



Speech UK

English Speaking Board (International) Ltd. **ESB**

ESB Handbook for Centre Assessed Qualifications



Contents

Introduction	2
Centre staff requirements	2
Qualification Requirements of centre staff	3
Internal Assessment Requirements	3
Internal Quality Assurance	3
Planning Internal Quality Assurance	3
Internal Quality Assurance assessment	4
Assessment methods	4
Moderation	5
Moderator requirements and responsibilities	5
The Quality Assurance and Moderation process	6
Outcome of the visit/ remote sampling	7
Examples of concerns that could be medium- or high-risk include:	7
Moderator Feedback	8
Appendix 1 – AI guidance*	9
Acknowledging AI use in learners’ work	9
Marking	9
Reporting	10

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v1	First issue
v2	Appendix 1 – AI guidance added

Introduction

English Speaking Board (International) Ltd. (ESB International) offers three Entry-level qualifications that include assessment components that are assessed by the centre.

The three qualifications are:

- ESB Entry Level Award in Inspiring Confidence in Employability (Entry 1)
- ESB Entry Level Award in Inspiring Confidence in Employability (Entry 2)
- ESB Entry Level Award in Inspiring Confidence in Employability (Entry 3)

Inspiring Confidence in Employability (ICE) qualifications have a mixed method of assessment, which includes:

- External assessment (assessed by the awarding organisation) and
- Internal assessment (assessed by the centre).

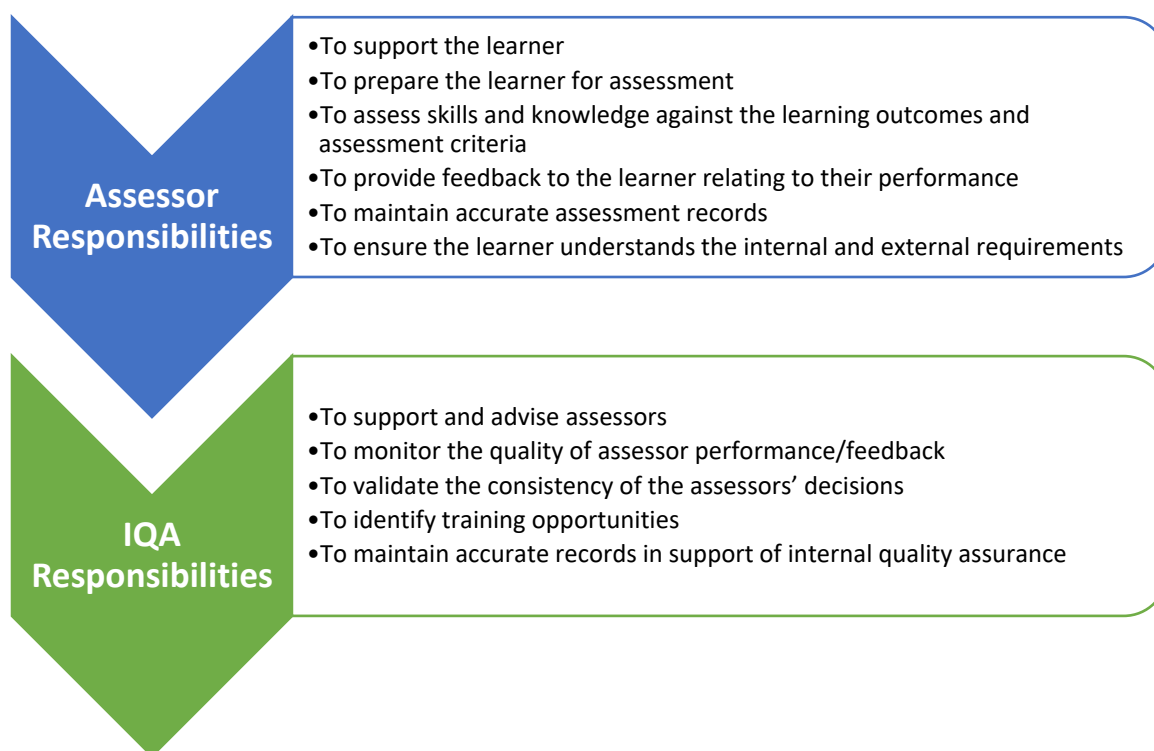
This handbook provides support and guidance for centres on the internal (centre) assessed elements of the qualifications.

