

## POSSIBLE FUTURE STUDIES

217. Within the scope of this study it is possible only to suggest directions in which solutions might lie and to highlight those areas where further studies may be required. Appropriate areas of study are: national examining bodies; occupational analysis of candidates; high failure rates; special problems in small states; examinations in languages other than English.

### National Examining Bodies

218. This study does not include any collection of statistics or other information from national examining bodies. Such information is likely to provide a different perspective, and it would seem sensible to conduct such a study before embarking on a particular approach to solutions. It would be particularly useful if it could incorporate studies of national trade testing systems and of the sharing of facilities and resources between academic and vocational examining bodies.

### Occupational Analysis of Candidates

219. UK examining body statistics were analysed to show the numbers of candidates who actually sat the examinations by the levels and groupings of subjects in the questionnaire and by continent. In technical subjects there were 63 groups of over 100 candidates and 114 groups of 1-99 candidates (100 of them with under 50 candidates). If the figures were to be more closely analysed by individual examinations rather than groupings and by countries rather than continents, the numbers sitting in any one place would often prove to be very small indeed. However, the figures analysed were those of candidates sitting the examinations of three UK examining bodies. If those sitting regional, national or college examinations were added there might prove to be more viable numbers in some cases.

220. This question of numbers for different examinations can be crucial to the decision of the sort of solution which would be appropriate for each country. Adequate numbers affect not only the logistics of examining, but also the technicalities of using question banks, and are helpful in establishing the reliability of an examination. A quantitative study of this nature, using statistics gathered from regional and national examining bodies as well as those in the UK, would give a much more accurate analysis of the problem than the general findings of this study. It would be helpful if, as a by-product of such a study, the statistics provided by the examining bodies (national, regional and UK) could be harmonised so that they could be collected and produced in a standard format.

### High Failure Rates

221. The question of high failure rates of overseas candidates in some of the UK examinations (paragraphs 149-153) also requires further study. It is possible that this study could be linked in some way with those suggested on national examining bodies and on the occupational analysis of candidates, so as to avoid too many different approaches to the examining bodies.

### Particular Problems of Small States

222. A by-product of the studies already mentioned would be a detailed picture of the qualifications and examinations of small states. This could be consolidated with the Commonwealth Secretariat's current study into the educational problems in small states.

### Examinations in Languages other than English

223. A longer term project, would be a survey to examine the validity of examination techniques, developed for the English language, when such techniques are applied to examinations conducted in other languages. The advice normally given on the construction of multiple-choice questions, for example, might prove to be completely inapplicable to a language with a different grammatical structure to English. There is, for example, considerable experience in India on the use of such examinations.