

English Speaking Board (International) Ltd. ESB

# ESB Handbook for Skills for Life Centres in the UK





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# Appendices

#### Table 1: ESB Skills for Life Centre in the UK Qualification Titles and Ofqual qualification numbers

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# **1.** Your role as an ESB ESOL Skills for Life Centre in the UK

#### **1.1 Introduction**

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

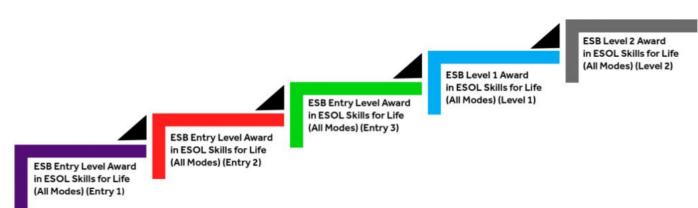
Preparing today's learner for tomorrow's world is something ESB International is passionate about, supporting all learners to develop the oracy and English language skills they need to achieve their aspirations.

We offer a full range of qualifications to suit every learner's needs. Our English for Speakers of Other Languages Skills for Life qualifications (ESOL Skills for Life) build confidence in learners, which is key to unlocking their potential and raising achievement.

ESB International believes that possessing written and spoken English skills provide a gateway not only to improved reading and writing, playing to your learners' strengths and interests, but also to learning across the whole curriculum, equipping them with valuable skills that will last them a lifetime. If you would like to find out more about what kind of skills, experience, and outcomes ESB International assessments can provide your learners, please visit our website <u>www.esbuk.org</u>.

ESB Skills for Life qualifications are based on the National Standards for Adult Literacy and aligned to the Adult ESOL Core Curriculum. They are regulated by the Office of Qualifications and Examinations Regulation (Ofqual), The Council for the Curriculum, Examinations & Assessment (CCEA) and Qualifications Wales (QiW).

Learners working towards our ESOL assessments can attain the vital skills that support engagement in daily life, lead to further learning and education, and gain meaningful and sustainable employment. Our ESOL Skills for Life qualifications assess all four skills and are all externally assessed by trained and standardised markers and assessors. They provide learners with a clear path for English language success and are available at five different levels. Any level may be selected depending on your learners' needs. Each level builds, step by step, on their development from the previous level, enabling every learner to realise their potential, whatever their circumstances.



ESOL Skills for Life Progression Ladder

The assessments are marked and administered externally by ESB International:

 Speaking and Listening assessments take place at your centre, and are delivered by our team of supportive, experienced assessors. ESB International's assessors come from all walks of life but share a common goal to bring out the very best in every learner. Sympathetic to each individual's background and situation, from the moment an assessor meets your learners, provision for ongoing support and encouragement is given. Their input is invaluable to the overall ESB experience. They are annually standardised to make sure that their marking is consistent and that they bring to every assessment session a passion for ESB's core values of providing supportive and enjoyable assessments.

• Reading and Writing assessments are also completed at your centre and sent to be marked by ESB. This gives you more time for teaching, and you can rest assured that your learners will be assessed accurately according to ESB criteria. Our markers are trained and moderated regularly to ensure standardised marking is achieved across all our centres.

ESB International also provides sample papers and teaching and learning resources, to support your teachers with curriculum delivery and support learners in preparing for their assessments. To view our range of resources for ESOL Skills for Life, click here: <u>https://esbuk.org/web/our-teacher-resources/esol-skills-for-life-resources/</u>

Once registered as an ESB Centre, support is available on our website and your Centre's <u>online booking hub</u>, along with bespoke training and guidance for all your staff involved with the learning experience. If you would like to get the maximum benefit from your ESB experience and find out about the type of training available for your Centre, please contact our Business Development Team (<u>business@esbuk.org</u>).

#### **1.2 Role of Centres**

As an Awarding Organisation, ESB International appears on Ofqual's <u>Register of Regulated Qualifications</u>. Ofqual (The Office of Qualifications and Examinations Regulation) regulates qualifications, examinations and assessments in England. Set up in 2010, under the Apprenticeships, Skills, Children and Learning Act 2009, it is a non-ministerial government department. As an Awarding Organisation, ESB International is required to follow Ofqual's General Conditions of Recognition. These apply to all the qualifications and organisations which Ofqual regulates.

As an ESB Skills for Life Centre in the UK, you must follow the instructions within this handbook to ensure that ESB International is fulfilling Ofqual's General Conditions of Recognition. The handbook supports you to act professionally, ethically and to deliver the qualifications in accordance with required standards, as does the training, guidance and other documentation provided to you by ESB International. If you fail to carry out activities in accordance with the handbook, this will be managed in line with our Preventing and Managing Malpractice and Maladministration Policy. Outlined in this policy are the sanctions that can be served on you as a Centre, or your ESB designated staff and learners if their actions prevent ESB International from fulfilling their regulatory requirements. Centres can be disqualified or suspended, and their learners may have results voided or be barred from taking assessments in the future with ESB International.

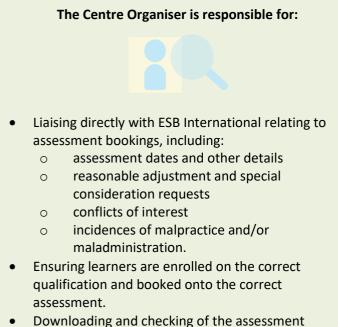
Thank you for choosing ESB International qualifications. We look forward to a professional relationship with you and a rewarding experience for your learners.

#### 1.3 Centres operating as part of a group (e.g. College consortium, partnerships, etc.)

If your centre is part of a group, e.g. a college consortium, it is important that assessment bookings and assessments are managed effectively and efficiently. This requires up-to-date information relating to centre contacts and good lines of communication between the overarching centre and each individual centre. Please do contact the team at <u>customer@esbuk.org</u> if you would like to discuss your centre's needs.

#### 1.4 Role of Centre Organisers

A Centre must have appropriate resources to support the smooth running and the integrity of ESB International assessments. Centre Organisers are key to this and are appointed to a position of trust. They should possess the qualities of integrity and vigilance to conduct the assessments in exact accordance with the Handbook. Some centres will have Exams Officers in place to fulfil this role.



- Downloading and checking of the assessment papers, ensuring security and prompt return of the assessment materials
- Ensuring assessment rooms/are available and setup according to the guidance in this handbook, prior to an assessment.
- Ensuring the smooth running of assessment days.

#### The Centre Organiser should demonstrate:

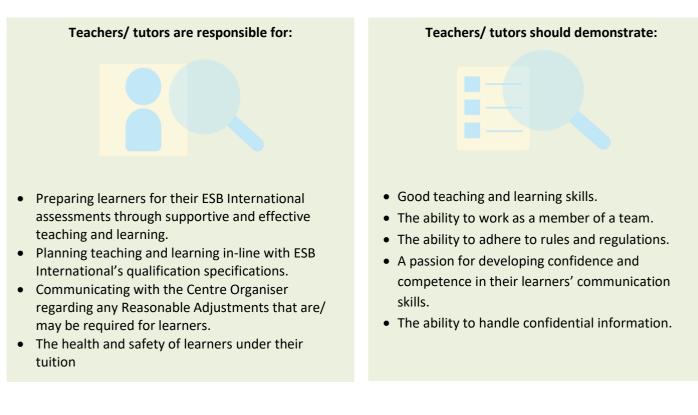


- Good communication, IT, administrative and organisational skills.
- The ability to work as a member of a team.
- The ability to adhere to rules and regulations.
- The ability to think clearly and make correct decisions in the event of an emergency in the assessment room.
- The ability to handle confidential information.

*Note* – Any potential Conflict of Interest must be reviewed prior to the appointment of a Centre Organiser and managed in accordance with ESB International's <u>Conflict of Interest Policy</u>.

#### 1.5 Recruitment of teachers/ tutors

A Centre must ensure they have teachers/ tutors who possess the expertise, experience and integrity required to effectively prepare learners for their ESB International assessments.



- Teachers/ tutors must demonstrate an appropriate level of teaching/training competence through an appropriate teaching qualification and/or other supporting documentation
- Any potential Conflict of Interest must be reviewed prior to the appointment of a teacher/ tutor and managed in accordance with ESB International's <u>Conflict of Interest Policy</u>.
- The CVs of teachers/ tutors, along with any supporting documents, e.g. certificates, must be retained for audit by ESB International.

#### 1.6 Insurance and Health and Safety

- Centres are responsible for ensuring that they have adequate insurance cover for the running of the assessments at their chosen venues and that licences/permission are obtained as necessary
- Centres are required to comply with all health and safety regulations that apply under law

#### 1.7 Marketing

ESB International's name and logo is available for use on ESB International marketing materials and by ESB International customers and partners. Centres are not allowed to use ESB International logos for their marketing purposes unless prior permission and guidance is given to them in writing by ESB International. Where permission has been granted to use an ESB International logo, you must not alter the ESB International logos provided in any way including (but not limited to) by changing any colours, or by distorting, skewing, stretching, tilting or angling it. Centres should look to <a href="https://esbuk.org">https://esbuk.org</a> for all formal specifications, policies and procedures and processes, which will be kept up to date. Any regulatory logos, for example Ofqual, are not permitted to be used by Centres.

