

English Speaking Board (International) Ltd.®

Centre Handbook



Letter from CEO

Dear Centre,

English Speaking Board (International) Ltd. (ESB) would like to welcome you to your Centre Handbook.

In this Handbook you will find all that you need to know about:

- Planning and Booking Assessments
- Reports and Certification Process

Regardless of the suite of qualifications, which you choose, be they from our Speech or Language portfolios, this handbook contains all the information your centre needs to deliver our qualifications.

If you require any more information, please do not hesitate to get in touch with our friendly and helpful Customer Experience team.

We look forward to continuing to work with you.

Tina Renshaw,
Chief Executive,
English Speaking Board (International) Ltd.



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Booking your Assessments

Before you are able to enter any learners for the first time, you must be registered as an ESB Centre. Please contact our Business Development Team on speech@esbuk.org or language@esbuk.org to discuss becoming an ESB centre.

Booking process

1. Assessment bookings are registered on to **My ESB**, detailing the date(s), expected numbers of learners and their qualifications/levels
2. Your booking confirmation is located within **My ESB**, which will also provide your assessor's contact details once confirmed.

Please note the minimum advanced booking period is 28 days, except for ESOL Reading and Writing assessments, which is 2 days.

Minimum fees and deposits

A minimum fee is payable for assessments and there are **two rates** for the minimum fee which may be payable depending on the time and day of the assessment. For the current minimum fee, please visit our website.

Weekday Fee: This fee is payable for any assessments during the week (both day and evening).

Weekend Fee: This fee applies to weekends and bank holidays.

This fee is paid as a deposit prior to the assessments taking place.

Alterations to bookings and cancellation fees

We pride ourselves on being as flexible as possible, and recognise that there may be the need to make alterations even after the learners' names and details have been uploaded to **My ESB**. Prior to the assessment date, centres can make changes subject to the rules built into the **My ESB** hub. The hub will always advise you about the impact of changes you may wish to make.

Significant changes that involve reassignment of assessors may not be possible and a 'Change of Booking Date' fee is chargeable. In the event of cancellation of a booking, cancellation fees may apply. Please refer to our fees list on our website for all cancellation fees and associated time periods.

In some instances, due to unforeseen events, ESB reserves the right to cancel assessments at short notice. Every effort will be made to minimise the disruption.

Please note that assessors have no authority to sanction changes and cannot enter learners on the day of the assessment, or change the level at which they have been entered. This also applies to accepting learners who were absent on a previous occasion through sickness.

Absence through Illness

A learner who is ill and cannot take the assessment may apply for a half-fee credit for re-entry within six months, enclosing a medical certificate. Please refer to the Absence Through Illness Policy.

Terms and Conditions of booking

Before agreeing to an assessment taking place at your centre, these conditions must be met:

- A centre approved adult must be present for assessments with learners under the age of 18 or with vulnerable adults. Please refer to our Safeguarding Procedure on our website referring to working with children, young people and vulnerable adults, to verify the instances when an approved adult is required.
- It is the responsibility of the centre to ensure that each candidate over the age of 18 presents photo ID on the day of the assessment. Refer to the section below on identification.

Identification

Learner identification (applicable for all learners aged 18 and over)

ESB works with the regulators to reduce the possibility of identity fraud by its adult learners. To be assured of their identities, there is a two-step process applicable to all learners aged 18 and over:

Identity declaration

All centres must ensure that two forms of ID for each registered learner have been checked and verified as an official proof of identity.

ONE of these must be photo ID as follows:

- Passport or other photo ID issued by a Government agency or local authority
- Photo driving licence
- UK Armed Forces photo ID card

Acceptable ID for this purpose is any of the above photo ID or for Further Education College or Adult Learning Centres only, college photo ID.

Students without such ID will **not** be prevented from taking the assessment, but will not be resulted until valid ID is confirmed by the centre and presented to ESB. The centre must be able to confirm the learner who took the assessment is the same person presenting the ID.

Any failure by a centre to confirm ID in this way will result in certificates being delayed or withheld, or may be construed as malpractice, as will any attempt either at impersonation or to deceive by use of fake ID by an individual.

Organising your Assessments

Administrative procedures before the assessment day

1. Import your learner details onto **My ESB** prior to the assessment date
2. Enter all the learner names as they should appear on the certificate. Failure to do this correctly may incur a charge after certification
3. The organiser or tutor should contact the assessor in advance of the assessment to confirm start time, and to finalise details such as directions, parking, etc. This is an opportunity for the organiser to clarify any questions about the assessment and to provide any informal information that the assessor may need to be aware of.

Unique Learner Number (ULN)

All students entered for an assessment at a state funded school/college in England need a ULN.

The Unique Learner Number (ULN) is a 10-digit number unique to every student and obtained by schools/colleges from the Learning Records Service (LRS). Here you can find out who needs a ULN and how you can obtain them.

ULNs are not mandatory for private learners or students who are:

- Under the age of 14
- At schools/colleges outside England
- At non-state funded (independent) schools or colleges.

For more information, please visit the LRS and Department for Education (DfE) websites.

