination in the time allowed.
 - Use clear, directive words to state specifically what candidates are required to produce in their answers.
 - Review the question carefully from the point of view of the candidate to see if it contains ambiguities, unstated assumptions, or incomplete data.
 - Consider the appropriateness of the marking value assigned to the question in terms of its difficulty and length.

- Consider the appropriateness of the marking value assigned to the question in terms of the relative importance of the topic in the curriculum.
- Consider whether the level of competence expected in the question corresponds to the level of competence being assessed by the examination.

Approval of the Examination

34. The final approval of the examination should be a carefully thought-out process which evaluates how well the proposed examination tests the knowledge and skills contemplated by the organization's syllabus. Specific matters that would be considered in that evaluation might include the following:
 - the topics covered in relation to the syllabus;
 - the difficulty of the questions in relation to the objective of the examination (entry into the profession or progression to the next level in the pre-accreditation process);
 - the extent, if any, to which the same or closely similar questions were used in previous examinations;
 - the clarity of the questions and related instructions;
 - the potential for acceptable answers other than those contemplated by the author;
 - the weighting and distribution of marks in relation to the topics covered by, and the difficulty of, the questions.
35. Some contributors make the approval process the responsibility of the full Examination Committee or another committee or committees appointed for that purpose. Others have the examination reviewed in depth by one or more members of the Examination Committee and formally approved by its Chair. The important point is that the approval process should involve at least some members of the organization, not just staff, who bear a formal responsibility for achieving the objectives of the examination system.
36. Several contributors use a form of pretesting during the approval stage. During this process the examination is written under simulated examination conditions by one or more persons who are usually asked to sign an affidavit of confidentiality. The examination is then marked against the preliminary marking guide and reports are made on its length, difficulty, clarity, coverage, etcetera.
37. One contributor engages independent moderators to review the examinations before they are approved by the examining body. The key tasks assigned to the moderator include ensuring that
 - the questions are in accordance with the current examination syllabus;
 - the questions are set to the required standard and equate with the standards of the other bodies within the profession;

- the questions are clear and intelligible from the candidate's perspective;
 - the time allowed for the examination is appropriate for the well-prepared student.
38. Contributors who indicate that they have their examinations pretested report that the pretesting is done by the following:
- a small group of markers and recent graduates;
 - a member of the Examination Committee;
 - a group consisting of an academic, a recent graduate, and a lecturer in the program;
 - a group of 4 people, consisting of 2 people who recently passed the module, 1 member familiar with the module, and 1 academic, pretest each module. This group provides feedback on the level of difficulty, adequacy of time allowed, and adherence to syllabus to a panel responsible for approving the examination as a whole. After adjustment for these comments a psychometrician reviews the final draft of the examination.
39. One contributor uses many multiple choice questions on its examination and pretests those for future examinations on actual examinations by including questions which are not used to compute the candidate's grade. It can do this since it does not publicly disclose examination questions and suggested solutions. It also uses staff to develop questions and has these reviewed by testing specialists, technical people, and copy editors for clarity of instructions

Security during the Development Phase

40. Because security is so important to the integrity of the examination, it is useful to emphasize that security must be maintained during the entire test development and administration process. For a very few contributors, this is not under their control since the development is done by a ministerial department of the government. For most, however, it is an issue to address. Some points to consider are summarized below.
41. All staff working on examinations should do so in a restricted area of the office to avoid accidental disclosure of confidential matters to co-workers or people passing through the office. They should also routinely clear any confidential materials from their desks and should shred all hard copy of discarded questions.
42. If authors work independently outside of a structured question writing workshop, they should be told of the importance of keeping their work materials in a secure place, such as a locked drawer or, preferably, a safe. Some contributors instruct their authors to use encrypted software and/or to store their work on diskettes, which can be kept in a safe place, rather than on their computer's hard drive. Any transfer of material between the author and the organization should be done via courier and clearly marked "confidential". Authors should also be told to avoid discussing their work with colleagues, friends and, obviously, candidates.
43. Authors (and reviewers, if any) must understand the necessity of avoiding even the appearance of impropriety. Accordingly, they should be required to affirm that they are not

- engaged, and will not engage during the period of their writing and review work on the examination, in preparing candidates to take the examination. In addition, should they be involved in any situation which may be perceived by others as a conflict of interest with the goals of the examination program, they should agree to remove themselves from service on the program.
44. After questions are submitted by authors they should be kept in a secure place, such as a safe, with very limited access. If computer files are maintained, it is very desirable to remove them from the computer hard drive and store them on media such as tapes or diskettes which can be locked in a safe when not in use. If they are stored on a computer system, it is necessary to maintain their security through the use of a password to access the file of questions. Also, it is desirable to store the questions on the computer in an encrypted form so that the questions cannot be read without use of the software package which created the computer file. One contributor suggests that computer files should be named in such a way as to obscure the contents of the file. For example, a computer file of questions concerning building contractors would not be called "BLDGCON", which may reveal the nature of the file, but would be coded or numbered in a way, for example, "FL3168", that has meaning only to the test developer.

ENSURING THE SECURITY OF THE EXAMINATION BEFORE THE EXAMINATION DATE

Printing and Distribution

45. The large investment made in the proper development of the examination can be lost if proper procedures are not followed to ensure its security. A security breach before the examination is given may make that examination unusable. For that reason, it is useful to have the ability to rapidly print and distribute a back-up examination.
46. The proofreading just before printing provides the organization with one last control step to ensure that no typing errors and omissions have occurred. Many contributors take extra precautions by using, for example, professional proofreaders or senior examination staff to perform this task, as opposed to clerical personnel.
47. If the examination is printed on the premises of the organization, as it is for about half of the contributors, access to the printing area must be tightly controlled and a staff member of the examinations department should be present throughout the process to ensure that unauthorized access is not provided and that no examination papers are removed during the printing phase. The risk of unauthorized personnel being in the printing area can be reduced if the printing is done outside the regular office hours.
48. If the printing is done elsewhere, inquiries should be made about the reputation of the printing firm for guarding confidential material, an investigation should be made to ascertain that the printing firm can and will provide the required security throughout the printing process. A periodic review of the firm's security measures should be made to ensure that all master copies are returned and that all over-runs, misprints or errors are either returned or destroyed. It may be desirable to provide additional security by having committee members or staff present at the printing, particularly when a new printer is being used. Visits during the printing process can also be planned as part of the review of the firm's security measures.

49. Printed examinations should be securely packaged into wrapped bundles, stored in a locked location, preferably a fire-proof vault, and the whereabouts of all bundles must be known at all times. Whether the examinations are wrapped at the printer's or in the offices of the organization, transport to the examination writing centers must be such that it is possible to trace the whereabouts of the shipments at all times. In most cases courier service is used, although one contributor uses an armored car carrier to deliver examinations to the designated receiver. If courier service is used, a copy of the shipping notice is faxed to the designated receiver indicating the quantities of items which have been shipped, and the date and method of shipment. The shipment date should be just sufficiently in advance of the examination date to ensure availability but not longer. The writing center supervisor is normally assigned responsibility for the papers and is expected to store them in a secure place.
50. Confirmation must be obtained that the papers sent by the organization are received by the designated receiver. The designated receiver should inspect for damaged copies, count the copies, and confirm receipt. Any problems with the shipment should be immediately identified and communicated to the organization. Contributors use different methods to receive confirmation: some accept a phone call, while others include a pre-printed acknowledgment form which is faxed back to the organization.

Stationery

51. Security procedures should, of course, be established to guard against the possibility that candidates could bring unauthorized written materials into the writing center and to ensure that candidates use only the answer sheets and booklets provided by the organization. The stationery to be used by candidates is often used to enhance control. For example, envelopes can be pre-numbered and/or have special two-part labels, one part of which contains the name of the candidate and which is removed before the marking commences, since anonymity is essential in the marking process.
52. Since stationery should be controlled, it is important to ensure that an adequate, but not excessive, supply is sent to the examination writing centers. This might be 110% of the amount required based on the number of candidates enrolled at the center. Center supervisors should be alert to the possibility of loss or theft. All unused stationery should be returned to the organization for safe storage and/or disposal.
53. Answers to case and essay questions are most often recorded in booklets or foolscap. Pre-printed answer sheets are typically used for true/false and multiple choice questions. The candidates usually insert their control number, (not their names) on each booklet or page of foolscap used, and on each answer sheet. Some contributors use custom designed stationery, which is an added control against the possibility of cheating. Such stationery can also provide space for the use of markers. Two contributors use different colored answer paper for different examinations as an added control.
54. Answers are typically put into envelopes by the candidates before being collected by the supervisors. At least one contributor knows the envelope numbers given to each center and they are accounted for. Another uses envelopes with a tear-off slip which is given to the candidates as proof that the sealed envelope has been handed to the supervisor.

APPROVAL AND ANONYMITY OF CANDIDATES

55. Control procedures should be established to ensure that approval to write the examination is given only to eligible candidates, and to maintain the anonymity of candidates so that all are treated fairly and objectively.