# 2. Your ESOL Skills for Life journey – preparing your learners

Please read about the support that ESB will provide to your Centre to prepare your learners for their assessments.

#### 2.1 Training, Resources, Specifications and Contacts



#### Training

Here at ESB, we aim to ensure all Centres and learners feel supported from the outset right through to completion of their ESB journey. Our trainers share with teachers/tutors classroom activities to embed and build oracy skills and knowledge as well as guiding teachers/tutors to understand the levels of performance and our assessment criteria. Embedding oracy into classroom practice and the curriculum is something we are passionate about and that's why we offer bespoke training for Centres at all levels.

We want to ensure all our teachers, tutors and learners get the maximum benefit from their ESB experience with learners developing their oracy skills in an encouraging environment which focuses on their personal growth and confidence.



#### Resources

ESB provides a wide range of online teacher/tutor support resources for our Speech and Language qualifications. These resources are intended to help teachers effectively prepare their learners for the assessment, so that all learners have the confidence to demonstrate their skills and knowledge. You can access these resources free-ofcharge, at any time. Please <u>click here</u> to access our online resources.

Following guidance documentation is also available for tutors preparing learners for the assessments: ESB-INFO-27 ESOL Skills for Life - Marking guidance for Writing assessments (Appendix 7)



#### Specifications

To view a detailed specification for any of our ESOL Skills for Life qualifications, please <u>click here</u> to view our qualification filter page. On this page, you can search for specific qualifications or use the filter questions on the lefthand side of the page to find qualifications which match your learners' needs. Once you have found the qualification that you are interested in, you can download its specification. Our specifications are intended to support teachers in the classroom and include information on how the assessments will be conducted and the skills, knowledge and understanding to be assessed.



#### Contacts

We are always happy to give advice and help on all aspects of ESB assessments. The table below has the contact details for the relevant teams if you have any questions regarding our qualifications or wish to simply have a chat about the options available.

ESB Team and Function	Email	Telephone
Customer Experience	customer@esbuk.org	01695 573439
Bookings and 'My ESB Hub' questions		Option 2
Product Development	product@esbuk.org	01695 573439
Further qualification guidance		Option 4
Finance	accounts@esbuk.org	01695 573439
Invoice queries		Option 3
IT	itsupport@esbuk.org	01695 573439
		Option 0
Business Development	business@esbuk.org	01695 573439
Training, Personalised CEO visits		Option 1
Quality Assurance	qualityassurance@esbuk.org	01695 573439
Policies and Procedures		Option 0

## 3. Preparing for your assessments

#### 3.1 Booking

ESB International offers two types of assessments for its ESOL Skills for Life Centres in the UK:

- face-to-face assessments with an ESB Assessor that confirm learners' speaking and listening skills
- paper based assessments delivered by the Centre that confirm learners' reading and writing skills

Please see Table 1 on page 39 for a list of all ESB ESOL Skills for Life qualifications, which are available.

How do I book?

Assessment bookings are registered onto the My ESB Hub Login | ESB Hub (esbuk.org), including the Centre's assessment date(s), expected numbers of learners and qualifications/levels they wish to book.

#### **Minimum fees**

A minimum fee is payable for ESOL Skills for Life Speaking and Listening assessments. This is calculated per assessor per assessor session. More details of our current prices can be found on <u>our website</u>.



Please note the minimum advanced booking period is <u>4 weeks</u> for ESOL Skills for Life <u>Speaking and</u> <u>Listening</u> assessments.

Our ESOL Skills for Life **<u>Reading</u>** and ESOL Skills for Life **<u>Writing</u>** assessments delivered by the centre can be booked up to **<u>2</u>** days before the assessment date.

Please visit our website for more information on fees here: <u>https://esbuk.org/web/centre-fees/</u>.

Please use the quotation system within <u>My ESB Hub</u> to check the pricing before booking your assessments.

'How to' Video Presentations
Please use links below for simple, user-friendly video presentations:
Book your assessments (UK-based centres) - English Speaking Board (International) Ltd. (esbuk.org)

We've simplified the way you book assessments with us.

My ESB is designed to be intuitive, so that the process is easy to follow and fuss-free. However, we have put together some step-by-step diagrams to introduce you to the new way of booking.

1. Log on by entering your current ESB email address and password and click 'Login'.

	ESB®
	Login Email deborah.bassett@esbuk.org
and the second se	Password  Login

Welcome to My ESB. This is your hub where you can make and manage all your bookings, request Reasonable Adjustments, manage candidates, update your centre details, and access online resources and IT support.

ESB	Bookings & Quotes			Sign out jacqui kee123@yopimaii.com (cilient) €
Bookings & Quotes Centre Details Online Resources IT Support	Make a Booking  • Create a booking		Confirmed Bookings  Amend confirmed booking d Manage Candidates Request Reasonable Adjustmen	
		Make a Booking 🔶		Vew Confirmes Bookings $\rightarrow$
	Saved Bookings <ul> <li>Amend incomplete bookings</li> <li>Submit Bookings</li> </ul>		Pending Bookings <ul> <li>Amend submitted booking d</li> </ul>	etalla
		View in-progress bookings 🔿		Vew Pending Bookings 🔿
	Previous Bookings • Previous bookings • Cancelled bookings	Get a Quote Find a quote for a new booking	ı	Saved Quotes  Beview saved quotes Use saved quotes to create a booking
	View Previous Bookings 🔿		Get a Quote 🔿	View Saved Quotes

THIS IS WHAT YOUR 'MY ESB' HUB WILL LOOK LIKE.

### 2. Click on the segment called 'Make a Booking'.

Bookings & Quotes	Bookings & Quotes			Sign out jacqui lee 123@yopmail.com (client)
Centre Details Online Resources IT Support	Make a Booking Create a booking		Confirmed Bookings  Amend confirmed booking d Manage Candidates Request Reasonable Adjustment	
	Saved Bookings <ul> <li>Amend incomplete bookings</li> <li>Submit Bookings</li> </ul>	Marke a Society of A	Pending Bookings <ul> <li>Amend submitted booking d</li> </ul>	ven Continnes Boourge I I
	Previous Bookings  • Previous bookings • Cancelled bookings	Ver in-progress backings	9	Veri Perding Society
	View Previous Bookings 🔿		Get a Quote 🔶	View Seved Quotes 🔶

This will take you to the filter questions.

3. To narrow down the list of qualifications you would like to book, please click the skills you want your learners to improve on the right-hand side.

Wha	skills do you want your learners to improve?
English language for speakers of other languages: tick as many as are relevant to you: Employability Skills Reading Speaking and Listening Writing	Speech and communication can be for native speakers or speakers of other languages: tick as many as are relevant for you: Debating skills Finployability skills Group Speaking Group Speaking Group Speaking First-first
	Skip filters and show me everythin

#### 4. Once you have answered some of the filter questions, click 'Next' at the bottom.

ESB	✓ Key Stage 3
	Key Stage 4
Quotes & Bookings	Key Stage 5
Centre Details	Year Group
	EVFS
Online Resources	Year 1
IT Support	Year Z
	✓ Year 3
	V Year 4
	Vear 5
	Vear 6
	Vear 7
	Year 8
	Year 9
	Year 10
	Year 11
	Year 12
	Year 13
	Or what is the level of qualification you're interested in?
	Entry 1
	Entry 2
	Entry 3
	Level 1
	Level 2
	Level 3
	Level 4
	Pre-Entry
	Next Contraction of the second s
	A CONTRACTOR OF THE OWNER OWNE

5. Select the qualification(s) you would like to book to add it to your 'basket' and click 'Continue'.

ESB	Please select a qualification	Selected Qualifications
iotes & Bookings	ESB Entry Level Award in Group Speaking (Entry 3)	#19 Bummatten in Spectra
Centre Details	See details	Colo Bernine Handler in Speech Groude 22 (Globel 2) 133.00
nine Resources	Speech - UK	Continue ->
IT Support	ESB Entry Level Award in Speech (Entry 1)	Continue ->
	See details	the state of the s
	Speech - UK	
	ESB Entry Level Award in Speech (Entry 2)	
	See details	Need help with funding?
	Speech - UK	The Christabel Burniston
	ESB Entry Level Award in Speech (Entry 3)	Fund was established in honour of ESB's founder
	See details	Christabel Burniston MBE.
	Seerch - UK SQA	Get in touch
	ESB Examination in Speech: Grade 1 (Grade 1)	
	See details	
	Speech - UK SQA	
	ESB Examination in Speech: Grade 2 (Grade 2)	
	See details	
- 7	Speech - UK SQA	
	ESB Examination in Speech: Grade 3 (Grade 3)	
	See details	

6. Select your assessment venue(s) from the drop-down menu and click 'Next'.

	Step One (Select Venues)	Step Two (Booking Details)
Please select the Assign Venues Select venues Jac Lee centre, Main HQ 12 Smithstown, Scottsvilla, Uni Kingdom extra venue for Jac Lee cent Smithstown	ited	
another site Jac Lee address Jacksonville	s,	

Step One (Select Venue	Step Two (Booking Details)	Step Three (Review)
ction	By clicking <b>Add Session</b> below you'll be able to select a date and time for your assessments to take place and the number of candidates you wish to submit for each qualification.	
	Add Session	

7. To begin creating a session for your selected qualification, click 'Add Session'

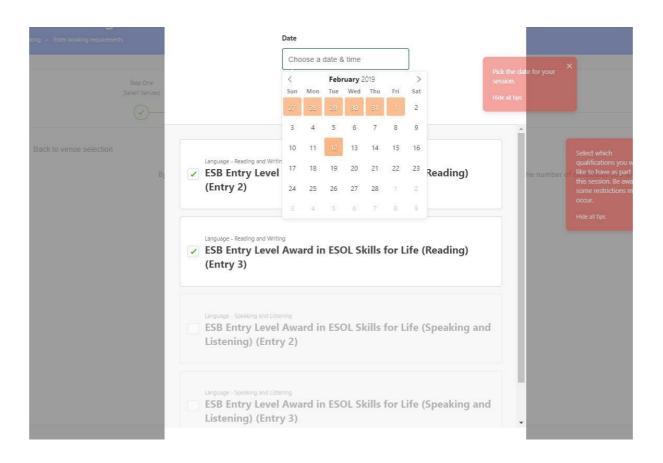
8. If you only want to book one qualification, simply select a time and date from the minicalendar, tick your qualification and click 'Add Session'.