Planning your Assessments

Each qualification gives guidance on the approximate length of each individual assessment. In planning the day, you should add to this, the time required for the **changeover of learners**, allowing time for the setting up of IT or audio/visual material for each learner. We also set limits on recommended maximum learner numbers per day for each qualification (identified below).

Assessors begin each session with a short **2-3-minute introduction** to create a positive and relaxed atmosphere. Although assessors will aim to keep to a timetable suggested by the centre, a break mid-morning and for lunch are essential for the needs of both learners and assessors.

Where learner numbers are large, centres may request two or more assessors on the same day if suitable space is available. Alternatively, one assessor can assess over a period of days.

Changeover of learners - ESOL

Learners waiting for their assessment should be in a room close to the assessment room and should be accompanied by a teacher who will be responsible for the smooth changeover of pairs. A list of pairs in their running order should be handed to the assessor prior to the start of the exam. Learners who have completed their assessment must not return to the waiting area or communicate with learners waiting to take their exam.

Listening task

Any qualification that has a listening task is delivered using a CD or an MP3 file; centres must ensure that appropriate functioning equipment is available for use during this task. Where there are any difficulties in providing equipment, centres should contact ESB at least one week prior to the assessment date.

Recommended maximum learner numbers per assessor/day

Graded Assessments, Adult Learners, ELF, and EAL assessments take place within a group of approximately 6 learners.

Graded Assessments:

Qualification Level	Qualification Timings per Learner or Group	Max Learners or Groups per day
ESB Early Steps - Step 1 (Speaking Together)	15 minutes per group	20 groups
ESB Early Steps – Step 2 (Speaking Out)	45 minutes per group	6 groups
ESB Pre-Entry Level Award in Speech	10 minutes	26
ESB Entry Level Award in Speech (Entry 1)	10 minutes	26
ESB Entry Level Award in Speech (Entry 2)	11 minutes	24
ESB Entry Level Award in Speech (Entry 3)	12 minutes	22
ESB Level 1 Award in Speech (Grade 1)	13 minutes	20
ESB Level 1 Award in Speech (Grade 2)	13 minutes	20

ESB Level 1 Award in Speech (Grade 3)	13 minutes	20
ESB Level 2 Certificate in Speech (Grade 4)	15 minutes	18
ESB Level 2 Certificate in Speech (Grade 5)	18 minutes	16
ESB Level 3 Certificate in Speech (Grade 6)	18 minutes	14
ESB Level 3 Certificate in Speech (Grade 8)	25 minutes	12
Debating Level 1	40 minutes per group	48
Debating Level 2	40 minutes per group	48
Debating Level 3	50 minutes per group	40
ESB Entry Level Award in Group Speaking (Entry 2)	15 minutes per group	20 groups
ESB Entry Level Award in Group Speaking (Entry 3)	18 minutes per group	15 groups
ESB Level 1 Award in Group Speaking	20 minutes per group	15 groups
Oral Skills for School Interviews	15 minutes	16

Graded Assessments in Speech (EAL):

Qualification Level	Qualifications Timings per Learner	Max Learners per day
Entry 1 (EAL-A1)	9 minutes	26
Entry 2 (EAL-A2)	10 minutes	26
Entry 3 (EAL-B1)	11 minutes	24

Adult Learners:

Oral Skills for Interviews Level 1	18 minutes	14
Oral Skills for Interviews Level 2	20 minutes	14
Oral Skills for Interviews Level 3	25 minutes	12
Professional Presentation Skills	35 minutes	12

ELF/Inspiring Confidence through Employability (ICE):

Qualification Level	Qualification Timings per Learner	Max Learners per day
Entry 1	20 minutes	14
Entry 2	20 minutes	14
Entry 3	20 minutes	14

ICE 1 and 2	(Mandatory Unit Only) 10 minutes	14
ICE 3	(Mandatory Unit Only) 10 minutes	14

English as an Additional Language (EAL) for Young Learners:

Qualification Level	Qualification timings per Learner	Max Learners per day
Entry 1	5 minutes	50
Entry 2	8 minutes	37
Entry 3	10 minutes	30

Award in ESOL Skills for Life (Speaking and Listening):

Qualification Level	Qualification Timings per Pair or Group	Max Learners per day
Pre-Entry	5 minutes per group	30
Entry 1	22 minutes	22
Entry 2	25 minutes	20
Entry 3	29 minutes	18
Level 1	31 minutes	16
Level 2	34 minutes	14

Further notes

- Each learner is assessed and awarded a grade for each section of the qualification for their part in group interaction.

Candidate topic list

Centres are required to make available to the visiting assessor any topic lists where appropriate to the qualification. The topic list includes the Candidate's ID, first and last name, their poem, book and title of talk.

A blank word version is available for download from our website: www.esbuk.org. The ESB office does not need to have sight of this document.

The running order of learners is at the discretion of the organiser or tutor.

Guidance on planning your ICE assessment

ICE qualifications have a mixed method of assessment; ESB will send an External Verifier to your centre and the External Verifier will focus on the reliability of the centre's assessment decisions. The External Verifier, will always begin from the premise that the centre has made assessment decisions correctly and the purpose of the exercise is to confirm the centre's decisions. The centre is required to have experienced assessors and internal verifiers to support the assessment methodology and quality assurance processes.

