

Episode 023: The Return of In-Person Exams Special Transcript

Hello and welcome to Episode 23 of the Learning and Teaching at Newcastle University podcast.

My name is Ben Steel and I'll be doing this quick intro before handing over to our guest presenter.

One of the topics we spoke about a fair bit in our office recently is in-person exam returning.

In-person exams haven't happened for a lot of our students since January 2020.

And some of our students haven't done exams since their A-levels or even their GCSEs.

So we thought we put together this episode that takes you through the journey of an exam from the eyes of a student.

Our guest host will be Orla Thomas. She's studying history in our School of History classics, archaeology.

And she will be asking questions to various different guests to get their perspective on an in-person exam process.

We have Dr. Vanessa Armstrong, a lecturer in biomedical, nutritional and sports science from the Faculty of Medical Science.

We have Liv Johansson an academic skills development manager for our liaison services returning with some key insights.

We have Ed Hillier, a therapist in our student health and Wellbeing Service.

We have Dr. Rebecca Gill, a Learning Enhanced Technology Advisor from LTDS.

And like I say, we also have Orla who will be our guest presenter. You'll hear from me every now and again, just introducing who's speaking.

So let's hand it over to Orla. The first thing that comes to mind in terms of in-person exams.

Is Preparation, how do I best prepare, how do I manage my time and make sure I'm getting the best out of my revision. Over to Vanessa.

That's a very good question. So some top tips for doing that.

I would say make sure that you're familiar with what the exam format is going to be.

I think it is absolutely key. Is it a remote exam? Is an invigilated exam?

What kind of questions might turn up so you can look at past papers.

They should be available. And I think that's it's really useful to do obviously make sure that you're familiar with the

content that that could be questioned and you might get some tips from looking at the past papers.

There might be some themes that come out of the type of questions. So you can kind of focus your revision.

Revision can seem quite daunting and they can be a lot of content.

So I would certainly break it down into chunks, have a little bit of a plan, a rota for yourself and ensure that you have breaks.

I think that's really important some time in the day to down tools and do a sport or activity.

Socialise, just something different to revision because you don't want to burn yourself out in that

revision period because it can seem quite daunting with a few weeks that you have to prepare.

So do break it down into bite sized chunks. Then you feel you can take them off, that you've done them, feel that you've achieved something.

But the importance of doing breaks down, getting 16 hour revision days or anything like that.

Break it down into chunks that you can, you know, they're achievable and that you then feel quite good that you've achieved that.

But do you make sure that you're familiar with the content that is absolutely key and the format and what you can do if you past papers,

practice doing those, past papers, time yourself. If it's a two hour exam, give yourself that time.

If it's written, practice writing it in that time so that you're familiar as can be with the format.

And you know, you've actually done almost a realistic mock run-through of that exam.

So those we might my big tips really is preparing in advance.

So what is the purpose of an in-person exam? It's useful to think about why we have exams in the first place.

It's completely normal to approach exams with a sense of utter dread,

but taking a quick look at the actual purpose can help put them into perspective and help us to approach them in a more balanced and confident way.

Exams are included in degree programs because they have three key benefits.

Firstly, exams have been proven to increase knowledge retention and retrieval, which is our main purpose.

Training your brain to recall and retrieve your subject. Knowledge helps you build on that knowledge over time,

accumulating skills and information which makes easier to transition between different stages in a university level education.

It also means that you'll be able to recall and retrieve this information effectively in real-life

situations where you need to take your degree subject knowledge and apply it in practice.

Secondly, exams enable you to practice and demonstrate your ability to think independently, analytically and creatively.

When you answer an exam question, effectively, your tutors can see that you've learned the information,

but also that you could apply that information in different contexts and situations.

This is particularly important if you're degree subject is something that you'll eventually be practicing in real life.

For instance, if you're studying law, medical or health care sciences,

finally, exams test and improve your ability to organize, prioritize and synthesize information.

Even if your degree subject knowledge is not something you'll need to recall in my new detail in your chosen career,

this is still excellent training for Real-Life situations, including further study.