Step One (Select Venues)	Sele	ect the	date ar	nd time	you wa	int this	sessior	Step T n to rur		
		Date Choose a date & time								
By		< Sun 27/	Mon 28	Febr Tue	Wed		Fri	> Sat 2	Pick the da session. Hide all tips	te for your he number of candida
	Language - Speaking and Lisi	3 10	4 11	5	6 13	7 14	8 15	9 16		Select w
	ESB Entry Leve Listening) (Entr		18 25	19 26	20 27	21 28	22	2	(Speaking and	qualifica like to h this sess some re occur.
			4	5	6	7				Hide all ti
	Add Session									

ESB-HBK-C29 ESB Handbook for Skills for Life Centres in the UK Issued by: Anna Domaszek, Quality Assurance Manager Authorised by: Tina Renshaw, Chief Executive During our peak periods, dates in a red colour are unavailable. You may be able to book amber-coloured dates, but we cannot guarantee assessors will be available on this date. Please note that we have a 28-day minimum booking period, so these dates will appear as amber during non-peak times.

- 9. If you want to book more than one qualification, tick all the qualifications you wish to put into a session, select a time and date using the mini calendar, and click 'Add Session'.
- 10. To continue adding sessions, click 'Add Session' and follow Step 10 for your remaining qualifications.

Sessions can be booked on different days within a two-week time frame.



11. Enter your desired number of candidates for each qualification in the box provided. It will give you the maximum number of candidates you can enter for each assessment.

Session 1 - 1 hour, 45 minutes	14/02/2019 09:00
Language - Reading and Witting ESB Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	Number of Candidates 45 Maximum of 1000 Candidates
Vou can exit this session X Language - Re- fly clicking: "Edit Session" ESB Entry Levin path ray in society kits for Life (Reading) (Entry 3) clicking "Add Session" again. Remember to save before continuing to the next step.	Select the number of under of Candidates candidates for each qualification here. Yes 69 can create multiple sessions of LManure of 1000 Candidates examity you need to examity you need to
C Edit Session Hoder al type	Hide all tips
Session 2 - 4 hours, 10 minutes	22/02/2019 09:00
Language - Speaking and Listening ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	Number of Candidates
Language - Speaking and Listening ESB Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	Number of Candidates
	Delete Session 🛞
Add Session	

12. This will automatically change your estimated total cost shown at the bottom right of your screen.

Total C Estimated Total Session C	andidates: 122 ost: <b>£1,958.00</b>
Save Booking	Next

Click 'Next' to proceed with your booking, or 'Save' it to confirm the booking at a later dat

13. You will then be asked to review your booking details, before clicking to confirm that you have read the Terms & Conditions and you understand that your total cost is subject to change if alterations are made to the booking.

,	n ESOL Skills for Life (Spea	king and Listening) (Er	ntry 2)
Duration: 2 hours, 10 min	nutes		
ESB Entry Level Award i	n ESOL Skills for Life (Spea	king and Listening) (Er	ntry 3)
Duration: 2 hours			
	subject to change if I make Conditions attached to this		i
			A minimum fee of <b>£450.00</b> will be invoiced to sec

Once you are happy, click 'Make Booking' to submit your booking.

#### 14. Your booking has been submitted and is now Pending.

Step On (Select Ven		Step Three (Review)
	Vour booking has been submitted for approval, we will contact you once confirmed or you can log back in to this hub to view an update on your booking progress.	
	View Pending Bookings	

Once an assessor or marker has been assigned to the sessions, you will receive a notification that the booking has been confirmed. You can then begin managing your candidates and request Reasonable Adjustments in 'Confirmed Bookings'.

#### 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 <u>My ESB Hub</u>. Prior to the assessment date, Centres can make changes subject to the rules built into <u>My ESB Hub</u>.

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 <u>fees list</u> on our website for all cancellation fees and associated time periods. In some instances, due to unforeseen events, ESB International reserves the right to cancel assessments at short notice. Every effort will be made to minimise the disruption.

Should you need to change your booking and have any queries regarding the options available please contact our customer experience department on <a href="mailto:customer@esbuk.org">customer@esbuk.org</a>

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 <u>Absence Through Illness Policy</u> on our website. **The centre must notify ESB before the assessment takes place of any known absentees otherwise they will be charged.** 

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

ESB International 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 a photo ID for each registered learner has been checked and verified as an official proof of identity. The following photo IDs are acceptable:



- Passport or other photo ID issued by a Government agency or local authority
- Photo driving license
- UK Armed Forces photo ID card
- College photo ID (for Further Education College or Adult Learning Centres only)

Learners without such ID will <u>not</u> be prevented from taking the assessment, but will not be resulted until valid ID is confirmed by the Centre and presented to ESB International. 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.

#### 3.3 Reasonable Adjustments (RAs) and Special Considerations

Access arrangements for learners requiring reasonable adjustments must be agreed by ESB International before the assessment day. Please see our <u>Reasonable Adjustments Policy</u> on our website for information about the types of accommodations that are available and how to apply for them. Once an accommodation has been agreed, the assessment must proceed accordingly. Please contact <u>product@esbuk.org</u> for any queries about reasonable adjustments.

#### 'How to' Video Presentation

Please use link below for a simple, user-friendly video presentation on:

How to apply a reasonable adjustment: <u>Book your assessments (UK-based centres) -</u> English Speaking Board (International) Ltd. (esbuk.org)

Special Considerations are available for learners who have been fully prepared to take their assessment, but their performance during the assessment was affected by adverse circumstances beyond their control e.g. temporary illness, bereavement, issues with assessment protocol etc. ESB-FRM-33 UK Special Consideration Request Form (appendix 2) should be used to request special considerations for the learner affected and submitted to ESB International via your Centre Organiser within 24 hours of the assessment taking place.

#### 3.4 Guidance for learners

Invigilators should draw learners' attention in advance to the required proof of identification, the need for prompt arrival for the assessment, belongings and revision 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.

#### 3.5 Assessment rooms

It is the responsibility of the Centre Organiser to ensure that all assessment room(s) are correctly set up in accordance with the following instructions:

- Display clear direction signs to guide learners to the Assessment Room and place appropriate signs to alert others that an assessment is taking place.
- Check that there is nothing in the environment that might disrupt the assessment, e.g. parents waiting outside
- 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

Please see further requirements specific for ESOL Skills for Life Speaking and Listening assessments as well as ESOL Skills for Life Reading and Writing assessments in their respective sections of the handbook.

### 4. ESOL Skills for Life Speaking and Listening Assessments

#### 4.1 Before your ESOL Skills for Life Speaking and Listening assessment

#### **Terms and Conditions of booking**

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

- A <u>Centre approved</u> adult must be present for ESOL Skills for Life Speaking and Listening assessments with learners under the age of 18 or with vulnerable adults. Please see our <u>Safeguarding Procedure</u> on our website referring to working with children, young people and vulnerable adults, to verify when an approved adult is required. Please note that the centre approved adult must attend the assessment for Tasks 1, 2 and 3 but must leave the room for Task 4 – the Listening task.
- It is the responsibility of the Centre to ensure that each learner over the age of 18 presents photo ID on the day of the assessment. Please refer to section 3.2 on identification.

# Checklist

Once you have completed your booking and received confirmation via the Hub, please follow the checklist below to make sure you and your learners are fully prepared for the assessment day.

✓ I have sent a copy of the learner topic lists to the Assessor(s), in advance of the assessment. The topic list includes the Learner's ID, first and last name, the title of their talk and chosen book, poem or extract. This information must be sent securely to the assessor(s) (via WeTransfer). Assessors will not accept learner's data within the body of an email or as an attachment.

 $\checkmark$  I have created a timetable for the day(s) detailing the order of the assessments and I have shared this with the Assessor(s).

✓ I have uploaded the learner's names, including any reasonable adjustments, to My ESB Hub before midnight the day before the assessment. Centres can upload learners' names at any time, once the assessment has been booked and confirmed.

✓ I have ensured that all learners over the age of 18 have provided photo identification and this has been checked and verified as an official proof of identity. The Centre must be able to confirm the learner who took the assessment is the same person presenting the ID.

✓ I have arranged for a Centre-approved adult to be available for any learners under the age of 18.