These qualifications are specifically designed to take account of learning or behavioural difficulties. For this series, special arrangements already apply and it is not necessary to request Reasonable Adjustments. If specific requirements need to be notified in advance e.g. multiple handicap or severe behavioural problems, the Reasonable Adjustments Request Form should be completed.

Role of the Assessor

The Assessor reviews the evidence presented by the learner. Evidence is measured against the learning outcomes and assessment criteria and a decision is made whether the learner has met the necessary competencies.

Responsibilities of the Assessor:-

- To support the learner
- To prepare the learner for assessment
- To assess skills and knowledge against the learning outcomes and assessment criteria
- To provide feedback to the learner relating to their performance
- To maintain accurate assessment records
- To ensure the learner understands the internal and external requirements

Importance of the Internal Verifier

The Internal Verifier's role is central to the quality assurance process and validates the centre's assessment practices.

Role of the Internal Verifier:-

- To implement and evaluate the assessment and quality assurance processes and practices
- To support and advise assessors
- To monitor the quality of assessor performance/feedback
- To Validate the consistency of the assessors' decisions and assessment cycle
- To identify training opportunities
- To maintain accurate records in support of internal quality assurance
- To reduce risk

Planning Internal Verification (ICE1A, B, C, D & E)

An Internal Verification Plan must be developed before the assessment cycle begins to indicate:

- What will happen
- When it will occur
- Who will be involved
- How it will be recorded

When planning internal quality assurance activities, the Internal Verifier must take into account:

- Delivery sites
- Number of assessors
- Range of units and unit levels
- Assessment methods
- Issues arising from previous internal verification
- Experience of the team

The Internal Verifier should specify the sample of assessed work from each assessor. It is important to sample sufficient evidence to ensure consistency and validity of the assessment process and practices across the team. The sample size should be sufficient to ensure all of the above has been considered and should not be decided by a rule of thumb. It must cover all **units** and should be increased for **new qualifications** and new **assessors**.

Internal Verification of the assessment task: (ICE1E)

The Internal Verifier(s) must ensure all assessment tasks are checked and approved before they are issued to students to ensure that they:

- Are fit for purpose and allow learners to meet all learning outcomes and assessment criteria
- Allow learners to generate authentic evidence at the required level
- Allow assessors to be able to differentiate between attainments by different learners
- Are only to be completed in English
- Use appropriate language and stimulus materials
- Do not disadvantage any learners.

Methods of sampling marked work (ICE1B, D)

- A sample of work in progress should be internally verified during the year to ensure the assessment is being carried out effectively whilst meeting ESB's learning outcomes and assessment criteria
- A final sample of completed marked learner work should be internally verified at the end of the course.

Internal Verification - Direct Observations (ICE1 A, B)

- The internal verifier should carry out direct observations, in line with the internal verification plan.

For all sampled work, the Internal Verifier must record on the ICE1A, B, C, D & E form:

- The assessment is appropriate and fit for purpose
- Learner's work is authentic
- Learners have provided evidence of attaining the specified levels of knowledge, skills and understanding detailed in the qualification specification
- Assessors have differentiated accurately and consistently between learner attainment
- Assessors have marked the learners' work
- Assessors have given quality written feedback to learners
- An Internal Verifier, who identifies issues relating to the assessment, has acted accordingly
- A learner achieving a unit has this recorded in an appropriate manner e.g. 'achieved'.

Forms are available to download on www.esbuk.org

The Role of the External Verifiers (EVs)

ESB has a team of External Verifiers. All EVs are experienced practitioners who are well-qualified in their subjects and are trained to carry out verification to the highest standards.

The main responsibilities of the External Verifiers are to:

- Discuss ideas and exchange experiences
- Agree a consistent approach to the verification of units within their verification group
- Provide feedback to ESB
- Identify future training needs for centres

The External Verifier's duties are to:

- Agree a visit plan with a centre
- Ensure consistency across the assessment and verification team
- Carry out external monitoring verification visits
- Provide support and guidance to centres
- Visit centres to carry out external verification in a specific subject area
- Make a return visit after a 'hold or sanction' has been placed on certification and work with the centre
- Write well-structured and informative verification reports which incorporate any development or action points that have been agreed with a centre
- Verify a centre's assessment instruments and provide evaluation reports giving clear advice on any improvements necessary to carry out the assessment with confidence
- Refer any issues identified during verification to ESB
- Advise centres and ESB on assessment issues and disseminate good practice.

Guidance for ICE Assessment

External Verification visit

An ESB assessor will visit the centre in line with your booking. The visiting assessor will carry out the oral assessment as well as sample a percentage of the learners' assessed work.

Prior to the visit, the EV will ask to see a percentage of evidence across the learners' assessed work. The EV will scrutinise the learners' work to verify the assessor judgements and internal quality assurance.