Applications to Write

56. Application forms should be designed and made available well before each examination date. The organization may find it useful to include with those forms acknowledgment cards which the candidate completes and submits at the same time as the application. Upon receipt of the application, the organization mails back the acknowledgment card so that the candidate will know whether his/her application was received by the organization.

Approval to Write

57. Forms indicating approval to write the examination should be prepared after a candidate's eligibility has been verified. These approval forms (sometimes called admission forms) should be sent to all eligible applicants and should include the location of the relevant writing center. Candidates should be allowed to write the examination only at the designated center in order that the correct number of supplies are sent to the center and so that seating plans can be prepared ahead of time. Detailed instructions to candidates should also be sent at this time. Appendix 3 is a list of essential information to include in these instructions.

Identification Numbers

58. No candidate's answers should be identified by name. One contributor assigns code numbers to the candidates' answer papers, obscuring the candidate's name, so that even the candidates themselves will not know their own numbers. Some contributors have candidates use their student member numbers for identification. Most, however, assign identification numbers to eligible candidates on their admission forms or through the use of labels on the examination envelopes. Whatever method is used, it is obviously critical that the records that show the numbers assigned to individual candidates be kept under control and confidential.

THE EXAMINATION WRITING CENTER

Examination Writing Center Manual

59. An examination writing center manual should be prepared which outlines all information concerning the financial and administrative procedures which should be adhered to by the people responsible for activities at the center. The following paragraphs describe the important administrative areas that should be discussed in such an administration manual. (This manual will include the duties to be performed by the chief supervisor of the writing center in addition to the financial and other matters to be handled by staff.)

Selecting the Writing Center

60. Selecting the centers to be used by candidates will normally involve making a trade-off between service to candidates and security. Three contributors allow “centers of one”; in such a case the organization must usually rely on members of the clergy or educators to supervise the candidate in their own home or office. Two contributors require all candidates to write their final examination at one common center. All others are somewhere in between and select the centers based on the geographic dispersion of candidates with a minimum number required for any one center; the minimums cited were 10 and 15.
61. Centers are selected on the advice of staff and/or members who look for certain criteria, such as whether the center
 - provides a comfortable, well ventilated environment;
 - is well-lit;
 - allows for sufficient space between candidates (a general guideline is 25 square feet per candidate; 2 candidates on the same side, or at opposite ends of, a table 2 feet wide and 6–8 feet in length; individual tables 3 feet x 3 feet; tables should be at least 4 feet away from the table in front or back, and 2 feet from the tables beside it — 1 foot = 0.3048 meter);
 - is free from distracting noises (management of the sites should be specifically asked about scheduled or possible events that might provide such distractions);
 - is equipped with an easily accessible and secure area for storing examination materials;
 - is equipped with a work area for use by the supervisors;
 - facilitates control of access to and from the room;
 - has adequate rest rooms.

Storage of Materials

62. Immediately after verification of receipt, the examination materials must be stored in a secure location. Ideally, they should be stored in trunks or other sturdy containers which can be locked, and then placed in a vault or a windowless fireproof room to which only the writing center supervisor and a very few other designated people have access. It should not be possible to open the storage room with a master key.

Writing Center Supervisors

63. The supervisor with overall responsibility for the writing center and all other supervisors (sometimes called invigilators, proctors or monitors) who assist him or her must be carefully selected and given clear directions as to what is expected of them, since a breach in one center, particularly if it occurs before the scheduled examination date, will threaten the security of the entire system. The supervisors assigned to a specific writing center should

- not have any close family relationship to any candidate writing at that site, nor should there be any other issue which might be construed as a potential conflict of interest.
64. To monitor candidates properly during the administration of the examination enough supervisors should be provided to ensure that no candidate can, without detection, refer to notes or other materials, copy examination questions or answers for later removal from the examination room, look at another candidate's answer paper, or remove any examination-related materials from the examination room. This number depends largely on the physical characteristics of the examination room and the overall examination site and on the number of candidates per room. In general, there should be no more than 25–30 candidates for each supervisor, with a minimum of 2 supervisors to allow for the possibility of sudden illness or another emergency. Other factors may require the actual ratio to be higher, such as the need to provide extra supervisors to accompany people from the examination room, or to allow supervisors to take periodic breaks.
 65. Some contributors allow the supervisor responsible for the writing center to select the other supervisors who will assist him or her. Other contributors assign that responsibility to the staff. Different contributors obtained such people from different sources, such as the organization's staff; retired primary or secondary school teachers; and members of the organization.
 66. One contributor explicitly recognizes that candidates are under a lot of stress at examination time and looks for people who possess discretion, understanding, maturity and tact, are punctual, and have good references. It also makes sure that one supervisor at each center has first aid training.

Duties of the Chief Supervisor of the Writing Center

67. The chief supervisor of the writing center is responsible for the overall conduct of the examination at a particular site, including responsibility for
 - maintaining the security of the examination;
 - ensuring the safety of the candidates;
 - training and supervising the supervisors who assist him or her;
 - overseeing the reconciliation of examination materials submitted by candidates to the number of candidates in attendance;
 - assuring that all materials are properly prepared for transmission to the organization.
68. The chief supervisor of the writing center must instruct all the supervisors who assist him or her in the administrative procedures related to activities at the writing center and in their responsibilities. In order to have as much uniformity as possible, the organization should prepare a list of duties and responsibilities for use in this instructional process.
69. The duties of chief supervisors of writing centers and those supervisors who assist them should be detailed in a manual. A sample of such a manual, adapted from one used by a contributor, is shown in Appendix 6. It should be noted that Appendix 6 is not held out as

the “best” approach; it is provided only as an illustration of the extent of detail appropriate for such instructions, and to stress that all these items need to be planned for and documented to ensure, as much as possible, that all candidates are treated the same.

70. The following paragraphs illustrate the key aspects to be considered in giving instructions to the chief supervisors of the writing centers which will help them to perform their duties in a consistent manner.

Duties of Other Supervisors

71. Duties of other supervisors consist of
- assisting in the identification, admission and seating of candidates;
 - distributing examination materials;
 - observing candidates write the examination;
 - controlling entry and exit into the examination room;
 - collecting, accounting for, and securing all examination materials;
 - handling irregularities and emergencies.
72. Such supervisors should
- wear name/identification tags;
 - ensure a quiet and comfortable atmosphere for the candidates;
 - report any unusual situations to the chief supervisor of the writing center;
 - actively patrol the examination room;
 - not talk or read during the examination;
 - not answer questions about the content of the examination, nor attempt to explain the meaning of a question;
 - report in writing any suspicion of cheating; this report should be as detailed as possible and should also be signed by the chief supervisor of the writing center;
 - dress neatly and wear comfortable, quiet shoes.

Identification of Candidates

73. The organization must adopt a procedure for the identification of legitimate candidates. This will be to some extent dependent on the process used to administer applications to write; for example, if admission cards are used, these will be part of the identification process. As a

minimum, however, lists of candidates eligible to write at a particular center should be sent to the chief supervisor of that center and candidates should be required to show proper identification, which ideally would consist of photo ID, and an admission form. The lists of candidates should show candidates in alphabetic order or in order of their identification number, for ease of reference.

74. Contributors reported using the following procedures:
- Candidates are issued, and must bring to the centre, registration cards bearing a registration number, photo and signatures.
 - Candidates must bring personal identification (ID) and an admission letter issued by the organization. The admission letter is checked against the attendance list.
 - Candidates sign against their name on a list of examination centre candidates as they enter the room.
 - Candidates are issued an admittance card which includes their picture (sent in with the application to write).

Entry/Exit into the Examination Room

75. Admission into the examination room should be restricted to legitimate candidates only. Generally, contributors allow candidates to enter the room 10–30 minutes before the official start time, and they are allowed late entry only up to the first 30–45 minutes after the examination has commenced. There should be restrictions on leaving as well. Most contributors do not allow anyone to leave during the first hour after commencement; one contributor also does not allow anyone to leave in the last 15 minutes of the examination to maintain quiet in that period. Re-entry, of course, is not permitted except for officially excused exits such as rest room visits, for which candidates must be accompanied. Some organizations require candidates to sign-out and surrender their test materials before leaving the room, even if they intend to return. To re-enter the room, those candidates may be required to sign-in prior to being re-issued their materials. Other organizations allow the materials to be left face down on the desk for temporary absences, to be submitted only if no return is anticipated.
76. Candidates who do not have the proper identification or related documentation must be referred to a supervisor assigned the task of attempting to verify their identities and to check the candidate's eligibility against the master list. Generally, candidates without complete documentation are not prevented from attempting the examination (unless, of course, it is evident that the person in question is not the candidate he or she represents himself or herself to be), but a special report is attached to their materials regarding the nature of the irregularity.

Seat Assignments

77. Ideally, seats should be preassigned, not left to the discretion of the supervisors or candidates. This will prevent planned collusion during the examination and the availability

of a seating plan will assist in investigating possible irregularities that may be discovered during the marking process, as indicated by answer sheets that appear identical.

