



Royal College of  
**Paediatrics and Child Health**

*Leading the way in Children's Health*

**MRCPCH**  
**CLINICAL EXAMINATION**

INFORMATION FOR SENIOR  
EXAMINERS

**MRCPCH Clinical Examination**

**GUIDE NOTES FOR SENIOR EXAMINERS**

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## ROLE OF THE SENIOR EXAMINER

The Senior Examiner, as the leader of the team, is a key figure in ensuring the maintenance of the high standards of the Clinical Examination.

- **Quality assurance:** to provide a check of quality for the Clinical Examination given in the Senior Examiner's report
- **Help and Advice:** to act as the envoy of the RCPCH providing advice and support for the local centre, the examiners and the candidates
- **Candidate assessment:** to oversee the assessment of the candidates
- **Trouble shooting:** to deal with problems if they arise

These guidelines provide practical advice for the Senior Examiner relating to the tasks that are specific to this position.

Senior examiners will have attended a RCPCH examiners training session. This document highlights important issues that the Senior Examiner will wish to bring to the notice of fellow examiners. These guidelines do not duplicate the following with which the Senior Examiner should be familiar:

- RCPCH video CD ROM: MRCPCH Clinical Examination
- MRCPCH Clinical Examination: Host and examiners guide

The Senior Examiner should also familiarise themselves with the following, in these source documents:

- the Video station
- the format of the Communication Skills station written information
- the scenarios being used in your centre for the Communication Skills station
- the format of the History taking and Management Planning station written information
- the anchor statements
- the Marksheets

## STANDARD OF THE EXAMINATION

The standard set for the Examination is the entry point to Higher Specialist Training. We therefore need to ask: **“Has this doctor reached the standard to be my SpR / ST4?”** If the answer is ‘yes’, you should give one of the passing grades; if not, you should fail the candidate as it means that more training is required. Clear pass means that the candidate has reached the standard. **The use of the clear pass grade is not reserved for the candidate whose performance is particularly good. Pass is given when the candidates performance has reached the standard, but where there are minor points of less good performance which do not indicate a fail grade.** This is clear in the anchor statements.

## **Quality Assurance**

### **Local Arrangements**

Check that the domestic arrangements are satisfactory with the Host and Registrar, in particular that there is a suitable waiting area for the candidates and there is someone checking the candidates' identity on arrival. Ensure that those local members of staff who will distribute the mark sheets to the candidates instruct the candidates to enter their name and candidate number on each mark sheet. It is important to remind the candidates to present the correct mark sheet as they enter each station.

### **The Examination circuit**

In the Senior Examiner's report it is helpful to comment on the layout of the examination, the organisation of the stations, the rotation of the candidates, and time keeping. Please comment on the selection and appropriateness of the patient, parents for history taking and management planning and surrogates for the communication station. Finally, house keeping issues including attention to the comfort of the children and families attending. In preparing the Senior Examiner's report, it would be enormously helpful to have examples of good practice and any notes of criticism.

### **Examiners Conduct**

Senior Examiners are asked to write to the Head of Examinations if they have any concerns about the conduct of the examination or of any of the examiners. Feedback is requested to ensure that the examination continues to function to the highest possible standard.

### **Feedback on the new Clinical Examination**

Expert assessment and opinion is central to future developments of our examination. The Senior Examiner may have comments on the examination in general or more specific points. The Senior Examiner's report is often the main source of feedback from the discussion between the examiners. Again there is space for this on the Senior Examiner's form. A copy of the Senior Examiner's feedback form is attached and should be returned to the examinations department. Should you have any concerns which merit greater confidentiality, please contact the Head of Examinations.

## Help and Advice and Candidate Assessment

### Summary timetable of day

- examiners meeting
  - host introduces centre and layout
  - Senior Examiner's briefing - ESSENTIAL!
  - assignment of examiners to stations
- standard setting of cases and scenarios
- introduction to candidates
- EXAMINATION CIRCUIT 1
- examiners meeting
  - highlight any problems from circuit 1
  - assign examiners to stations for afternoon circuit
  - examiners may remain on same station or change
- lunch
- standard setting for afternoon of cases, scenarios that were not used in the morning
- EXAMINATION CIRCUIT 2
- examiners meeting
  - highlight problems
  - review candidates' performance ensuring that examiners have made comments on the mark sheets to support their decisions especially in candidates who have done less well.
  - thank everyone

### Assignment of Examiners

There should be 10 examiners including the Senior Examiner plus the host examiner. In some exams the Senior Examiner will be supernumerary (see below).