For further guidance on preparing for your assessments, please follow the below link, which includes video guides, timetabling guidance and more!

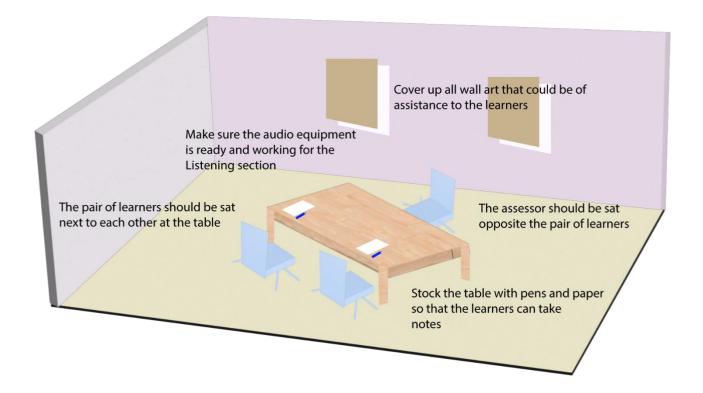
Preparing for your Assessments

#### 4.2 Room layout for ESOL Skills for Life Speaking and Listening assessments

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

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 or screen should be provided for Level One and Two learners.



#### 4.3 Structure of an ESOL Skills for Life Speaking and Listening assessment day

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





#### 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 tell learners at the start about timekeeping and how they will indicate that the limit has been reached, e.g. by raising their hand or pointing to a watch.

#### Audio/visual material

Centres should make arrangements for the effective display and use of audio/visual material, and for any equipment such as computers and projectors to be ready and in working order. Learners should be able to start their presentations with the minimum of delay, so ensure they are easily accessible during the session.

#### Timetabling

It is important to ensure that assessment days are planned effectively so that your learners have a positive experience and our assessors are able to get the best out of them. Please use our <u>interactive timetable</u> to schedule your assessments and share this with your assessor/s prior to the assessment day. The running order of learners is at the discretion of the centre organiser.

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. 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

Learners waiting for their assessment should be in a room close to the assessment room and should be accompanied by a teacher (or other designated centre staff member) 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.

Incidents

Should any issues occur during the assessment day, including but not limited to: Fire alarms, Learner issues, Equipment

Please ensure ESB-FRM-08 Incident Report Form (appendix 1) is completed and submitted to ESB International via ESB's assessor or your Centre Organiser within 24 hours of the assessment taking place.

Qualification Level	Qualification Timings per Pair or Group	Max Learners per day
Pre-Entry	30 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

#### Recommended maximum learner numbers per assessor/day

\*Based on a group of 6 candidates

#### 4.4 Remote, online assessments

In exceptional circumstances where face-to-face assessments cannot take place (for example, a viral outbreak), we may able to provide remote, online assessment that have the same content and procedure as face-to-face assessments. All remote, online assessments must be requested in writing and approved by ESB International.

ESB-INFO-21 Centre Guidance for Adapted ESOL Skills for Life Speaking and Listening Assessments under VCRF 2021 - Synchronous adaptation using video conferencing should be used by teachers, Centre Organisers and any other support staff as guidance to cover adaptation in the following situations:

- 1) learners and teachers can be together in class but the assessor cannot travel to or enter the centre or
- 2) teaching and learning is taking place remotely.

If you require a remote, online assessment, please send an email to <u>customer@esbuk.org</u> requesting a remote, online booking before registering the bookings on the My ESB Hub.

Please note the minimum advanced booking period for remote, online assessments is 28 days. Once approved, we will provide you with relevant guidance.

Remote, online assessments are charged at standard UK fees.

## 5. Planning your ESOL Reading and Writing Assessments

ESB Reading and Writing assessments are 100% externally assessed, which means ESB will mark all of the assessment once completed. They are completed at the learners' centre at a time convenient to both, the centre and learners.

#### 5.1 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 WeTransfer link. All assessment materials should be checked immediately after they are downloaded and must be put into your secure storage facility, i.e. safe/security cabinet/covered shelving in a 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 WeTransfer link If the link 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
  - ✓ Mobile phones posters
  - ✓ Attendance Register

#### 5.2 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.

#### 5.3 Assessment room requirements:

- 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
- ESB-INFO-04 Unauthorised Items Poster (Appendix 5) must be displayed outside and within each assessment room.
- The regulations governing how learners should behave during the Reading and Writing assessments are summarised in the ESB-Information-05 ESOL Skills for Life Reading and Writing Assessment Rules (see appendix 6) which must be clearly displayed in each assessment room. Learners' attention should be drawn to this information before the assessment.
- A blackboard/flipchart/whiteboard should be visible to all learners showing the centre number and the actual starting and finishing times of each assessment

• 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.

#### 5.4 Assessment day procedures – instructions for Invigilators/Supervisors

Learners must be supervised during the ESOL Skills for Life Reading and Writing 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 as an 'invigilator'

Invigilators and Supervisors 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.

#### Note: the supervisor (if nominated) has the overall responsibility of the session.

#### General

- Where assessments take place in separate classrooms, there must be invigilators available outside the rooms in case an invigilator inside a room needs assistance and/ or needs to leave the room
- The supervisor and/or invigilator should not be an English language teacher of any learner in the room
- Question papers must not be released to the invigilator/s more than 30 minutes before the start of the assessment.

#### Admitting and seating learners for the assessment

- The learners should arrive 15 minutes prior to the start time of the assessment. The supervisor and invigilators on duty must ensure all learners are seated in good time for the beginning 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)
- All learners must have their registration number for each assessment being taken
- Learners should face in the same direction and be seated in learner number order.
- 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.
- Learners must place their means of identification on their desks
- Invigilators must ensure only pens and means of identification are on learners' desks
- Any changes made to seating arrangements during the assessment must be noted on the seating plan and an Incident Report Form must be completed, providing reasons for the amendments
- Learners must not be more than 10 minutes late for the assessment. Learners arriving more than

#### 10 minutes late for the assessment must not be allowed in.

- Learners must ensure that mobile phones, smart watches 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, smart watch or other electronic device, they will be required to leave the assessment room and must not be re-admitted.
- Invigilators must ensure that the number of learners present and absentees tallies with the total number of learners allocated to that room.

#### **Starting the Assessment**

- Papers should be distributed face down once all the learners are seated
- When all papers have been distributed, the Invigilator 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 invigilator must remind learners of the rules regarding leaving the room, cheating or communicating with other learners once the assessment has started

#### Invigilation

- Invigilators must read the assessment rules to the learners before the assessment start time
- At the appointed time, the 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.
- Five minutes after the assessment has started, the invigilators must:
  - ✓ check each learner's identity Invigilators must verify the details and photograph on the learner's ID card. Any learner arousing suspicion must be removed from the room
  - ✓ complete ESB-FRM-09 Seating Plan (Appendix 3) by entering each learner number on the grid
  - ✓ each learner should be accounted for on the ESB-FRM-11 ESOL Skills for Life Reading and Writing Register (Appendix 4) and absences noted on the attendance register
- The 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
- 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.

#### During the assessment Invigilators are not permitted to:

- read or carry out any other work for the duration of the assessment
- leave the assessment room unattended for any reason

#### During the assessment Invigilators must:

- monitor learners throughout the assessment at intervals by walking around the room
- only sit where they have full view of the learners
- complete ESB-FRM-08 Incident Report Form (Appendix 1) for any incidents affecting the assessment

#### If a learner:

- requests additional paper for their answers, the invigilator must ensure that it is securely attached to the question paper at the end of the assessment
- needs to use the toilet, he or she must raise their hand and wait for an invigilator/supervisor to
  escort them (Learners can only leave the room escorted by an Invigilator)
  Learners who leave the assessment room unescorted will not be re-admitted into the assessment
- has a problem/query, they should raise their hand and wait for an invigilator to come over.

#### **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.
- 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

#### Finishing the assessment

When the assessment time is finished the invigilators will:

- Instruct the learners to put down their pens and to remain seated until the assessment paperwork is collected and counted and they are allowed to leave the room
- Instruct the learners not to speak until they have left the assessment room
- Collect the assessment paperwork (question paper and answer sheets if relevant) from all learners ensuring that each learner has completed their details including name, learner number, centre name, booking number and date of the assessment

- Collect any spare question papers and answer sheets if relevant.
- Count all completed assessment papers
- 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
- As some assessments may still be in progress in other assessment rooms, invigilators present outside of the classrooms may be required to supervise leaving learners to ensure that remaining learners are not disturbed.
- return completed ESB-FRM-09 Seating Plan (Appendix 3) and ESB-FRM-11 ESOL Skills for Life Reading and Writing Register (Appendix 4) and any completed ESB-FRM-08 Incident Reports Form (Appendix 1) with the assessment papers to the supervisor (if appointed) or the exams officer

#### 5.5 Post Assessment Responsibilities

- 1. The supervisor/exams officer must ensure the following are placed in a secure bag addressed to ESB:
  - Assessment papers
  - Unused scripts
  - Seating plan completed with the required details for each assessment room
  - Attendance list fully completed for each level or session with all absentees noted
  - Incident Report Form/s 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 (signed for) 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.