The External Verifier will ask for the following evidence:

- Location of all the assessment sites used by your centre
- Names of the assessors
- Names of internal verifiers
- The records and documents pertaining to assessment
- The records and documents pertaining to internal verification of learners' work
- Whether documentary evidence of your CPD arrangements for assessors and internal verifiers should be made available at the visit
- Any other documentation that may be required for this specific visit
- Learning tracking
- Evidence of communication between the assessment and internal verification team
- Standardisation processes
- Learners' progress
- Authenticity of the learners' work
- When assessment has been carried out at more than one site, it is essential that all the relevant material is brought together in one place so that the External Verifier has access to it all.

External Verification tasks

When the External Verifier arrives in the centre, they will be met by the centre's Internal Verifier or a member of the Management Team.

The External Verifier's main task is to check that all assessors/internal verifiers of a Unit are assessing to the same standard. This means that they will want to:

- Sample the assessed evidence of different learners
- Sample the assessment decisions of different assessors / internal verifiers
- Consider the effectiveness of the system for internal verification in the centre
- See checklists used by assessors / internal verifiers
- Look at records of meetings of assessors / internal verifiers
- Look at internal verifiers' reports
- View records of achievement for all groups of learners to be verified
- Speak to the assessors / internal verifiers for the relevant Units
- Inspect assessment specifications and assessment materials to ensure that are valid and reliable
- Speak to learners.

Whilst English Speaking Board (International) Ltd. appreciates that arranging this is not always possible, it does make things easier for all concerned if the assessor is on hand to clarify areas of concern. The EV will carry out a sampling exercise and in doing this will check that the evidence supplied by the centre for each learner meets the learning outcomes and assessment criteria of the units.

External verification decisions confirm that centres are interpreting ESB's standards correctly and that centres have in place an internal quality assurance system that is consistently robust and rigorous.

External verification is based on sampling internal assessment and verification decisions. The EV will rarely scrutinise all of the learners' work. Instead, they will select a sample of learners' evidence from the assessed work that you present for External Verification. Please remember that it will be the EV, and not centre staff, who will decide which learners' evidence will be scrutinised at the visit. If the EV has concerns about the quality of decisions made in the evidence sampled, the sample can be extended to include all learners. If the EV has concerns about a centre, and if there are large numbers of learners undertaking many units and awards, the visit may need to be extended or another EV may need to be brought in.

Outcome of the visit

External Verifiers will always give feedback at the end of the visit. The outcome of the visit will be either of the following:

Satisfactory - Certification can proceed

If the visit is successful, the EV will recommend to ESB that certification can proceed for all units or awards verified.

Unsatisfactory - Certification cannot proceed

Examples of unsatisfactory assessment methods:

- Assessment decisions not consistent between assessors
- Insufficient staffing to support qualification
- Insufficient record-keeping to allow audit of assessment
- Assessed evidence is not the authentic work of learners
- Assessment records show serious anomalies
- Assessors have insufficient time, resources or authority to perform their role
- Significant faults in the management and quality assurance of ESB qualifications
- Previously agreed correction measures relating to ICE have not been implemented
- Assessors' decisions are unfair
- Centre fails to provide ESB access to requested records, information, learners and staff
- Internal verification decisions are not consistent between Internal Verifiers
- All assessments, designed for a particular Unit, are not comparable in terms of the demands made on the learners
- Flawed internal verification practices and processes.

The EV will complete the centre visit form before leaving a centre. This form will summarise the reasons why a “hold” on certification is being recommended. It will be signed by both the Internal and External Verifier. ESB’s Customer Experience Manager will write to the centre and confirm the actions needed by the centre to rectify the issues highlighted by the EV.

The recommendation will be that certification cannot proceed until the specified remedial action has been completed. Where serious issues arise, or processes have not been consistently adhered to, and these bring ESB’s qualifications or reputation into disrepute, then ESB reserves the right to remove centre recognition status. See Malpractice and Maladministration Process for guidance.

External Verifier Reports - oral and written

When External Verifiers have completed verification in a centre, they will give a full oral report on the outcome of the visit on the day. As this report may cover broader issues, such as staffing or resources, we recommend that a senior member of your centre staff be present. This would normally be the Internal Verifier. The report will be emailed electronically to the centre and to the Customer Experience Manager within 24 hours of the visit.

The purposes of the written report are:

- To give clear feedback on the conduct and outcomes of the External Verification Visit in relation to assessment, internal verification and any development points
- To highlight good practice
- To indicate compliance and consistency across centres
- To record consistency of assessment and internal verifiers’ decisions
- To detail discussion between all parties.

External Verifiers’ reports are held by ESB.

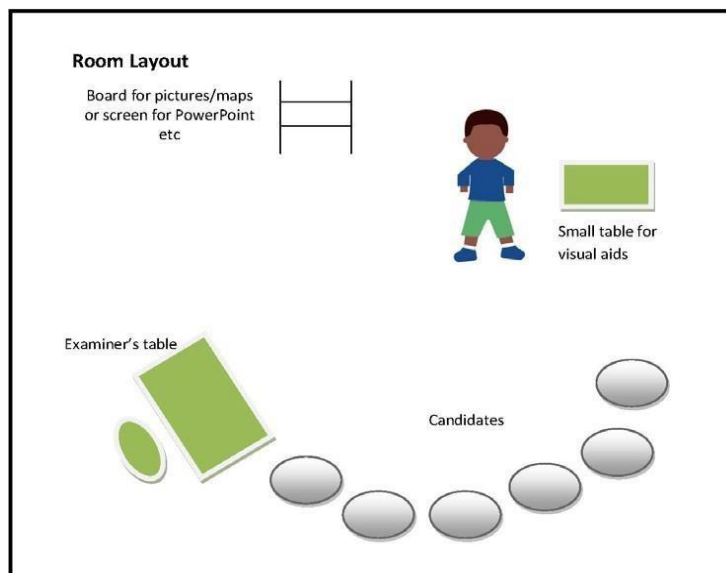
Resources

Centres must have sufficient resources in place to support the assessment and quality assurance process.