Please note that this document should be used alongside the Speech Centre Handbook.

Centre staff requirements

Centres are required to have appropriately qualified and competent assessors and Internal Quality Assurers (IQAs) to ensure fair, accurate and reliable assessment processes are followed consistently. The Assessor reviews the evidence presented by the learner. Evidence is measured against the learning outcomes and assessment criteria and a decision is made whether the learner has met the necessary competencies.

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



Qualification Requirements of centre staff

- ✓ Assessors and IQAs should hold qualifications, or similar qualifications, to those they are assessing/ quality assuring at a higher or equivalent level.
- ✓ Assessors and IQAs should hold a recognised teaching qualification OR a recognised assessor qualification, or be working towards one.
- ✓ IQAs should hold a recognised teaching qualification OR a recognised Internal Quality Assurance / Internal Verifier qualification, or be working towards one.

Internal Assessment Requirements

The internal assessment requirements can be found in the specific Qualification Specifications, which you can access by following the links below:

- [ESB Entry Level Award in Inspiring Confidence in Employability \(Entry 1\)](#)
- [ESB Entry Level Award in Inspiring Confidence in Employability \(Entry 2\)](#)
- [ESB Entry Level Award in Inspiring Confidence in Employability \(Entry 3\)](#)

Internal Quality Assurance

Internal Quality Assurance (IQA) is the process of ensuring that assessments carried out by centre staff are reliable, fair, authentic, and valid.

Planning Internal Quality Assurance

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

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

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

- Delivery sites
- Number of assessors
- Range of assessment components
- Assessment methods
- Issues arising from previous internal quality assurance
- Experience of the team

The sample size should be sufficient to ensure all of the above has been considered. It must cover all internal assessment components and be risk-based, for example more sampling of less experienced or poor performing assessors.

Internal Quality Assurance assessment

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

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

Assessment methods



Written Portfolios

- A sample of work should be quality assured at different points of the learner journey to check quality of assessment practice and address any issues or concerns before the final assessment decision is made.
- A final sample of completed marked learner work should be internally quality assured at the end of the course.



Direct Observations

- The Internal Quality Assurer should carry out direct observations of assessors assessing learner performance, in line with the Internal Quality Assurance plan.

For all sampled work, the Internal Quality Assurer must evaluate if:

- ✓ The learner's work is authentic
- ✓ The learner has provided evidence of meeting the learning outcomes and assessment criteria set out in the Qualification Specification
- ✓ Assessors have differentiated accurately and consistently between learner attainment
- ✓ Assessors have marked the learner's work
- ✓ Assessors have given quality and supportive written feedback to learners
- ✓ Assessment outcomes are recorded in an appropriate manner

Moderation

ESB International have a team of moderators who are responsible for monitoring and maintaining the quality of our centre's internal assessment processes and decisions. ESB International's moderators are there to support you and your staff in ensuring assessment is carried out accurately, fairly, and reliably. The moderator will always begin from the premise that the centre has made assessment decisions correctly and the purpose of the exercise is to confirm the centre's decisions.

Moderator requirements and responsibilities

All Moderators are experienced practitioners who are well-qualified in their subjects and are trained to carry out Quality Assurance to the highest standards.