# 6. Receiving Results and Certification

#### 6.1 Receiving Results

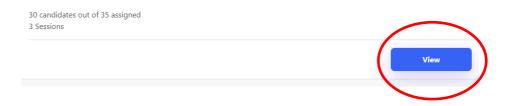
#### How do I get my learners' results?

You will receive your learners' results for ESOL Skills for Life Speaking and Listening assessments within 5 working days of the assessment.

You will receive your learners' ESOL Skills for Life Reading and Writing results 5 working days after the receipt of the assessment papers from your centre to ESB International. However, **during the peak period of 1<sup>st</sup> May – 31<sup>st</sup> August, this will be 10 working days.** 

Once the results are released, you will receive an email notifying you. You can access each learner's results in your My ESB Hub.

Go to Previous Bookings and select View against the relevant booking.



Under Available Reports, select 'Download Report' to access the results for each learner. You can download the report as a PDF or download a results list, using the drop-down menu.

#### Available Reports

As our assessors upload their reports they will be made available to you below.



#### 'How to' Video Presentation

Please use link below for a simple, user-friendly video presentation on:

Accessing learners results: <u>Video presentations - English Speaking Board (International)</u> Ltd. (esbuk.org)

#### 6.2 Certification

All successful learners receive a certificate.

The certificates are provided within 10 working days of the results being issued. To allow for sampling and standardisation procedures, results cannot be regarded as final until confirmed by certification.

#### **6.3 Replacement Certificates**

ESB Centres or learners can request a replacement certificate if it has been lost, damaged or if the information is incorrect, for example, misspelt learner name. The Replacement Certificate Policy and forms can be found on the website <a href="https://esbuk.org/web/about-us/policies-and-procedures/">https://esbuk.org/web/about-us/policies-and-procedures/</a>

# 7. Enquiries, Complaints and Appeals

ESB International understands that sometimes things can go wrong. In our commitment to delivering an outstanding customer experience, we would like to hear from you. In the event that ESB International have failed to carry out, or act on something which falls under ESB International's responsibility, we will always endeavour to put things right.

ESB International are committed to ensuring that:

- No one should be inhibited, disadvantaged or discriminated against when making a complaint or appealing a complaint outcome.
- Clients can be confident that all complaints will be treated with equal diligence.
- Clients are treated with courtesy and receive the appropriate contact, as and when necessary, throughout the handling of a complaint or appeal following a complaint outcome.
- When mistakes happen, ESB International will acknowledge them, we will apologise, and always endeavour to explain what went wrong and put things right as quickly and efficiently as possible.
- ESB International are committed to continuous improvement, and as such we value the lessons learnt from complaints and use them as an opportunity to improve our services to you.

All enquiries must be made through the Centre Organiser. The Centre Organiser must send an enquiry to <u>ESB</u> within 15 working days of receiving the results to <u>customer@esbuk.org</u>.

The Centre must provide the following information in writing as applicable: Centre name, Centre Organiser's name, candidate/learner's name and ESB Registration ID, Title and level of the qualification/units, Date of examination, Result, Issue.

ESB International will <u>acknowledge receipt of the enquiry within 2 working days.</u> ESB International's Senior Assessors will:

- Review the Reports/results
- Contact the Assessor(s) to confirm and seek further information
- Review all associated documentation
- Notify the Centre organiser of <u>the result of their enquiry within 15 working days of receipt of it</u>. The decision and outcomes may be to upgrade, downgrade and/or uphold the original examination result. Any replacement documentation will be issued without charge.

ESB International defines **a complaint** as any expression of dissatisfaction about the way in which it has carried out, or failed to carry out, its work and which requires a response from ESB International.

If you would like to make a complaint, email us at <u>customer@esbuk.org</u>. The Customer Experience Team is responsible for taking receipt of, logging and <u>acknowledging receipt of a complaint within 2 working days</u>. The Customer Experience Manager will review the complaint, and any supporting evidence in its entirety. The Customer Experience Manager will <u>respond to the complainant with an outcome within 15 working days of the receipt of the complaint</u>.

**An appeal** must be submitted to ESB International in writing <u>within 10 working days from the date the original</u> <u>enquiry or complaint decision</u> was sent to the enquirer or complainant. ESB International will <u>acknowledge receipt</u> <u>of the appeal within 2 working days.</u>

Appeals should be emailed to the Chief Executive of ESB, <u>Tina.Renshaw@esbuk.org</u>. The Chief Executive will convene a panel within 15 working days of receiving an appeal. The decision regarding the outcome of the appeal will be communicated to the complainant, <u>within 20 working days of receipt of a request for an appeal.</u> A letter outlining the detail of the investigation will be issued to the complainant giving a full explanation of the outcome.

## 8. Your feedback to us

ESB International is always looking at ways to improve its service to its Centres. The best way to do this is to find out exactly what individual Centres want – deliver it where possible – and as a result build customer loyalty and high satisfaction levels. Your honest feedback enables ESB International to provide an outstanding customer experience to all.

You can share real time feedback and experiences with ESB International through our Trustpilot Account!

Please follow this link to start your Trustpilot review (you will need to have booked an assessment with us in order to leave a review): <u>https://uk.trustpilot.com/evaluate/esbuk.org</u>

You will need to register as a Trustpilot user to leave a review. If you do not already have an account, this will be done automatically.

If you need any guidance on how to write a review, please read Trustpilot's guidelines here: <u>https://uk.legal.trustpilot.com/for-reviewers/guidelines-for-reviewers</u>



# 9. Our engagement with you

#### 9.1 Website News and Updates

To keep up to date with all that's happening at ESB, please regularly check our News Page, which you can access by clicking here: <u>https://esbuk.org/web/news/</u>.

#### 9.2 ESB News

Discover what our Centres and learners have been up to in our ESB News. They are regularly issued and distributed to all our centres: ESB News Archives - English Speaking Board (International) Ltd. (esbuk.org)

#### 9.3 Refresher training and new resources

ESB International offers bespoke training to both new and established Centres - please refer to <u>https://esbuk.org/web/centre-fees/</u> for prices of online training and email <u>business@esbuk.org</u> to book a training session. Resources are frequently updated, so please check our News Page for updates and click <u>here</u> and <u>here</u> to see some recent resources.

#### 9.4 Monitoring and Review

ESB International and its regulators reserve the right to make additional visits to Centres, or seek additional information from Centres, if deemed necessary. ESB International may remove recognised Centre status at any time, but will endeavour to minimise disadvantage to learners affected. Please refer to our Malpractice and Maladministration Policy on our website <u>https://esbuk.org/web/about-us/policies-and-procedures/</u>

Ongoing monitoring and review is achieved by:-

- Centres' annual update of recognised Centre status information
- > External assessment and assessor feedback to ESB International
- Centre feedback surveys following assessments
- Centre Inspections

#### 9.5 Invoicing

#### **Invoicing Policy**

ESB International fees and charges are published annually and are available on our website <u>www.esbuk.org</u>. Our Invoicing Policy can also be found on the website <u>https://esbuk.org/web/about-us/policies-and-procedures/</u>. All fees are payable in full once invoices have been received.

#### **Payment details**

All payments are to be made to English Speaking Board (International) Ltd. Payments can be made using:

- BACS
- Cheque

#### 9.6 Malpractice and maladministration

In accordance with condition A6 and A7 of Ofqual's Conditions of Recognition, ESB International must take all reasonable steps to identify the risk of the occurrence of any incidents which could have an adverse effect. If such an incident occurs, ESB International must promptly take all reasonable steps to prevent the Adverse Effect and, mitigate it as far as possible and correct it, and give priority to the provision of assessments which accurately differentiate between learners on the basis of the level of attainment they have demonstrated and to the accurate and timely award of qualifications.

An act, omission, event, incident, or circumstance has an Adverse Effect if it gives rise to prejudice to learners or potential learners, or adversely affects the ability of the awarding organisation to undertake the development, delivery or award of qualifications in accordance with its Conditions of Recognition, the standards of qualifications which the awarding organisation makes available or proposes to make available, or public confidence in qualifications.

In accordance with Condition A8 of Ofqual's Conditions of Recognition ESB International must take all reasonable steps to prevent the occurrence of any malpractice or maladministration in the development, delivery and award of qualifications which it makes available or proposes to make available.

ESB International has a defined Preventing and managing Malpractice and Maladministration policy which must be followed by and communicated to all staff and learners involved in the delivery of ESB International qualifications. The policy is available on our website <u>https://esbuk.org/web/about-us/policies-and-procedures/</u>

#### Security of assessments

For ESOL Skills for Life Speaking and Listening assessments, ESB assessors will be observing learners throughout the assessment and will identify any inconsistencies in performance that may indicate malpractice, which will then be pursued following the ESB International Preventing and Managing Malpractice and Maladministration Policy. For ESOL Skills for Life Reading and ESOL Skills for Life Writing assessments it is the responsibility of the invigilators to ensure no learner malpractice takes place during the assessment.

