

Research and Analysis

Survey of Examiners 2018

Headline findings

ofqual

Authors

This report was prepared by Charlotte Lockyer from Ofqual's Strategy, Risk and Research Directorate.

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Executive summary

Each year, exam boards recruit panels of examiners to mark or moderate GCSE, AS or A level qualifications (collectively known as general qualifications). In April 2018, Ofqual carried out a survey of these examiners. This aimed to build a picture of the professional background of examiners, as well as their experiences of the examining process.

The survey was designed in house by Ofqual and sent to examiners electronically by the four exam boards providing general qualifications in England. It was sent to all examiners who had been signed up to mark or moderate general qualifications in the summer of 2018, or any examiner who had been involved in writing these assessments in the two years prior to the survey. Collectively, exam markers, moderators of internal assessment and assessment writers are referred to as 'examiners' throughout this report.

Our 2018 survey of examiners follows a similar survey of exam markers carried out in 2013. There are a number of differences between the samples of the two surveys, which make comparisons between 2013 and 2018 difficult. Nonetheless we discuss some differences between 2013 and 2018 findings in the main body of the report.

We received 18,348 valid responses to our survey of examiners. Although we can't say precisely what proportion of examiners this represents, we believe it accounts for at least one third of the workforce.

Who are the examiners?

Examiners appear to be a highly experienced workforce. Survey respondents had an average of 10 years previous examining experience. The most experienced examiner in our sample had examined for 56 years. Overall, moderators were slightly more experienced than markers, holding 12 years' experience compared to 9 years' experience. Levels of experience were higher still amongst assessment writers. Assessment writers had an average of 18 years' experience.

More than 99 per cent of respondents to our survey were current or former teachers. 73% of our sample were currently teaching or lecturing. On average, examiners who currently teach or previously taught held 19 years teaching experience.

Examiners who were currently teaching generally found their centre to be supportive of their examining work (61%). However, a third of respondents told us that their centre was neither supportive nor unsupportive of examining. Support from centres appears to be higher if examiners teach at least some of the same specifications that they examine.

What motivates people to start examining?

For most respondents, the main reason for becoming an examiner related to developing their teaching. 38% of respondents told us that the main reason they had started examining was to help prepare their students for assessment. Another 16% were primarily motivated by a desire for professional development, and 14% had wanted to learn more about the specification(s) they teach. Of those examiners who currently teach, 84% examined at least some of the same specifications they teach in their school or college. The opportunity to earn additional income appears to be a secondary factor in motivating people into examining. This was cited as the main motivation by 22% of respondents.

What do examiners think about the examining process?

Our survey indicates that markers and moderators of general qualifications take their examining responsibility very seriously. Respondents told us that the biggest source of pressure associated with examining was *“knowing that my marking (or moderating) is important to the future lives of students”*. Examiners experience a number of other sources of pressure in their role, notably balancing examining with other work commitments and completing work to deadline. 76% of exam markers agreed that fitting examining in around other work commitments was challenging.

Despite the pressures involved, examiner experiences of marking and moderating seem to be very positive. Consistently around 90% of our sample agreed that they had sufficient support, training, briefing and guidance to carry out their examining role. Moreover, 96% of markers and moderators agreed that they were confident in their ability to mark or moderate accurately and reliably.

Although still encouraging, statements on mark schemes received lower levels of positive responses compared to other questions in the survey. Two thirds of respondents (66%) agreed with the statement *“mark schemes are clear and unambiguous”*. Nonetheless, 85% of examiners agreed that they felt confident using a mark scheme in their subject.

How satisfied are examiners in their role?

Examiners appear to be a highly satisfied workforce. 90% of our sample agreed they were satisfied in their examining role. In particular, respondents showed considerable pride in examining. 93% of respondents believed their examining role is meaningful and 90% were proud of what they do.

Not all aspects of the role were viewed positively, however. Just a quarter of respondents (26%) agreed they were paid sufficiently for their examining work. Additionally, over half of respondents believed that their role was stressful. Despite this, respondents reported a high degree of commitment to examining, with 90% agreeing that they *“intend to continue examining for the foreseeable future”*.

What is the demographic profile of examiners?

The average age of an examiner responding to our survey was 47 years. Examiners appear to have an older profile than the wider teaching population. 34% of respondents were aged under 40, compared to 57% of all teachers in state funded secondary schools. 17% of respondents to our survey classed themselves as currently retired.

Almost two thirds of examiners in our sample were female. This is consistent with the wider teaching population. Females outnumber males in all forms of examining, although the gender split was much more even amongst assessment writers.

Finally, 85% of examiners identified as ‘White-British’. This suggests that examiners are slightly more ethnically diverse than the wider teaching population.

Background

Each year, exam boards in England recruit panels of examiners to mark or moderate GCSE, AS or A level qualifications (referred to collectively as general qualifications). In 2013 Ofqual carried out a survey of markers of external exams as part of our research into the quality of marking of general qualifications. This aimed to build a picture of the professional background and experience of markers, as well as their perceptions of the marking process.

The years since this survey have seen a period of significant reform to general qualifications. It is in this context that we commissioned a follow up to the 2013 survey. This aimed to gather up to date information on examiners, their background, experiences and perceptions of examining. Whilst our 2013 survey focused on exam markers only, in 2018 we broadened our scope to include moderators of internal assessment and examiners with a role in writing assessments.

Methodology

Our survey was sent out electronically to examiners in April 2018. We asked the four exam boards providing general qualifications in England to email the survey hyperlink to all examiners who had been signed up to mark or moderate assessments in the summer of 2018. It was also sent to any examiner who had been involved in writing or reviewing assessments in general qualifications in the two years prior to the survey. The survey link remained open for a period of three weeks between 16 April and 6 May 2018. We asked exam boards to send examiners one reminder email during the three week period.

Survey design

The 2018 survey was designed by Ofqual, with input invited from the exam boards. The survey instrument covered many of the themes explored in the 2013 survey as well as exploring some new areas of interest.

The first section of the survey focussed on the examining background of the respondents. This included the type of qualification they examined and the length of their examining experience. The second part asked a series of questions about their teaching background, covering topics such as the length of any teaching experience and the level of support examiners receive from their school or college.

Examiners were then routed to different sections of the survey. Exam markers were asked about their experiences of marking and their perceptions of the marking process. Moderators were asked similar questions about their experiences of moderation. We asked senior examiners a set of questions about their experience of supervising examiners and designing assessments.

We then asked all examiners about the satisfaction they derive from their examining role and their intention to continue examining in future. Finally we collected information on the demographic profile of examiners.

Geographical coverage

Ofqual regulates general qualifications in England. The aim of the survey was therefore to gain a picture of the profile and experiences of examiners in England. However, some exam boards providing general qualifications in England also offer GCSEs, AS and A levels in Wales. Examiners of these qualifications are likely to examine candidate work from both England and Wales, and so there has been no attempt to remove these examiners from the sample.

Results

We received 18,348 valid responses to our survey. Although we can't say precisely what proportion of the examiner population this represents, we believe it accounts for at least one third of the workforce. We have no evidence to indicate that the survey is (or indeed is not) representative of the wider examiner population. Due to the response rate, however, we are cautiously positive about the generalisability of our findings.

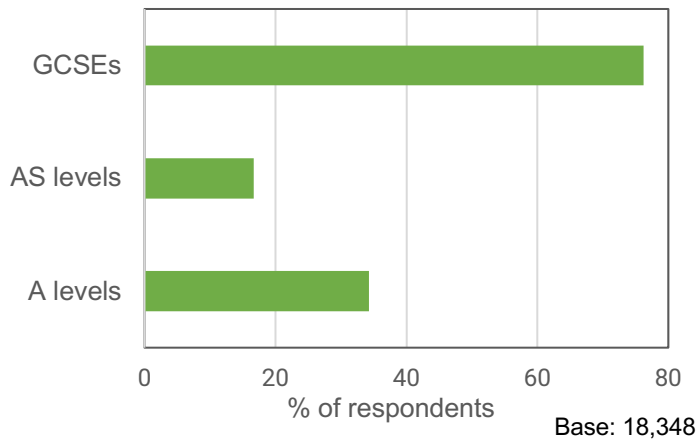
This report presents the headline findings of our survey of examiners. When we talk about "examiners" in this report, we use the term quite broadly. Specifically, we mean anyone who is involved in the marking of external exams, the moderation of internal assessment or the production of assessments. We report the findings for examiners overall. We also break down any differences in the profile of respondents by the qualification that they examine or the type of examining they carry out (marking, moderating or assessment design). It should be noted that these groups are not distinct. For example, an examiner might both mark and moderate assessments. We have not chosen to show data for distinct groups only, as we wish to present the data as it is seen in the real population. Survey responses are presented in the form of valid percentages rounded to the nearest whole number. The base number of valid responses for each question is cited next to any chart or graphic.

Due to important differences in the samples between 2013 and 2018, it is difficult to draw meaningful comparisons between the two years. For that reason, we have not compared the 2018 and 2013 surveys throughout the main report. Instead we have included a stand-alone section discussing differences between the two surveys. However, caution should be taken when interpreting any differences between 2013 and 2018 as it is unclear the degree to which changes are caused by differences in sample composition rather than any genuine changes in the profile or experiences of examiners over time.

For more information on the methodology, analysis or composition of the survey sample, please refer to Appendix A.

Profile of respondents

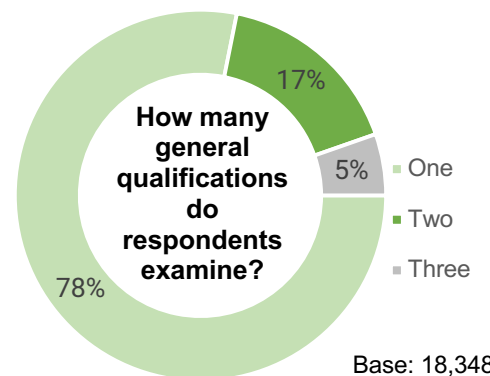
Qualifications examined



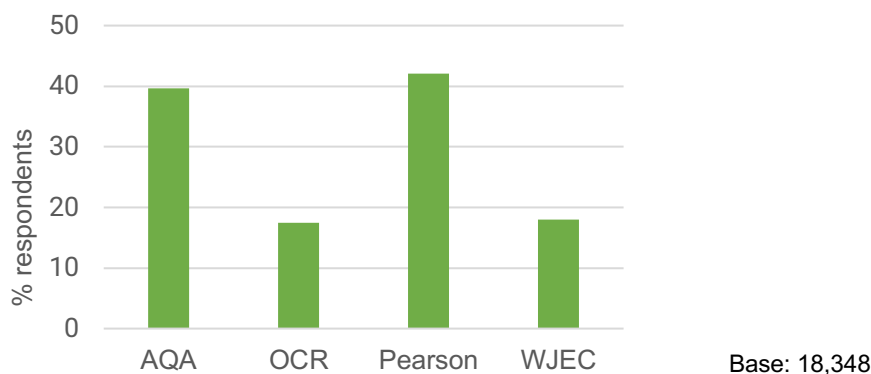
Over three quarters (76%) of respondents to our survey of examiners examined GCSEs. A third (34%) examined A levels, with 17% examining AS. These percentages add up to more than 100% because some examiners mark multiple components which are sometimes at different levels.