Moderator Responsibilities

- Support centres - discuss ideas and exchange experiences
- Agree a consistent approach to the Quality Assurance of assessments
- Provide feedback to ESB International on quality assurance-related activities
- Identify future training needs for centres and centre staff

The Moderator's duties are to:

- ✓ Agree a visit plan with a centre
- ✓ Ensure consistency across a centre's Assessor and Internal Quality Assurance team
- ✓ Carry out Quality Assurance visits at centres
- ✓ Provide support and guidance to centres
- ✓ Write well-structured and informative Moderation reports which incorporate any development or action points that have been agreed with a centre
- ✓ Refer any issues identified during centre visits to ESB International's Quality Assurance Manager and/or Senior Assessor
- ✓ Advise centres and ESB International on assessment issues and disseminate good practice.

The Quality Assurance and Moderation process

1. Once an ICE assessment is booked, ESB International will ask you to complete the *Quality Assurance Form for Centre-Assessed Qualifications*. This can be found here: <https://forms.office.com/r/jB4VSTHjHQ>
2. An ESB International assessor will visit your centre to carry out the external assessment components.
3. In addition, an ESB International Moderator will contact you to agree a Sampling Plan, which identifies a list of items they wish to quality assure. Some of these items may be sent prior to the assessment taking place and others may be reviewed during a QA visit. Items may include:
 - CVs and certificates of centre assessors and IQAs
 - IQA sampling plan and reports
 - Assessed written work
 - Dates and times of assessed observations
 - Assessed observation reports
 - Any other QA-related documentation
 - Course delivery plans, e.g. Schemes of Work
 - Evidence of staff training and standardisation activities
 - Learner tracking evidence
 - Evidence of audits or QA visits from other external organisations

The Moderator will request information based on an internal risk rating.

4. The Moderator may wish to arrange a visit to your centre to directly observe your learners, assessors and IQAs going through the assessment process. This will be dependent on:
 - Centre risk rating
 - Time and number of assessments since last Moderator visit.

During a QA visit, the Moderator may wish to:

- Sample the assessed evidence of different learners
- Sample the assessment decisions of different assessors / Internal Quality Assurers
- Consider the effectiveness of the internal Quality Assurance process in the centre
- Review checklists used by assessors / Internal Quality Assurers
- Look at records of meetings of assessors / Internal Quality Assurers
- Look at Internal Quality Assurers' reports
- View records of achievement for all groups of learners to be verified
- Speak to the assessors / Internal Quality Assurers
- Inspect assessment specifications and assessment materials being used to ensure they are valid and reliable
- Speak to learners.

The Moderation Sampling Plan will make it clear what is required and when.

The Moderator will rarely scrutinise all learners' work. Instead, they will select a sample of evidence from the assessed work that you provide for moderation. Please remember that it will be the moderator, and not centre staff, who will decide which learners' evidence will be scrutinised at the visit. If the moderator has concerns about the quality of decisions made in the evidence sampled, the sample may be extended to include further learners.

If the moderator has concerns about a centre, and if there are large numbers of learners undertaking many different qualifications, the visit may need to be extended or another moderator may also attend.

Outcome of the visit/ remote sampling

Moderators will always give feedback at the end of the visit. The outcome of the visit will be either:

<u>Low risk</u> This means that certification can proceed
<u>Medium risk</u> This means there are some actions that need to be addressed for the next set cohort of assessments but there is no risk to the integrity of the assessments that have taken place
<u>High risk</u> This means that certification cannot proceed

Examples of concerns that could be medium- or high-risk include:

- Lack of standardisation: Assessment decisions are not consistent between assessors
- Insufficient staffing to support the delivery and/ or assessment of the qualification/s
- Insufficient record-keeping to allow audit of assessment
- Assessed evidence is not the authentic work of learners
- Assessment records show anomalies
- Assessors have insufficient time, resources, or authority to perform their role
- Faults in the management and quality assurance of ESB International qualifications
- Previously agreed correction measures have not been implemented
- Assessors' decisions are unfair and/ or inaccurate
- Centre fails to provide ESB International with access to requested records, information, learners, and staff
- Internal Quality Assurance decisions are not consistent between Internal Quality Assurers
- Assessments are not comparable in terms of the demands made on the learners
- Flawed Internal Quality Assurance practices and processes.