In most exams the 10 examiners should each be assigned to 1 station. The host examiner is left to oversee the circuit and help ensure smooth running. Each examiner will remain on one station for one circuit. Examiners usually change station between circuits. In assigning examiners, we recommend:

- specialists do not examine in the station directly relating to their speciality
- any consultant paediatrician will be able to assess at the standard of the MRCPCH in any station
- some paediatricians may be more comfortable than others in the developmental station. However textbooks providing the key developmental milestones are available
- the host examiner may draft assignments and discuss these with the Senior Examiner before the exam
- most examiners will wish to swap between the "doing"(stations 1, 6-10) and the "talking"(stations 2, 3 & 5) stations at lunchtime.

## **Briefing the Team of Examiners**

### Example of Senior Examiner's briefing

1. Hello and welcome, go round table for introductions	2 mins
2. Outline of circuit, making notes about important points	5 mins
3. Standard of exam, how to allocate grades, standard setting form	2 min
4. Marksheet, how to fill in, examiner numbers, examiners' comments	2 min
5. Importance of comments on all non-pass grades. Unacceptables	1 min
6. Explain plan for day, including examiners' meetings	2 min
7. Allocation to stations - New examiners paired with experienced examiners, timekeeping, signals (bells and whistles)	2 min
8. Problems: call host or registrar who will call Senior Examiner	
9. Any questions	2 min
10. Let battle commence	

On the morning of the first day of the examination the Senior Examiner should fully brief the team, re-emphasising the following points:

- overall structure of examination
  - a brief mention if needed
  - ask the host to introduce the centre and layout
  - rotation of candidates
- timekeeping
  - strict
  - full time for each candidate
  - a bell or other system will be used to mark the beginning and end of each 9 minute session
  - ensure everyone knows the signals being used
  - the examination assistants will notify the candidate when they have 4 minutes left in history taking, and when the parent and child will leave the room at 13 minutes.
  - in the nine minutes stations, the examination assistants will signal that there are 2 minutes left.
  - breaks are taken in the 4 minute gaps
- examiners function in each station
  - all stations: greet candidate, take mark sheet, introduce candidate to station, role player, patient
  - communication: observe and assess
  - history taking and management planning:
    - 13 minutes: observe and assess history taking
    - in the 13 minutes the **accent is on history taking**, focussed on the problem noted on the introductory sheet
    - *The examiner should only interrupt in instances where he/she feels that the candidate is simply attempting to perform a communication exercise as in Stations 2 and 5. If this occurs the examiner is able to remind the candidate that the purpose of the station is history taking*

- in the 13 minutes, parents/children may ask for questions and the candidate should respond appropriately – if this occurs, the examiner should observe and mark the candidates consultation skills
    - in the final 9 minutes, examine candidate in absence of patient and parent
  - video: no role for examiner on day
  - short cases
    - standard introduction for all candidates, irrespective of patient
    - agreed pass standard
    - examine each candidate in way most appropriate for each candidate - this is just like the old short cases.
  - developmental station
    - allow time for the candidate to make some assessment
    - ask candidate to explain findings, discuss case, suggest management
  - examiners may terminate any station in exceptional circumstances. If, for example the candidate was being rough with a child or upsetting that child. If this occurs, **full and careful documentation is mandatory**. The reason for this step should be explained to the candidate. The candidate will usually be allowed to continue on the circuit. If an examiner judges that a candidate should not continue, this **must be discussed with the senior examiner**. It is not reasonable for other examiners to be told in advance of one of the examiners concerns.
- marksheet
  - the standard: “Has this doctor reached the standard to be my SpR/ST4?”
  - candidates will have Marksheets, colour coded for each station and will give one to the examiner in each station
  - examiners should make sure it is the right mark sheet for the station
  - make sure the candidate has entered their name, and number in pencil.
  - examiners need to write their name and number on each Marksheet, and fill in top boxes in pencil.
  - note and grade each section for feedback and analysis
  - **make notes if performance is poor** (there is more space on the back)
  - final grade in each station is the only mark that counts in passing or failing MRCPCH
    - use Clear Pass for all candidates where you are happy that they should pass. **It does not mean excellent** (see anchor statements).
    - Pass means that there are elements of performance that are not as good as expected of a new registrar, but not sufficient to give a fail grade
    - Bare Fail means that the candidate has made too many minor or some more important errors. *Examiner must record reasons for grade.*
    - Fail means that the candidate has not reached the standard to perform as a registrar. *Examiner must record reasons for grade.*
    - Unacceptable means that there is major problem and that the candidate has acted or performed in a way which would be unacceptable in a new registrar. *Examiner must record reasons for grade.*
  - once completed the sheets are placed in the folder in each room