Examining multiple qualifications

Examiners often hold more than one examining role at any one time. Some examine for multiple exam boards or across different subjects and qualification types. Over a fifth of examiners in our sample examined more than one general qualification type (22%). Within this, 5% of respondents examined GCSEs, AS and A levels.



Exam board



Respondents had been contracted by one (or more) of the four exam boards providing general qualifications in England. With the exception of Pearson examiners, the ratio of respondents working for each board was as we would expect. Pearson examiners are over-represented amongst our sample.

15% of examiners worked for more than one exam board. Of these, most worked for two exam boards. Just 1% of our sample worked for three or more exam boards.

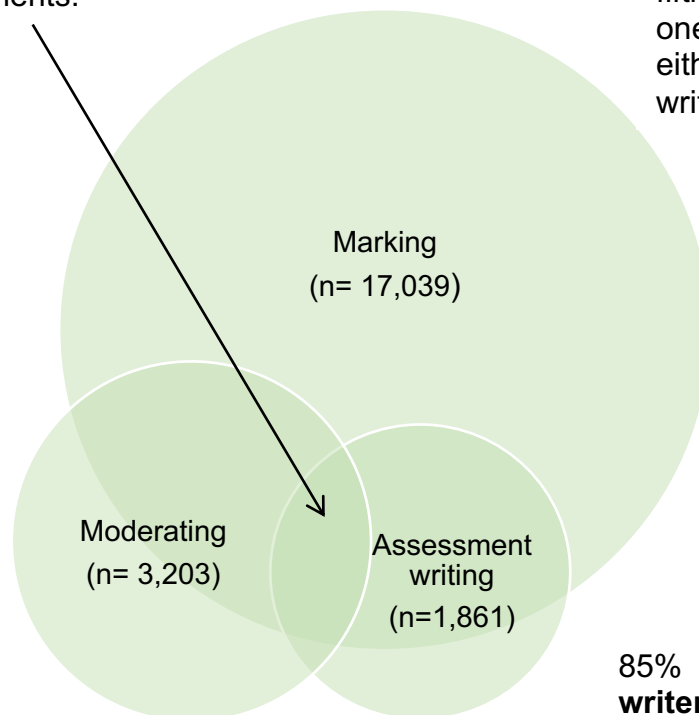
Examining activity

General qualifications in England are predominantly assessed through external exam. Over 90% of respondents to our survey carried out exam marking, with 18% moderating internally assessed coursework or practical tasks. 10% of our sample were also involved in the writing of assessments.



Just under a fifth of respondents carried out more than one examining activity. The overlap between different examining activities is illustrated in the diagram below

2% of respondents (437) marked, moderated **and** designed assessments.

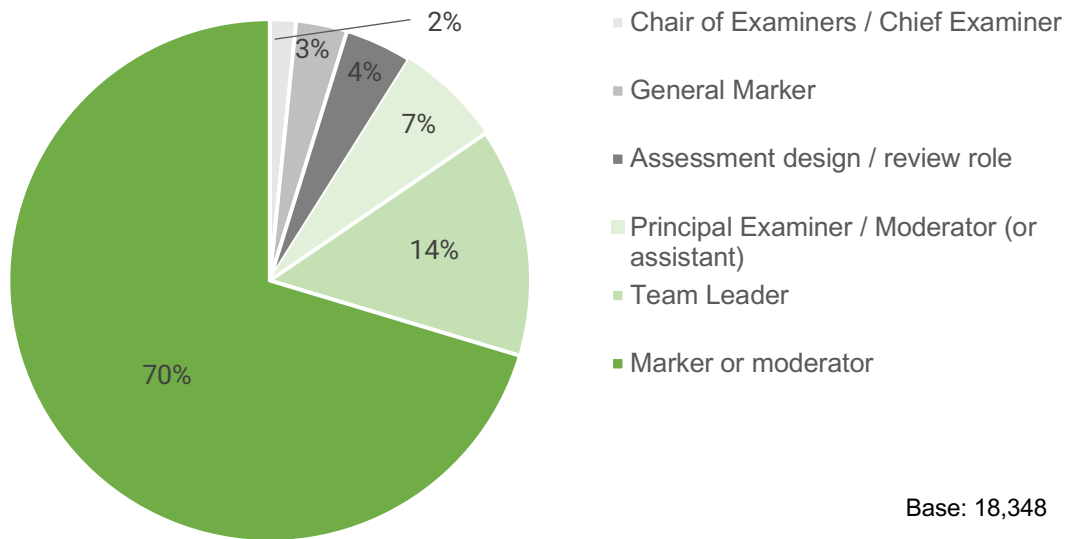


Most exam **markers** carried out exam marking only. Around a fifth (19%) had at least one additional role either moderating or writing assessments.

69% of **moderators** had at least one additional role. Usually this was exam marking.

85% of **assessment writers** also had a marking or moderating role (or both). Over two thirds of writers also marked external exams in general qualifications.

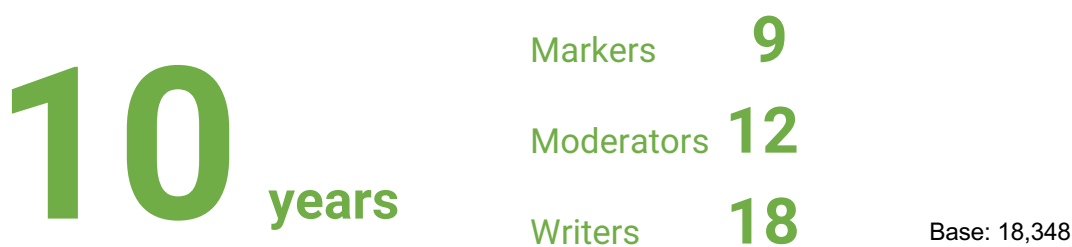
Highest examining role held



Respondents held examining roles of varying levels of seniority. Whilst most simply marked or moderated assessments, 30% held a more senior role. 14% of our sample were team leaders, with another 9% Principal Examiners/Moderators. 3% of respondents indicated that their highest role was general marker. General markers mark responses to simple, low tariff questions only. In theory, these markers would not need to have teaching experience to mark these items. However, our survey found that almost all general markers in our sample had teaching experience.

Examining experience

Average length of examining experience (in years)



Examiners are a highly experienced workforce. On average they held 10 years previous examining experience. The most experienced examiner in our sample had examined for 56 years.

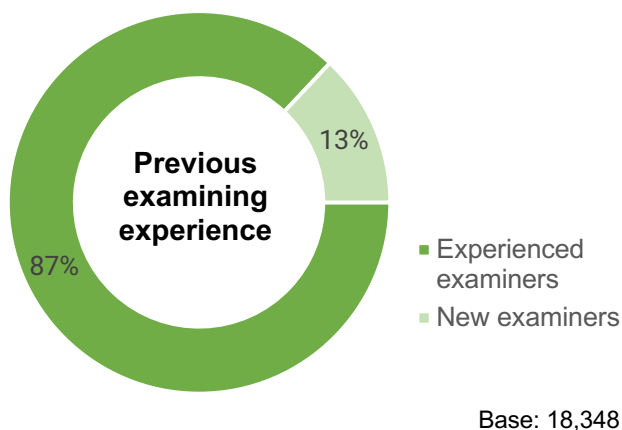
Levels of examining experience were slightly higher amongst moderators than markers. They were higher still amongst those who write or review assessments. Assessment writers responding to our survey had an average of 18 years' experience. Although marking simple, low tariff responses only, even general markers had an average of 4 years examining experience.

Average length of examining experience by qualification

Qualification examined	Average examining experience (in years)
GCSEs	9
AS	13
A levels	12

We found differences in the levels of examiner experience depending on the qualification examined. AS examiners were most experienced (with an average of 13 years' examining experience).

Proportion of new examiners



13% of examiners recruited to examine in summer 2018 were new to examining. New examiners were more likely to be in a marking role rather than a moderating one (14% of markers were new examiners, compared to 8% of moderators).

The proportion of new examiners also varied by qualification. 15% of respondents examining GCSEs were new to an examining role, in comparison to 6% of A level and 5% of AS examiners.

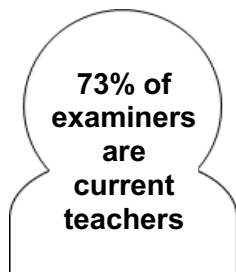
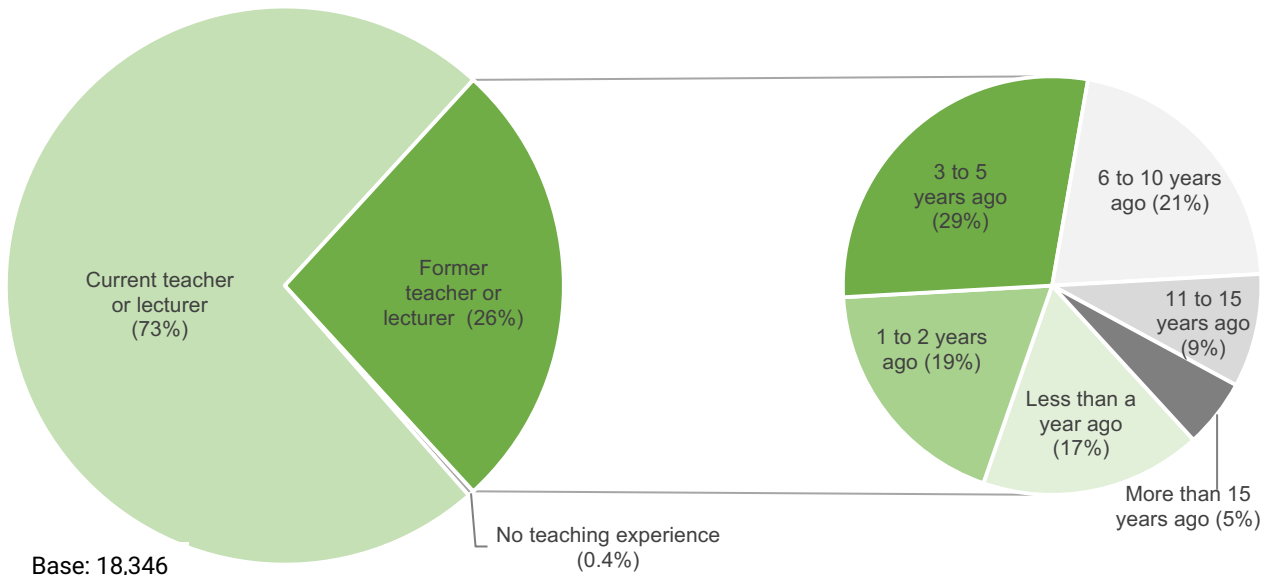
Although we have no historical data to compare our figures to, we might expect the proportion of new examiners in the system to be higher than usual given recent reforms to GCSEs and A levels. An increased number of external exams in general qualifications has required an increase in the number of examiner roles required to mark candidate work. This has prompted the recruitment of new examiners into the assessment system. 2018 was the first year of examinations for many GCSE subjects which might help to explain why GCSE qualifications have the highest proportion of new examiners.