78. Some contributors assign desk numbers prior to the examination and notify candidates via the examination admission form. Others have seating assignments prominently displayed at the center. In some cases, a random assignment of candidates to seat locations is determined by the chief supervisor; in others, seating locations are assigned using candidate numbers. If the latter, it is preferable to number seats from front to back, rather than side by side, since two related candidates might have received their numbers at the same time. Seats should not be assigned in alphabetical order, because related candidates might end up sitting side-by-side

Distribution and Collection of the Examinations

79. In order to ensure that all candidates are given the same amount of time to answer, consideration needs to be given to the distribution and collection of the examination and related supplies and authorized examination aids.
80. In some cases, the answer papers are pre-distributed and are already on the desks as the candidates arrive. The candidates use the time until start time to enter their identification codes on each answer paper. More often, question papers are distributed just before the start time and are required to be left face down until start time. Some contributors enclose the question paper in a sealed envelope which can only be opened at the official start time.
81. Special care must be taken to ensure that all candidates' answers are collected and accounted for, since the consequences of a purported missing paper are very serious. Several contributors indicate this has never happened, but all have tight controls in place to ensure it does not.
82. Any candidate who does not wish for whatever reason to submit his/her answers for marking must be made to sign a declaration to that effect. Their answers must still be collected, but they will not be marked.
83. Techniques used by contributors for the collection of answers include the following:
 - Candidates bring them to an assigned supervisor and sign a list, which is deemed proof of complete submission and collection.
 - Candidates remain at their desks and supervisors collect the answers; no candidate may leave his/her desk before the answers have been collected.
 - Some contributors give candidates a receipt when they hand in the answers. One contributor attaches a special label to the examination envelope which needs to be signed by a supervisor collecting the answers, and which is then given to the candidate as proof of submission.
84. In addition, most contributors do not allow candidates to remove anything from the center which they did not bring into it, such as blank paper, scrap paper, and examination questions

Announcements

85. Supervisors need to know exactly what candidates should be told, how it should be told, and when it should be told it, so that all candidates receive the same information in the same way, regardless of the center at which they write the examination. Most announcements will be made at the beginning, and will give instructions to candidates regarding what is and is not proper. Others, such as the time-up announcement, will be made at the end. Examples are shown in Appendix 4, and as part of Appendix 6.

Emergency Procedures

86. A host of unplanned events can and will occur, including breaches in security, defective test booklets, fires, power outages, and candidates who become ill. All supervisors must be aware of the procedures to follow in emergency situations, and they should be documented in the instruction manual for chief supervisors of writing centers. However, several policy issues have to be considered before detailed procedures can be drawn up, including the following:
- Who should be responsible for determining the effect of a breach of security at a given writing center on the examinations at that center, for determining whether the breach could affect all centers, and for deciding on the proper course of action?
 - Are there circumstances when an interrupted examination should never be resumed, or should that always be a matter of judgment? For example, an organization might reasonably conclude that every effort should be made to resume an interrupted examination, provided adequate examination security has been maintained. On the other hand, one contributor has a rule that an interruption occurring when less than two-thirds of the examination time has elapsed will result in cancellation of the examination; when it occurs after that, the examination is not resumed but a special allowance is made in the marking.
 - What is the maximum length of any interruption that should be allowed before the examination is canceled?
87. Generally, organizations attempt to deal with emergency situations in a manner that emphasizes maintaining the security of the examination so that the examination does not have to be canceled, because cancellation would result in significant distress and inconvenience to candidates.
88. Sample instructions to supervisors of writing centers on emergency procedures are shown in Appendix 5.

Misconduct

89. The organization must establish a policy on what constitutes misconduct by candidates and supervisors and on what actions to take once misconduct is suspected. Examples of misconduct by candidates include passing information to others, using unauthorized materials, conduct disruptive to others, and writing before or after the official start and stop times.

90. A policy on dealing with suspected misconduct may need to be discussed with legal counsel, but as a minimum would require that the witnesses to the misconduct prepare a full report and isolate any candidate who is suspected of misconduct in a segregated location for the rest of the examination.

Illness of Candidates

91. Ideally, writing centers will be equipped with first aid facilities. Details of any incidents should be reported to the organization in writing by the chief supervisor, because of the possibility that candidates may complain that their illness was improperly handled. One contributor has the following policy for dealing with medical problems.
92. For apparently minor illness, the supervisor is instructed to
 - remove the candidate from the examination room;
 - establish if medical assistance is needed;
 - determine if and when the candidate is fit to continue;
 - determine if the candidate needs a separate room to continue;
 - allow the candidate extra time to compensate for the time lost due to the illness;
 - consider if the interruption to the other candidates was significant enough to require the awarding of additional time.
93. For serious illness, the supervisor is instructed to
 - arrange medical assistance for the candidate;
 - remove the candidate from the examination room only if it appears safe to do so;
 - advise all candidates immediately that they will be given extra time at the end of the sitting to compensate for the interruption.

Suspected Errors on the Examination

94. Candidates sometimes contact supervisors to point out what they consider to be errors on the examination. In spite of all care, errors do occur, but all contributors say that this is very rare. Supervisors should be instructed never to offer a personal opinion on the possible error. The issue that organizations need to decide is whether it is practicable to announce a correction (or even the existence of a potential error) at the writing center or whether candidates should be told that any potential error in the examination should be reported to a supervisor and that it will be taken into account at the marking stage.
95. Some contributors set up a hot line for reporting possible errors and for giving centralized guidance to all centers, but report that the line is rarely needed. However, contributors with

a large number of writing centers find it impossible to announce any corrections at the writing center.

96. One contributor asks that candidates who believe a question contains errors fax their concerns within 4 days of the examination date if they want these concerns evaluated and considered in the marking process.

Return of Materials from the Writing Center

97. Immediately after each session the number of completed papers must be reconciled to the attendance and to the number of question papers received by the center. Pre-printed forms are usually used for this purpose. One copy of the reconciliation should be returned with the shipment of materials to the organization but one copy should be faxed to the organization in case the entire shipment is lost. One copy of the list showing actual attendance at the center by name or identification number should also be faxed to the organization. No trash should be removed from the examination room until the reconciliation process has been completed.
98. Generally, contributors report that completed papers are shipped back separately from the return of surplus supplies. The answer papers should be securely wrapped or locked in a bag and couriered to the organization. Details of the shipment, including date, time, carrier, and identification number, should be faxed to the organization.

MARKING THE EXAMINATION

99. The process of marking the examination is crucial to assure fairness. Appropriate quality control procedures need to be established and followed, security needs to be maintained, and timeliness is vital, since most organizations indicate in advance when the results will be available. For contributors, the marking period varies from 4 to 9 weeks after the examination date.
100. Although not all contributors mark their examinations at a central location or marking center, it is desirable to do so if at all possible in order to achieve greater control over the process.

Preparing the Marking Guide

101. Almost all contributors report that the marking guide is developed by the authors of the question and reviewed by staff and the Examination Committee. This review is an important step in the process because it independently evaluates the fairness of the author's expectations of the candidates.
102. In many cases, particularly those using case or essay questions, the marking guide cannot be finalized until the examination is held because solutions not previously identified may be given by candidates. A "test batch" system is usually put into place to identify these. This involves test marking a random sample made up of photo copies of actual papers, in consultation with the marking supervisor and staff. The size of the test batch *can* be enormous — one contributor selects 10,000 papers for the objective questions, and several

hundred for essay questions — but this is an exception. Generally, a batch of 50–100 papers should be sufficient provided the selection is truly randomly selected from the entire universe of candidates.

103. The authority to approve the final marking guide is generally given to the highest level, such as the Examination Committee or its Chair.

Selection of Markers

104. The Examination Committee is responsible for the marking of the examination, although most contributors report that people are specifically engaged to mark the individual examinations. Markers should be knowledgeable about matters covered by the examination and preference might be given to members of the organization. Markers are often academics who are active in the pre-accreditation program of the organization, such as lecturers and authors of course materials or examination preparation sessions. It is important that they be willing to follow instructions and act as team members.

Training Markers

105. The objective of training markers is to achieve consistency of marking. However, some contributors achieve that objective not by training but by marking every examination twice and investigating any significant differences. In such a case, marks should not be recorded on the paper given to the second marker so that he or she will not be influenced by the decisions of the first one. A decision to use this approach instead of a training approach is likely to be based on the number of papers to be marked and on the availability of highly qualified markers.
106. Some examples of the scope of the training programs used by contributors are briefly described below:
- Three to five days of training using copies of test batch and practice papers is needed.
 - Copies of a pretest paper are sent to markers in advance, together with a preliminary marking guide. Markers are expected to work through these for 4–10 hours prior to reporting to the marking center in order to familiarize themselves fully with the question. Once at the center they receive 3–5 hours training per case or essay question; this includes discussion of the questions and any necessary interpretations, discussion of solution and alternatives, and discussion of the marking guide.
 - A test batch of 50 photocopied papers is test marked by the markers in order to
 - familiarize the markers with the marking guide;
 - promote consistency between markers;
 - confirm that the marking guide is as complete and accurate as possible;
 - establish a basis for a check on the “live” marking.