Room Layout

Room Layout – (excluding ESOL Skills for Life, Speaking and Listening)

As far as possible, the seating should be in a horseshoe or semi-circle, with the assessor's table towards the side where he/she can see the learner and the listening group. Learners should NOT be seated behind desks. This type of arrangement, where everyone can see each other, gives a more relaxed atmosphere and helps to promote an easy exchange of ideas between learner, assessor and listeners. For assessments where the learner is required to lead a discussion, the best arrangement is for the learner to take a seat in front of the group or round a table at the relevant point to enable them to lead and join in.

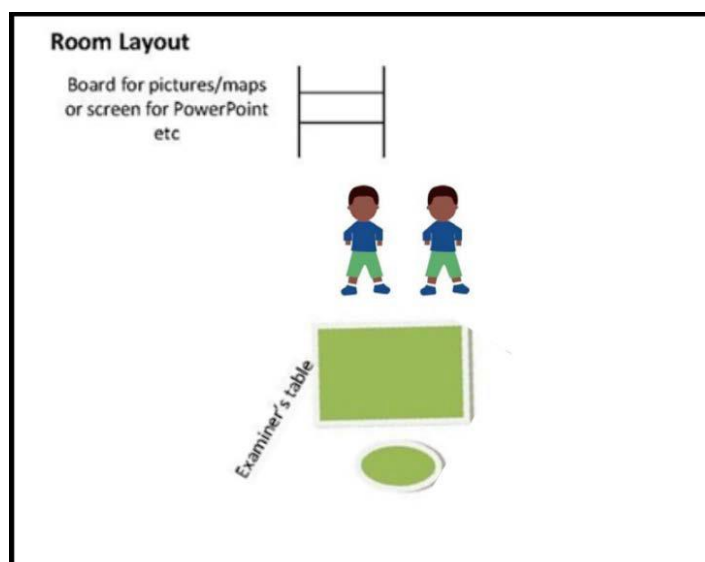


Room Layout – ESOL Skills for Life, Speaking and Listening only

Learners are assessed in pairs facing the assessor and the two candidates should have their required equipment available for their talks. See example opposite:

The assessor should be provided with a table and chair and two chairs for the learners should be placed in front of, and close to, the assessor's table.

A board or flip chart should be provided for Level One and Two learners.



For assessments where the learner is required to lead a discussion, the best arrangement is for the learner to take a seat in front of the group or round a table at the relevant point to enable them to lead and join in.

Order of assessment

Unless the qualification demands otherwise, the learner may present in any order. They often do best by starting with the item/section, which they feel most confident about. Under most circumstances, **each learner should present the complete prepared programme as a block**. In certain exceptional circumstances (e.g. if equipment being used has to be block-booked), some groups may need to offer all the talks, or telephone calls, then all the remaining sections as a set. However, separation of all tasks in this way should be avoided if at all possible, to assist timing and standardisation. Assessors are trained to ensure everyone in the group is actively involved throughout the whole session and they are marked accordingly.

Groups

An important aspect of the assessment is to enable listening skills to be thoroughly tested and assessed. Where ESB assessments have a listening group, the learner and the examiner are of equal importance, to provide a suitable environment for effective communication. Each has a responsibility to the other. All assessments take place within a participating peer group. Learner interaction is an integral part of the assessment. Each learner must be present for the session of at least **five** other learners to give them opportunities to demonstrate listening and responding skills. Where there are too few learners for a group, centres should try to provide an audience from other students of a similar age.

Timing

Assessors will keep as closely as possible to the time allowance for each individual indicated in the relevant qualification, without unsettling the learner. Assessors will remind learners about time-keeping and how they will indicate that the limit has been reached. This could be by a raised hand or tapping/pointing to a watch.

Audio/visual material

Arrangements should be made for the effective display and use of audio/visual material, and for any equipment required, such as computers, projectors, DVD, CD players, to be ready and in working order. Where there are several PowerPoint presentations in a group, it is useful for them to be provided on the same memory stick, in order to save time.

N.B. In assessments involving a telephone exercise, the centre must provide appropriate handsets or switched-off mobiles.

Centre approved adult

The Centre approved adult should be present during an assessment, where learners are under the age of 18 or are vulnerable adults. Other interested members of staff are encouraged to observe the assessment as part of the listening group, at the discretion of the centre and of ESB. The assessment process is, of course, independent. Where time, numbers and room layout permit, the assessor will involve the whole group in the questioning and encourage everyone present to join in, to help ensure genuine enquiry and communication. This would always be done in accordance with the demands of the specific syllabus.