#### Centres shall therefore:

- ensure that all staff are aware of and have access to ESB International's policies and procedures
- promptly notify ESB International of any incidents or allegations of malpractice or maladministration as soon as it becomes aware
- have in place robust procedures for preventing and investigating incidents of malpractice or maladministration, which are up to date and communicated to staff, sub-contractors and third parties
- regularly review procedures for preventing and investigating incidents of malpractice or maladministration and make any improvements necessary to ensure they remain relevant and fit for purpose
- take all reasonable steps to prevent incidents of malpractice or maladministration from occurring
- at the request of ESB International, take reasonable steps to investigate any suspected incidents of malpractice or maladministration and rectify any negative impact of these incidents
- complete the action plan for managing and rectifying the negative impact of any incidents of malpractice or maladministration and make this action plan available to ESB International. This plan should also

identify any areas of improvement required to ensure the malpractice or maladministration does not reoccur

- enact any decision by ESB International as a result of an investigation taking appropriate action against those responsible for the malpractice or maladministration to ensure it does not re-occur
- fully deliver the actions required to manage and rectify any identified incidents of malpractice or maladministration
- provide access to documents, records, data, staff, third parties, sub-contractors, learners or any other resource required by ESB International during an investigation of malpractice or maladministration

#### **Malpractice and Maladministration Procedure**

- In the event ESB International is notified of an incident or allegation of malpractice against a Centre, it shall communicate allegations within 10 business days of such notification to the Centre
- If clarification is required from the parties involved (centre staff, learners etc), investigation letters with detailed questions and requirements will be sent to the centre for action
- The Centre shall have 15 business days to provide a response in writing to ESB International and confirmation of its compliance.
- If no clarification is required, ESB International will proceed directly to conclude the investigation.
- ESB International shall (within 15 business days of receipt of the response from the centre, if required) conclude its investigation and communicate its decision to the centre. Any decision will be in line with the sanctions outlined in the <u>Preventing and Managing Malpractice and Maladministration Policy</u>.
- The whole process is to be concluded within 45 days.

#### 9.7 Withdrawing from ESB International

If you would like to withdraw your ESB Centre status please contact our business development team on <u>business@esbuk.org</u> who will discuss the situation with you and support you in the process.

As ESB Centre you are required to take all reasonable steps to protect the interests of your learners in case of your centre withdrawal. Please consider any learners that you may still have preparing to take ESB International assessments. We will be happy to work with you to ensure that relevant measures are in place to mitigate the risk of adverse effect for these learners.

#### 10.1 ESB and your centre's Data Protection Law requirements

The work that ESB undertakes necessarily involves handling sensitive information about learners, such as their names, dates of birth, email addresses and sometimes also medical details (when processing reasonable adjustments). Because of this, it is important to have an awareness of the data protection requirements that need to be followed by us and our Centres regarding how information can be shared and safeguarded. ESB International is a UK based company and complies with UK data protection law. For our Privacy Policy please click <u>here</u>.

We collect information about your centre when you register with us. We also process the information you provide to us about your learners in order to assess them. With regards to the learners' data, ESB International and you as an ESB centre are both controllers of this data and are both responsible for compliance with the controller obligations under the UK Data Protection Law. As a centre you have direct relationship with your learners and therefore the primary responsibility for complying with UK Data Protection Law obligations in relation to the learners' data, and in particular transparency obligations and individuals' rights lays with you. You must inform your learners how their data will be used and about their rights as data subjects.

#### Sending learners' personal data to us

When sending learners' personal details to ESB International please note that we cannot accept <u>personal data</u> sent in the form of attachments, unless both of the following conditions are met:

- The attachment is encrypted and password protected
- The email itself is encrypted

If your centre cannot provide the above facilities for you, then you must find a secure, <u>UK Data Protection Law</u> compliant service to send personal files to us. We strongly recommend WeTransfer for this purpose, which offers a free service for transferring files up to 2GB in size. <u>https://wetransfer.com/</u>

We also cannot accept <u>personal data</u> sent to us on removable media (i.e USB pen, CD, External Hard Drive), unless the following conditions are satisfied:

- The removable device is encrypted and password protected
- It is sent to us via a secure tracked (signed for) delivery service

#### **10.2 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 Privacy Policy can be found on our website <u>https://esbuk.org/web/about-us/policies-and-procedures/</u>

#### 10.3 Updating your Centre details

Should there be any changes to your centre details (i.e. address, phone number, centre organiser etc.) you are responsible for informing us of these changes to ensure accurate records are held on the My ESB Hub. Please email <u>customer@esbuk.org</u> to let us know of any changes to your centre details.

Qualification Title	Level	Ofqual number
ESB Pre-Entry Assessment in Speaking and Listening	Pre-Entry	Unregulated
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)	Level 1	601/5465/2
ESB Level 2 Award in ESOL Skills for Life (Speaking and Listening)	Level 2	601/5467/6
ESB Entry Level Award in ESOL Skills for Life (Writing)	Entry 1	601/5470/6
ESB Entry Level Award in ESOL Skills for Life (Writing)	Entry 2	601/5472/X
ESB Entry Level Award in ESOL Skills for Life (Writing)	Entry 3	601/5444/5
ESB Level 1 Award in ESOL Skills for Life (Writing)	Level 1	601/5474/3
ESB Level 2 Award in ESOL Skills for Life (Writing)	Level 2	601/5483/4
ESB Entry Level Award in ESOL Skills for Life (Reading)	Entry 1	601/5469/X
ESB Entry Level Award in ESOL Skills for Life (Reading)	Entry 2	601/5471/8
ESB Entry Level Award in ESOL Skills for Life (Reading)	Entry 3	601/5411/1
ESB Level 1 Award in ESOL Skills for Life (Reading)	Level 1	601/5473/1
ESB Level 2 Award in ESOL Skills for Life (Reading)	Level 2	601/5490/1
ESB Entry Level Certificate in ESOL Skills for Life	Entry 1	601/5541/3
ESB Entry Level Certificate in ESOL Skills for Life	Entry 2	601/5540/1
ESB Entry Level Certificate in ESOL Skills for Life	Entry 3	601/5537/1
ESB Level 1 Certificate in ESOL Skills for Life	Level 1	601/5543/7
ESB Level 2 Certificate in ESOL Skills for Life	Level 2	601/5544/9

# **Incident Report Form**

#### Section 1: Assessment Details (to be completed by the Invigilator/ Assessor)

Type of qualification		
Speech	ESOL SfL 🗆	ESOL International

Assessment information - complete all sections which are appropriate to the assessment		
Type of assessment (e.g. Written/ Speaking)		
Assessment form (online/face-to-face)		
Level of assessment (e.g. B1/ B2 or E3, L1, etc.)		
Date of assessment		
Start time of assessment		
End time of assessment		
Time of incident		
Centre/ Satellite Centre/ Venue name		
Centre/ Satellite Centre/ Venue ID		
Assessor / Invigilator name		
Quality Assurance Organiser / Centre contact name		

#### **Section 2: Incident Details**

Tick all which are appropriate to the incident which has occurred	
Learner issue	
Disruption (e.g – Noise, Interruption)	
Administration error (e.g – Photocopies, Missing papers, Incorrect paper used)	
Equipment (e.g – Audio equipment)	
Assessment room	
Other	

#### Nature of incident

# Section 3: Learners Affected

Were any learners affected by the incident?	Yes 🗆	No 🗆	
If Yes – List affected learners' names (& IDs below)			
If Yes – Explain how learner(s) were affected			

Was the incident resolved at the time of the assessment?	Yes 🗆	No 🗆
If Yes – Explain how the matter was resolved	·	

### **Section 4: Declaration**

Incident Report Form completed by:	
Name (please print):	-
Signature:	-
Position:	
Date:	

#### **UK SPECIAL CONSIDERATION REQUEST FORM**

for learners affected by temporary disability, serious illness or indisposition at or near the time of assessment

#### Section 1: Centre details

Centre Name			
Centre ID			
Special Consideration Request Form completed by:			
Name			
Position	Conta	act no.	

#### Section 2: Learner details

Learner name	Learner number	Date of assessment	<b>Booking No</b>	Qualification title/ Level

#### Section 3: Reason for request

Summary of circumstances affecting learner's performance	, and action taken	(please continue on a	a separate sheet if
required).			

Summary of any supporting documentation

Certificate/statement attached (copy) - Yes / No

#### **Section 5: Declaration**

I hereby certify that the above information is true and correct to the best of my knowledge and I fully support this application

Signature		Date	
Any further action required?	(This may include transfer	to a later assessment session if appropriate	2)

Please note: In making the declaration the Centre is agreeing to retain a copy of this document and any relevant original certification/ documentation.

ESB-FRM-33 UK Special Consideration Request Form Issued by: Anna Domaszek, Quality Assurance Manager Authorised by: Ben Jackson, Senior Manager, Educational Delivery

# Seating Plan – CERTIFICATES IN ESOL

Please indicate the front of the room, doors and windows. Write the candidate's number in each of the cells in the grid below matching the seating plan of the room:


# English Speaking Board (International) Ltd.



## ESOL Skills for Life – Reading and Writing Register

Centre Name	Exami	ination Date			Examination Level	
Booking Number	Organ	niser				
			-		-	
Candidate Name		Candidate Number	-	Present/Absent	_	
			-			Кеу
			-			A: Absent P: Present
			-			L: Late
			-			o
			-		Organiser	Signature
			-		_	
			-		-	
			-			

#### Please complete a separate register for each examination level.







**NO** unauthorised items in the examination room. Including:

- NO mobile phones
- **NO** smartwatches
- **NO** technology with communication storage
- NO unauthorised notes or revision materials

If you have any unauthorised items, you could be

# DISQUALIFIED

# ESOL Skills for Life Reading and Writing Examination Rules

Once the Invigilator announces that candidates are under Examination conditions, they are **not** allowed to speak or communicate in any way with each other during the examination without risking disqualification.