Double Marking

107. In one country, all the examinations (case studies and essays) are routinely marked at least twice. Each paper is completely marked by two different markers who record all comments and marks on separate sheets of paper rather than on the actual examination paper. The total marks for a paper can range from 0 (totally wrong) to 20 (perfect). If the marks awarded to a particular examination by the two markers differs by less than four (or sometimes two) points, the candidate gets a mark equal to the average of the two. If the difference is greater, the examination, together with the comments of the two markers are sent to a third marker who will make a final decision.

Identity Concealment

108. The identity of candidates should not become known to the markers. All contributors have procedures in place to avoid this. Most use identification numbers which are put onto the answer papers/booklets by the candidates at the examination writing center using either pre-assigned numbers or numbers assigned at the center itself. Candidates should be warned not to identify themselves in any other way on their papers.
109. Two contributors go one step further and have candidates write their name and address on the corner of their answer booklet. This corner is then hidden or cut out by staff, once the examinations have been written, and replaced by an identification number. Each answer sheet carries a notice that no identification may be made elsewhere in the booklet and that any examination in which this appears will be eliminated.

Clerical Controls

110. Clerks are used to perform a number of control activities. In order to ensure that all questions have been marked, they check all marked examinations to see if all the pages have in fact been marked. Markers must either initial or otherwise indicate that a page has been considered. The addition of marks also needs to be verified. For some contributors, marks are recorded both on the answer paper and on a separate marker form. The marks on the marker form are added by computer and that number is checked by clerks to the total calculated by the marker. More frequently, this check is done manually by clerks.
111. The whereabouts of the papers must be controlled during the marking process. Contributors do this by putting papers in numbered batches of 25–50. Lists are made of the individual examinations in each batch and the batches are placed under the control of a clerk who keeps track of each batch; markers are required to sign for batches in their control.

Auditing the Marks Awarded

112. Throughout the process papers need to be audited to ensure the marks have been awarded according to the marking guide. Some contributors use senior markers to act as auditors and audit at least 10% of each bundle of 50 papers; other use supervisors to perform random tests on marked papers. Still others rely very heavily on statistical reports prepared for each batch of marked papers. Such statistics might consist of the following:

- comparison to test batches;
 - reports on the distribution of marks;
 - productivity reports;
 - comparison of the marks awarded for a particular question by one marker to those awarded by other markers for the same question.
113. One contributor has markers award “points”, not marks, during the marking process which are recorded on a computer sheet. The actual value of a “point” is not known to the marker and is assigned by the computer. This control measure prevents a marker from considering the weight of a point while deciding whether or not to award the point.
114. Aside from the fact that consistency and fairness to candidates can be improved by the use of exception reports, audits, etcetera, the need to be prepared for the possibility of candidate complaints makes due care in the marking process especially important.

Re-marking of Papers

115. Papers may be re-marked as part of the audit process. Also, if inconsistencies are discovered in the marking of certain questions during the audit, all papers should be reviewed and re-marked to deal with that inconsistency. Finally, it is common to automatically re-mark all marginal papers. However, some contributors only re-mark those that represent failures, whereas others re-mark those both just above and just below the pass mark. If there is a discrepancy, the paper is marked by a third marker or it is adjudicated by the marking supervisor or another senior-level person.

APPROVAL OF MARKS, RELEASE OF RESULTS AND APPEALS

116. Wide variances exist in the passing standard set by contributors, in the information that is made available to candidates about their marks, and in the appeals that may be made by candidates who fail. This indicates that traditions among countries can be very different, but these are still important issues that need to be carefully considered.

Determination of the Passing Standard

117. The passing standard for a particular organization’s examinations is normally a policy decision made by the highest authority of the organization, such as its Council, although some delegate this to the Education Committee and for some, the authority is provided through an order of a government ministry. The passing standards reported by contributors varies from 50% to 75%.
118. This policy decision should be made only after careful consideration of all important factors, such as the objective of the examination when it is one of a series and what level of mastery of technical knowledge is sufficient for entry into the profession. For this reason the standard, once set, would ordinarily not be changed frequently, and certainly not without a strong reason.

Approval of the Marking Process

119. A formal process should be developed to grant final approval of the results of the marking process, that is, of the number of candidates passing or failing the particular examination. Generally, this approval is given by the Education Committee after a review of relevant reports and statistical data on the current and past examinations.
120. A number of items will be considered in approving the results of the marking process. Items which may be considered are as follows:
- original expectations in relation to actual results, and the reasons for major variances;
 - comparison with previous years' results, on the assumption that the population of candidates stays relatively constant from year to year;
 - difficulties experienced in applying the marking guide;
 - difficulties experienced by candidates because of apparently excessive length of the examination;
 - comments of markers and educators on the examination.
121. In some cases, contributors may adjust the marks on an actual examination, or lower the passing standard for that particular examination, but they only exercise this power under unusual circumstances which are usually specified. One contributor has specified these criteria under which the passing standard of one of its particular examination might be effectively lowered as follows:
- The wording of a question was ambiguous, causing a significant number of candidates to misinterpret the question.
 - Errors or omissions in the question created significant confusion.
 - The degree of difficulty was significantly beyond the objectives of the material.
 - The examination appeared to be of excessive length, evidenced by a significant number of candidates not completing the examination.

Notification Procedures

122. In general, once the marks have been approved, individual result forms are produced and distributed to candidates. Results are never released over the telephone. However, two contributors also make the results known in a national newspaper by candidate number only and another releases the results to each candidate via computer. Once the results of the examination are made known to the candidates, different statistical reports on performance may be produced, for example, by geographic area or educational background.
123. Contributors provide examination results to candidates in different degrees of detail. The alternatives reported by the contributors span the range from a pass/fail indication on the

examination as a whole, to a mark on the examination as a whole, to marks on individual examination questions. Some also indicate into which decile band the mark(s) fell.

124. The organization should store the results by candidate permanently and safely.

Appeals

125. The nature of an appeal procedure is shaped by the philosophy of the organization and the culture in which it operates. In all cases, it needs to be reviewed with the organization's legal counsel to make sure the procedure is in accordance with applicable laws and legal traditions. Appeal procedures of contributors vary significantly, with appeals being directed to Council, the Education Committee, staff or a Ministry. Two contributors permit candidates, up to a certain date after the release of the marks, to request a re-mark, for a fee, and, for an additional fee, they can request a report with specific comments about their performance on each question. However, three contributors have a "no appeal" policy.
126. One contributor has a different appeal procedure. This contributor used to disclose its examination questions with suggested answers. At that time, as part of candidate due process, candidates could request a copy of their answer paper (no marker comments ever appeared on the answers, but were separately recorded on a grading sheet), which they could then compare to the suggested answers. After making a switch to a non-disclosed examination, a new appeal procedure was put in place. Under this procedure, candidates can request an appointment, for a fee, during which they are provided their answers to multiple choice questions, copies of the questions for which their answers were incorrect, and a copy of the essay question with their solution. Candidates can then comment on these items, and these comments will be considered. Although thousands of candidates write this examination, less than 200 have taken advantage of this due process procedure, and in no case has it resulted in a changed mark.

Publication of Results, Examinations and Solutions

127. Most contributors reported that the overall results of examinations are made public via their journals and/or the press, but that individual results are not disclosed except to the extent prize winners are publicly announced. However, one contributor reported that training firms can request the results for their candidates.
128. Eight contributors make some or all of their examinations and a suggested solution public. Some do this by releasing an examination and solutions booklet a few months after the examination has been written. Another contributor makes a set of "examiner's comments" available, which discuss how candidates handled certain parts well or poorly.

OTHER ISSUES

Contingency Plans

129. Contingency plans need to be developed to deal with matters such as the following:

- A leak in security is discovered before the examination is written. One contributor would cancel the examination in that case but seven would use a reserve paper (unless the leak was not deemed serious). The reserve paper is usually the one developed for the next regular examination session.
- A leak in security is discovered after the examination is written. Most contributors handle this on a case-by-case basis, based on their evaluation of the likelihood that the leak has cast doubt on the integrity of a number of individual examinations. (Careful evaluation and comparison of the answers on individual papers as well as statistical analyses might be very useful in that regard.) As a result, the organization might void the examination of one or more candidates and/or require a reexamination; in the worst case, the examination as a whole or at a particular writing center might have to be declared invalid
- A natural disaster, such as flooding, makes it impossible for candidates to arrive at a particular writing center at the appointed time or on the appointed day. Some contributors indicated that if the delay is “for a short period of time”, the original examination would be used. Otherwise, affected candidates would have to write the examination at the next regular sitting or be provided with a substitute examination at the earliest feasible date.

Oral Examinations

130. Some contributors include an oral component in their assessment process. This raises a number of issues involving controls over the evaluation and, possibly, the questions candidates may be asked, in order that all are graded equally. Contributors in continental Europe conduct extensive oral examinations, some of which are questions on a specific syllabus, while others involve oral defenses of written papers. These are conducted by at least 2, and as many as 7, examiners or a jury named by the Ministry of Justice, using topics defined by a Ministerial Order. One contributor makes its oral examinations open to the public. Another contributor’s oral examinations are supervised by a ministry person who would also handle any appeals/complaints.