- each examiner must ensure that folder reaches the invigilating registrar at the end of each station
- format of day, as above
- candidates who know an examiner, see below
- if the video station goes wrong, and trouble shooting, see below

### **Standard setting**

Examiners are paired for standard setting. **NEW EXAMINERS MUST BE PAIRED WITH EXPERIENCED EXAMINERS!**

Stations	1 & 2: Developmental station and Communications A
Stations	3 red & 3 blue: History taking and management
Stations	5 & 6: Communications B and CVS
Stations	7 & 8: Respiratory / Other and Abdominal / Other
Stations	9 & 10: Musculoskeletal / Other and Neuro

Each pair of examiners should see all the children who will be seen on both stations in the pair. Each pair should agree:

1. **The standard.** e.g. Which of the clinical signs should a new registrar be able to elicit? What elements of communication should be covered? What are the main points of the history, management plan?

Standard setting cannot be comprehensive and cover all aspects but should cover the main points in each station. The standard is that of a competent new registrar.

Examiners should also be directed to reach prior agreement as to what extent the candidates' possible fabrication of clinical signs should affect their mark.

2. **Case introductions:** the way that the short cases, and developmental cases will be introduced. The pair of examiners will agree the introduction to each child in the circuit e.g. "This is Sarah, she is 9 years of age, and underwent cardiac surgery when she was 10 months of age. Please examine her cardiovascular system." "Tom is 7y and this is his mother, Mrs Jackson. His school teacher thinks he has features of autism, would you make brief assessment of Tom. You may take some history from his mother, but I have asked her not to tell you about his current management or therapy." Please ensure that the examiners are consistent when introducing the different patients in their station. Candidates should have a consistent introduction/instruction to cover the station, regardless of the patient

Introduction in the Communication stations, and the History taking and Management Planning station is already prepared. The pair of examiners should check introduction and may modify it if necessary.

There is no constraint upon the examiners to ask the same questions, act in the same way, or to deal with the same issues in the discussion of Management Planning, the Short Cases or the Developmental station.

If there is any problem with agreement or need to discuss with another colleague the pair of examiners on an adjacent pair of stations should be asked. If a problem remains, the Senior Examiner will be asked. It may be necessary to have a meeting of all examiners to resolve these issues before the circuit begins.

If standard setting is posing a problem, examiners should inform the Senior Examiner.

It is helpful if the Senior Examiner has time to check that surrogates and examiners in the Communication stations A and B are entirely happy with the way that these stations are run.

### **Introduction to candidates**

The Senior Examiner should meet the candidates in the waiting area prior to the start of the circuit and give a short introduction. It is best practice for the Host examiner also to be present. The introduction should explain that the role of the Senior Examiner is to quality assure the exam, to ensure that the candidates are getting a “fair crack of the whip” and have the best opportunity to demonstrate their skills.

The Senior Examiner should take a reassuring and friendly approach and may remind the candidates that the examiners will be looking to see how they would perform in daily practice, and will not try to ‘trick’ them.

Other points that should be covered include:

- Dress code - particularly ties, shirt sleeves, watches, jewellery,
- Timings - 9 minutes on each station, 22 minutes for History and Videos,
- Operation of the video software - candidates can view the questions and clips in any order, but once an answer has been selected they are committed to completing that question, and cannot go back to it later,
- What to do if they meet an examiner whom they already know - if both parties are happy to continue with the assessment then allow them to do so; alternatively the Senior Examiner should step in to examine the candidate on that station,
- What to do if they have a problem - speak to the Senior Examiner or Host as soon as possible, or after the circuit is completed.

The candidates should then be asked to check that they have entered their candidate number and name in pencil on all their marksheets, and reorganised them into the order that they will encounter the stations on their circuit.