Conference papers, meetings, presentations and any situation where you need to think on your feet.

So they're not just torturous rituals inflicted on you from above.

They have a valuable learning opportunity to offer you. It can be helpful to think of them as simply a different form of assessment.

A form which test you on different skills and abilities that essays and other types of coursework just aren't as good as assessing.

They're not designed to trick or unbalance you. They're just designed to test different skills and different ways of thinking about your subject.

That said, we're here to support you because we know it's not easy to keep this balance of

perspective in mind when you're being confronted with the reality of exam season,

especially when everyone is out of practice when it comes to in-person exams.

We have a range of online resources and workshops to help you get the best out of revision and exam process.

And the vast majority of our guidance on revision and exam technique is equally as applicable to in-person exams.

The exams collection on the Academic Skills Kit website is a great place to start and keep an eye out

on our calendars for workshops and drop ins focussed on exams and revision. From well-being point of view.

Many students are anxious that in-person exams and even more so after such a long time since doing one for

many of our students what are some good techniques to cope with stress in preparing with in person exams.

And what guidance would you recommend looking after my health and well-being.

He has Ed- Yeah, it's it's a very interesting question because of course nowadays it is different to where we were three or four years ago,

because I think for almost everybody to be doing exams the first time in two years,

in some cases for the first time, someone's done so prep-revision since GCSEs.

The important thing is to kind of take it down to it's basics, you know?

I think people are very, very tempted to spend ten, twelve hours a day 'revising' in inverted commas.

But I think it's very important to remember that you can only revise in short chunks 30 minutes, 45 minutes.

What typically happens, though, is when you start to revise.

Often those kind of feelings of anxiety creep in and you can concentrate and then you can't revise and so you can't learn anything.

and feel worse about itself. So that anxious spiral starts.

So I think with those sorts of things, it's always good to actually do some active procrastination.

I'd call it. So sometimes it's about doing revision per say, but it's gonna help you.

So organize your notes, highlighting stuff, doing stuff that's kind of colour-coded what you might term as busy work, which in itself isn't particularly useful,

but it does create structure, but it will help you focus your anxiety and practical,

which would then give you the chance to come back and actually get stuck into the revision.

The difficulty with not having done an exam for- or an in-person exam through four years is you will have forgotten what it's like to revise.

And actually when you revise a lot of time, it's all a bit of a mess.

You get some bits which are helpful and you learn stuff and some bits of time which are kind of just wasted.

And if you used to doing exams, you used to that mindset.

So I think a lot of what he's doing now is to accept that whatever you're doing is probably pretty good.

As long as you get something done, then that's a step in the right direction.

Very, very seldom do people go into exam feeling 100 percent prepared. In fact, almost never occasionally, but most the time you go into it.

I just had a lot more time on this topic, a little more time on that topic.

And that's normal. And actually a lot of what we can do in the run up to an exam is to normalize those feelings.

So actually feeling anxious for nervous, the underprepared are normal feelings to have before an exam.

You've got to give it your best shot and try and avoid falling into the downward spiral of.

I haven't revised enough, therefore, I'm going to fail, therefore, I don't revise. Get something done, something is always better than nothing.

You can't do 40 minutes do 30 minutes, cant do 30, do 20, cant do 20 do 10, do something and just I guess turn up, give it a whirl and see how you get on.

You have to have that mindset, nobody who went into exam, are 100 percent prepared at you and either if you just gotta give it your best shot.

Yeah, I always go to that. I'd always go to the to the most academic places.

So the Writing Development Centre and to the Academic Skills Department.

But also go to your tutors, your lecturers, go to your notes, go to all the academic stuff because actually it's to help with well-being.

It's much more helpful to have concrete advice around the situation itself rather than kind of wellbeing resources which can overcomplicate things.

If you're really struggling, I mean, if you're really, really struggling,

then of course, book for an assessment appointment with the wellbeing team.

We can kind of give you some more sort of specific help, but a lot of anxiety is very, very normal.