Permanent Records

131. The candidate’s answer papers should be deemed to be the property of the organization. None of the contributors return them to the candidates. They must, however, be securely stored; for contributors the time of storage varies from 2 ½ months to 2 years. The length of the period of storage should be discussed with the organization’s legal counsel, since it will likely be a function of the time during which results can be appealed. Once storage is no longer necessary, the answers should be securely disposed of, such as by burning or shredding, to avoid having them become available to unauthorized persons.

Writing at Unscheduled Times

132. Contributors whose candidates write in different time zones must consider what measures should be taken to avoid information being passed to candidates, particularly since the

- likelihood of this happening is much greater now with easily available advanced communication technology.
133. One contributor deals with this by trying to have all candidates write at the same Greenwich Mean Time. If this is not possible, candidates are isolated between the time of the examination in the organization's country and the local time of the examination. Another contributor, where the maximum time difference in the country is 3 hours, forbids candidates in the early zone to leave their writing centres before those in the last zone have entered theirs.
134. Some contributors allow a candidate to write an examination at a time other than the officially scheduled time under special circumstances; five never allow this, and most others almost never allow this. Those who do cite medical emergencies, extreme weather conditions or religious reasons. An organization's procedures should clearly identify the circumstances, if any, in which this would be allowed to take place, and consider what safeguards would be reasonable.

Evaluation of Writing Skills

135. A few contributors assign a certain percentage of the total examination mark to writing skills, even though this introduces a measure of subjectivity into the marking process. One of these contributors identifies the attributes of effective writing as follows:
- coherent organization of ideas; each main idea is developed in the first sentence of separate paragraphs, and the following sentences expand on this main idea. Paragraphs are linked with connectives or transition words;
 - conciseness, without scrimping on substance;
 - clarity, that is, the use of words, including proper technical terminology, which carry the intended meaning;
 - correct punctuation, spelling and grammar;
 - responsiveness to the requirement of the question being answered, that is, neither an overly general response nor one so narrowly focused as to omit key details;
 - appropriateness for the reader; where a specific reader is not identified in the question candidates are instructed to assume the reader is a knowledgeable graduate.

Penalties for Misconduct

136. Penalties for misconduct should be made known to candidates and all affected results should be withheld until suspected irregularities and/or misconduct have been investigated by the organization. Penalties can consist of invalidation of grades, disqualification from future examinations, and possible civil and criminal penalties.

Candidates with Disabilities

137. Consideration should be given to the special accommodations which will be made for disabled candidates. As a general rule, any special accommodations should not fundamentally alter the measurement of the skill or knowledge the examination is intended to test. Procedures should be established that will tell candidates how to apply for the special accommodation, what supporting documentation is needed with the application, and who will consider it.
138. Special accommodations are commonly made for
- hearing impairment — written instructions can be prepared, and supervisors warned to signal time by switching lights off and on;
 - visual impairment — candidates may need special lighting, additional time, or assistance with reading;
 - mobility impairment — candidates may need special facilities or more time.
139. Candidates experiencing illness before the examination may be given special consideration extra time, breaks, etcetera — but not all provide this. In addition, consideration needs to be given to the consequences of withdrawing for illness — how often can one do so; is proof of illness required, etcetera. For example, one contributor requires that candidates withdrawing for illness within one week of the examination must submit a doctor's certificate within 2 weeks of the examination date if it is not to count against the candidate.

CONCLUDING REMARKS

140. This paper identified the major administrative issues that need to be considered by organizations administering examinations, but no paper can consider in detail all the issues which a particular organization will face. Although there are general issues which are common, the specifics to address these issues will vary based on a host of items, such as the number of candidates to be examined, the size of the geographic area from which candidates come, the nature and extent of governmental regulation, the type of examination and the available resources.
141. As was stated previously, this paper cannot and does not propose a “best” procedure for adoption by an organization. What it does do is indicate what issues need to be considered, and what process might be adopted to address the issue. If, after a review of this paper, additional assistance is desired, IFAC Education Committee will be pleased to provide it either through its own resources or with the assistance of member bodies which have experienced like situations.

APPENDIX 1

GLOSSARY OF TERMS

Authors	Authors are individuals who are hired or otherwise appointed by the organization to write individual examination questions or to develop the examination or examination modules in their entirety.
Candidate	An individual who plans to or does write a specific professional examination as part of an organization's pre-accreditation process.
Chief Supervisor of the Writing Centre	The individual in overall charge of an examination writing centre to ensure that candidates receive the correct supplies, that no candidate commits an infraction and that the physical comfort of each candidate is attended to.
Contributor	One of the thirteen organizations which provided the Education Committee of IFAC with information to develop this Discussion Paper. Individual contributors are acknowledged at the beginning of the paper.
Examination	The professional examination, or one of a series of professional examinations, designed to assess whether or not candidates have the requisite knowledge and skills to become members of the profession.
Examination Material	Examination material includes examination question papers, used and unused answer sheets and working papers (i.e., examination foolscap and multiple-choice answer sheets and Examination Supplements.)
Examination Writing Center	A center designated by the organization at which candidates write the examination. A center may consist of one or more examination rooms, and there may be one or more centers.
Examination Room	A place equipped with desks, good lighting, adequate sound and temperature control where candidates may try an examination.
Marker	A person recruited by the Organization to mark or grade examinations.
Marking Supervisor	A person recruited by the Organization to supervise the marking of an examination.

Supervisor

A person appointed by the organization to assist the Chief supervisor of the writing center to assist the chief supervisor of the writing centre to in his or her task of ensuring that candidates receive the correct supplies, that no candidate commits an infraction and that the physical comfort of each candidate is attended to. In some countries these individuals are referred to as invigilators or proctors.

APPENDIX 2

EXAMPLES OF CONFIDENTIALITY AGREEMENTS

Example 1. For Individuals with Access to Examination Materials

Individuals having access to examination materials who have no need to read the questions, including writing center supervisors, supervisors who assist them, certain clerical employees, and printers, should be required to sign a statement such as the following *before* being allowed access to examination materials.

I hereby agree that I will not read the (*Name of Examination*), and I will not permit anyone to read any of the questions therein unless specifically authorized by the (*Name of Organization*), except for bona fide candidates at the sanctioned time and location. Further, I hereby attest that I will not reveal the nature or content of any question appearing on the (*Name of Examination*), or any examination procedures, to any individual or entity, and I will report to the (*Name of Organization*) any solicitations or disclosures of which I become aware.

I understand that the (*Name of Examination*) is owned and copyrighted by the (*Name of Organization*) and that the examination questions are confidential and subject to ownership right protection under the law. I agree to cooperate with any security briefing, interview or investigation conducted by the (*Name of Organization*).

I hereby represent and warrant that I have not published, nor will I in the future publish, without explicit written permission of the (*Name of Organization*), any article or book or written communication of any kind that in any way discloses or divulges any unpublished (*Name of Examination*).

The same agreement with the first sentence eliminated might be used for people, such as members, staff, and markers, who have a need to read the examination

Example 2. For Candidates

When as a matter of policy an organization does not publicly disclose the questions or suggested solutions to its examinations, candidates should be prohibited from removing the examination from the writing center and should be required to sign a statement to that effect. The following statement might be used for that purpose:

I hereby attest that I will not divulge the nature or content of any question or answer appearing on the (*Name of Examination*) to any individual or entity, and I will report to (*Name of Organization*) any solicitations and disclosures of which I become aware. I will not remove, or attempt to remove, any examination materials, including questions, answer sheets or booklets, working papers, notes and scratch sheets, or other unauthorized materials from the examination room. I understand that failure to comply with this attestation may result in invalidation of my grades, disqualification from future examinations, and possible civil and criminal penalties.

I am an examination candidate and I have read and agree to comply with above the statement.

Signed _____

Date _____

APPENDIX 3

ESSENTIALS TO INCLUDE IN INFORMATION FOR CANDIDATES

Candidates should be provided with information about the matters identified. Examples are in italics.