If a candidate needs to use the toilet, they must raise their hand and wait for an Invigilator to escort them.

Candidates who leave the Examination room unescorted **will not** be re-admitted into the Examination room.

If a problem occurs, the candidate should raise their hand and wait for an Invigilator.



# **ESOL Skills for Life**

# Marking guidance for Writing assessments

# Contents

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# Introduction

This document provides guidance for tutors who are preparing learners for ESOL Skills for Life Writing assessments from Entry 1 to Level 2. It can be used together with the sample papers at <a href="https://esbuk.org/web/online-resources/">https://esbuk.org/web/online-resources/</a> Writing assessments are completed at the candidate's centre and sent to be marked by trained and standardised ESB International markers, so you can feel assured that your learners will be assessed accurately. This guidance explains the requirements to achieve the assessment criteria for each level and task.

English Speaking Board (International) Ltd has a policy of marking positively: in other words, learners are given credit for what they have achieved successfully, and are not penalised for errors. In this document, where reference is made to 'accurate' or 'correct', markers would expect approximately 75% of what the learner has written to be accurate for that level in order to achieve the Assessment Criterion (AC).

All word counts are approximate. Responses are not penalised for being over or under-length, but those that are more than 10% shorter than the recommended word length are likely to be too brief to achieve all of the criteria securely, and those that are longer are likely to be verbose and contain irrelevant information.

Please refer to the Specifications <u>https://esbuk.org/web/qualifications/?feesSearch=Skills+for+Life</u> and the Adult ESOL Core Curriculum <u>https://www.excellencegateway.org.uk/content/etf1194</u> for details of skills and language at each level.

# Entry 1

#### Task One

Text	Audience	Word length	
Form	Official, employer, organisation	15	
1.3 Use capitalisation correctly			

The learner should demonstrate accurate use of capital letters for names, places and the beginning of a sentence.

#### 2.1 Record personal details on a simple form correctly

The learner can complete the fields accurately and appropriately. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. Blank fields are acceptable if that is appropriate to the learner. Spelling and punctuation are not taken into account for this AC. The use of capitals for the entire form is acceptable.

#### Task Two

Text	Audience	Word length
Note, message, postcard, list	Friend, relative, neighbour, acquaintance	25

#### 1.1 Construct simple complete sentences correctly for an intended audience

The learner can write complete simple sentences, using relevant Entry 1 structures correctly. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then the correct phrases are taken into account. There should be a minimum of two complete sentences with correct subject-verb agreement. Content should reflect the requirements of the question, i.e. be relevant to the question and address all the points.

#### 1.2 Use full stops correctly

There are full stops to mark the end of simple sentences.

#### 1.3 Use capitalisation correctly

The learner should demonstrate accurate use of capital letters for names, places, the pronoun 'l' and the beginning of a sentence.

#### 1.4 Spell words correctly

Entry 1 words are spelled correctly: learners should demonstrate correct spelling of some personal key words and some simple common words. Errors do not impede communication. Where learners attempt to use higher-level vocabulary they are not penalised for spelling.

#### **Task Three**

Text	Audience	Word length
Invitation, email, note	Official organisation, employer, friend,	25
	relative, neighbour, acquaintance	

#### 1.1 Construct simple complete sentences correctly for an intended audience

The learner can write complete simple sentences, using relevant Entry 1 structures correctly. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then the correct phrases are taken into account. There should be a minimum of two complete sentences with correct subject-verb agreement. Content should reflect the requirements of the question, i.e. be relevant to the question and address all the points.

#### 1.2 Use full stops correctly

There are full stops to mark the end of simple sentences.

#### 1.4 Spell words correctly

Entry 1 words are spelled correctly: learners should demonstrate correct spelling of some personal key words and some simple common words. Errors do not impede communication. Where learners attempt to use higher-level vocabulary they are not penalised for spelling.

# Entry 2

#### Task One

Text	Audience	Word length
Form	Official, employer, organisation	15

#### 2.1 Record personal details in a form correctly

The learner can complete the fields accurately and appropriately. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. Blank fields are acceptable if that is appropriate to the learner. Spelling and punctuation should not be taken into account for this AC.

#### 1.5 Use upper and lower case letters correctly

In the form, it is acceptable to use upper case for all fields. If the learner uses upper and lower case letters, capitals should be used for days, months, names of people and places.

#### Task Two

Text	Audience	Word length
Note, message, letter, invitation,	Friend, relative, neighbour	60
descriptive text		

#### **1.1** Present information in an appropriate format for the intended audience

Learners use the appropriate layout and conventions for the task, and include relevant information to achieve the required purpose. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the candidate is not penalised. A letter should begin with 'Dear' and have a suitable ending. Content must reflect the requirements of the question, i.e. be relevant to the question and address all the points.

#### 1.2 Construct simple and compound sentences correctly

Learners write a minimum of 3 simple and compound sentences correctly. An attempt at 1 compound sentence is needed. If the learner has used a more ambitious sentence which may contain errors, then correct phrases are taken into account.

#### 1.3 Use adjectives correctly

The learner uses a range of adjectives appropriate to the context and level. Spelling is not taken into account for this criterion.

#### 1.4 Use punctuation correctly

Entry 2 punctuation is used accurately i.e. full stops and question marks.

#### 1.6 Spell words correctly

Learners spell Entry 2 words appropriate to the level and context correctly. Errors do not impede communication. Any common misspellings and attempts at higher level words are not penalised.

#### **Task Three**

Text	Audience	Word length
Invitation, e-mail, note	official organisation, employer, friend,	70
	relative, neighbour, acquaintance	

#### **1.1** Present information in an appropriate format for the intended audience

Learners use the appropriate layout and conventions for the task, and include relevant information to achieve the required purpose. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the candidate is not penalised. A letter should begin with 'Dear' and have a suitable ending. Content must reflect the requirements of the question, i.e. be relevant to the question and address all the points.

#### 1.2 Construct simple and compound sentences correctly

Learners write a minimum of 3 simple and compound sentences correctly. An attempt at 1 compound sentence is needed. If the learner has used a more ambitious sentence which may contain errors, then correct phrases are taken into account.

#### 1.3 Use adjectives correctly

The learner uses a range of adjectives appropriate to the context and level. Spelling is not taken into account for this criterion.

#### 1.4 Use punctuation correctly

Entry 2 punctuation is used accurately i.e. full stops and question marks.

#### 1.5 Use upper and lower case letters correctly

Capital letters are used correctly i.e. for days, months, 'l', names of people and places.

#### 1.6 Spell words correctly

Learners spell Entry 2 words appropriate to the level and context correctly. Errors do not impede communication. Any common misspellings and attempts at higher level words are not penalised.

# Entry 3

#### Task One

Text	Audience	Word length
Form	Official, employer, organisation	50

#### 3.1 Complete a form with open and closed responses correctly

The learner can complete the fields accurately and appropriately with personal details. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. The open response should be appropriate and intelligible. Grammar and spelling errors are not taken into account to achieve this criterion.

#### 2.2 Structure main points in short paragraphs

There are a minimum of 2 paragraphs. This can be indicated by indentation, a new line or annotation on the text.

#### 2.6 Spell words correctly

The learner spells words appropriate to the level and context, and key specialist words correctly. Errors do not impede communication, and attempts at higher level words are not penalised.

#### Task Two

Text	Audience	Word length
Article, description, report	General, organisation	100

#### 1.1 Plan text for the intended audience

There is a relevant plan. The plan can be in any form as long as it has a link to the task, e.g. list, mind map or spidergram.

#### 2.1 Produce content for the intended audience

At Entry 3, the learner must use appropriate register. In addition, the learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every bullet point addressed. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the candidate will not be penalised. A letter should begin with 'Dear' and have a suitable ending.

#### 2.2 Structure main points in short paragraphs

There are a minimum of 2 paragraphs. This can be indicated by indentation, a new line or annotation on the text.

#### 2.3 Sequence text chronologically

The learner organises the written response logically, using connectives, discourse markers and conjunctions appropriate to Entry 3. Discourse markers and connectives are clear indications that the learner has achieved the AC. However, if they are not present but there is a well-structured and clearly organised sequence, this is acceptable. Overall, the text needs to be cohesive.

#### 2.4 Use grammar correctly

The learner can write 4 sentences correctly using Entry 3 grammar, e.g. simple, compound and complex sentences with correct subject-verb agreement. Entry 3 tenses are used accurately, including simple and continuous past, present and future tenses, as appropriate to the task. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences, as they are assessed in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) will not be penalised twice.

#### 2.5 Use punctuation correctly

Candidate uses Entry 3 punctuation accurately and appropriately, e.g. capital letters for beginning of sentences; 'I' and proper nouns; full stops, question marks and exclamation marks.

#### **Task Three**

Text	Audience	Word length
Narrative, letter, e-mail	Friend, general	100

#### 2.1 Produce content for the intended audience

At Entry 3, the learner must use appropriate register. In addition, the learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every bullet point addressed. If appropriate layout is to be assessed, instructions for learners will be included in the paper. If they are not stated, the candidate will not be penalised. A letter should begin with 'Dear' and have a suitable ending.