Teaching background

When recruiting examiners, exam boards typically request that applicants have previous teaching experience. As we would expect, therefore, our survey found that almost all examiners were current or former teachers, often highly experienced ones.

Current teaching status

Recency of teaching experience



More than 99% of respondents were current or former teachers or lecturers. Almost three quarters were currently teaching at the time of completing the survey.

Within our sample, assessment writers were less likely than other examiners to be currently teaching. 57% of this group were current teachers compared to 74% of markers and moderators. General markers were most likely to be current teachers. 85% of general markers responding to our survey were currently teaching.

GCSE examiners were more likely to be current teachers (74%) than those examining A levels (69%) or AS (64%).

Most former teachers had recent teaching experience. Almost two thirds (65%) of our sample had taught within the past 5 years. Most of the remainder (21%) had last taught between 6 and 10 years ago.

Teaching experience

Average length of teaching experience (in years)

19 years

Markers **18**

Moderators **21**

Writers **24**

Base: 18,252

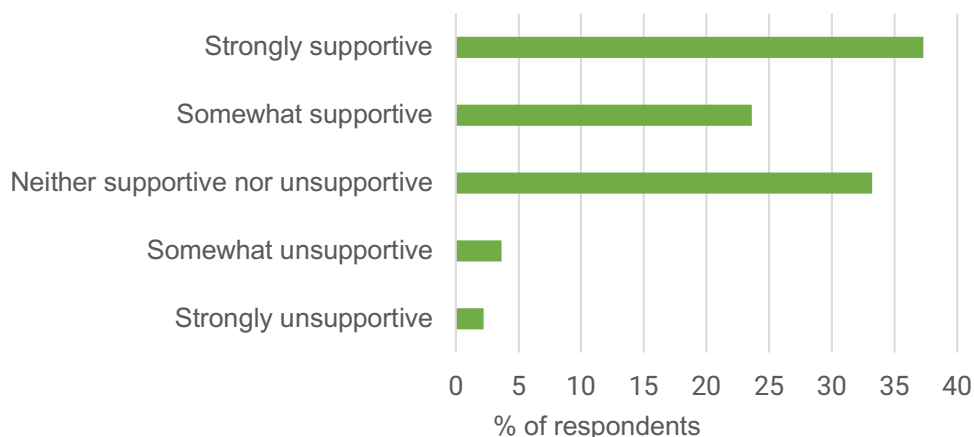
On average, examiners who teach (or have taught in the past) have a high level of teaching experience. Examiners who were currently teaching (or taught in the past) held an average of 19 years teaching experience. Assessment writers held 24 years teaching experience on average.

There were some differences in the levels of teaching experience held depending on the qualification examined. Again, AS examiners were most experienced (with an average of 22 years' teaching experience). In contrast, examiners of GCSEs held an average of 18 years' teaching experience.

Qualification examined	Average teaching experience (in years)
GCSEs	18
AS	22
A levels	21

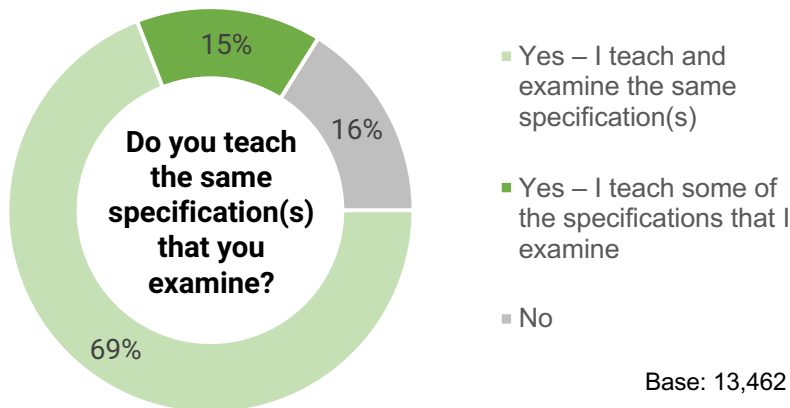
Centre support for examining work

Examiners who were currently teaching were asked to describe the level of support for their examining role they receive from their school or college. Most (61%) told us their centre was supportive of their work. Just 6% of respondents felt that their centres were unsupportive. However, this leaves a sizeable minority of respondents whose centres were not unsupportive of examining, but not supportive of it either (33%).



Base: 13,462

Teaching and examining the same specification

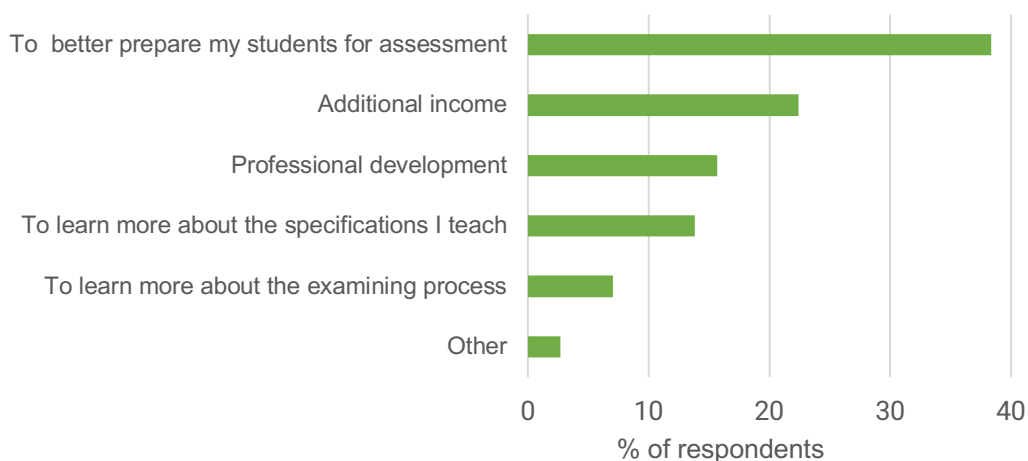


84% of respondents who were currently teaching examined at least some of the same specifications they teach. Perhaps unsurprisingly, this is linked to different experiences of centre support. Examiners who teach and examine the same specifications report higher levels of centre support than those who do not. 63% of those who teach and examine the same specification agreed their centre was supportive of their examining, compared to 52% of those who did not.

Motivation for becoming an examiner

Many of the respondents' main reasons for starting examining related to support for their teaching role. 38% of respondents told us that the main reason they had started examining was to help prepare their students for assessment. Another 16% were primarily motivated by a desire for professional development, and 14% had wanted to learn more about the specification(s) they teach.

The opportunity to earn additional income was cited as the main motivation for examining by 22% of respondents.



Base: 18,344

Assessment writers

Ten percent of respondents to our survey had a role in the production of assessments, whether this was as a writer, reviewer or tester of external exams or internally assessed tasks. For simplicity, we refer to these examiners as assessment writers.

Average examining experience (in years)

18

Average assessment production experience (in years)

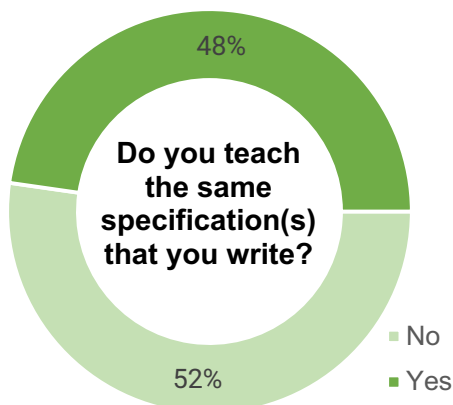
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Assessment writers had, on average, significantly more examining experience than markers and moderators. They had held their assessment design role for an average of 10 years.

Base: 1,478

Over half of assessment writers were current teachers, although the ratio of ex-teachers was higher than amongst markers and moderators. Assessment writers were more likely than other respondents to be retired (29%).

Teaching and writing the same specification



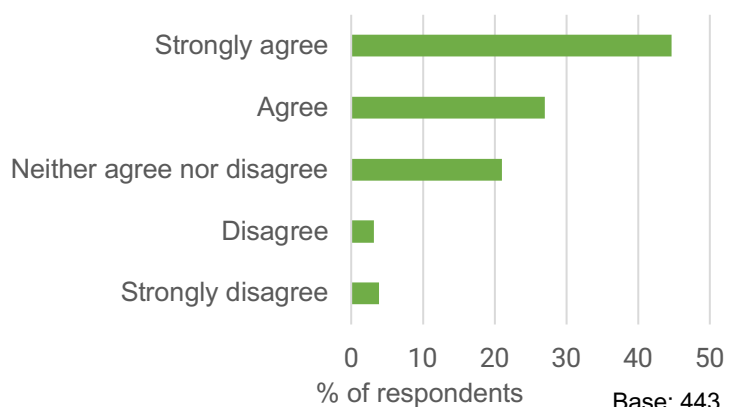
Base: 1,058

Just under half (48%) of assessment writers who were currently teaching set exams in the same specifications that they teach in their school or college.