- **Please note**

- We do not encourage parents to be present for Graded Assessments because it often has an adverse effect on children's performance
- We recommend that whole class groups, present for an entire day, are avoided if possible
- A centre-approved adult is not required to be in the room for the listening task of ESOL Skills for Life, Speaking and Listening assessment.

Reports and Certification

Reports

You will receive your learners' results within 5 working days of the assessment, indicating the learners' performance measured against the qualification's learning outcomes and assessment criteria. It contains positive feedback to support the learner's progression. All successful learners receive a certificate.

Certification

Certificates will be dispatched to centres within 2 weeks of payment received. If payment has not been received, certificates will not be issued. To allow for sampling and standardisation procedures, results cannot be regarded as final until confirmed by certification.

ESB Award in ESOL Skills for Life - Reading and Writing Results

You will receive your candidates Reading and Writing results 5 working days after the receipt of the final assessment papers from your centre to ESB. However, during the peak period of 1st May – 31st August, this will be 10 working days.

Recognition of Endeavour (ELF Qualifications)

In cases where the criteria have not been met so that the learner is unsuccessful, but where there is clear evidence of endeavour, a Recognition of Endeavour may be awarded. N.B. This is not a national or accredited certificate or level but ESB's acknowledgement of genuine effort.

Replacement Certificates

Centres or learners can request a replacement certificate for lost, damaged or following errors made on certificates. The Replacement Certificate Policy and forms can be found on the website www.esbuk.org.

Administrative Details

Fair Processing Notice

We collect information about you when you register with us or place a booking for our products and services. We process information you provide to us about your learners in order to assess your learners. We ask centres to give us explicit consent to handle Special Personal Data in order to administer Reasonable Adjustments for learners.

Our data protection and privacy policy can be found on our website www.esbuk.org

Monitoring and Review

ESB and its regulators reserve the right to make additional visits to centres, or seek additional information from centres, if deemed necessary. ESB may remove recognised centre status at any time, but will endeavour to minimise disadvantage to students affected. Please refer to our Sanctions Policy on our website www.esbuk.org

On going monitoring and review is achieved by:-

- Centres' annual updating of Recognised Centre information, where appropriate
- External assessment and assessor feedback to ESB
- Centre feedback surveys following assessments

Invoicing Policy

ESB fees and charges are published annually and are available on our website www.esbuk.org.

Our Invoice Policy can also be found on the website www.esbuk.org. All fees are payable in full at the time of receipt of invoice. Certificates will not be issued where the payment of any fee is outstanding in full or in part.

Payment details

All payments are to be made to English Speaking Board (International) Ltd.

Payments can be made using:

- BACS
- Cheque

Planning your ESOL Reading and Writing Assessments

ESB Reading and Writing assessments are 100% externally assessed. They are completed at the learners' centre at a time convenient to both the learners and ESB.

Downloading and checking of assessment papers

- The papers will be available electronically to download 24 hours prior to the assessment. They are accessed via a password. **All materials should be checked immediately they are downloaded and must** be put into your secure storage facility, i.e. safe/security cabinet/covered shelving in the secure area
- Only persons **authorised** by the centre organiser and the exams officer must be allowed access to the centre's secure storage facility.

Non-arrival of password

If the password has not arrived 24 hours prior to the assessment, please contact the Customer Experience team immediately

Additionally, you will be required to download and complete the following documentation from our Secure PDF site:

- Assessment Rules
- Incident report form and seating plans
- Instructions for ESOL invigilators document
- Mobile phones posters
- Attendance Register

Assessment paper security

- Centres **must** be able to demonstrate that the appropriate security systems are in place to prevent unauthorised access to the test/assessment material
- Centres **must** make appropriate arrangements to ensure that confidential materials are available only to those authorised by the centre organiser
- Assessment materials **must** be stored securely at all times such as a safe or lockable cupboard
- Assessment materials **must** only be accessed in accordance with ESB's specific instructions within this handbook.

Before the assessment day – learners

Invigilators should draw learners' attention in advance to proof of identification, the need for prompt arrival, materials which are not allowed in the assessment room and general conduct, before and during the assessment. The supervisor should also have this information in the assessment room for reference.

Assessment day procedures

The invigilator(s) is required to complete **all of the administration documents** from our website and return them with the assessment papers at the end of the assessment session to the centre organiser or exams officer.

The assessment room

- Any room in which an assessment is held **must** provide learners with appropriate conditions for taking the assessment. You must pay attention to conditions such as heating, lighting, ventilation and noise level outside
- Display material including maps, diagrams, wall charts etc., which might be helpful to learners, **must not** be visible in the assessment room
- A reliable clock must be visible to each learner in the assessment room. The clock must be big enough for all learners to read clearly
- The regulations, governing how learners should behave during the Reading and Writing assessments, are summarised in the Notice to Learners which must be displayed within and outside each assessment room
- Learners' attention should be drawn to this notice before the assessment day
- A board/flipchart/whiteboard should be visible to all learners showing the centre number and the actual starting and finishing times of each assessment

The assessment day

The learners should arrive 15 minutes prior to the start time of the assessment.

