

Centre guidance for adapted ESB (International) Ltd. ESOL Skills for Life assessments under the Vocational and Technical Qualifications Contingency Regulatory Framework: Synchronous adaptation using video conferencing from 24th March 2021

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Amendments from previous versions of this guidance

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1. Qualifications covered by this document

This guidance relates to the following regulated qualifications:

ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) 601/5445/7
 ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) 601/5447/0
 ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) 601/5407/X
 ESB Level 1 Award in ESOL Skills for Life (Speaking and Listening) 601/5465/2
 ESB Level 2 Award in ESOL Skills for Life (Speaking and Listening) 601/5467/6

This guidance also relates to the following unregulated qualification:

Pre-Entry Assessment in Speaking and Listening

2. Introduction

Under the [Vocational and Technical Qualification Contingency Regulatory Framework](#) (VCRF), introduced on 24th March 2021, ESB International is continuing to offer adapted assessments, if necessary, for learners to access and achieve qualifications. There are no changes relating to how we were adapting assessments prior to centre closures at the start of January, 2021.

This guidance is for teachers and support staff, to prepare for occasions when ESB International ESOL Skills for Life Speaking and Listening assessments cannot be held in person with the assessor coming to the centre.

A centre must notify ESB International (via customer@esbuk.org) if face-to-face assessment is not possible and that the centre requires assessments to be held online, using the video conferencing facility that your centre habitually uses. This is a synchronous i.e. live, remote assessment – the assessor conducts and assesses the learners' assessment in real-time. The assessment has the same content and procedure as face-to-face assessments. This adaptation covers the following situations: 1) learners and teachers can be together in class but the assessor cannot travel to or enter the centre, 2) no one can enter the centre and teaching and learning are now taking place remotely.

3. Content and form of the assessment: Synchronous assessment using video conferencing

Synchronous adapted assessments follow the same format as the face-to-face assessment for Tasks 1, 2 and 3.

Entry 1 and Entry 2 Task 3 - Photographs

The assessor will show the photographs to the learners using screen share, i.e. the learners will be able to see digital versions of the photographs.

Level 1 and 2 Presentations

Learners can:

- 1) share their screens to show a PowerPoint or Prezi presentation. Please train learners how to do this, and how to still be visible to the assessor.
- 2) send their presentations to the tutor, who can send it to the assessor. The learner can then refer to it in their talk, but remain in full screen.
- 3) use a whiteboard or display board and stand back from the camera if this does not affect the sound quality. Check this with your learners before the assessments.

All levels Task 4 Listening

The assessor will not be playing the audio and asking questions. This part of the assessment must be conducted and marked before the assessment, by the tutor, and the results logged on the Listening Task Results Form (Appendix 1) and sent to the assessor at the time of the assessment. You can use a task from an ESB International sample paper, from another awarding organisation's sample paper, or material developed by your centre. The content and speed of the audio must be level-appropriate.

For information on ESOL Skills for Life levels, please see <https://www.excellencegateway.org.uk/content/etf1194>. The listening task should be an audio, not read aloud by a tutor, to replicate the ESB International assessment as closely as possible.

Please keep a copy of the audio or a link as evidence, which ESB International may ask to see as part of quality assurance processes. Proformas for logging this section of the assessment are available in the Appendix to this document and as a separate Word document and Excel spreadsheet. The assessment will finish with the three-way discussion between the two learners and the assessor that concludes Task 4.

4. Setting up adapted assessments

Centres are likely to already be using a safe and secure video conferencing platform, which is used for the assessment.

As a centre, you are responsible for:

- ensuring that all the learners, the teacher and the assessor can access the platform;
- ensuring the platform conforms to the centre's safeguarding, security and privacy policies;
- booking the call and setting it up; **and**
- arranging a short practice call with the assessor at least 24 hours before the assessment.

It is the responsibility of the centre to ensure that an ESB International assessor can clearly see and hear the learners' performance during the video conference.

When the assessment takes place in a classroom or IT room, the tutor sets up the device(s) and the video conferencing software. The laptop(s), or camera and microphone if using a desktop computer, need to be positioned so that both the learners can be seen and heard, whilst still being a safe distance apart.

If the assessment is conducted at home with the assessor and learners all participating remotely in real time, please check that the rooms at home have good internet connection and a power supply.

- Please remember that the assessor needs to be able to see and hear the learners' performances clearly to award valid grades.
- Ensure the room is quiet and the door is shut.
- There should be no mobile phones, smartwatches, technology with communication storage, or unauthorised notes or revision materials in the room, apart from those required for the assessment.
- The assessment area should be well-lit without dark shadows or bright light. Learners should not be silhouetted against bright light so their faces are in darkness.
- The learner should be in the centre of the screen and the assessor should be able to see their head and upper body.

