EXAM CENTRE MANAGER / SUPERVISOR SURVEY - DIGITAL PILOTS 2017

INFORMATION ON THE SURVEY AND PARTICIPANTS

The Exam Centre Manager / Supervisor Survey was designed to measure Exam Centre Manager (ECM) and/or supervisors self-reported experience of invigilating a Digital Pilot examination, including their experience of the dashboard.

Of the 397 ECMs/supervisors who supervised the digital examinations, 92 (23%) completed the online survey. The respondents did not answer all the questions in the survey.

Of the 92 respondents, 39 were ECMs and 53 were supervisors.

57% (47 of 83) of respondents had been an ECM / supervisor for previous examination rounds, and 38% (34 of 89) of respondents had managed or supervised a digital examination in 2016. In 2016, the percentage of respondents who had experience in supervising or managing examination rounds was greater (80% - 64 of 80).

The survey consisted of 14 questions, one of which was an open-ended question. The first three questions were for ECMs only.

Below is a summary of the main findings. Appendix 1 is a count of responses for each closed-ended question. Appendix 2 is a full list of the survey questions.

MAIN FINDINGS

OVERALL EXPERIENCE COMPARED TO PAPER-BASED INVIGILATION

Respondents were asked to rate the relative difficulty of managing digital and paper-based examinations. 51% (39 of 76) of respondents found supervising digital examinations somewhat easier or much easier, whereas 49% (37 of 76) of respondents found supervising paper-based exams somewhat easier or much easier. This is an improvement from 2016 when 78% (46 of 59) of respondents found supervising digital examinations harder than supervising paper-based examinations.

94% (81 of 86) of respondents agreed or strongly agreed that they felt confident managing possible breaches of the rules in the digital examination room. This is an increase from 2016 when 79% (65 of 82) of respondents agreed or strongly agreed that they felt confident managing possible breaches of the rules in the digital examination room.

EXAM CENTRE MANAGER TASKS

Support from NZQA, support from schools, room set up

97% (38 of 39) of respondents agreed or strongly agreed that the support from NZQA for the management of the digital examinations was adequate. This is an increase from 2016 when 85% (51 of 60) of respondents agreed or strongly agreed to a similar statement that the provisions for supervision of the digital examinations were adequate.

92% (35 of 38) of respondents agreed or strongly agreed that the support from the schools for the management of the digital examinations was adequate.

87% (33 of 38) of respondents agreed or strongly agreed that they found it easy to set up the room to minimise the risk of breaches of the examination rules. This is a similar level to 2016 when 89% (50 of 56) of respondents agreed or strongly agreed that they found it easy to set up the room to minimise the risk of breaches of the examination rules.

THE DASHBOARD

Ease of use, usefulness to assist with supervision and managing breach of rules issues, allocation of rooms,

94% (84 of 89) of respondents agreed or strongly agreed that the dashboard was easy to operate. This is an increase from 2016 when overall, 52% (43 of 82) of respondents[1] agreed or strongly agreed that the dashboard was easy to operate.

99% (87 of 88) of respondents agreed or strongly agreed that the dashboard was useful in assisting with supervision of the digital examinations. This is an increase from 2016 when 70% (49 of 70) of the respondents agreed or strongly agreed that the dashboard was useful in assisting with supervision of the digital examinations.

86% (70 of 81) of respondents agreed or strongly agreed that the dashboard was useful in managing any issues. This is an increase from 2016 when 68% (48 of 71) of respondents agreed or strongly agreed that the dashboard was useful in managing any issues.

85% of respondents agreed or strongly agreed that they found it easy to allocate candidates to rooms using the dashboard. Comments were mainly about technical difficulties with logging into the ECM dashboard.

CANDIDATES SWITCHING TO PAPER

Percentage that did have that experience, did it make invigilation harder, did it disturb other candidates

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[1] In 2016, there were technical issues that arose during the English Level 1 Digital Pilot examination. These were resolved by the time the Media Studies and Classical Studies Level 1 Digital Pilot examinations took place.

41% (36 of 87) of respondents had candidates who switched to paper having started the examination digitally. This is a decrease from 2016 when 58% (42 of 72) respondents had candidates who switched to paper having started the examination digitally.

Of the 36 respondents who had candidates who switched to paper, 39% (14 of 36) agreed or strongly agreed that candidates switching to paper during the examination made supervision harder, and 19% (9 of 36) agreed or strongly agreed that candidates switching to paper was disturbing to other candidates.

INSTRUCTIONS AND TRAINING PROVIDED

Usefulness of the guide notes and materials, and NZQA training for those who participated in it

92% (82 of 89) of respondents attended an NZQA run training session.

97% (87 of 90) of respondents agreed or strongly agreed that the guide notes and materials they received for managing digital examinations were useful, a similar level to 2016.

85% (70 of 82) of respondents agreed or strongly agreed that the training they received prepared them well for managing the Digital Pilot Examinations.

SUGGESTIONS/FEEDBACK

61 respondents provided feedback about their experiences supervising digital examinations. A sample of their feedback under key theme headings is presented below.