- Rules regarding eligibility to write
- Applications/approvals to write
- Deadline for applications
- Fees and refunds
- Scope and content of the examination
- Duration of examination
- Rules regarding the actual writing
 - Timing of the examination and rules regarding entry to and exit from the examination center
 - Permissible examination aids — *pens, pencils, erasers, calculators, reference materials*
 - Form of required identification
 - Specific description of what may not be taken into room
 - Specific description of what may not be taken from room — *examination questions, answer sheets or booklets, working papers, notes and scratch sheets, blank examination paper*
 - Definition of misconduct, suspected or established, and related penalties
- Information regarding disclosure and notification of grades, including passing grade and timing and method of release
- Appeal procedures
- Suggested publications to study
- Additional writing opportunities in case of failure
- Other policies of interest
 - Candidates requiring special accommodations
 - Handling unavoidable interruptions or emergency situations on examination
 - Response when situations prevent candidate from attendance at an examination

APPENDIX 4

SAMPLE ANNOUNCEMENTS

Before the Examination Begins

- Good _____ (morning, afternoon, evening).
- I welcome you to this examination session of the _____.
- Please listen carefully to the following instructions.
- Only pens, pencils and erasers are allowed on the desks.
- Purses and _____(briefcases, books and other personal belongings not already checked elsewhere) must be placed _____.
- Additional (pencils, paper) can be obtained by/at _____.
- You will be allowed to smoke in _____.
- The restrooms are located _____.
- If you leave your seat during the examination place all items face down on your desk.
- The exchange of information with other persons is prohibited and shall be considered misconduct sufficient to bar you from further participation in the exam.
- You cannot leave this room until _____after the start of the examination.
- Candidates leaving before the end of the examination may not congregate in the hall.
- No examination materials may be taken from the room.
- You will have (amount of time) to complete the examination. Reminders will be given 30 minutes and 5 minutes before the end of the examination.
- Listen now to the instructions regarding the way in which you prepare your answer papers:
 - Use one side of paper only.
 - Put identification number only on each page — do not use name.
 - Start each question on a separate page.
- When time is called, stop writing and assemble your papers.
- The official time (or clock) for this examination is _____.

At the Start Time

- You may begin. Good luck!

30 Minutes before the Scheduled End

- There are now 30 minutes remaining in this session.

5 Minutes before the Scheduled End

- There are now 5 minutes remaining. Check that your (*candidate identification number*) is on all papers.

At the End of the Scheduled Time

- Stop writing. Put down your pencils. (Remain seated while the papers are being collected) or (Proceed to the assigned check out table).

APPENDIX 5

SAMPLE INSTRUCTIONS ON EMERGENCY PROCEDURES

Chief supervisors of writing centers are required to prepare for possible emergencies at the site and are expected to make sound decisions in the event that emergencies actually occur. They are required to report all emergencies to the organization by telephone and, subsequently, in writing.

Prior to the examination, the chief supervisor must

- consult with building management to determine what emergency procedures are already in effect at the site;
- obtain emergency telephone numbers (fire and police departments, ambulance, building management, etc.);
- become thoroughly familiar with the layout of the site, including exits, stairways, fire alarms.

Identify the location of emergency equipment (such as fire extinguishers) and first-aid equipment. In any emergency, the safety of candidates and the security of examination materials are of paramount importance. If the candidates are in imminent danger, the security of examination materials becomes secondary, although it still must be maintained if at all possible. However, if there is no immediate threat to candidates, the security of examination materials is the most important consideration. The balance between the two concerns may be difficult to weigh, depending on the nature and timing of the emergency. Some practical suggestions for the handling of emergencies are:

- **If the emergency occurs before the examination, delay the start of the session, providing the problem can be remedied within a reasonably short period of time.** For example, if there is a fire or power failure before the examination has started, ascertain that all examination materials are secure, and wait until normal conditions are restored. If the emergency ends before the first scheduled hour of the session has elapsed, start the session late and compensate candidates for the delay by allowing them additional testing time at the end of the session. However, *if the emergency extends beyond the first scheduled hour of the session, consult with the organization* before taking action.
- **If the emergency affects only one part of the examination area, keep the problem contained.** For example, if a candidate becomes ill, obtain help for the candidate and try to get candidates in the immediate vicinity to resume taking the examination as soon as possible. Make certain that the disturbance does not spread to candidates in other parts of the examination room.
- **Stop and resume the examination if there is an interruption that does not threaten the safety of candidates.** For example, if there is a power failure while the session is in progress, instruct candidates to remain seated and to maintain complete silence. Make certain that supervisors patrol the candidate area and that they guard any answer materials that have already been turned in. Compensate candidates for the interruption by allowing them additional testing time at the end of the session.
- **In the event that the site must be evacuated, make every effort to preserve the security of examination materials.** If the evacuation takes place before candidates have opened their

examination question and answer booklets, collect the booklets and lock them in the secure room or retain personal custody, as appropriate. If the evacuation takes place while the session is in progress, try to ensure that candidates do not communicate with one another when they leave the examination room. If it is impossible to enforce their total silence or if their examination materials have to be left unattended, it is possible that the session will have to be canceled. To prevent further damage, make certain that any answer papers from previous sessions and any examination materials for future sessions are completely secure.

- **Report any breach in the security of examination materials IMMEDIATELY by telephone to the organization** and, in writing, within the next 24 hours. For example, if there is evidence that someone has tampered with examination question and answer booklets or if examination questions or answer papers have had to be left unattended or in an unsecured area because of an emergency at the site, report the incident as soon as it occurs. Once the security of examination materials has been compromised, the consequences can be very serious and can affect examination administrations in all jurisdictions.

APPENDIX 6

INSTRUCTIONS TO CHIEF SUPERVISORS OF EXAMINATION WRITING CENTERS

The following instructions were adapted from those used by a contributor. It should be noted that this is an illustration only, and not intended to be an example of the “best” approach. However, this appendix effectively illustrates the extent of detail ordinarily appropriate for instructions to the chief supervisor of an examination writing center.

Not included, but to be provided separately by the Organization would be a brochure giving detailed instructions to candidates.

Assumptions made

- The Chief Supervisor selects the examination site.
- Candidates are issued admission cards to gain entry into the examination room.
- The organization assigns seat numbers to candidates.
- The Chief Supervisor prepares a full report, called a Chief Supervisor’s certificate, at the end of the examination session.

**INSTRUCTIONS TO CHIEF SUPERVISORS OF
EXAMINATION WRITING CENTERS**

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I. INSTRUCTIONS TO CHIEF SUPERVISORS**A. Selecting the Examination Site**

Upon appointment as Chief Supervisor, you will receive from the Organization information regarding the date and time of the examination for which facilities are to be arranged, together with estimated attendance numbers for each session and information regarding financial arrangements for the center and for the supervisors you will engage to assist you.

The objective to be achieved in selecting a site is to provide a testing environment with reasonable comfort and minimal distractions. Conditions to look for which will assist in achieving the objective are as follows. The facility

- is appropriate in size for the number of candidates. A space of at least 25 square feet per candidate is necessary for most examinations. Double that amount is needed when candidates are permitted to bring in whatever books they want;
- has sufficient space between candidates so that they cannot easily observe the responses of their neighbors. Seating can be arranged using tables 2 feet wide and 6–8 feet in length, with 2 candidates on the same side, or at opposite ends of, the table, or by using individual tables 3 feet x 3 feet; tables should be at least 4 feet away from the tables in front or back, and 2 feet from the tables on each side. (More space is needed for open book examinations; 1 foot = 0.3048 meter);
- provides a comfortable, well ventilated environment;
- is well-lit;
- is free from distracting noises (management of the sites should be specifically asked about scheduled or possible events that might provide such distractions before contracting the site);
- is equipped with an easily accessible and secure area for storing examination materials;
- is equipped with a work area for use by the supervisors;
- allows for control of access to and from the examination room;
- has adequate rest rooms and fire exits;
- is easily accessible by car or public transportation, with ample parking within a reasonable walking distance;
- comes equipped, if necessary, with an adequate public address system;
- has telephones and a photocopier.

Ensure that there will be a sufficient number of chairs and tables for candidates as well as for supervisors. Allow for some extra ones.

Obtain information about how to contact the person in charge of the building in which the center is situated, such as name and telephone number, should the need arise to communicate with him/her in case of any unexpected problems, such as locked doors, heating or ventilation problems, distracting noises during the examination, etcetera.

B. Pre-Examination Procedures

- Engage at least one supervisor to assist you. As a general rule, there should be 1 supervisor for every 25–30 candidates. Supervisors need to be mature, discreet, trustworthy and intelligent but they need not be knowledgeable about accounting. Retired teachers generally a good candidates to consider.
- Ensure that everyone who is assisting you in the examination function understands the examination procedures and regulations, and that they are aware of their duties. Duties of supervisors are outlined in Attachment 1.
- Ensure receipt of the seating plan for your center, together with the listing of candidates. Prepare numbered place cards to be placed on the tables to correspond with the plan. Tables and chairs should be set up sufficiently in advance of the examination to assure they are in place when the examination is scheduled to begin.
- Ensure that all doors leading to the examination center are open at least one hour before the start of the examination and that access to the examination room itself be possible at least a half-hour before the start of the examination so that the examination material can be set up prior to the examination.
- Ensure that all supervisors know the location of the washroom facilities so that they may direct candidates accordingly. These facilities should be inspected immediately prior to the examination so that any books or notes which may have been left there by candidates may be removed.
- Upon receipt of the examination question papers and supplies, check them immediately against the packing slip to ensure that there is a sufficient quantity of unused envelopes and question papers that are both legible and complete. Have extra pencils and pens on hand in case a candidate requires one during the examination.
- Immediately acknowledge receipt of the examination material and report any shortages or discrepancies to the Organization.
- Ensure that strict security is maintained on examination question papers at all times. All question papers must be kept under lock and key, with access to the area where the papers are stored restricted to yourself and one of your assistants. The ideal storage area is a vault in a windowless, fireproof room. If possible, all other examination materials should also be kept under lock and key.
- Read and understand the detailed instructions to examination candidates and request from the Organization any required clarification of the rules governing the writing of the examinations or the instructions for completing multiple-choice answer sheets.