#### 2.3 Sequence text chronologically

The learner organises the written response logically, using connectives, discourse markers and conjunctions appropriate to Entry 3. Discourse markers and connectives are clear indications that the learner has achieved the AC. However, if they are not present but there is a well-structured and clearly organised sequence, this is acceptable. Overall, the text needs to be cohesive.

#### 2.4 Use grammar correctly

The learner can write 4 sentences correctly using Entry 3 grammar, e.g. simple, compound and complex sentences with correct subject-verb agreement. Entry 3 tenses are used accurately, including simple and continuous past, present and future tenses, as appropriate to the task. Errors do not impede communication. If the learner has used a more complex sentence which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences, as they are assessed in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) will not be penalised twice.

#### 2.5 Use punctuation correctly

Candidate uses Entry 3 punctuation accurately and appropriately, e.g. capital letters for beginning of sentences; 'l' and proper nouns; full stops, question marks and exclamation marks.

#### 2.6 Spell words correctly

The learner spells words appropriate to the level and context, and key specialist words correctly. Errors do not impede communication, and attempts at higher level words are not penalised.

## Level 1

#### Task One

Text	Audience	Word length
Form	Official, employer, organisation	150

#### 3.1 Complete a form with open and closed responses correctly

Information required on the form is written correctly. Appropriate responses indicate form-filling instructions and conventions have been understood. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. The open response should be appropriate and easily intelligible. Grammar and spelling errors are not taken into account to achieve this criterion.

#### 2.1 Produce content appropriate to purpose

The learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every part of the question addressed. If appropriate layout is considered as part of the AC, instructions for learners will be included in the paper.

#### 2.5 Use punctuation correctly

Candidate uses a range of Level 1 punctuation accurately and appropriately, e.g. capital letters and full stops to indicate the beginning and end of sentences; commas in lists, between clauses and after connectives; apostrophes for possession and omission; bullet points and dashes.

#### 2.6 Spell words accurately

The learner can spell personal key words, words appropriate to Level 1, and context and key specialist words correctly. Errors do not impede communication. If there are errors in attempts to use specific special interest vocabulary or a broad range of lexis, these are not penalised.

Task Two		
Text	Audience	Word length
Email, letter	friend, relative, colleague, tutor, official	150

#### 2.1 Produce content appropriate to purpose

The response is laid out following conventions for the genre and purpose of the task. The learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every part of the question addressed. If appropriate layout is considered as part of the AC, instructions for learners will be included in the paper.

#### 2.2 Use appropriate language for a given task

The learner can use a range of Level 1 lexis appropriately, and appropriate register that is currently acceptable for this type of functional text. Spelling is not considered in this AC as it is marked in AC 2.6.

#### 2.3 Structure text in a logical sequence for purpose

Writing is logically ordered using connectives, discourse markers and conjunctions appropriate to Level 1. However, if these are not present but there is a well-structured and clearly organised sequence, this is acceptable to credit the AC. Paragraphs are used correctly.

#### 2.4 Use grammar correctly

There are at least 5 accurate sentences using Level 1 grammar, i.e. simple, compound and complex sentences with correct subject-verb agreement. The learner uses Level 1 tenses and voice correctly, e.g. simple and continuous past, present and future tenses, and the active and passive voice as appropriate to the task. If the learner has used complex sentences which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences as these are marked in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) is not penalised twice. Errors do not impede communication.

#### 2.5 Use punctuation correctly

The learner uses a range of Level 1 punctuation accurately and appropriately, e.g. capital letters and full stops to indicate the beginning and end of sentences; commas in lists, between clauses and after connectives; apostrophes for possession and omission; bullet points and dashes. Learners should use appropriate Level 1 punctuation and are not expected to use the full range suggested in the mark scheme or specifications when they are not appropriate.

#### **Task three**

Text	Audience	Word length
Narrative, account, article, report	official, general	200 (plus plan)

#### **1.1 Plan text for a specific purpose**

Candidate writes a relevant plan which must relate to the purpose and topic of the final text. The plan can be in any form e.g. list, mind map, spidergram.

#### 2.2 Use appropriate language for a given task

The learner can use a range of Level 1 lexis appropriately, and appropriate register that is currently acceptable for this type of functional text. Spelling is not considered in this AC as it is marked in AC 2.6.

#### 2.3 Structure text in a logical sequence for purpose

Writing is logically ordered using connectives, discourse markers and conjunctions appropriate to Level 1. However, if these are not present but there is a well-structured and clearly organised sequence, this is acceptable to credit the AC. Paragraphs are used correctly.

#### 2.4 Use grammar correctly

There are at least 5 accurate sentences using Level 1 grammar, i.e. simple, compound and complex sentences with correct subject-verb agreement. The learner uses Level 1 tenses and voice correctly, e.g. simple and continuous past, present and future tenses, and the active and passive voice as appropriate to the task. If the learner has used complex sentences which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences as these are marked in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) is not penalised twice. Errors do not impede communication.

#### 2.6 Spell words accurately

The learner can spell personal key words, words appropriate to Level 1, and context and key specialist words correctly. Errors do not impede communication. If there are errors in attempts to use specific special interest vocabulary or a broad range of lexis, these are not penalised.

## Level 2

#### Task One

Text	Audience	Word length
Form	Official, employer, organisation	150

#### 3.1 Complete a form with complex features correctly

Information required on the form is written accurately and in the appropriate field. The responses indicate formfilling instructions and conventions have been understood. The form should be functional, i.e. it communicates sufficient meaningful information to the reader to serve its purpose. The open response should be appropriate and easily intelligible. Grammar and spelling errors are not taken into account to achieve this criterion.

#### 2.1. Produce content which meets the purpose effectively

The response is laid out following conventions for the genre and purpose of the task. The learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every part of the question addressed. If appropriate layout is considered as part of the AC, instructions for learners will be included in the paper.

#### 2.5 Use punctuation correctly

The learner uses a range of Level 2 punctuation accurately and appropriately, e.g. commas, semi-colons and colons, inverted commas and apostrophes. Learners should use appropriate Level 2 punctuation and are not expected to use the full range suggested in the mark scheme or specifications when they are not appropriate. Errors do not impede communication.

#### 2.6 Spell words accurately

The learner can spell personal key words, words appropriate to Level 2, and context and key specialist words correctly. Errors do not impede communication. If there are errors in attempts to use specific special interest vocabulary or a broad range of lexis, these are not penalised.

#### Task Two

Text	Audience	Word length
Email, letter	Official, employer, organisation, friend, relative	150
2.1 Produce content which meets the purpose effectively		

#### 2.1 Produce content which meets the purpose effectively

The text is of an appropriate register for the purpose and audience, and is laid out following conventions for the genre. The learner must include relevant information to achieve the purpose, i.e. the response must be relevant to the task, with every part of the question addressed. If appropriate layout is considered as part of the AC, instructions for learners will be included in the paper.

#### 2.2 Use language effectively

The learner uses a range of Level 2 lexis appropriate to the task and audience.

#### 2.3 Structure text coherently for purpose

The format, layout and conventions are appropriate to the task. The learner effectively uses structure and paragraphing appropriate to the task.

#### 2.4 Use grammar correctly

There are at least 5 accurate sentences using Level 2 grammar, i.e. simple, compound and complex sentences with correct subject-verb agreement. The learner uses Level 2 tenses and voice correctly, e.g. simple and continuous past, present and future tenses, and the active and passive voice as appropriate to the task. If the learner has used complex sentences which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences as these are marked in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) is not penalised twice. Errors do not impede communication

#### 2.5 Use punctuation correctly

The learner uses a range of Level 2 punctuation accurately and appropriately, e.g. commas, semi-colons and colons, inverted commas and apostrophes. Learners should use appropriate Level 2 punctuation and are not expected to use the full range suggested in the mark scheme or specifications when they are not appropriate. Errors do not impede communication.

#### **Task Three**

Text	Audience	Word length
narrative, essay, report,	Official, organisation, employer, general	250
article	readers	

#### 1.1 Plan text for a specific purpose

An appropriate plan is produced which informs the purpose, structure and content of the final text. The plan can take any form, e.g. a list or mind map.

#### 2.2 Use language effectively

The learner uses a range of Level 2 lexis appropriate to the task and audience.

#### 2.3 Structure text coherently for purpose

The format, layout and conventions are appropriate to the task. The learner effectively uses structure and paragraphing appropriate to the task.

#### 2.4 Use grammar correctly

There are at least 5 accurate sentences using Level 2 grammar, i.e. simple, compound and complex sentences with correct subject-verb agreement. The learner uses Level 2 tenses and voice correctly, e.g. simple and continuous past, present and future tenses, and the active and passive voice as appropriate to the task. If the learner has used complex sentences which may contain errors, then correct clauses are taken into account. Spelling and chronology are not considered in these sentences as these are marked in ACs 2.6 and 2.3. A repeated error (e.g. failure to use a direct or indirect article) is not penalised twice. Errors do not impede communication

#### 2.6 Spell words accurately

The learner can spell personal key words, words appropriate to Level 2, and context and key specialist words correctly. Errors do not impede communication. If there are errors in attempts to use specific special interest vocabulary or a broad range of lexis, these are not penalised.

#### English Speaking Board (International) Ltd.

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