Whilst a minority of assessment writers acknowledged there is a potential conflict of interest between their teaching and exam setting roles, 96% told us they did not find it difficult to manage this conflict.

Support to manage conflict between teaching and exam setting roles

Almost three quarters (72%) of assessment writers who write exams in the same specification they teach believe they receive sufficient support from their exam board in managing conflict between their teaching and exam setting roles.



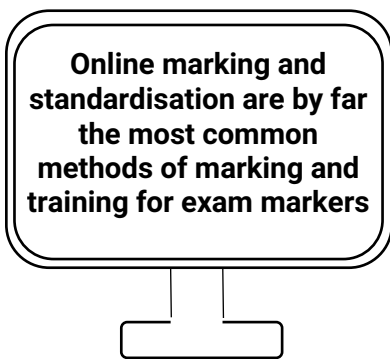
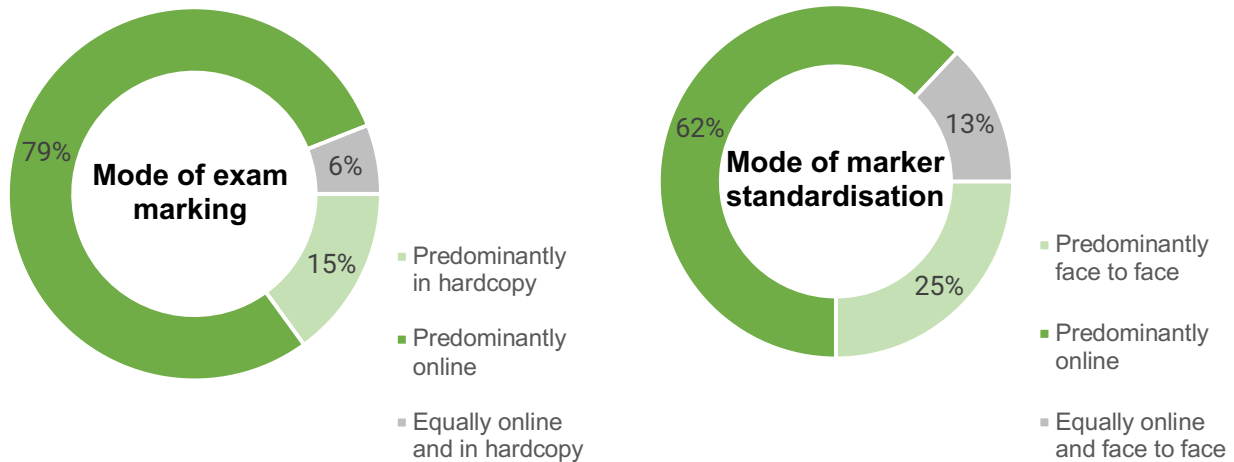
Base: 443

Mode of moderation and standardisation

Examiners described how they carried out marking or moderating. They also indicated how they were standardised prior to each examining session. Standardisation is the training examiners receive each year which trains them how to apply the mark scheme accurately and reliably.

Exam markers

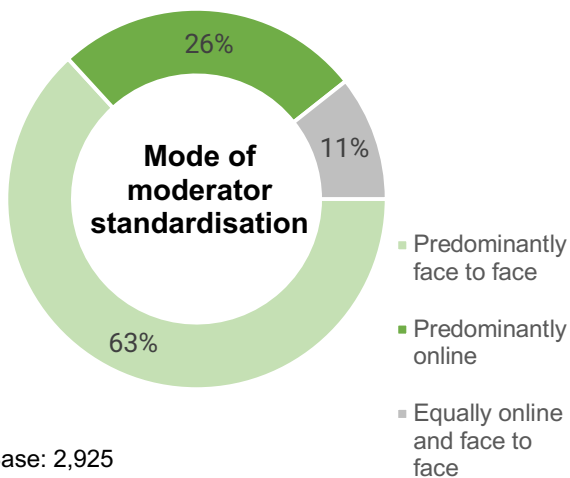
Base: 14,711



Four fifths of markers responding to our survey mainly carry out marking online. Almost two thirds are also standardised online, either in live training sessions, or by working through exemplar exam scripts individually via an online system.

41% of markers in the survey had carried out item-level marking. In this form of marking, a scanned script is split up into individual questions (or groups of questions), which are marked online by different examiners.

Moderators



Base: 2,925

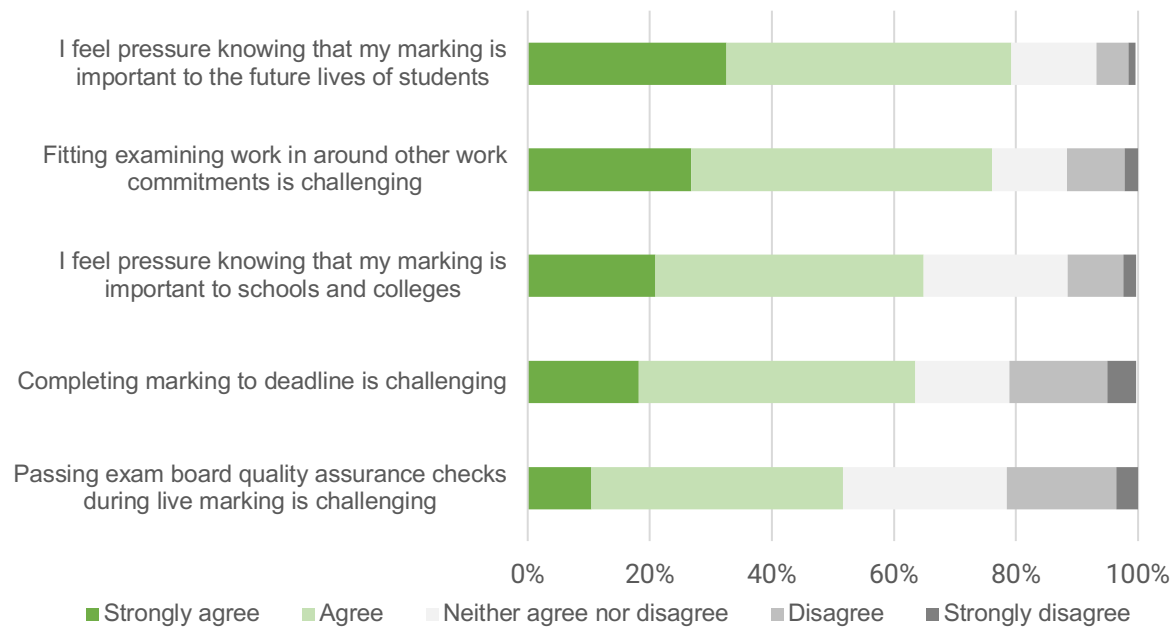
Online technologies are not utilised to the same degree in moderation as they are in marking. Standardisation of moderators usually takes place in face to face meetings. Generally, exam boards carry out moderation using hard copies of candidate work.

37% of moderators in the survey have conducted **visiting moderation** where they visit schools or colleges to review candidate work.

Sources of pressure on examiners

We asked examiners with one or more years of examining experience about the sources of pressure and challenge they have experienced during examining. Both markers and moderators report a number of pressures associated with their role.

Perceptions of pressure - exam markers



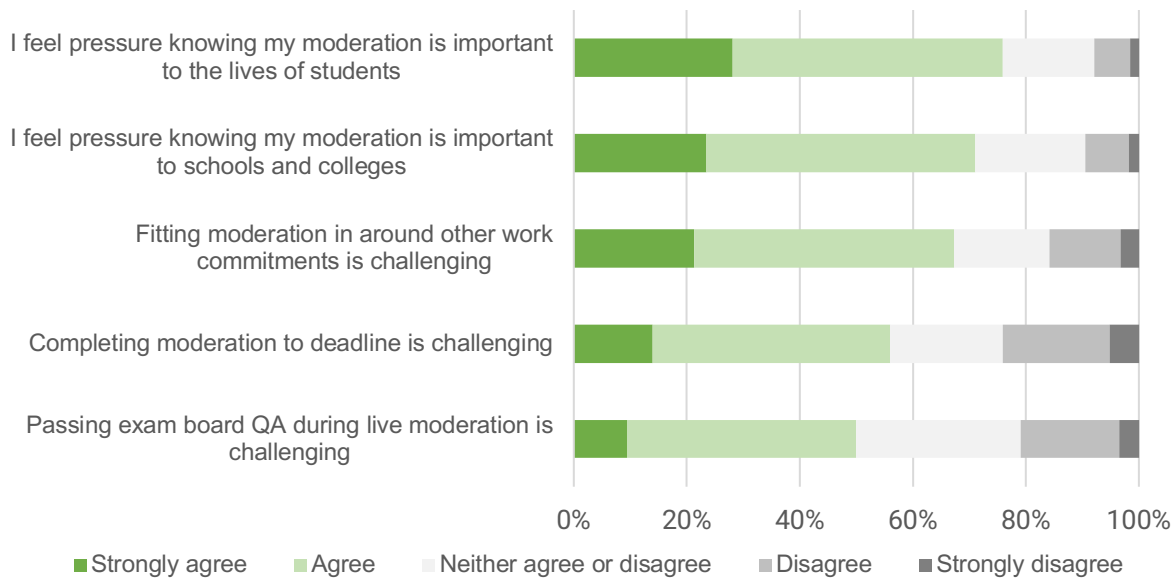
Base: 14,718

Our survey found exam markers have a strong sense of the importance of their work to students' future prospects. Of all the sources of pressure experienced during marking, they were most likely to agree that they *"feel pressure knowing that my marking is important to the future lives of students"* (80% agreed with the statement). They also recognise the importance of marking to schools and colleges, with 65% agreeing this was a source of pressure whilst marking.

In terms of the marking work itself, 76% of respondents found fitting examining in around other work commitments to be challenging, with 63% agreeing that completing marking to deadline is a challenge.

There was no real difference in the levels of pressure reported by examiners of different qualification type.