- Particularly at larger centers, it may be helpful to prepare a variety of signs for use at the center, since they improve the flow of traffic, and direct candidates efficiently and quietly. Helpful signs might be as follows:
 - “Candidates entrance — have your admission card ready”
 - “No books, portable telephones, electronic equipment, coats or bags beyond this point”
 - “Storage of coats, portable telephones, electronic equipment, bags and books”
 - “Pencil sharpener”

Familiarize yourself with the rules regarding unusual events occurring either before or during the examination, as outlined in Attachment 2.

C. Examination Supervision Procedures

- Entry into the examination room should be strictly controlled. Candidates should hand in their admission forms to the supervisors stationed at the doors leading into the examination room. Candidates without admission forms must be referred to a supervisor assigned the task of attempting to verify their identities and to check the candidate’s eligibility against the master list. Candidates who lack complete documentation should not be prevented from attempting the examination. They should be directed to a separate part of the examination room and a full report regarding the nature of the irregularity should be made and a copy attached to the Examination Candidate list. An illustration of such a list is shown in Attachment 3.
- Envelopes to be used for handing in the question papers should be issued to candidates in numerical order, starting with the lowest number, after the candidates are seated, depending upon the number of candidates and the room layout. Each candidate should complete and sign the examination envelope label upon receipt of the envelope. Candidates should be allowed to write the envelope number on the blank answer sheets contained in their examination envelopes prior to the start of the examination.
- In addition to blank answer paper, each envelope contains an attendance record on which a confidentiality statement is printed. Candidates must print their name, address, identification number, and date on this form, and sign the confidentiality statement. Supervisors should pick up these attendance records shortly after the beginning of the session, and within the first 60 minutes during which candidates are not allowed to leave. Supervisors should simultaneously check the photo ID left on the candidates’s table. The attendance records should then be reconciled to the number of admission forms collected. Please note that the purpose of admission forms differs from that of attendance records. It is the purpose of the former to indicate that a candidate has approval to attempt the examination, to ensure that only legitimate candidates gain access to the room, and to show where a candidate is to be seated. They are collected in order to ensure an orderly entry process. Attendance forms, on the other hand, are designed to provide attendance in the room itself, and may be completed by those without attendance forms. They should be checked against the Examination Candidate

list to provide advance information of the papers which can be expected to be handed in. They will also allow supervisors to make a more leisurely comparison of candidate information with the photo identification than would be possible if this all occurred at the very beginning.

- Review the instructions to examination candidates with the candidates before issuing the examination question papers. Special attention should be given to the following:
 - the permissible examination aids outlined in the rules governing the writing of the examinations in the Instructions to Candidates;
 - the completion of the examination envelope label;
 - the completion of the attendance record;
 - the Photo ID to be left on the candidate's table for use by the supervisors;
 - the nature of the answer sheets as outlined in the Instructions to Candidates. In particular, highlight that only the work on the official examination answer sheets will be marked. Work done on question papers and examination supplements will not be marked or even reviewed by the markers. Answers and rough work that are not clearly identified as being related to a particular question or subpart of a question will not be marked;
 - the completion of the multiple-choice answer sheets;
 - the identification of the answer sheets and working papers;
 - the submission of the question papers, answer sheets and working papers (with emphasis upon the point that no examination material may be removed from the examination room);
 - the meaning of the instruction to stop writing, and that failure to so will be regarded as a breach of conduct;
- Issue the examination question papers to candidates face down prior to start time. When all candidates have received a question paper, instruct them to turn the question paper over and commence the examination. Note that no candidate will be admitted to the examination room after the examination has been in progress 45 minutes from start time and that all candidates are required to remain in the examination room for at least 60 minutes after start time.
- A candidate is not permitted to leave the examination room *with a copy of the question paper, supplement or any other examination material at any time*. Doing so is considered an examination irregularity and must be reported as such. No candidates will be allowed to leave during the last 15 minutes of the examination.
- Immediately after start time and periodically throughout the examination, ensure that only permissible supplies as outlined in the Instructions to Candidates are on each

candidate's table. No textbooks, notes or non-official examination paper are allowed. No carbon paper or other similar aid to reproduce questions or solutions are allowed.

- Any candidate who receives a question paper but does not attempt to write the examination must be made to sign a statement acknowledging that he/she is not submitting his/her answer sheets for marking and that he/she will receive a mark of 0. This statement should be attached to the Chief Supervisor's Certificate. The question paper together with all answer sheets should be sealed in the envelope and sent to the Organization with the rest of the envelopes.
- Extra answer sheets, if required, should be issued from the bulk supply provided for each examination room. If the candidate needs a new Multiple Choice Answer Sheet, the candidate's *original* answer sheet must be submitted to the Chief Supervisor before the candidate leaves the examination center, so a record must be kept of candidates who received the new sheets. Only one multiple-choice answer sheet per question should be sealed in the examination envelope. Any "original" answer sheets collected but not included in the envelopes should be sent to the Organization with the Chief Supervisor's Certificate.
- If necessary, candidates may be allowed to leave the examination room to visit the washroom. Any candidate leaving the examination room for this purpose must be accompanied by a supervisor.
- The time allowed for writing the examination is 4 hours. To ensure consistency and fairness to all, *no candidate should be allowed additional time for any purpose, such as numbering or identifying answer sheets.*
- When stop time is announced, candidates should seal their question papers, supplements, answer sheets and working papers in their envelopes. They should remain seated until supervisors have collected these envelopes, at which time the candidate will be given an exit slip, which is deemed proof that the envelope has been collected. This exit slip is to be collected by supervisors stationed at each exit door. Candidate wishing to leave before the official stop time must signal for a supervisor to collect their papers and receive their exit slip provided it is not during the first 60 or last 15 minutes of the examination.
- The Chief Supervisor should emphasize that all candidates are to leave the examination room immediately and not loiter or start conversing with others about the examination while they are in the examination room. Once he/she has left the examination room, no candidate should be allowed to re-enter the examination room until the Chief Supervisor has accounted for all the envelopes.

UNDER NO CIRCUMSTANCES IS A CANDIDATE PERMITTED TO TAKE ANY EXAMINATION MATERIALS (INCLUDING ENVELOPES, QUESTION PAPERS, SUPPLEMENTS OR UNUSED ANSWER SHEETS) FROM THE EXAMINATION ROOM.

- When all candidates have left the room, the used envelopes should be stacked in numerical order. The Chief Supervisor must then verify, by reconciling with the attendance forms, that all envelopes issued to candidates before the examination have been returned. Notification must be made on the Chief Supervisor's Certificate of any

missing envelope, including the envelope number and the name of the candidate to whom it was issued.

- Any breach of regulations committed by a candidate during the examination (reference to unauthorized material, copying, talking, etc.) must be reported on the Chief Supervisor's Certificate. This report must indicate both the identity of the candidate and the nature of the misconduct.
- Chief Supervisors and other supervisors must exercise tact whenever they become involved in post-examination discussions with candidates. No Supervisor should publicly express comments of a negative nature, such as examination length or difficulty, as some candidates who hear these statements may be misled into believing that any complaint they later address to the Organization is further warranted by these opinions.
- The Organization follows a very definite procedure to ensure that the examinations are both fair and accurate, and any candidate who expresses dissatisfaction about an examination should be advised to contact the Organization directly.

D. Post-Examination Procedures

The Chief Supervisor will do the following no later than the morning of the next business day following the day of the examination:

- Forward all used and unused envelopes, question papers and examination supplies to the Organization. Use the shipping labels provided and ship the envelopes containing the candidate's answers by the fastest and surest method possible (air express, courier or first class registered mail) and include a copy of the Examination Candidate list and the Chief Supervisor's Certificate. It is imperative that the location of the examinations can be traced at any time and that a signature be required upon delivery. Recommended carriers include _____.
- If any doubt exists about the reliability of the suggested carrier (for example, labor problems or local emergencies) telephone _____ at the Organization to make alternative arrangements.
- Courier under separate cover the other copy of the Examination Candidate List, and the Chief Supervisor's Certificate.

Attachment 1

Duties of Supervisors of the Examination Center

Supervisors must assist the Chief Supervisor in performing the following activities:

- identifying, admitting and seating candidates;
- distributing examination materials;
- observing candidates write the examination;
- controlling entry and exit into the examination room;
- collecting, accounting for, and securing all examination materials;
- handling irregularities and emergencies.

Supervisors should

- wear name/identification tags;
- ensure a quiet and comfortable atmosphere for the candidates;
- report any unusual situations to the chief supervisor;
- actively patrol the examination room;
- not talk or read during the examination;
- not answer questions about the content of the examination, nor attempt to explain the meaning of a question;
- report in writing any suspicion of cheating; this report should be as detailed as possible and should also be signed by the chief supervisor of the writing center;
- dress neatly and wear comfortable, quiet shoes.