It's very normal to have anxiety in the run up to an exam. So if it's very, very severe, obviously come and see the wellbeing team

for an assessment and we'll give some help from there.

But as a first point of call, go for that more kind of practical help that's on offer from academic departments.

On the morning of the exam, as students concerns and anxiety is naturally heightened.

How do I best prepare myself from getting ready to complete the exam, but also how do I get in the right mindset?

From a wellbeing. Nerves or anxiety perspective. Over to Vanessa and Ed.

OK, so there's a few things that you can do. So certainly I would make sure that you know where it is that you are going.

If it's an invigilated exam on campus, make sure you know how to get that.

Do leave plenty of time so that that isn't going to be a stress on the morning.

Things can happen. Things cause can break down, trains can be delayed.

Make sure you have a contingency plan because preparation is confidence and not just somebody famous at that.

So I'd certainly make sure that that is there. I'll keep your normal morning routine where possible.

So if you're somebody that has breakfast, make sure that you have that and pack your essentials so that you have things with you.

So you might want to take a drink.

Obviously stationary and possibly a calculator if there might be some calculations in that exam and making sure that you

have all those things ready so that they're not something you have to scout around 10 minutes before leaving the house.

So do make sure that that is well prepared.

I would try and sort of psych yourself up a little bit because exams in their nature are stressful for absolutely everyone.

But I kind of I guess they're a necessary evil.

So I would make sure that you don't have conversations with people that are perhaps telling you how much they know and or have you done this?

Have you done that? Try and get yourself in a really kind of comfortable, calm situation.

Maybe if you do a little bit of meditation, that might be something that that helps.

And I say make sure that you have everything prepared because that that will take away quite a lot of elements of stress.

On that morning. And I think that would be quite beneficial to you.

So. So just making sure that you are prepared, you know where it is that you're going.

You have the right equipment with you. You might want to have a little look over some some short notes, but it's not really the time for cramming.

There's lots of evidence shown that you won't retain new information that close to an exam.

So so do make sure that you've got prepared. You might just want to quickly look over a few notes, key words, phrases, quotes or things like that.

References that might be useful, but it is not the time to learn all the material and do a full exam preparation.

So it's just a matter of keeping yourself in as good a calm state as possible.

Yeah, I mean, the morning is obviously crucial. And again, it comes down to just getting the basics right.

You need to get up with enough time so you can have breakfast.

Get hydrated. Drink. And actually, you want enough time to walk to the venue or go to the venue.

So you're not rushing. But equally, you don't be there too early because then you can be hanging around and getting more nervous.

So it's back in the basics. Right. But also from my point of view-.

And this does not apply to everybody. But I think, generally speaking, try not to freak yourself out by talking about the exam,

because what tends to happen is people congregate during exam and it will give each other their own anxiety.

They kind of go, well, I'm really worried about this, somebody right about that. And he turned out really quite calm.

And then suddenly you're holding a video as anxiety. So you want to time your arrived at any fairly comfortably.

Typically, if you got friends doing the same exam, it would be quite good to work with them.

But I would maybe have a discussion around not freaking each other out, not frightening each other,

not give each other you your anxiety and maybe structure a conversation around why you're gonna do well in the exam.

What you do know. One of my great mantras is anxiety is just another word for excitement.

You know, when we're excited about something, we're actually very anxious. But they've put the barriers between the two quite blurred.

This may seem a bit of a stretch, so don't worry if you can't do it.

But if you can say to yourself, I'm excited about this exam, I'm looking forward to showing and demonstrating what knowledge I've learned.

I'm look forward to it because it's the first time I've done one for three or four years.

And I'm relieved that I don't have to do a 24 hour exam, because actually that's a different form of stress.

This is something where you get turn up to put up a paper and you cannot leave and it's done.

It's not something which is going to hang over you. And so the more that you can tell yourself that it's a positive experience.

Hard though, that that might be, the more you can own that space and actually own in the exam space is a very important thing to do.