Perceptions of pressure - moderators



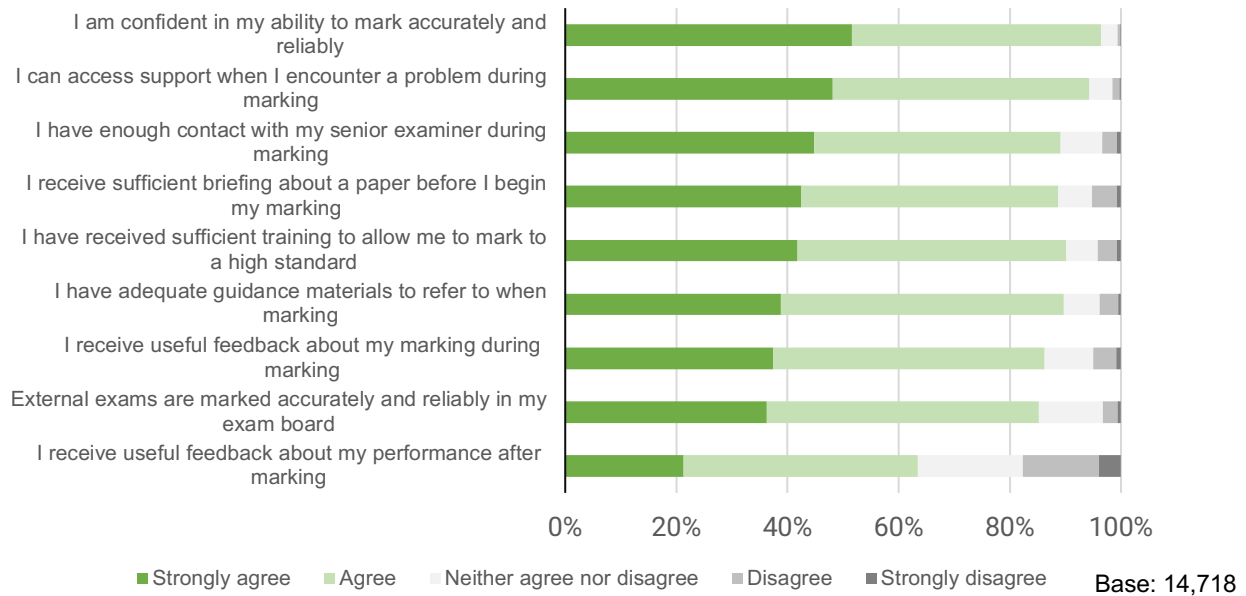
Base: 2,965

Moderators feel similar sources of pressure to markers, although usually the levels of pressure they report are slightly lower. 76% agreed that they feel pressure “*knowing that my moderation is important to the future lives of students*”. They were more likely than markers to feel pressure linked to the importance of their moderation to schools and colleges (71%). This may be because they are directly moderating the quality of teachers’ judgements.

Moderators were less likely than markers to feel pressure associated with completing work to deadline (56%) and fitting it in around other work commitments (67%). It is unclear whether this is due to the nature of the moderation task, or because moderators are often slightly more experienced than markers. Moderators are also more likely to be retired than markers, and may therefore face fewer pressures on their time.

Perceptions of the marking process

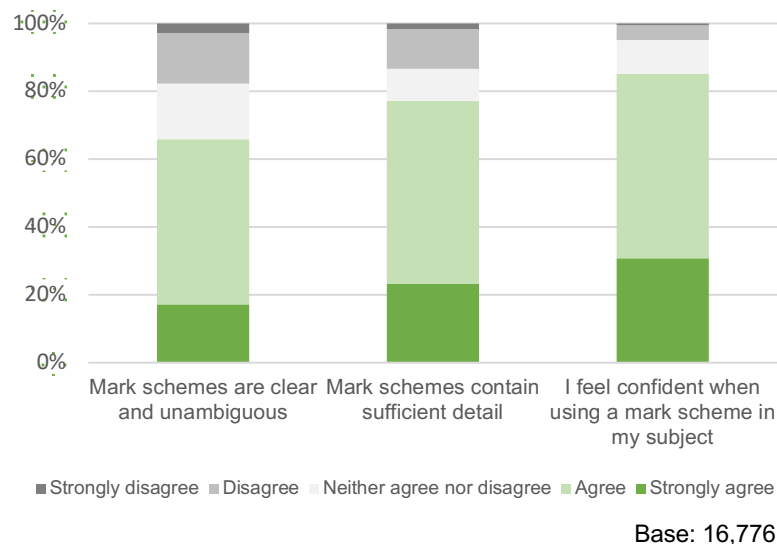
Examiners with previous marking experience were asked to rate aspects of the marking process. We found that exam markers look very positively on most aspects of marking. They also have a high degree of confidence in their marking ability. 96% of markers were confident in their ability to mark accurately and reliably



Examiner experiences of marking were extremely positive. Across a number of questions about their experiences of the process, more than 85% of our sample gave a positive response to all but one question. Consistently around 90% of our sample agreed when asked if they had sufficient support, training and guidance to mark to a high standard.

Of all the areas they were questioned on, examiners were least likely to be satisfied with the feedback they receive after marking. Just under two thirds agreed they receive useful feedback about their performance after marking, with 18% disagreeing with this statement.

Perceptions of mark schemes

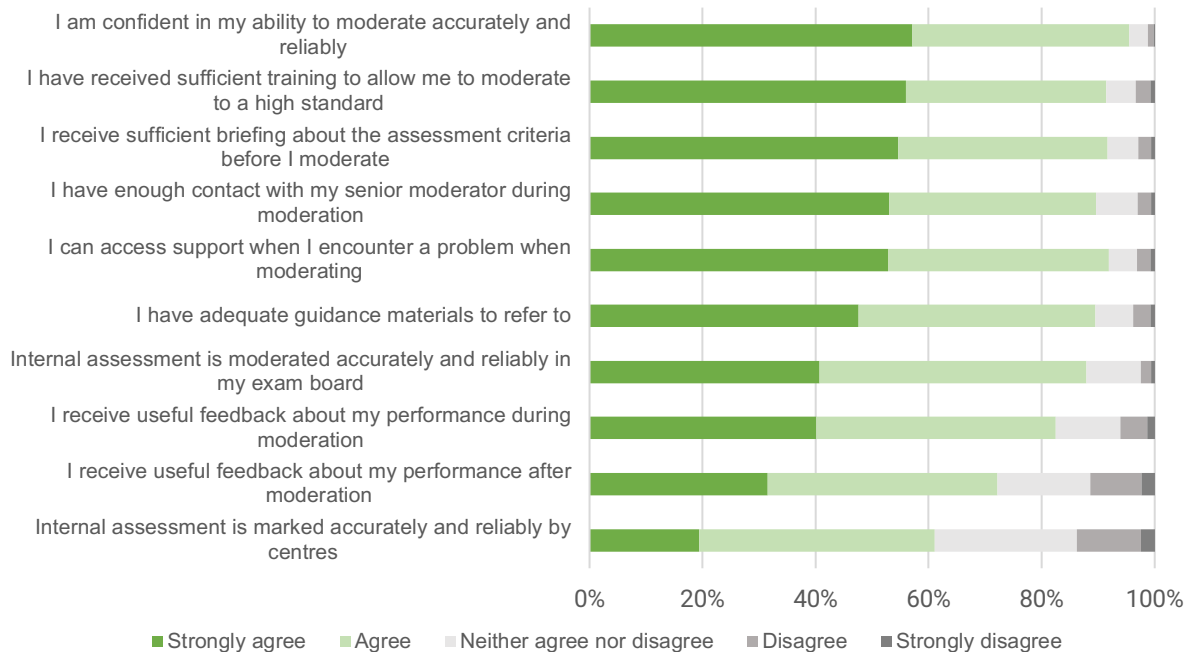


Although perceptions of mark schemes were still positive, statements on mark schemes received lower levels of positive responses compared to other sets of questions in the survey.

The least positive responses were given to the statement “mark schemes are clear and unambiguous”. Two thirds of respondents (66%) agreed with this statement. Nonetheless, 85% of examiners agreed that they felt confident using a mark scheme in their subject.

Perceptions of the moderation process

Examiners with experience of moderating internal assessments were asked to rate various aspects of the moderation process. As with exam markers, moderators were extremely positive about their examining role and have a high level of confidence in their ability.



Base: 2,962

96% of moderators were confident in their ability to moderate accurately and reliably

Moderators reported a high degree of satisfaction with the moderation process and had high levels of confidence in their ability to moderate. Over 90% of our sample agreed that they had sufficient support, training and briefing to moderate to a high standard.

Like exam markers, moderators were far less likely to be satisfied with feedback they receive from their exam board(s) after moderation. Just under three quarters agreed they receive useful feedback about their performance after moderation.

Moderators were also asked about the quality of centre marking of internal assessment. Whilst most agreed that centres mark candidate work accurately and reliably, this statement attracted the lowest proportion of positive responses in this section. 61% agreed that centres mark candidate work accurately and reliably, with 14% of moderators disagreeing with the statement.

Perceptions of senior examiners

Examiners with a senior role in the marking or moderating process were asked a series of questions about their experience of their supervisory role.

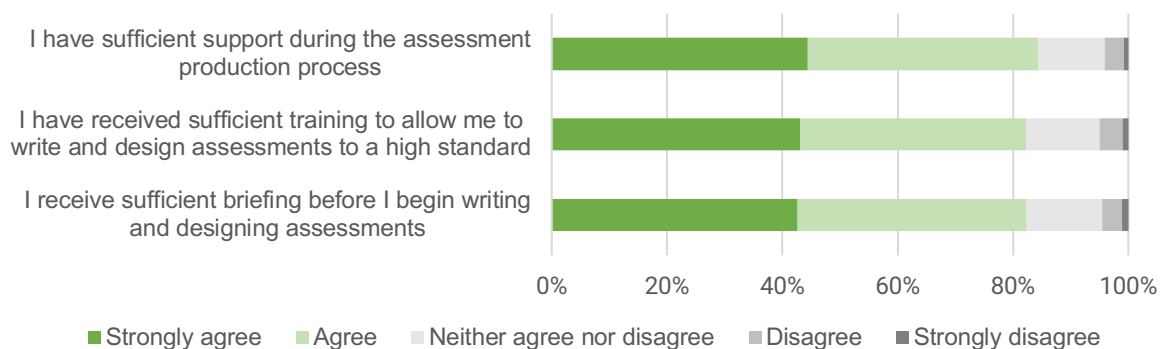


Base: 4,381

Across all questions, the proportion of positive responses was exceptionally high, ranging from 91 to 97 per cent. Senior examiners showed a particularly high level of confidence in their ability to perform the requirements of their supervisory role. 97% of our respondents agreed that they were confident monitoring other examiners, giving support and feedback and setting and communicating the marking standard.

Perceptions of assessment writers

Assessment writers were asked a series of questions about their perceptions of the support they receive as part of the assessment writing process.