The Moderator will complete the Moderation Report Form before leaving a centre or remotely, once all evidence has been sampled. If the visit and/ or sampling carried out is rated as *High risk*, the report form will summarise the reasons why a "hold" on certification is being recommended. It will

be signed by both the Internal Quality Assurer and moderator. ESB International's Chief Assessor will write to the centre and confirm the actions needed by the centre to rectify the issues highlighted by the Moderator.

The recommendation will be that certification cannot proceed until the specified remedial action has been completed. Where serious issues arise, or processes have not been consistently adhered to, and these bring ESB International's qualifications and/or reputation into disrepute, then ESB International reserves the right to remove centre recognition status. Please see our [Malpractice and Maladministration Policy](#) for further information.

Moderator Feedback

At the end of a centre visit or remote moderation sample, the moderator will give a verbal report on the outcomes (either face-to-face or via a video meeting). As this report may cover broader issues, such as staffing or resources, we recommend that a senior member of your centre staff be present. This would normally be the Internal Quality Assurer. The report will be emailed electronically to the centre and to the Customer Experience Manager within 10 working days of the visit or remote sampling.

The purposes of the written report are:

- To give clear feedback on the outcomes of the Quality Assurance visit
- To highlight good practice
- To indicate compliance and consistency across centres
- To record consistency of assessment and Internal Quality Assurers' decisions
- To detail discussion between all parties.

Moderator reports are held by ESB International.

If you have any queries relating to internal assessment or quality assurance, please contact qualityassurance@esbuk.org.

Appendix 1 – AI guidance*

Acknowledging AI use in learners' work

Where AI tools have been used as a source of information, a learner's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. The learner must retain a copy of the question(s) and computer-generated content, for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work the learner submits for assessment, so the assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the assessor suspects that the student has used AI tools, the assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the learner's own.

Learners being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, learners must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;

Learners should also be reminded that if they use AI so that they have not independently met the marking criteria, they will not be rewarded. The assessor must ensure the decision regarding the learner's AI use and its impact on marking is clearly recorded. This provides feedback to the learner and provides clarity in the event of an internal appeal or the work being selected for moderation.

Learners should sign declaration of authenticity for all their completed coursework.

Marking

When marking learner's work in which AI use has been acknowledged, and there are no concerns of AI misuse, the assessor must still ensure that if the learner has used AI tools such that they have not independently met the marking criteria, they are not rewarded. Depending upon the marking criteria or grade descriptors being applied, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects when determining the appropriate mark/ grade to be awarded. Where such AI use has been considered, and particularly where this has had an impact upon the final marks/grades awarded by the assessor, clear records should be kept – this provides feedback to the learner and provides clarity in the event of an internal appeal or the work being selected for moderation/ standards verification.

Centres may determine, after careful consideration of any data privacy concerns, whether it is appropriate for their teachers and assessors to use AI tools to help mark learners' work. Where centres do permit AI tools to be used to mark learners' work, an AI tool cannot be the sole marker. A human assessor must review all of the work in its entirety and determine the mark they feel it warrants, regardless of the outcomes of an AI tool. The assessor remains responsible for the mark/grade awarded.

Reporting

If your suspicions of AI use are confirmed and the learner has not signed the declaration of authentication, your centre doesn't need to report the incident to the awarding organisation. Steps to resolve such incidents should be detailed in the centre's malpractice/plagiarism policy. These should include ensuring that learners are aware of what malpractice is, how to avoid malpractice, how to properly reference sources and acknowledge AI tools, etc.

Teachers must not accept work which is not the learner's own. Ultimately the centre's Internal Quality Assurer has the responsibility for ensuring that learners do not submit inauthentic work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation.

* The above guidance was based on JCQ Guidance for Teachers and Assessors [AI-Use-in-Assessments; Protecting the Integrity of Qualifications Feb24 v6.pdf \(jcq.org.uk\)](#)

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