I always go back to same point. They feel nervous and anxious. That's a normal feeling.

If you didn't feel that, I'd be more concerned.

Not everybody feels nervous, anxious, but most people have some fairly pronounced symptoms of anxiety prior to an exam.

And if that's you that they don't expect a special experience and actually your anxiety is managed properly will help bring out the best for you in the exam.

It'll make you more alert. It'll make you more aware. It might make you more thorough.

So those feelings of anxiety, those butterflies site sick feeling.

Hard though it may be to believe they are actually your friends because they will help you during the exam.

Thinking about the exam itself. What time should I get there for? Or What would happen if I was late?

The next few questions will be answered by Rebecca. So you should make sure to arrive at least 20 minutes before the start of the exam.

So I'd say give yourself plenty of time so you're not rushing and you really should check where the exam venue is ahead of the day itself.

And if you've got a digital exam, it's particularly important to arrive in good time because investigators will ask

you to do some steps on the computer to get ready before the exam start time.

If you are held up, you would only be allowed in the exam venue up to a maximum of 15 minutes after the scheduled start of the exam.

And if you're any later, you won't be allowed in. And if you are within that 15 minutes, you won't get any extra time at the end as well.

So really important just kind of plan ahead to make sure you are in plenty of time.

What can I bring in to the exam room? So importantly, you need your university student I.D., so your smart card, if you don't have that for any reason,

you could use your passport or your driver's licence instead as your I.D. In terms of stationery,

you can bring pens, pencils and any equipment that's necessary. For you to do the exam.

These must be in either a clear plastic bag or clear pencil case.

You can bring your calculator if it's permitted for your exam and there's a policy on what types of calculators are allowed.

So make sure you check yours as an allowed calculator. You also allowed a bilingual dictionary.

So if English isn't your first language, you can have a dictionary to refer to as with calculators,

There's a policy, with details on what type of dictionary is allowed. So make sure you check to make sure yours is allowed.

You can bring a drink that's non-carbonated. So no fizzy drinks on a small packet of sweets.

And you must remove the label from your bottle of your drink. I would recommend that you bring a jumper or an extra layer.

The temperature in exam venues can vary quite a lot.

And our weather obviously is a bit variable and you won't be allowed your coat or outdoor jacket in the room.

What can I not bring into the exam room?

So the things that you shouldn't bring and be aware of these and make sure that you don't come a cropper, basically.

So the following things aren't allowed in exam room.

Most importantly, mobile phones, tablets, smart watches or any other electronic devices, even if they're switched off.

So you must make sure that you don't have your phone or your other devices on you.

For example, in your pocket. Either leave it at home or if you need to bring it with you on the day to the exam,

switch it off and leave it with your bag or your outdoor coat, which is in a designated area.

If you have a mobile phone on your person, even if it's switched off or you're not looking at it,

it is an exam irregularity and you could get a mark of zero for the exam.

So be really careful with that one. You're also not allowed to have books, notes,

blank paper or learning material or any equipment that's not specifically authorized in the exam instructions.

You're not allowed to have any headwear or hats except for religious purposes.

You also won't be allowed your coat or any outdoor jackets or any packs with you.

So if you bring any of these items to the exam venue,

then they must be left in the area designated for personal belongings, which will usually be at the side of the room.

And the invigilators will show you where that is.

You must make sure as I've said, switch off your mobile and any other devices that you have with you and that you leave them in your bag or your coat.

Also, a little note of caution be aware where the university is not responsible for the security of any items that are left in the designated areas.

So just don't bring any of your valuable items with you unless you really need to.

What types of calculators are you allowed to use in the exam?

So only calculators from three ranges are permitted for use in exams and they are Casio FX 83.

Casio FX 85 and Casio FX 115.

So no other model of calculator is permitted. For example, some of the ones that we see Casio FX 82, FX 99 are not allowed.

And I would recommend that you take a look at the policy that's in the show notes for the full details.

And what about dictionaries? So again, the dictionary policies on the university website.