Base: 1,453

Assessment writers were consistently positive about the support and training they received as part of their assessment writing role. Between 82% and 84% of respondents agreed that they received sufficient support, training and briefing during the assessment production process.

Examiner satisfaction and retention

The final series of perceptions questions were directed to all experienced examiners, regardless of their role. These questions asked examiners about job satisfaction and their intention to continue examining in the future. Examiners report a high level of overall job satisfaction, as well as satisfaction with many specific aspects of their role. They demonstrated a strong commitment to continuing examining in the future.



Base: 15,929

Examiners appear to be a highly satisfied workforce. Over 90% of our sample agreed that, overall, they were satisfied in their examining role. Satisfaction was high across all qualifications and examining types.

Examiners showed significant pride in examining. Indeed, this was the aspect of examining which attracted the most positive responses from our sample. 93% of respondents agreed their examining work is meaningful, with 90% agreeing they are proud of the role. Highly positive responses were also received about examiner enjoyment of the role, the workloads involved and the good working relationships that examiners held with their senior examiner.

Whilst satisfaction was generally very high, not all aspects of the role were viewed positively. Examiner pay was an area of dissatisfaction. Just one quarter of respondents (26%) agreed they were paid sufficiently for their examining work, with half (49%) disagreeing with this statement. Examiners also experienced a degree of stress in their examining work, with over half of our sample (55%) agreeing with the statement “*my examining role is stressful*”.

Despite some dissatisfaction around pay and job stress, examiners responding to this survey appear to be strongly committed to their examining role. 90% of our respondents agreed they “*intend to continue examining for the foreseeable future*”.

Examiner demographics

Finally, examiners were asked a series of questions about their demographic background. Where possible we compare their profile to the background of the wider teaching population. This is based on the figures for FTE teachers in state funded secondary schools published as part of the 2017 DfE workforce census¹. We should note that we cannot be certain that the profile of our respondents is completely representative of the profile of all examiners, despite the high response rate to our survey. Therefore, it is inconclusive whether differences in the profile of our respondents and the wider teaching population represent genuine differences in the profile of teachers and examiners, or simply a difference between the profile of teachers and our sample.

Average age of examiners (in years)

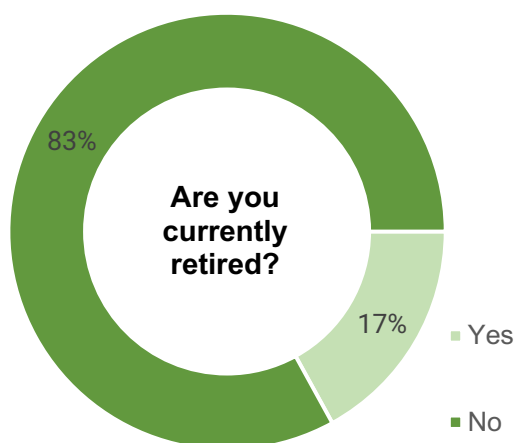
47

Base: 17,836

The average age of examiners responding to our survey was 47. This rose to 53 for assessment writers.

Examiners in this survey are older on average than in the wider teaching population. The 2017 DfE workforce census found 57% of teachers in state funded secondary schools were aged under 40. This compares to 34% of examiners responding to our survey.

Employment status of examiners



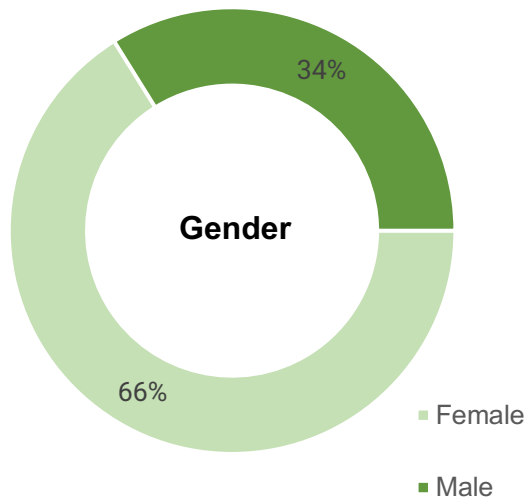
Base: 17,959

17% of respondents classed themselves as currently retired. For assessment writers, this figure was 30%.

GCSE examiners showed a slightly younger age profile than A level and AS examiners. They were also less likely to be retired (16% of GCSE examiners were retired compared to 21% of A level and 24% of AS level examiners).

¹ <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>

Gender of examiners



Base: 18,034

Almost two thirds of examiners in our sample were female (65%). This is consistent with the gender balance of the teaching population.

Females outnumber males in all forms of examining. The gender split was more even, however, amongst assessment writers where males accounted for 49% of survey respondents.

Ethnicity of examiners

Ethnic origin	% of respondents
White - British	84.8%
Any other white background	5.2%
White – Irish	1.9%
Asian or Asian British - Indian	1.8%
Black or Black British - African	1.5%

Base: 17,849

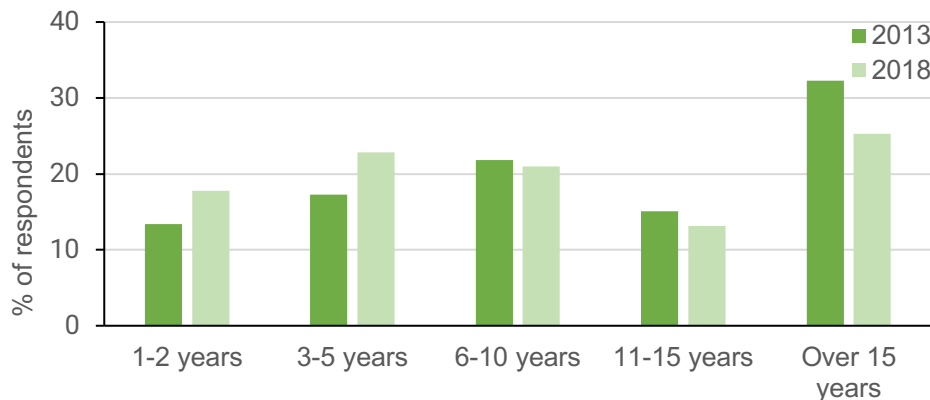
Examiners were most likely to indicate that they were 'White – British'; this accounted for 85% of the population. This suggests that examiners are slightly more ethnically diverse than the wider teaching population, where 91% identified as White – British.

Changes in examiner profile and experience since 2013

It is not straightforward to draw direct comparisons between the 2013 and 2018 examiner surveys due to important differences in the targeted populations of examiners (please refer to Appendix A for more detail). Perhaps the most significant difference in the populations was in the experience of examiners. In 2013, we only surveyed examiners with previous experience of marking. In 2018, we surveyed all examiners signed up to examine in summer 2018. 13% of these respondents included new examiners.

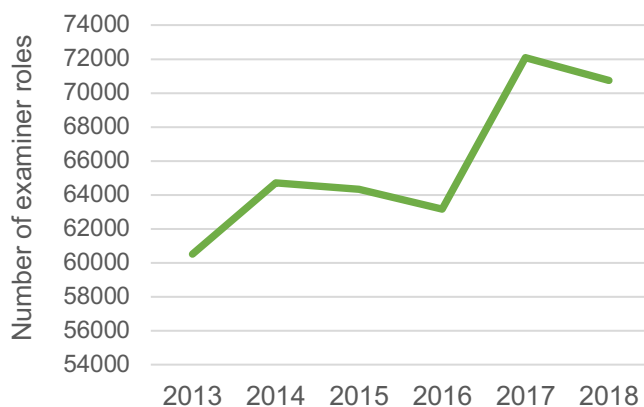
In this section, we use a sub-set of 2018 respondents to align the samples more closely. We compare 2013 results with responses from experienced examiners in 2018, excluding new examiners from our data. Because of this, figures cited below may not match those quoted earlier in the report. Despite these adjustments, there remain subtle differences in the samples. Caution should therefore be taken when interpreting changes since 2013. It is unclear the degree to which any differences are caused by variance in sample composition rather than genuine changes in the profile or experiences of examiners.

Years of examining experience in 2013 and 2018



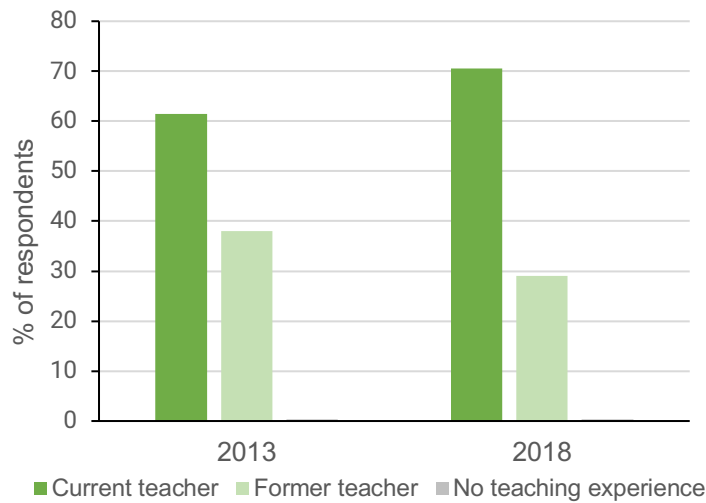
Although they remain a highly experienced workforce, respondents in 2018 had fewer years of examining experience than respondents to our 2013 survey. In 2018, 18% of experienced examiners had less than 3 years examining experience, compared to 13% in 2013. In 2018, a third (34%) of experienced examiners had over 10 year experience compared to 47% in 2013.

Number of examining roles in general qualifications 2013 to 2018



Differences in levels of experience between 2013 and 2018 may be explained by variance in samples. Another explanation is recent A level and GCSE reform. This has placed greater emphasis on external exams, requiring more examiners to mark exam scripts. Between 2013 and 2018, over 10,000 extra examiner roles were required. Significant recruitment of new examiners into the system may therefore have lowered the average examiner experience.