- Each learner should be allocated an individual desk. (Desks **must** be far enough apart so that their work cannot be seen by/or contact cannot be made with other learners. Wherever possible, learners should face in the same direction.)

Learners should normally be seated in learner number order.

- The invigilator **will complete a seating plan** that shows the exact position of each learner in the assessment room
- Any changes made to seating arrangements during the assessment must be noted on the seating plan and the incident reported
- The seating plan must be returned to ESB with the learners' scripts

Learners must not be more than 10 minutes late for the assessment

Some extra advice

- Try to seat those requiring extra time in a block and in a position where they will be least disturbed by other learners leaving the room
- Try to seat those sitting the same paper(s) together in a block wherever possible. When preparing your assessment rooms you should consider making provision for learners to store their personal belongings securely. Determine how bags and other items could be stored within the assessment room so that they are out of reach of learners and access to them can be monitored by the invigilator.

Conducting the Assessment

Invigilators have a collective responsibility to ensure that assessments are conducted in accordance with the requirements of ESB. The role of the invigilator is an important one and works as part of a team, dependent on learner numbers, to allow the smooth running of the assessment. Invigilators are appointed to a position of trust and must be persons of integrity and reliability. They must be vigilant at all times in the assessment. No person who has taught any of the learners taking part in the assessment may act as the **sole** invigilator. No relative of, or person directly interested in, a learner may invigilate an assessment when this learner is present.

Invigilation

- Invigilators must verify the details and photograph on the learner's ID card. Any learner arousing suspicion must be removed from the room
- Invigilators must read the assessment rules to the learners
- Invigilators are not permitted to read/carry out any other work for the duration of the assessment
- Invigilators **must** monitor learners throughout the assessment at intervals by walking around the room
- Invigilators must only sit where they have full view of the learners
- Invigilators must not leave the assessment room unattended for any reason
- Learners can only leave the room escorted by an Invigilator
- A **seating plan** must be completed by the Invigilator
- Invigilators must ensure there are no electronic dictionaries or other unauthorised devices on desks
- If a learner needs to use the toilet, he or she must raise their hand and wait for an invigilator/supervisor to escort them
- Learners who leave the assessment room unescorted will not be re-admitted into the assessment
- If a problem occurs, the learner should raise their hand and wait for an invigilator.

Finishing the assessment

The invigilators will:

- Instruct the learners to put down their pens and instruct the learners to remain seated
- Instruct the learners not to speak until they have left the assessment room
- Collect the answer booklets
- Ensure no assessment or answer papers are taken by learners from the assessment room
- Allow learners to retrieve all their possessions and leave the room in a quiet, orderly fashion when all papers have been collected
- Ensure that the number of learners present and absentees tallies with the total number of learners allocated to that room.

Post Assessment Guidance

ESB will release the provisional results within 4 weeks on receipt of assessment papers. To allow for sampling and standardisation procedures, results cannot be regarded as final until confirmed by certification. Results may go down as well as up.

Instructions for ESOL Supervisors and Invigilators

Learners must be supervised during the assessment session. Where possible and numbers dictate i.e. over 25, ESB recommends the centre nominates two members of staff, one as the 'supervisor'; the other is referred to as 'invigilator'

Note: the supervisor is in overall charge of the session

General

- Where assessments take place in separate classrooms, there must be some invigilators available outside the rooms in case an invigilator inside a room needs assistance
- Ideally, the supervisor or invigilator should not be an English language teacher of any learner in the room.

Before the assessment

- Question papers must not be released to the supervisor/invigilator more than 30 minutes before the start of the assessment
- Learners must ensure that mobile phones and all other electronic equipment are switched off and left in the secure area. If a learner is found in possession of a mobile phone, they will be required to leave the assessment room and must not be re-admitted.

Seating learners and giving instructions

- The supervisor and invigilators on duty must ensure all learners are seated in good time for the beginning of the assessment and that all learners have their registration number for each exam being taken
- Learners arriving more than 10 minutes after the starting time must not be admitted. Learners must place their means of identification on their desks
- The supervisor/invigilators must ensure only pens and means of identification are on learners' desks
- Papers should be distributed face down once all the learners are seated
- When all papers have been distributed, the supervisor must tell learners:-
 - To read the front cover
 - To check they have received the correct paper for their assessment
 - To fill in all the details required
- The supervisor/invigilator must remind learners of the rules regarding leaving the room, cheating or communicating with other learners once the exam has started

During the Assessment

- At the appointed time, the supervisor/invigilator must tell learners to begin, confirming the start and finish times
- Learners may not ask questions relating to the interpretation of assessment tasks or its content. If you do have a query that cannot be resolved by your centre, contact ESB for guidance
- Five minutes after the assessment has started, the supervisor/invigilators must check each learner's identity and complete the seating plan and enter the learner number. Each learner should also be accounted for on the attendance lists and absences noted on both attendance list and Supervisor's Report
- If a learner fails to produce satisfactory identification, the supervisor must notify ESB after the assessment and record the information on the Incident Form. Directly after the assessment the centre must contact the Customer Experience Team at ESB who will ask to see the official identity if the learner is 18 or over. Failure to produce this documentation will result in the withholding of the learner's certificate or result
- The supervisor/invigilator must announce the time 5 minutes before the end of the assessment. If learners at different levels are seated in the same assessment room, the time must be announced 5 minutes before the end of each assessment
- If a learner requests additional paper for their answers, the supervisor/invigilator must ensure that it is securely attached to the question paper at the end of the assessment
- Learners finishing early may not leave the assessment room during the last 15 minutes of the assessment. Check that they have completed their details on the question paper/answer sheet correctly before allowing them to leave.