So if that applies to you, take a look. Make sure that your dictionary is allowed if you do use a dictionary in any way.

It cannot be annotated and it must be a clean dictionary. So no notes on it.

And to summarize, the use of paper copy, bilingual dictionary.

So, for example, that might be French to English or English to German, et cetera, is permitted in all exams other than those where the language translation itself is being assessed.

But things like learner dictionaries or other texts which include some content as well as word word translations are not

allowed and candidates are not permitted to use any other dictionary except if it's specified in the exam instructions.

So again, the full details are in the show. Notes. So take a look at that if you want to double-check.

What happens at the start of the exam and what happens throughout.

Can I use the toilet? And what happens if I have a problem? So at the start of the exam,

the invigilators will give you instructions about where to go when you arrive and what you need to do to get ready for the start of the exam.

So just make sure you listen to them and follow their instructions. For written exams.

Write your answers legibly in blue or black ink only. Raise your hand if you have a query or if you need, say, another answer book or more paper.

Or if you need to go to the toilet,

do all your rough work on the answer books or paper that's provided and draw a line through any work that's not intended to be marked.

So it's just rough. That's fine. Just draw a line through it. Do not communicate with other exam candidates.

Do not leave the exam room, including for toilet visits during the first 60 minutes and the last 30 minutes of your exam.

And do not leave the exam room without permission of the invigilator.

And finally, do not use correction fluids, things like tipex or correction tape or pens to erase your work. Just put a line through it, that's fine.

As a former student, what hints or suggestions would you give to someone about taking an in-person exam?

Now we hear from a former student that Liv Johansson spoke to. My top tip for an in-person exam would be to be prepared.

So I think the best thing to do is to know what to expect on the day.

So not only is that with revision, so I would say good advice is to definitely look at past papers so that when you go into the exam room,

you know exactly what the exam looks like. So there'll be no surprises there.

And I also think it's really important on the day to be prepared with making sure you're on time.

You know exactly where the room is. You bring a water bottle, you have your stationary prepared.

Definitely get there early to, find a room, go to the toilet, have a snack and yeah, just be extra prepared.

Now I'm in the exam and my mind goes blank. Wasn't key tips or things I can do to help answer the questions.

Here's Vanessa and Liv.

First of all, I take a deep breath when I open that exam paper and just, you know, take a few breath and just kind of calm yourself down.

It is inevitable. Your heart rate will go up.

You will have a level of anxiety. And as I've mentioned already, that is quite normal for an exam.

And they are they are a little bit on the stressful side. I think everyone would agree with that.

So I would, first of all, take time to really quite carefully look through the paper and look through the

instructions as well and make sure that you are doing what you should be doing.

Quite often there can be quite long questions that are asking. Multiple parts highlight underline key words within that question.

I've read so many good essays in the past, but they've not been answering the question that was challenged in the paper.

So you can't give marks, if the questions are not answered, you can't be giving marks as a marker.

So try not to make that mistake. What is that question actually asking?

And then you might want to spend a few minutes just kind of writing a little bit of a plan if it's an essay type question and working out what is it that you need to include?

What are we asking you for? There might be some marks for different points.

If it's multiple sort of points in a question and writing towards those marks is really quite key.

So if there's a lot of marks and you know that a more thorough answer is needed than if there's only a few marks associated.

So it all depends on the format. You might have essays or you might have sort of short answer and some data analysis type question

that can be so varied across the whole of the programs that we have at Newcastle University.

So just making sure that you are familiar with the paper so that there aren't any nasty surprises.

If you are running short of time that you haven't missed a whole bunch of questions that that are quite heavy on the marks side.

So I'm just making sure that you kind of know the whole paper I think is really quite key so

read through the paper, have a bit of a plan and think about how you're going to be dividing your time

up to deliver your answers for those questions and not be really quite useful.

If you might just go blank halfway through. Stop. Take a breath.

Go back and reread the question, what is it that we're asking? Can you associate that question with any lectures?