Teaching status of examiners in 2013 and 2018



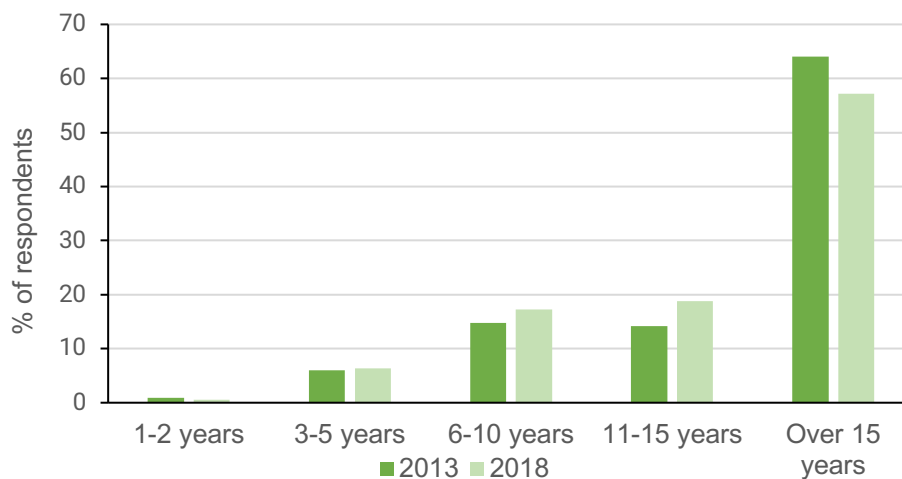
In 2018, 71% of experienced examiners responding to our survey were currently teaching. This compares to 62% of respondents to our 2013 survey. As before, it is unclear if these differences are caused by a difference in the characteristics of the two samples, or a genuine difference in the profile of examiners between the two years.

Teaching and examining the same specification

	2013	2018
Yes I teach the same specification(s) that I teach	56%	66%
Yes I teach some of the same specification(s) that I teach	20%	16%
No	24%	17%

2018 respondents were more likely to teach and examine the same specification than respondents in 2013. In 2018 83% of current teachers examine at least some of the same specifications that they teach. This compares to 76% in the 2013 sample.

Years of teaching experience in 2013 and 2018



Levels of teaching experience remain extremely high. In both 2013 and 2018, just 7% of examiners who were (or had been teachers) had less than 6 years of teaching experience. In 2018, 76% of examiners had 10 or more years' experience. This compares to 78% of respondents in the 2013 sample. This suggest that many of the new examiners recruited into the system during the reforms were still highly experienced teachers.

Appendix A

This appendix sets out some of the issues to consider when interpreting the findings of the survey. It also provides more information on the analysis and presentation of data.

Response rate

We received 18,348 valid responses to our survey. We can't say precisely what proportion of the examining population that this represents as we do not have data on the number of individual examiners in the system. Data from exam boards shows that in summer 2018, boards needed 70,721 examiner roles to mark or moderate general qualifications. However, this figure refers to examiner roles and not to individual examiners. It does not take into account that examiners often hold multiple roles within the assessment system.

The results of our survey show that some examiners work for more than one exam board, carry out a number of different types of examining (marking and moderating for example), examine multiple subjects and/or multiple qualifications. To take just one of these as an example, 22% of respondents to our 2018 survey examined two or more qualifications. Using this parameter we could estimate crudely that the number of individual examiners of general qualifications is closer to 55,685. In this case, our sample would represent a third of the workforce. It is possible that, the true response rate is likely to be higher still as, even within the same qualification, examiners may hold a number of roles.

Analysis and data limitations

Percentages

Survey responses are presented in the form of percentages. These are rounded to the nearest whole number. The percentages we cite are always valid percentages. They exclude any missing responses and exclude any respondents who were not asked a specific question. In the case of the perceptions and demographic questions we have also removed any 'don't know' or 'prefer not to say' responses. All percentages cited in the report are therefore only calculated based on respondents who gave a definite response to each question.

The base number of valid respondents for each question is presented next to each chart or graphic. In the case where questions are in multiple parts, the number of valid respondents presented in the report is the valid responses for the sub-question with the lowest number of responses.

Comparisons between groups

Our Survey of Examiners report provides headline findings from our survey. We also break down any differences in the profile of respondents by the qualification that they examine (GCSE, AS or A level) or the type of examining they carry out (marking, moderating or assessment design).

We should point out that these groups are not distinct. For example, an examiner might both mark and moderate assessments. They might examine GCSEs, AS levels and A

levels. We have not chosen to present data for distinct groups only, as we wish to present the data as it is seen in the real population. This means that we are unable to say that any differences between groups are statistically significant.

Comparisons between 2013 and 2018

Due to significant differences in the samples, drawing comparisons between 2013 and 2018 is not straightforward. The detail of these sampling differences is presented in the table below.

In 2013, our sample included exam markers of GCSEs, AS and A levels as well as equivalent qualifications such as International GCSEs, the IB Diploma and the Pre U Diploma. In 2018, the sample was expanded to include moderators or internal assessment and assessment writers. At the same time the qualifications of interest were limited to GCSEs, AS and A levels.

Perhaps the biggest difference, however, was the inclusion of new examiners. In 2013, the survey was only sent to examiners who had previously marked external exams within the last 2 years. In 2018, our sample was based on examiners who were signed up to a GCSE, AS or A level examining panel for summer 2018. This means a sizeable proportion of respondents had not yet undertaken any examining. We found that 13% of our respondents were new to examining for summer 2018.

Differences in sample composition between 2013 and 2018

	2013	2018
Qualifications examined	GCSE AS level A level International GCSE International A level Pre U Diploma International Baccalaureate Diploma	GCSE AS level A level
Examiner type	Exam marker	Exam marker Moderator Assessment writer
Examiner experience	Experienced examiners only	All examiners including those who are new for summer 2018

When comparing change over time, we are essentially therefore comparing results from two different populations. For that reason, we have not compared 2018 to 2013 throughout the main report. Instead we have included a stand-alone section on trends at the end of the report. This uses a sub-set of the 2018 respondents to try to align the

samples more meaningfully. Here, we compare the original 2013 results with the responses from experienced examiners only in 2018, excluding the new examiners from our calculations.

Whilst this allows us to make more meaningful comparisons, we should note that the samples still remain subtly different, including examiners of different qualifications and carrying out different types of examining. Caution should therefore be taken when interpreting any differences between 2013 and 2018 as it is unclear the degree to which changes are caused by differences in sample composition as well as any genuine changes in the profile or experiences of examiners over time.

Appendix B – The Survey

1. Will you be working as an AS, A level or GCSE examiner in the next 6 months (whether marking, moderating, writing or reviewing question papers or items)?

- Yes
- No

2. Have you been involved in the production of A level or GCSE question papers in the last 2 years?

- Yes
- No

3. Which of the following qualifications or assessments do you examine? PLEASE TICK ALL THAT APPLY

- GCE A levels
- GCE AS levels
- GCSEs
- National Reference Test (NRT)
- None of the above

4. Which of the following aspects of examining do you carry out? (If you are new to examining please indicate what you will be doing). PLEASE TICK ALL THAT APPLY

- Writing or reviewing exam questions/ papers/ items
- Marking external exams (including supervising marking)
- Moderating internal assessment (including supervising moderation)

5. Which exam board(s) do you currently examine for? PLEASE TICK ALL THAT APPLY

- AQA
- Pearson
- OCR
- WJEC

6. Below is a list of examiner roles. Please tell us which of the following positions you currently hold at your exam board(s). PLEASE TICK ALL THAT APPLY.

- Chair of Examiners / Assistant Chair of Examiners
- Chief Examiner

- Principal Examiner / Lead Examiner
- Assistant Principal Examiner / Assistant Lead Examiner
- Team Leader or Senior Team Leader (Marking)
- Examiner / Assistant Examiner
- Clerical or general marker
- Principal Moderator / Lead Moderator
- Assistant Principal Moderator / Assistant Lead Moderator
- Team Leader or Senior Team Leader (Moderating)
- Moderator / Assistant Moderator
- Lead Assessment Writer
- Writer
- Item Writer
- Test Constructor
- Assessment Tester
- Scrutineer
- Reviewer
- Reviser
- Proof-reader
- Assessment Analyst
- Item Assessor
- Translator
- Test Coordinator

7. How many years of examining experience do you have in total?

8. And for how many years have you been involved in producing question papers or items in A levels or GCSEs?

9. Have you ever worked as a teacher or lecturer?

- Yes I am currently a teacher / lecturer
- Yes I have teaching experience but I am not currently teaching / lecturing
- No

10. How recent is your teaching or lecturing experience?

- Less than a year ago
- 1 to 2 years ago
- 3 to 5 years ago
- 6 to 10 years ago
- 11 to 15 years ago
- 16 to 20 years ago
- 20+ years ago

11. How many years of teaching or lecturing experience do you have?

12. What type of centre do you mainly work in? (Please describe your most recent centre if you are no longer teaching or lecturing)

- Academy
- Comprehensive
- Free schools
- FE college
- Higher education
- Independent
- Primary or early years setting
- PRU/secure unit
- Special school
- State selective
- Other (please specify):

Now we have some questions about the subjects that you examine.

By this we mean any subject in which you:

- Mark external exams
- Moderate internal assessment
- Are involved in the production of exam questions

We will be asking you some similar questions to those contained in the previous section, however, now we would like you to respond in the context of the subjects that you examine only.

If you examine more than one subject, we will ask you to complete the information below for each subject in turn. There will be an opportunity to add extra subjects after

each set of questions.

If you examine the same subject for more than one exam board or qualification, please treat this as one subject for the questions below.

Please note, we only need to know about the GCSE and A level qualifications that you examine.

13. What subject do you examine?

14. And which qualification(s) do you examine in this subject? PLEASE TICK ALL THAT APPLY

- GCSE
- GCE AS Levels
- GCE A Levels

15. Which of the following aspects of examining do you carry out in this subject? PLEASE TICK ALL THAT APPLY

- Writing or reviewing exam questions / items
- Marking external exams (including supervising marking)
- Moderating internal assessment (including supervising moderation)

16. How many years of examining experience do you have in this subject?

17. How many years of teaching or lecturing experience do you have in this subject?

18. And what is the highest qualification that you have gained in this subject? (Please do not include your PGCE).

- No formal qualification
- GCSE/CSE/O level or equivalent
- A level or equivalent
- Undergraduate degree
- Postgraduate degree
- Doctorate
- Other (please specify)

19. Do you work as an examiner in any other A level or GCSE subjects?

- Yes
- No

Please tell us about the second subject you examine

20. What subject do you examine?

21. And which qualification(s) do you examine in this subject? PLEASE TICK ALL THAT APPLY

- GCSE
- GCE AS Levels
- GCE A Levels

22. Which of the following aspects of examining do you carry out in this subject? PLEASE TICK ALL THAT APPLY

- Writing or reviewing exam questions / items
- Marking external exams (including supervising marking)
- Moderating internal assessment (including supervising moderation)

23. How many years of examining experience do you have in this subject?

24. How many years of teaching or lecturing experience do you have in this subject?

25. And what is the highest qualification that you have gained in this subject? (Please do not include your PGCE).

- No formal qualification
- GCSE/CSE/O level or equivalent
- A level or equivalent
- Undergraduate degree
- Postgraduate degree
- Doctorate
- Other (please specify):

26. Do you work as an examiner in any other A level or GCSE subjects?

- Yes
- No

Please tell us about the third subject that you examine.