Finally the candidates should be given a tour of the circuit before they are positioned on their start stations. The tour should indicate locations of toilet and refreshment facilities as appropriate, and may be conducted by the Host or Senior Examiner.

## **Role of the Senior Examiner who is not examining**

On most occasions the Senior Examiner will not be examining. This happens when the Senior Examiner is supernumerary. During the exam, the Host Examiner should be asked if they wish to examine and if so, this also releases the Senior Examiner. The role of the Senior Examiner is then akin to that of an external examiner. This represents an important opportunity for support of the host centre, examination assistants and examiners, quality control and observation of the examination. The following are useful tasks to consider:

- Support of Examiners. **New examiners** have noted their appreciation of support and personal attention. The Senior Examiner may discuss their station, the marking, and the standard with the new examiner. The Senior Examiner should sit in with the new examiner for a number of candidates. After the examiner determines the candidate's marks and completes the marksheet, it is helpful to discuss the station, the candidate's performance, and to offer any further guidance. **New Examiners must be paired with experienced examiners for standard setting!**
- Observation of the Examination. The Senior Examiner should rotate around the stations observing. It is advised to do this in the reverse order to avoid appearing to pursue any particular candidate! Please record examples of good practice and any problems. Very useful feedback can be obtained for examination development and improvement.
- Troubleshooting and support for the centre. As well as dealing with problems, there is the opportunity to ask the local staff about the exam, to visit the video station, and to talk to children and parents attending the exam. It can be helpful to assist in the collection of the marksheets and compilation of the candidates' marks.

## **Post Examination Discussion**

At the end of each circuit, the invigilating registrar and one of the examination assistants will have **collected** all the **mark sheets** and **standard-setting forms** in their folders from each station. It is the responsibility of each examiner to ensure that their folder reaches the invigilating registrar. The marksheets are then replaced in the files.

The invigilating registrar, the host examiner or someone appointed by the host examiner will compile a list of marks on the form provided by the College (if mislaid, there is another copy of the return of marks form in the appendix to this document).

Discussion of the compiled marks can take place at lunchtime if time allows and this does not prejudice time for standard setting in the afternoon. Often both sets are discussed after the second circuit of the day.

The Senior Examiner will discuss any issues that have arisen and collect any feedback.

The Senior Examiner will need:

- the files with all marksheets from both circuits which are returned to each examiner during the meeting
- the completed standard-setting forms for all stations, signed by each examiner pair
- the sheet with all marks entered

In reviewing the results for the day:

- **Ask examiners to check that each sheet is completed in full!**
- Note overall performance. It is possible to infer whether some candidates have passed or failed. Relatively good and poor performances may be noted.
- If any candidate has failed stations, the examiner concerned should be asked if they are happy that they have recorded **adequate information for feedback**. This applies equally to candidates who have been given a grade of **Pass rather than Clear Pass**. If necessary return to the original marksheet and check. Further comments may be added.

If any candidate has scored unacceptable, it is essential that the reasons behind this are clearly explained on the marksheet.

The Senior Examiner should record:

- any candidate in whom there is serious concern
- the reasons behind any unacceptable grade
- examiners may be interested to know that poorly performing candidates may not be allowed to proceed to the next sitting of the exam, and that a small number of candidates will not be allowed to present themselves for 2 sittings. This is determined by the examination mark.

The Senior Examiner will thank all involved on behalf of the RCPCH.

## **Special Notes**

### **Candidate known to examiner.**

The College is no longer attempting to prevent candidates being seen by an examiner who they know.

Examiners may assess:

- candidates who have been part of the examiner's clinical team
- candidates who have been supervised by the examiner
- candidates who have received MRCPCH or other training from the examiner
- candidates who have been examined in the MRCPCH by the examiner on a previous occasion

All examiners should read the candidate list for the day. If the examiner or candidate believe that a difficulty has arisen, the matter should be considered by the Senior Examiner. Guidance is given in the appendix.

### **Candidates with special needs**

No exceptions are permitted in respect of a candidate's individual circumstances. Some allowances may be made for a candidate with a disability (for example by permitting the use of specific equipment) but he/she would still be expected to demonstrate competence in examining all the major systems of the body. Again the examiner is asked if the candidate reaches the standard of a new, competent registrar.