Support from school, IT and NZQA

Digital exams worked well. Students enjoyed the experience and stayed well into the exam. The practice on the trial for their school exams – removed a lot of the panic (I also supervised these). Dashboard – generally very good. Even better once I realised the need to Refresh to get updated info (30 second updating does not work). NZQA Helpline was efficient and very good. Digital Cards for students good – but for 2018 – please add the URL and could the student details & headings be reversed (ie BOLD the important info the student needs – font could also be slightly larger). Training – useful – Manual good. Trained a Supervisor – who got stuck in Wellington day of exam! – used another untrained Supervisor – still worked well.

Having the school, IT and NCEA support staff helped a lot. Sometimes it is only possible to learn by doing with support. The training book didn't provide this. Digital exams are not easier or harder but quite different. There are good and bad points about all exams. The students are used to typing so from that perspective it was probably easier for them.

The whole operation this year was significantly better than last year due to (a)Better training, (b) A stable fully functional Dashboard, (c) having the service provided on a computer facility that could cope with the workload, particularly at "start up"time. As the usage increases with more students using the Digital facilities, it will be critiical to ensure that the processing capacity is increased appropriately to meet the increased demand.

Having NZQA provide us with on-site support from experienced staff at every Digital exam was very successful and very welcome. This was particularly true when we, along with many others,

encountered logging-in problems with the initial log-in process. This was resolved quickly and calmly which ensured the students were able get underway with minimal disruption or stress. The general contact and discussions were also very helpful and interesting. A big Thank You to NZQA and the support people involved and for your overall support and good communications.

The exams won't run well if the school isn't really on task. My school didn't prepare rooms very well or give the candidates their passwords until they entered the exams. This caused confusion and anxiety. Staff handing out the passwords obviously felt they shouldn't have to and were inclined to be bossy and grumpy, no doubt blaming NZQA rather than their own school. Try as we might we could not log in to the dashboard in one room and had to revert to paper. I strongly recommend that candidate passwords be sent to ECMs to manage and sort NOT to the school. I managed the passwords for the second exam, Classics, and it went superbly.

Instructions manual

Two significant functions that were not fully addressed in the Instructions Manual were:- (a) Describing the facility to sort on fields particularly the Exam Code. Had I "discovered it earlier it would have saved me a lot of time in setting up the initial exam room allocations and "rated it "Strongly Agree"". (b) Reference to the Refresh buttons ie Top and Bottom right not top Left. Overall the Manual was of good value.

Room setup

Our school uses cor-flute dividers to ensure security - couldn't guarantee no copying in full computer labs otherwise. So much easier using school system - no fiddling around with BYOD, and attendant security issues. Huge amount of work to set up process for 3 sets of supervisors to run 3 rooms in same manner, so no one disadvantaged.

When attending to digi-candidates in a large exam room, there needs to be a wider space between desks for supervisors who will probably be carrying a laptop to the candidate in order to attempt a resolution of issue. Common issue this year was logging on successfully and getting started. You'll have a list of all sorts. The challenge for Supervisor is to have access to dashboard, alongside the student machine and successfully attend to one person without disturbing others.

The smooth running of digi exams for us was due in a large part to the support of the school ensuring adequate and appropriate space was available along with the supply of power boards and tapping down of power cords. The small number of candidates in each of the exams also played a part in the smooth running - we would struggle to provide power supply to larger numbers, L1 candidates have newer laptops with longer battery life. However, L2 candidates all required a power supply as their machines were older with battery life that would struggle with the full exam period. The school would be challenged to provide all candidates with a power supply in larger session numbers for both power outlets and exam spaces. Scheduling of digital exams concurrently would enable spaces to be set up and packed down immediately after to allow the space to then be used for paper based exams throughout the remainder of the exam period. There is quite a bit of set up with arrangements of power boxes and tapping down of power cords which can make the space unusable for paper based exams. The increasing number of SAC candidates requiring either small group or isolated spaces is another challenge in managing digital exams within the restrictions of available spaces when the junior school is still running. While

loading and submitting issues did arise they were minimal for us with the small number of candidates involved and quickly resolved.

SUMMARISED RESPONSES BY QUESTION

Question 1. The support from NZQA for the management of the digital examinations was adequate.

	frequency	percentage
Strongly agree	30	76.9
Agree	8	20.5
Disagree	0	0
Strongly disagree	1	2.6
Total	39	

Question 2. The support from the school for the management of the digital examinations was adequate.

	frequency	percentage
Strongly agree	24	63.2
Agree	11	29.0
Disagree	2	5.3
Strongly disagree	1	2.6
Total	38	

Question 3. I found it easy to set up the room(s) to minimise the risk of breaches of exam rules.

	frequency	percentage
Strongly agree	24	63.2
Agree	9	23.7
Disagree	5	13.2
Strongly disagree	0	0
Total	38	

Question 4. I found it easy to allocate candidates to rooms using the dashboard.

	frequency	percentage
Strongly agree	31	44.9
Agree	33	47.8
Disagree	3	4.4
Strongly disagree	2	2.9
Total	69	

Question 5. The dashboard was easy to operate.