27. What subject do you examine?

28. And which qualification(s) do you examine in this subject? PLEASE TICK ALL THAT APPLY

- GCSE
- GCE AS Levels
- GCE A Levels

29. Which of the following aspects of examining do you carry out in this subject? PLEASE TICK ALL THAT APPLY

- Writing or reviewing exam questions / items
- Marking external exams (including supervising marking)
- Moderating internal assessment (including supervising moderation)

30. How many years of examining experience do you have in this subject?

31. How many years of teaching or lecturing experience do you have in this subject?

32. And what is the highest qualification that you have gained in this subject? (Please do not include your PGCE).

- No formal qualification
- GCSE/CSE/O level or equivalent
- A level or equivalent
- Undergraduate degree
- Postgraduate degree
- Doctorate
- Other (please specify)

33. Do you work as an examiner in any other A level or GCSE subjects?

- Yes
- No

Please tell us about the fourth subject that you examine.

34. What subject do you examine?

35. And which qualification(s) do you examine in this subject? TICK ALL THAT APPLY

- GCSE
- GCE AS Levels
- GCE A Levels

36. Which of the following aspects of examining do you carry out in this subject?
PLEASE TICK ALL THAT APPLY

- Writing or reviewing exam questions / items
- Marking external exams (including supervising marking)
- Moderating internal assessment (including supervising moderation)

37. How many years of examining experience do you have in this subject?

38. How many years of teaching or lecturing experience do you have in this subject?

39. And what is the highest qualification that you have gained in this subject? (Please do not include your PGCE).

- No formal qualification
- GCSE/CSE/O level or equivalent
- A level or equivalent
- Undergraduate degree
- Postgraduate degree
- Doctorate
- Other (please specify)

40. Do you work as an examiner in any other A level or GCSE subjects?

- Yes

No

Please tell us about the fifth subject that you examine.

41. What subject do you examine?

42. And which qualification(s) do you examine in this subject? TICK ALL THAT APPLY

- GCSE
- GCE AS Levels
- GCE A Levels

43. Which of the following aspects of examining do you carry out in this subject?
PLEASE TICK ALL THAT APPLY

- Writing or reviewing exam questions / items
- Marking external exams (including supervising marking)
- Moderating internal assessment (including supervising moderation)

44. How many years of examining experience do you have in this subject?

45. How many years of teaching or lecturing experience do you have in this subject?

46. And what is the highest qualification that you have gained in this subject? (Please do not include your PGCE).

- No formal qualification
- GCSE/CSE/O level or equivalent
- A level or equivalent
- Undergraduate degree
- Postgraduate degree
- Doctorate
- Other (please specify):

47. Why did you want to become an examiner? PLEASE TICK ALL THAT APPLY

- I wanted to learn more about the specifications that I teach

- I wanted to learn more about the examining process
- Additional income
- Professional development
- To help better prepare my students for assessment
- It was encouraged by my employer
- Another examiner recommended it to me
- Other

48. Which of these was your main motivation for becoming an examiner?

- I wanted to learn more about the specifications that I teach
- I wanted to learn more about the examining process
- Additional income
- Professional development
- To help better prepare my students for assessment
- It was encouraged by my employer
- Another examiner recommended it to me
- Other

49. How would you describe the level of support you are given by your school or centre to carry out your examining duties?

- Very supportive
- Somewhat supportive
- Neither supportive nor unsupportive
- Somewhat unsupportive
- Very unsupportive

50. Do you teach or lecture for the same exam board specifications that you examine?

- Yes – I teach and examine the same specification(s)
- Yes – I teach some of the specifications that I examine
- No

51. Are you involved in writing or reviewing question papers or items in the same specifications that you teach?

- Yes

No

52. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
There is a potential conflict of interest between my teaching and exam setting roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it difficult managing the potential conflict between my teaching and exam setting roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient support from my exam board in managing any conflict between my teaching and exam setting roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now we have a few questions about your experience and perceptions of marking external exams in A level and GCSE qualifications.

53. Below is a list of some of the different aspects of the examining process. Please tell us which of the following you have carried out. PLEASE TICK ALL THAT APPLY

- Online marking
- Paper-based marking (traditional marking)
- Item-level marking or marking 'clips'
- Whole script marking
- Sampling and quality checking the marking of others
- Delivering training to examiners
- Running Leading standardisation activities
- Awarding of qualifications
- Carrying out post-results reviews of marking
- Marking oral exams
- I have not carried out any examining yet

54. Do you currently carry out your marking online or with hardcopies of scripts (traditional marking)?

- Predominantly in hardcopy
- Predominantly online
- Equally online and in hardcopy
- I have no marking experience yet

55. Are you currently standardised online or in face to face meetings?

- Predominantly online standardisation
- Predominantly face to face standardisation
- Equally online and face to face
- I have no standardisation experience yet

56. To what extent do you agree or disagree with the following statements about the challenges involved in marking?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
Fitting examining work in around other work commitments is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing marking to deadline is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passing exam board quality assurance checks during live marking is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel pressure knowing that my marking is important to the future lives of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel pressure knowing that my marking is important to schools and colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

57. Thinking about your most recent experience of marking external exams, how much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I have received sufficient training to allow me to mark to a high standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient briefing about a paper and mark scheme before I begin my marking for each exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive useful feedback about my marking during the marking process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive useful feedback about my performance after the marking process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have adequate guidance materials and instructions to refer to when marking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can access support when I encounter a problem during marking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have enough contact with my senior examiner during marking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my ability to mark accurately and reliably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examinations are marked accurately and reliably in my exam board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

58. Next we would like to ask you about mark schemes. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
In my experience, mark schemes contain sufficient detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my experience, mark schemes are clear and unambiguous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident when using a mark scheme in my subject (or unit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions ask about your experience of different aspects of moderating of internal assessment in A level and GCSE qualifications.

59. Below is a list of some of the different aspects of moderation. Please tell us which of the following you have carried out. PLEASE TICK ALL THAT APPLY

- Visiting moderation in centres
- Moderation of internal assessment in hard copy
- Moderation of internal assessment online
- Sampling and quality checking the work of other external moderators
- Delivering training to moderators
- Leading standardisation activities
- Awarding of qualifications
- Carrying out post-results Reviews of Moderation

60. Are you currently standardised online or in face to face meetings?

- Predominantly online standardisation
- Predominantly face to face standardisation
- Equally online and face to face
- I have no standardisation experience yet

61. How much do you agree or disagree with the following statements about the challenges involved in moderating?

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Not applicable
Fitting moderation work in around other work commitments is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing moderation to deadline is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passing exam board quality assurance checks during live moderation is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel pressure knowing that my moderation is important to the future lives of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel pressure knowing that my moderation is important to schools and colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

62. Thinking about your most recent experience of moderating internal assessment, how much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I clearly understand the aim of moderation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received sufficient training to allow me to moderate to a high standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient briefing about the assessment criteria before I begin moderating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive useful feedback about my performance during the moderation window	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive useful feedback about my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
performance after the moderation window	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have adequate guidance materials and instructions to refer to when moderating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can access support when I encounter a problem when moderating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have enough contact with my senior moderator during moderation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my ability to moderate accurately and reliably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my experience, internal assessment is marked accurately and reliably by centres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal assessment is moderated accurately and reliably in my exam board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions ask about your experience in your senior examining or moderating role in A level and GCSE qualifications.

63. How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I am confident leading standardisation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in setting and communicating the standard to other markers / moderators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident monitoring the work of other markers / moderators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I am confident giving support and feedback to other markers / moderators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am clear when intervention is necessary to address unsatisfactory performance, including stopping a marker / moderator from continuing in their role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had sufficient training to help me meet the requirements of my senior examiner role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

64. The following questions ask about your experience as as writer or reviewer of assessments in A level and GCSE qualifications. Thinking about your most recent experience of writing or reviewing assessments, how much do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I have received sufficient training to allow me to write and design assessments to a high standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive sufficient briefing before I begin writing and designing assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have sufficient support during the assessment production process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Before we finish, we have some questions about your job satisfaction and your intention to continue examining in future. When answering these questions please think about any work that you do either marking, moderating or producing GCSEs and A level assessments.

65. How much do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
Overall, I am satisfied in my role as examiner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy my examining work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My examining work is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My examining work is meaningful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My examining role is stressful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My examining workload is realistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am paid sufficiently for my examining work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good working relationship with my senior examiner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am proud of my role as an examiner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intend to continue examining for the foreseeable future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

66. In 2016, Ofqual introduced changes to the post-results Review of Marking or Moderation process. Have you received training from your exam board on these new arrangements?

- Yes
- No
- From some of the exam boards that I examine for but not all

67. Finally, we have a couple of demographic questions so that we can better understand the profile of examiners. Firstly, what is your age?

68. What is your gender?

- Male
- Female
- Prefer not to say

69. What is your ethnic background?

- White
 - British
 - Irish
 - Any other White background (please specify below)
 - Asian or Asian British
 - Indian
 - Pakistani
 - Bangladeshi
 - Any other Asian background (please specify below)
 - Mixed
 - White and Black Caribbean
 - White and black African
 - White and Asian
 - Any other mixed background (please specify below)
 - Black or Black British
 - Caribbean
 - African
 - Any other Black background (please specify below)
 - Other Ethnic Group
 - Chinese
 - Any other Ethnic Group (please specify below)
 - I do not wish to disclose my ethnic origin

Any other ethnic group

70. What region of the UK do you live in?

- South East
- London
- North West
- East of England
- West Midlands
- South West

- Yorkshire and the Humber
- East Midlands
- North East
- Wales
- Scotland
- Northern Ireland
- Outside the UK
- Prefer not to say

71. Aside from examining work, are you currently retired?

- Yes
- No
- Prefer not to say



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Published by:



Earlsdon Park
53-55 Butts Road
Coventry
CV1 3BH

0300 303 3344
public.enquiries@ofqual.gov.uk
www.gov.uk/ofqual