Attachment 2**Unusual Events Procedures****a) *Examination Center Closure***

In this context, “closure” refers to the cancellation of the examination prior to the issuance of the examination question paper to the candidates due to inclement weather, power failure or other similar circumstances which prevent the candidates from either arriving at the examination center or starting the examination. The decision to close an examination center rests with the Organization. The Chief Supervisor must contact the Organization as soon as possible if there is any doubt about holding an examination session at the scheduled date and time.

At small centers, the Chief Supervisor should make every effort to avoid the cancellation of the examination, either by persuasion or by finding a suitable alternative location. As a general guideline, the distinction between a large and a small center is a subjective judgement based upon the feasibility of implementing the examination center relocation procedures (finding a new center, making the necessary arrangements, contacting each candidate, etc.) as determined by the number of candidates scheduled to write.

All examination materials and question papers for examinations which have been canceled must be retained in safekeeping by the Chief Supervisor until he/she receives instructions from the Organization advising him/her of the procedures to follow regarding these canceled examinations.

b) *Examination Interruption*

In this context, “interruption” refers to a significant break in the writing of the examination after the start time has been declared. This interruption may be either of a continuous nature, such as a fire alarm, power failure or other similar event, or of an intermittent nature, such as several false fire alarm announcements or a continual (repeated) power failure, which is sufficiently disruptive to affect adversely the candidate’s ability to write the examination.

In the event of an “interruption,” the Chief Supervisor must instruct all candidates to stop writing, turn over their question papers and answer sheets, and remain seated at their desks until the “interruption” has ended. No candidate may leave the examination room, nor may the Chief Supervisor leave any candidate unattended. At this time, the Chief Supervisor must note all relevant data concerning the “Interruption” (time, cause, duration) which he/she must later relate to the Organization.

If the cause of the “interruption” can be determined and stopped, the Chief Supervisor should instruct the candidates to resume writing the examination. In this circumstance, additional writing time equal to the length of the “interruption” must be added to the originally scheduled “stop” time so that candidates have the full amount of scheduled examination writing time to write the examination. If the cause of the interruption cannot be determined and does not stop after 30 minutes, the Chief Supervisor must decide whether to recommend termination of the examination and must contact the Organization to receive instructions. If the examination is terminated, the Chief Supervisor must then follow the regular post-examination procedures

outlined in Section C of this manual. The candidates must be advised to contact the Organization to inquire about the Organization's policy regarding an "interruption".

c) *Fraudulent Behavior*

In this context, "fraudulent behavior" refers to any suspected or actual irregular act believed or proven to have been committed by a candidate during the examination. The necessary procedures to follow when confronted with suspected or proven fraudulence will depend upon whether the irregularity can be validated by the Chief Supervisor at the time it occurs.

UNDER NO CIRCUMSTANCES SHOULD ANY CANDIDATE BE ACCUSED OF FRAUDULENT BEHAVIOR UNLESS THE IRREGULARITY CAN BE UNDOUBTEDLY PROVEN.

In cases where the Chief Supervisor suspects, but cannot prove, that fraudulent behavior has been committed by any candidate, such as communication between two or more candidates, he/she should do the following:

- i) at the end of the examination, separate the suspected candidates' envelopes from the rest of the examination envelopes, and
- ii) attach a note to the suspected candidates' envelopes describing the situation (in this illustration, for example, indicate where the candidates were sitting, what the candidates did which aroused the suspicion, which questions they were answering at the time of the suspected irregularity, and any relevant actions and impressions made by the candidates).

Reference to this suspicion and note also must be written on the Chief Supervisor's Certificate. The Chief Supervisor should try to minimize the possibility of this type of irregularity occurring by continuously checking that each candidate's answer sheets and working papers are either directly in front of him or turned over if completed and placed to the side of the writing desk.

In cases where an irregularity can be proven, such as unauthorized material being used by the candidate, a different procedure must be followed. After the irregularity has been confirmed by the presiding officer, it then must be witnessed by a second person (if it is necessary to use another candidate to witness the irregularity, the Chief Supervisor should stop the examination for the period of time required to complete the necessary procedures).

THE EVIDENCE MUST NOT BE ALTERED IN ANY WAY UNTIL IT HAS BEEN WITNESSED.

After the evidence has been witnessed, the Chief Supervisor should request the candidate to insert all examination material inside his/her examination envelope and seal it. When this has been done, the Chief Supervisor must then write an appropriate note on the face of the envelope fully describing this irregularity, and the note should then be signed by the Chief Supervisor, the witness and the candidate. The Chief Supervisor should then take the examination envelope from the candidate, issue another examination question paper and a new envelope to the candidate and request him/her to complete the examination (it should be emphasized to the candidate that he/she need not re-write answers to the questions which he/she has already completed and which are contained in the original envelope, but that he/she should continue from where he/she was interrupted). Finally, at the end of the examination, the Chief Supervisor should separate the two envelopes used by the candidate and attach a note to them describing the circumstances (in this

illustration, for example, what unauthorized material was being used by the candidate, when the irregularity was discovered, who witnessed the irregularity and any other relevant fact). Reference to this irregularity must be written on the Chief Supervisor's Certificate.

II. MATERIALS CHECKLIST

The following list specifies the materials required at each examination center:

A. Examination Supplies

1. Instructions to Chief Supervisors
2. Chief Supervisor's Certificates (2 per examination)
3. Labeled Envelopes (with appropriate stationery enclosed — one per candidate)
4. Pre-addressed return shipping labels
5. Instructions to Candidates
6. Bulk supplies of official examination foolscap, multiple-choice answer sheets, HB pencils, and official calculators

B. Examinations

1. Examination Question Papers

C. Other (mailed by the Organization under separate cover)

1. Examination Candidate List

III. EXAMINATION ROOM INSTRUCTION CHECKLIST

Read these instructions to the candidates at least five minutes prior to the scheduled examination start time.

1. The examination you are writing is _____.
2. The washrooms are located_____. Individuals must request permission to leave the room and will be accompanied; if necessary to maintain control only one candidate at a time will be allowed to leave the room.
3. Before the start of the examination, complete the examination envelope label and sign your name in the space provided. The candidate identification section of the label must not be detached.
4. Remove the answer sheets from the envelope and write your envelope number in the upper right hand box on each foolscap answer sheet. **DO NOT IDENTIFY YOURSELF BY NAME OR MEMBER NUMBER ON THE ANSWER SHEETS.**
5. On EACH foolscap sheet, fill in the boxes at the top. In the page number box, number the sequence of the paces for each question, that is, the first page of each question should be numbered page 1. When you write your answers, you may use single spacing or double spacing, but do not write in the margins.
6. Instructions for completing the multiple-choice answer sheets are provided on the answer sheet form (inside the examination envelope) and on the examination question paper. In addition to these instructions, you should note the following:
 - a) In blackening (or shading) an oval, do not make any marks outside the oval.
 - b) Mark with a pencil only one answer for each item in the question. If you wish to change your answer, erase your original mark as completely as possible.
 - c) Do not use liquid paper on the answer sheet form.
7. All answers must be written on the official answer sheets provided in the examination envelope. If you require additional answer sheets during the exam, put up your hand and we will bring them to you. Any work done on the question paper will NOT be marked.
8. This examination is 4 hours in length. The examination will start at _____ according to the clock. (Identify the clock to which you are referring.)
9. Supervisors are not permitted to provide suggestions or interpretations about any question. If you feel a question is ambiguous, indicate your assumption and proceed accordingly.
10. No non-authorized materials are allowed near your desk. If you have any in the examination room, bring it to the front now. You can retrieve it at the end of the exam.

11. You may write in pencil or pen except for the multiple-choice answer sheet, where you must use pencil. If you do not have a pencil, let me know before you start the examination and I will provide you with one.
12. All candidates should leave proof of identity on the tables.
13. Anyone committing a breach of the examination regulations will be reported to the Organization.
14. You cannot leave the examination room until 60 minutes have expired from the start time, or in the last 15 minutes before the official stop time.
15. Start the answer for each question on a new sheet of paper and clearly identify the question being answered. Label all your rough work by question and part. You need not start each part of a question (e.g., part 3.1, part (a), part (b) (i), etc.) on a new answer sheet. Answers and rough work that are not clearly labeled will not be marked.
16. When stop time is announced **YOU MUST STOP WRITING IMMEDIATELY**. Anyone continuing to write will be regarded as committing a breach of conduct which will be noted on the report submitted to the Organization. No additional time will be allowed at the end of the examination to complete your examination label or to label your answers.
17. When instructed to turn over the question paper, verify that the question paper is complete. The last page of the examination is labeled “End of Examination.” Read all of the instructions on the first page before you go on to the questions.
18. Under no circumstances may you remove an examination envelope or any used or unused examination material from the examination room. Examination material includes the question paper, answer sheets, working papers and the supplement.
19. At the end of the examination, ensure **ALL** examination materials are enclosed in your envelope and that the envelope is sealed. Failure to do so could disqualify your answers.
20. The examination question papers will now be handed out face down. Do not turn over the question paper until you are instructed to do so. Feel free to fill out the examination label and write your envelope number on the answer sheets now before the official examination start time.
21. Are there any questions?