When did we cover that subject? When was that done? And if you can kind of tell that visualization,

it hopefully some details and information will come flooding back. It is important to pause and reflect on what you have written rather than keep going off,

potentially off on a an unusual tangent. There is time to sort of redeem it.

And it depends if it's essays make sure that you're finishing an essay that you concluding and comes to a natural end.

So many times essays are left hanging in the air and you're not quite sure.

Is there another page how you finish that? But rather you write quality with your answers rather than quantity.

Say so. I keep thinking about that. Try not to do waffle. It makes it hard to find marks from a marking perspective.

So I think. Yeah, just take the deep breath.

Keep reflecting throughout and make sure that you're addressing the question and keep rereading the question.

What is it that is being asked?

So from an academics perspective, when I sat an exam, I'll look out for particular points that students have made so that I can give you the marks.

But if your work is disorganized, that information can get lost.

So always think about the structure of the organization of your work.

I don't give extra marks for writing a lot either. So make sure that you answered the question.

Make reference to your module themes,

topics and examples so that I can see that you've been able to apply and consider the information that's covered in the module.

So do these things and then move on to the next point.

Make sure that you present your work legibly and make sure it's organized and make sure that you label the question numbers.

If this diagrams label those as well so that I can tell you which information belongs to which question just in terms of in the exam,

when you're writing your answer, refer back to the question's wording.

It can be tempting to put down information that you know really well and maybe put a lot of effort into learning.

But if that's not relevant or it doesn't answer the question, you can't get any marks for it.

Make sure that you use signposting language to show the relevance of the points that you're making.

And again, use the keywords in the question when you're responding to the question.

Quite often, things that tend to lose students marks are firstly not follow the instructions on the paper about how many questions to answer,

so take your time and read the instructions. Making another issue is that the student?

Quite often the don't answer the questions set. So again,

this comes back to the fact they might have spent a lot of effort remembering something and then determined to use that somewhere in the exam.

But actually, if it doesn't relate to the question,

I can't give you the marks for it. Writing without any kind of reference to the module material or things that you've covered or learned in the module.

So make sure that you do that. And also really thinking about and even practicing this allocating time appropriately between questions.

So how many marks are the questions worth and how much time do you have?

Often students misjudge the time that is going to take to answer questions that they might get to the last one or the just suddenly stopped writing.

So try not to just stop at least try and write some kind of concluding comment or sentence so that there's something that can be related back to the original question.

I would say, as well as somebody who has set many tests and exams as well as also taking them,

there are things that you can avoid and common pitfalls that you can avoid.

So first of all. Seems really obvious and it's never a bad thing to reiterate.

Just take the time to read the instructions carefully and check them again.

As you complete your answers.

Make sure you take the time to read the question several times to make sure that you're focussed and you know what's being asked.

And contrary to belief, doesn't mean that's going to take any longer.

In fact, it's probably a more effective use of your time.

Make sure you take a little bit of time to plan your answer so that you are able to include module themes, topics and examples.

As I mentioned before, Actually think about planning how much time you'll spend on each question.

And again, thinking about the number of points that the questions are worth.

Make sure that what are your revision tasks is also then to take a pass paper or even better.

Make one up so that you try all these things under time constraints and that you're not -

The first time that you practice writing and taking an exam is actually when you're in the exam.

And when you write the answers, try to keep the writing legible. As an aside.

Again, make sure that you do this as part of your revision so that, again, to reinforce when you go into the exam,

that is not the first time that you may have written something out by hand in three or four years,

make sure as you're writing out your full answer, go back and check against your plan and tick off the points as you go.

Use material from your module names, key concepts, diagrams, arguments and include supporting evidence.

If your exam involves statistics or numbers, show your calculations, some marks will be given for the process.

Even if the answer is wrong. So don't forget that. Make sure that you use the skills you've learned in the module.

For example, working to the appropriate number of significant figures and calculations,

including units thinking then is there is a place for a diagram such as a sketch, a graph for our chart.

If so, use one and label it clearly. In short, answer multiple choice questions.

If you can't answer a question right away, leave it and come back to it if you can.