5. Accommodating learners with special educational needs and disabilities

Where learners have an agreed reasonable adjustment or an agreed access arrangement, the assessment should be conducted accordingly. Please contact product@esbuk.org if you wish to discuss this further.

6. Security of assessment

The assessor will check the learner's names at the start of the assessment and if they are not in their centres, will remind learners that they must not have mobile phones, smartwatches, technology with communication storage, or unauthorised notes or revision materials in the same room. At the beginning of the assessment, the assessor will ask learners to move the camera around the room. This is so the assessor can check that they do not have any people, papers or objects that could help in the assessment. Assessors will be observing learners throughout the assessment and can stop the assessment and request the learner to complete another scan at any point before renewing. Inconsistencies in performance that may indicate malpractice will then be pursued following the ESB International Preventing and Managing Malpractice and Maladministration Policy which can be seen at <https://esbuk.org/web/app/uploads/2019/06/ESB-POL-05-Malpractice-and-Maladministration-Policy-v3.pdf>

7. Booking and planning assessments

Please book your assessment as normal. All assessments will be face-to-face unless it is unsafe for an assessor to come to the centre. If you know that assessment cannot take place in person because of local conditions, contact customer experience at customer@esbuk.org as soon as possible. If assessment has to take place remotely, you need to:

- Make contact with the assessor at least 48 hours before the assessment date. The assessor will contact the named person at the centre, and you can also find your assessor's contact details on the Hub.
- Send the video conferencing details to the assessor.
- Have a practice meeting online with the assessor 24 hours before the assessment.
- Hold the assessment at the booked time.
- Results and certificates will be issued as normal.

8. Frequently Asked Questions

Q: Do I need to prepare my learners differently for an adapted assessment?

A: No. You should prepare learners for the assessment as you have done previously. There is no need to change your teaching for an adapted ESOL Skills for Life qualification. It would be helpful if you could complete some mock or practice assessments using your usual online delivery platform before an online assessment, so that your learners know what to expect.

Q: Do we need to have an adult present for our learners who are under 18 or vulnerable adults?

Yes, a tutor or other staff member needs to be on the video call.

Q: Are there any significant changes to the sections of an adapted Skills for Life Speaking and Listening assessment?

A: Yes, the assessor will not conduct the Listening part of Section 4. The learners must complete a Listening task in class, which the tutor logs on the proforma (see Appendix 1) and sends to the assessor at the time of the assessment.

Q: Are there any changes to the timings of an adapted Skills for Life Speaking and Listening assessment?

A: No. There are no changes to the timings of the assessment.

Q: Are there any changes to the assessment criteria of an adapted Skills for Life Speaking and Listening assessment?

A: No. The assessment criteria remain exactly the same for each qualification.

Q: Can my learners still use a visual aid for their talk?

A: Learners can still use PowerPoint presentation or a display board as a visual aid. If they are using a PowerPoint presentation, they can share the screen. All images should be seen clearly by the assessor.

Further Information

If centre staff have any questions about delivering adapted Speaking and Listening assessments or the contents of this document, please contact product@esbuk.org.

Appendix 1
ESOL Skills for Life Speaking and Listening adapted assessments
Listening Task Form
Entry 1

Details of task		
Date task competed		
Speaking and Listening assessment date and assessor name		
Learner name	1.1 Follow the gist of simple verbal communication ✓ or X	1.2 Obtain necessary information from simple verbal communication for a given task ✓ or X
<i>Add rows if required</i>		

**ESOL Skills for Life Speaking and Listening adapted assessments
Listening Task Form
Entry 2**

Details of task		
Date task competed		
Speaking and Listening assessment date and assessor name		
Learner name	1.1 Follow the gist of verbal communication ✓ or X	1.2 Obtain necessary information from straightforward verbal communication for a given task ✓ or X
<i>Add rows if required</i>		

ESOL Skills for Life Speaking and Listening adapted assessments
Listening Task Form
Entry 3

Details of task		
Date task competed		
Speaking and Listening assessment date and assessor name		
Learner name	1.1 Follow the gist of straightforward verbal communication ✓ or X	1.2 Obtain relevant detail from straightforward verbal communication ✓ or X
<i>Add rows if required</i>		

**ESOL Skills for Life Speaking and Listening adapted assessments
Listening Task Form
Level 1**

Details of task		
Date task competed		
Speaking and Listening assessment date and assessor name		
Learner name	1.1 Follow the gist of verbal communication on straightforward topics ✓ or X	1.2 Obtain relevant detail from verbal communication on a straightforward topic ✓ or X
<i>Add rows if required</i>		

**ESOL Skills for Life Speaking and Listening adapted assessments
Listening Task Form
Level 2**

Details of task		
Date task competed		
Speaking and Listening assessment date and assessor name		
Learner name	1.1 Follow the gist of extended verbal communication ✓ or X	1.2 Obtain relevant detail from extended verbal communication ✓ or X
<i>Add rows if required</i>		