Exceptional Circumstances

- In case of a Fire Alarm, learners should be asked to remain silent, if it is safe to do so, whilst being taken to the assembly point. They must leave their assessment papers behind on the desk. If the building is deemed safe to return to, learners should be led back to the exam room in silence and extra time allowed to compensate for the time missed. Please record the incident and time on the Incident Report Form
- Should a learner be suspected of cheating during the assessment, the supervisor/invigilator must confiscate any unauthorised material immediately. The incident must be reported to ESB both on the Incident Report Form and also on the front cover of the script itself.

After the Assessment

- Take the question paper (and answer sheets if relevant) from the learner, ensuring that each learner has completed their details including name, learner number, centre name, booking number and date of exam
- Collect any spare question papers and answer sheets if relevant. Learners can leave the assessment room once all assessment scripts have been counted
- As some exams may still be in progress, supervisors/invigilators may be required to supervise leaving learners to ensure that remaining learners are not disturbed.

Post Assessment Responsibilities

1. The supervisor must ensure the following are placed in a secure bag addressed to ESB:
 - Assessment papers
 - Unused scripts
 - Seating plan is complete with the required details
 - Attendance list has been fully completed for each level or session with all absences noted
 - Incident Report Form – completed if applicable
2. Envelopes must be sealed with the exams officer present and both signatures (of the supervisor and the exams officer) written across the seal.
3. The assessment papers and paperwork must be returned to ESB by special delivery immediately at the end of the assessment. If there is any delay, the exams officer must contact ESB immediately. Failure to do so may result in the papers being voided.

Glossary

Term	Definition
Access to Assessment	The removal of artificial and unnecessary barriers to the process of judging an individual's competence.
Appeal	A process through which an awarding body or centre may be challenged on the outcome of a decision.
Assessment	The process of making judgements about the extent to which a learner's work meets the assessment criteria for a qualification or unit, or part of a unit.
Assessment criteria	The requirements that a learner needs to meet in order to achieve success (or a given grade) in a qualification or unit, or part of a unit.
Assessment method	The method by which an individual's competence is judged.
Assessment needs	The adjustments that some individuals require to the assessment strategy and/or assessment task in order to demonstrate that they can meet the required standard.
Assessment task	An activity undertaken by an individual learner to show that he or she can meet the required standard.
Assessor	The person who assesses a learner's work.
Assistive technology	Mechanical or electronic devices which help individuals with particular needs to overcome these limitations.
BSL/English interpreter	An individual who interprets communication into and from British Sign Language.
Carrier language	The language used by the awarding body to set an assessment task or test (which may not be the first/preferred language of the learner).

CCTV	Closed circuit television.
Centre	An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.
Competence	The ability to perform to the required standard.
Enabling technologies	See assistive technology.
Externally set assessment	Assessment tasks or assignments which are determined by the awarding body.
Invigilator	A person who supervises individuals taking an assessment or assessment.
Learning programme	A programme or course of study.
Oral language modifier	Person who can modify/rephrase the carrier language of an assessment for a learner whose first/preferred language is English, but who has specific difficulties with written language.
Malpractice	Actions and practices which threaten the integrity of public qualifications.
Moderation	The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results were required to compensate for any differences in standard that are encountered.
Portfolio	A collection of work submitted for assessment.
Prompter	Person who draws the learner's attention back to the task in hand.
Practical assistant	Person who carries out practical tasks at the instruction of the learner.
Reasonable adjustment	Any action that helps to reduce the effect of a disability or learning difficulty that places the learner at a substantial disadvantage in the assessment situation. Arrangements are approved in advance of an assessment.

Centre approved Adult	A centre approved adult is a person authorised by the centre to help ensure the smooth running of our assessments.
Risk assessment	An estimation of the likelihood of something unfortunate happening as a result of a course of action.
Scribe	Person who writes down or word-processes a learner's dictated responses
Supervisor	A supervisor has overall responsibility for the running of an assessment and is supported by an invigilator.
Qualification specification	A detailed statement or document which sets out the aims, purpose, content, structure, and assessment arrangements for a qualification.
Standards	The combination of knowledge, understanding and skills required to perform a job or task to the level of competence required in the workplace.
Special consideration	Procedures implemented at the time of an assessment to allow attainment to be demonstrated by a learner who has been disadvantaged by temporary illness, injury, indisposition or adverse circumstances at the time of the assessment.
Speech software	A computer programme that reads text.
Transcript	A full written or typewritten copy of information or material originally provided in writing, speech or sign language.
External verifier	Person who checks that a centre's assessment and quality assurance procedures comply with the requirements of the awarding body and the regulators.
Voice activated software	A computer programme which responds to spoken instructions.

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