If you still don't know the answer, make a guess, then leave it out because you never know.

The guess could be the right answer. If you have a mental block about any aspect of an essay question.

Think about the plan first and then things will probably start coming back to you as you progress through the exam.

When I mark an exam, I want to give you the grades, I want you to give your marks, so write something rather than nothing.

Because I can't mark nothing. And this is a question that I asked you to solve a problem.

Maybe just think about leaving some space after each question as you go through.

In case you want to add something relevant as you go through and you check it so you'll still have space to do that.

I'm starting to or still struggling. How can I get into the right mindset in the moment?

Over to Ed. So in terms of managing your anxiety during the exam, if you feel the anxiety building,

if you're really feeling that you're going to that space where you can't concentrate. I've got I got one tip.

Well, I got two tips.

One is at the supreme technique called the six four breathing technique, where you breathe out kind of six and in four count of four.

I read about this years ago.

And essentially what it does is it stimulates your parasympathetic nervous system and it just allows allows you to rebalance yourself.

I recommend it because I've tried it myself not to an exam, but I was at a fun fair.

My daughter my daughter persuaded me to on a stupid ride.

We have got very, very high. How do you know I was unprepared? I was completely, completely terrified by it.

So I thought, well, I better try to spread and that they could keep telling everybody to try and absolutely sorted me out.

So when I say try to six four be country, a contrast space of awareness.

I've done it in the past. It pretty does work. You've been out for a count of Six and in four count of four.

Repeat that three or four times.

At the same time. You may want to just you know, you can't look around you. Because it look like you're cheating.

But just kind of look around your space and just focus the one spot on the floor and just try and regulate your breathing a bit.

Don't expect miracles. What you're trying to get from is a place of blind panic to a place of manageable anxiety.

The thing that people tend to do, though, is they they think, oh, I can't think I'm running out of time.

I've got to rush. And actually, you've got much more time than you realize.

So if you can take two minutes, 120 seconds just to regulate your breathing.

Just try and bring yourself back into the moment. That that's time that's well spent.

I think the other way. What people often do is they start to rush and panic about time.

And that doesn't really benefit anybody. So keep us up to two minutes.

Brings us back into the moment. And remember, you're there in the exam.

It's your chance. So put everything into it without trying to overstate the significance of the exam.

I think that's very important to bear in mind.

Now, coming to the end of the exam, what happens at the end? Can I leave if I finish early or do I have to stay in the whole way through?

Finally, Rebecca. You must stop immediately when the investigators tell you it's the end of the exam.

Do not continue to write your answers for paper-based exams at the end of the exam.

On the front, cover a cover of your answer book or exam script cover,

you will need to enter the number of each question attempted in the grade in

the order in which they appear and complete the slip on the right hand side.

Then remove the white strip covering the glue and fold down to conceal your name.

And there are instructions on the book. So don't worry about remembering all of that.

Ensure your exam script and any other material to be submitted is collected by the investigators.

Then remain seated and silent until you are instructed to leave by the investigators.

If you do finish your exam early, please remember that you are not allowed to leave the room,

including for toilet visits during the first 60 minutes and the last 30 minutes of your exam.

If the exam is longer than 90 minutes and you finish early, if it's before that last 30 minutes,

you could raise your hand and asked image later if you were allowed to leave.

But if it's during the last 30 minutes, you will need to stay until the end of the exam.

Although your exam is finished, there may be other exams still going on in the nearby rooms.

So as you leaving, do not talk to other candidates and be as quiet as possible until you're outside of the building.

Just to give that courtesy to your fellow students and do not remember official university answer books

or paper from the exam room or the exam paper unless the invigilators tell you it's allowed for your exam.

Thank you very much to Orla, Vanessa, Liv, Ed and Rebecca for their great insight into the in-person exam.

We hope that this has helped you as a student was an academic to know more about the in-person exam process.

Thank you for listening. Please remember to like subscribe tell your friends and listen to our past episodes as well.

Thank you. And we'll see you in two weeks time.