### **Roughness to Patients**

Under MRCPCH Regulation 7.7 candidates causing aggressive or inconsiderate behaviour to a patient (or parent/carer) will almost invariably fail the Examination. The MRCPCH Regulations, Schedule 1, Section 5, further instruct on the action to be taken where an examiner considers a candidate has acted in an unprofessional or inappropriate manner during the Examination. It is the role of the Senior Examiner to instruct the Examiners: firstly on the Regulations, secondly to record in full any instances of inappropriate behaviour and thirdly to record any helpful discussion of the mark. *An unacceptable grade without comments is not sufficient.*

### **Comments on marksheets**

Notes on candidate performance should be written clearly for all candidates during the four minutes between stations. Though candidates may clearly pass one station they may fail others and thus fail overall. The "borderline fail" candidates increasingly request information as to where they have gone wrong. Additionally the performance of those candidates who are a small number of marks either side of the pass/fail threshold is routinely reviewed at the College to ensure consistency of outcome for all candidates. The quality of the information recorded on all mark sheets may mean the difference between a candidate passing or failing the examination. All candidates are sent copies of their Marksheets, therefore it is essential that examiners write clearly and only write comments that they would be happy to say directly to a candidate.

It is of utmost importance that examiners' comments on individual mark sheets relate only to the performance of the candidate in the station. Personal comments about the candidates should not be recorded. Each examiner is responsible for the notes s/he writes on these mark sheets. If the Senior Examiner notices that there is insufficient information on a mark sheet please hand back to the examiner and request they give more details.

### **Candidates giving serious cause for concern**

Candidates are given clear guidance on acceptable standards of dress and hygiene before attending the exam. If the Senior Examiner and Host are in agreement that a candidate's appearance or behaviour are unprofessional they should feel empowered to exclude this candidate from taking the exam.

The Senior Examiner should provide full detailed comment on any candidate whose performance gives serious cause for concern, on the appropriate form provided. (see Appendix II: Return of Marks)

### **TRANSMITTING MARKS TO THE COLLEGE**

As Senior Examiner you are responsible for the transfer of marks to the College. Instructions asking you to fax the marks to the Assessment Department after each day of examinations are enclosed (Appendix II). When doing so any candidate who it is felt should be discussed for whatever reason (usually Unacceptable grading) at the Senior Examiner's Board Meeting should be indicated.

Senior Examiners / Hosts are requested to send all the mark sheets (the full set of Marksheets from every station and the summary sheet from each circuit) together with the standard-setting forms to the College at the end of the last day of examining where they will be checked against marks recorded from the previously communicated marks in preparation for the Senior Examiner's Board Meeting (please see Appendix II).

Thank you for your help.

**Kevin Windebank**  
**Officer for Examinations**

## **APPENDIX I: MEETING A CANDIDATE KNOWN TO ONE OF THE EXAMINERS**

All examiners, on arrival at the Host Centre, should inspect the list of candidates attending for all days of the Examination and inform the Senior Examiner if there are reasons for concern.

The College is no longer attempting to prevent candidates being seen by an examiner who they know.

Examiners may assess:

- candidates who have been part of the examiner's clinical team
- candidates who have been supervised by the examiner
- candidates who have received MRCPCH or other training from the examiner
- candidates who have been examined in the MRCPCH by the examiner on a previous occasion

In some circumstances, it will be the candidate who will remember an examiner, particularly if they had a difficult time at a previous examination or it is an examiner who may have been responsible for failing them before. This will become increasingly more likely in the future with candidates being allowed up to three attempts at the Clinical Examination before having to re-enter the Written examination. The College has, on occasion, allowed candidates to refuse to be examined by a particular examiner. If such a situation arises, it is important that examiners and candidates remain calm and try to deal with the circumstances with as little disruption to all concerned.

Various measures are available. The Senior Examiner should assess the situation. It should first be ascertained how well the candidate is known to the examiner. If the candidate were a relative then the examiner could not examine the candidate. The judgement of the Senior Examiner must be used.

The RCPCH recommends that when this situation arises, the circumstances should be explained to the candidate so they are aware of any changes that may arise to the process of examining them. It is important that the candidate is aware that the disruption to their examination is a procedural issue and will not affect the process of properly assessing them once their Examination commences.