	frequency	percentage
Strongly agree	46	51.7
Agree	38	42.7
Disagree	5	5.6
Strongly disagree	0	0
Total	89	

Question 6. The dashboard was useful in assisting with supervision of the digital examinations.

	frequency	percentage
Strongly agree	41	46.6
Agree	16	52.3
Disagree	1	1.1
Strongly disagree	0	0
total	88	

Question 7. The dashboard was useful for managing possible breaches of the rules.

	frequency	percentage
Strongly agree	26	32.1
Agree	44	54.3
Disagree	10	12.4
Strongly disagree	1	1.2
Total	81	

Question 8. Candidates switching to paper during the examination made supervision harder.

	frequency	percentage
Strongly agree	4	4.6
Agree	10	11.5
Disagree	19	21.8
Strongly disagree	3	3.5
Not applicable	51	58.6
Total	87	

Question 9. Candidates switching to paper was disturbing to other candidates.

	frequency	percentage
Strongly agree	3	3.5
Agree	6	7.0
Disagree	20	23.3
Strongly disagree	9	10.5
Not applicable	48	55.8
Total	86	

Question 10. Please rate the relative difficulty of managing digital and paper-based examinations.

	frequency	percentage
Paper much easier	16	21.1
Paper somewhat easier	21	27.6
Digital somewhat easier	32	42.1
Digital much easier	7	9.2
Total	76	

Question 11. I felt confident managing possible breaches of the rules in the digital examination.

	frequency	percentage
Strongly agree	21	24.4
Agree	60	69.8
Disagree	5	5.8
Strongly disagree	0	0
Total	86	

Question 12. The Guide Notes and materials (green ASBS stickers, candidate note-making paper, special report forms, etc.) I received for managing digital examinations were useful?

	frequency	percentage
Strongly agree	30	32.6
Agree	57	62.0
Disagree	2	2.2
Strongly disagree	1	1.1
N/A – didn't attend training	2	2.2
Total	92	

Question 13. The training session adequately prepared me for managing the Digital Pilot examinations.

	frequency	percentage
Strongly agree	38	42.7
Agree	32	36.0
Disagree	9	10.1
Strongly disagree	3	3.4
N/A – didn't attend training	7	7.9
Total	89	

I was an ECM or supervisor in 2016.

	frequency	percentage
Yes	47	56.6
No	36	43.4
Total	83	

I managed or supervised a digital examination in 2016.

	frequency	percentage
Yes	34	38.2
No	55	61.8
Total	89	

EXAM CENTRE MANAGER / SUPERVISOR SURVEY QUESTIONS

Your roles in respect of each of the exams sessions:

Exam Session	ECM	Supervisor
English Level 1	☐	☐
Media Studies Level 1	☐	☐
Classical Studies Level 1	☐	☐
English Level 2	☐	☐
Media Studies Level 2	☐	☐
Classical Studies Level 2	☐	☐

Questions 1,2 and 3 are for Exam Centre Managers only

1. The support from NZQA for the management of the digital examinations was adequate.
    Strongly agree   Agree   Disagree   Strongly disagree
2. The support from the school for the management of the digital examinations was adequate.
    Strongly agree   Agree   Disagree   Strongly disagree

3. I found it easy to set up the exam room(s) to minimise possible breaches of exam rules.
    Strongly agree   Agree   Disagree   Strongly disagree
4. I found it easy to allocate candidates to rooms using the Dashboard.
    Strongly agree   Agree   Disagree   Strongly disagree

Dashboard

5.   The Dashboard was easy to operate.
    Strongly agree Agree   Disagree   Strongly disagree
6.   The Dashboard was useful in assisting with supervision of the digital examinations.
    Strongly agree Agree   Disagree   Strongly disagree
7.   The Dashboard was useful for managing possible breaches of the rules.
    Strongly agree Agree   Disagree   Strongly disagree

Change to paper

8.   Candidates switching to paper during the examination made supervision harder.
    Strongly agree   Agree   Disagree   Strongly disagree   Not applicable

9.   Candidates switching to paper was disturbing to other candidates.
    Strongly agree   Agree   Disagree   Strongly disagree   Not applicable

Supervision

10. Please rate the relative difficulty of managing digital and paper-based examination.
    Paper much easier   Paper somewhat easier   Digital somewhat easier
       Digital much easier

11. I felt confident managing possible breaches of the rules in the digital examination.
    Strongly agree   Agree   Disagree   Strongly disagree

    Instructions and Training
12. The Guide Notes and materials (green ABS stickers, candidate note-making paper, special report forms etc.) I received for managing digital examinations were useful.
    Strongly agree Agree   Disagree   Strongly disagree

13. Did you attend an NZQA run training session? Y/N
    If yes:
    The training adequately prepared me for managing the Digital Pilot examinations.
    Strongly agree   Agree   Disagree   Strongly disagree

14. Do you have any further comments or suggestions about your experience supervising the digital pilot examination? E.g. Room set up, Dashboard

Demographics

I was an ECM or supervisor in 2016.

Yes/No

I managed or supervised a digital examination in 2016.

Yes/No

Please indicate the MoE number for the school at which you managed or supervised digital examinations in 2017