The RCPCH has decided that the following solutions are acceptable:

- ◆ Ask the floating examiner (usually the host examiner) to examine the candidate
- ◆ The Senior Examiner or another examiner may examine the candidate in the relevant station before or after the circuit
- ◆ If there is an observer present at the centre, use them to act as an independent witness in the relevant section and mark alongside the examiner. Their marks should not be used as part of the decision making process but as a guide of fairness and/or comparison to the marks used by the examiner;
- ◆ Try to find another MRCPCH (or DCH) examiner in the hospital who could act as a stand in the relevant station.

It is very unlikely at such short notice that the College would be able to find a reserve examiner or move the candidate to another centre.

## APPENDIX II: HOW TO RETURN THE MARKSHEETS & BOX TO THE COLLEGE

**The Senior Examiner is responsible for the return of all the Mark sheets to the College: two separate activities.**

Marks for candidates examined each day/circuit will be compiled by the Host Registrar on the 'daily return of marks' sheets. This compilation is normally carried out at the meeting of all examiners at the end of each day/circuit, at each Host Centre.

### 1. RETURN OF THE MARKS

The summary of results prepared by the Senior Examiner for each day should be returned to the Assessment Department at the Royal College of Paediatrics and Child Health on the **evening of the Examination or the morning of the following day**. Marks can be returned by fax or email to the relevant person detailed below:

**For the return of UK Clinical Examination marks please contact Lance Lee - Clinical Examinations Administrator for the UK:**

	Telephone:	020 7092 6122
Or	RCPCH Examinations Fax:	020 7092 6193
Or	RCPCH Main Fax:	020 7092 6001
	Email:	<a href="mailto:lance.lee@rcpch.ac.uk">lance.lee@rcpch.ac.uk</a>

If you return the marks by email, we would ask that you additionally fax the completed summary of results later in the day.

### 2. RETURN OF THE MARKSHEETS & BOXES

Senior Examiners / Hosts are requested to send the Marksheets (wrapped up in the white Tyvek envelopes provided) to the RCPCH at the end of the last day of examining by DHL in the Host Pack Box. It is very cooperative if you put the Marksheets in candidate number order. The completed standard-setting sheets from **all** examiners/stations should also be returned in the Host Pack Box arranged in day and session order.

### **APPENDIX III: PROBLEMS WITH THE VIDEO STATION**

We do not anticipate the video station will cause problems. The software is robust and has been used widely. The laptops are provided by the College and are pre-programmed. The illustrated manual for the Video Station is clear. **It is essential that the examinations assistant on the Video Station has time before the exam to go through the manual.** It is advised that the more than one member of the examination team knows how set up the Video Station. It is not difficult.

If one pair or two pairs of candidates are unable to take the video station because of any problems that cannot be remedied in the allotted time, they may pass through this station and complete the circuit. They can then re-sit the exam at the end of the circuit.

It is clearly important that these candidates should be prevented from discussing the video station with colleagues. In the unlikely circumstance that the laptops or software cannot be made to work, a backup is provided.

**(Please note: It is very important that candidates do not take notes that they have made during the video station out of the video station room once they have finished!)**

The backup consists of CD, which includes the video clips alone. Linked with this are printed copies of the questions.

The video clips may be viewed on any PC. This will need to be done with an invigilator who understands the way that the video station works. This should preferably be one of the examiners or someone instructed by one of the examiners. The candidate will play video clips as many times as they wish as they do in the real video station. **(Please note: some video clips do not contain sound)**

**The video station is designed such that candidates may only answer each question once. In other words, once they have chosen their answer to one question, they may not then return to that question. If for example case 3 has two questions, the candidates may answer question 1 and only then can they move on to question 2. They may not read question 2 until they have answered question 1. Once they are reading question 2 they may not go back to question 1.**

In sitting the backup form of this station, the invigilator will need to hand the back up answer sheet to the candidate.

In view of the possibility that this problem will increase the time needed, we recommend that a maximum period of 30 minutes be allowed for each candidate in this backup form of the video station.

Telephone support is available from the College for anyone having difficulties that cannot be overcome with the Video Station.

To date major problems with the Video Station are rare, and would usually have been avoided if the manual had been followed.

**Emergency Helpline: Helen Maffin (OCB Media) tel: 0116 285 5993 or Pippa Ashton 0207 092 6130**



