



English Speaking Board (International) Ltd.



ESB Handbook for ESOL Skills for Life Centres in the UK



Contents

1. Your role as an ESB ESOL Skills for Life Centre in the UK	5
1.1 Introduction.....	5
1.2 Role of Centres	6
1.3 Centres operating as part of a group (e.g. College consortium, partnership, etc.)	6
1.4 Role of Centre Organisers	7
1.5 Recruitment of teachers/tutors	8
1.6 Insurance and Health and Safety	8
1.7 Marketing	8
2. Your ESOL Skills for Life journey – preparing your learners	9
2.1 Training, Resources, Specifications and Contacts	9
3. Preparing for your assessments	10
3.1 Booking.....	10
3.2 Alterations to bookings and cancellation fees	11
3.3 Absence through Illness	11
3.4 Learner identification (applicable for all learners aged 18 and over)	11
3.5 Reasonable Adjustments (RAs) and Special Considerations	12
3.6 Guidance for learners.....	12
3.7 Assessment rooms	12
4. ESOL Skills for Life Speaking and Listening Assessments	13
4.1 Before your ESOL Skills for Life Speaking and Listening assessment	13
4.2 Room layout for ESOL Skills for Life Speaking and Listening assessments	14
4.3 Structure of an ESOL Skills for Life Speaking and Listening assessment day	14
4.4 Remote, online assessments.....	16
4.5 Online ESB ESOL Skills for Life Speaking & Listening re-sits.....	16
5. ESOL Skills for Life Reading and Writing Assessments	17
5.1 Downloading and checking assessment papers.....	17
5.2 Assessment paper security.....	17
5.3 Assessment room requirements:	17
5.4 Assessment day procedures – instructions for Invigilators/Supervisors	18
5.5 Post Assessment Responsibilities.....	20
6. Receiving Results and Certification	21
6.1 Receiving Results	21

6.2 Certification	21
6.3 Replacement Certificates	21
6.4 Global learner reports	21
7. Enquiries, Complaints and Appeals	22
8. Maladministration and Malpractice	24
8.1. Adverse Effects	24
8.2 Security of assessments	24
8.3 Malpractice and Maladministration Procedure	25
9. Our engagement with you	26
9.1 Website News and Updates	26
9.2 Refresher training and new resources	26
9.3 Monitoring and Review	26
9.4 Invoicing and payment	26
9.5 Withdrawing from ESB International	26
10. Data protection	27
10.1 ESB International and your centre's Data Protection Law requirements	27
10.2 Fair Processing Notice	27
10.3 Updating your Centre details	27
Appendix 1 ESB International Skills for Life Qualification Titles and Ofqual qualification numbers	28
Appendix 2 Incident Report Form	29
Appendix 3 Seating Plan	32
Appendix 4 ESB ESOL Skills for Life Reading and Writing Registers	33
Appendix 5 Unauthorised Items poster	35
Appendix 6 ESB ESOL Skills for Life Reading and Writing Assessment Rules	36
Appendix 7 UK Special Consideration Request Form	37

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. We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all.

ESB International believes that possessing written and spoken English provides 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 www.esbuk.org.

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) and CCEA Regulation.

Learners working towards our ESOL assessments can attain the vital skills that support engagement in daily life and lead to further learning and education and meaningful and sustainable employment. ESB ESOL Skills for Life qualifications assess all four skills and are all externally assessed by trained, standardised and moderated markers and assessors. The qualifications 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 on the previous one, enabling every learner to realise their potential, whatever their circumstances.

ESB Entry Level Certificate in ESOL Skills for Life (Entry 1)	ESB Entry Level Certificate in ESOL Skills for Life (Entry 2)	ESB Entry Level Certificate in ESOL Skills for Life (Entry 3)	ESB Level 1 Certificate in ESOL Skills for Life	ESB Level 2 Certificate in ESOL Skills for Life
ESB Entry Level Award in ESOL Skills for Life (Entry 1) (Speaking & Listening)	ESB Entry Level Award in ESOL Skills for Life (Entry 2) (Speaking & Listening)	ESB Entry Level Award in ESOL Skills for Life (Entry 3) (Speaking & Listening)	ESB Level 1 Award in ESOL Skills for Life (Speaking & Listening)	ESB Level 2 Award in ESOL Skills for Life (Speaking & Listening)
ESB Entry Level Award in ESOL Skills for Life (Entry 1) (Reading)	ESB Entry Level Award in ESOL Skills for Life (Entry 2) (Reading)	ESB Entry Level Award in ESOL Skills for Life (Entry 3) (Reading)	ESB Level 1 Award in ESOL Skills for Life (Reading)	ESB Level 2 Award in ESOL Skills for Life (Reading)
ESB Entry Level Award in ESOL Skills for Life (Entry 1) (Writing)	ESB Entry Level Award in ESOL Skills for Life (Entry 2) (Writing)	ESB Entry Level Award in ESOL Skills for Life (Entry 3) (Writing)	ESB Level 1 Award in ESOL Skills for Life (Writing)	ESB Level 2 Award in ESOL Skills for Life (Writing)

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. Assessors are annually trained, standardised and moderated 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. Every learner receives a personalised report with strengths and development points to document their progress.
- Reading and Writing assessments are printed and completed at your centre and sent to be marked by ESB International markers. 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 standardised and moderated to ensure consistent 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 learners in preparing for their assessments. To view our range of resources for ESOL Skills for Life, click here: <https://esbuk.org/web/our-teacher-resources/esol-skills-for-life-resources/>.

Once registered as an ESB ESOL Skills for Life centre, support is available on our website and your centre's online booking hub, 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 Strategy Team at business@esbuk.org.

1.2 Role of Centres

ESB International ESOL Skills for Life qualifications are on Ofqual's [Register of Regulated Qualifications](#) and eligible for [Department for Education funding](#). 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 provides the information for you to act professionally, ethically and to deliver the qualifications in accordance with the 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.

1.3 Centres operating as part of a group (e.g. College consortium, partnership, 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 contact the team at customer@esbuk.org 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 examination officers in place to fulfil this role.

The Centre Organiser is responsible for:



- Liaising directly with ESB International relating to assessment bookings, including:
 - assessment dates and other details
 - reasonable adjustment and special consideration requests
 - conflicts of interest
 - incidences of malpractice and/or maladministration.
- Ensuring learners are registered on the correct qualification and booked onto the correct assessment.
- Downloading, printing and checking the assessment papers, ensuring security and prompt return of the assessment materials.
- Ensuring assessment rooms are available and set up 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 [Conflict of Interest Policy](#).

1.5 Recruitment of teachers/tutors

Centres must ensure they have teachers/tutors who possess the expertise, experience and integrity required to effectively prepare learners for their ESB ESOL Skills for Life assessments.

Teachers/tutors are responsible for:



- Preparing learners for their ESB assessments through supportive and effective teaching and learning.
- Planning teaching and learning in line with the qualification specifications.
- Communicating with the centre organiser regarding any reasonable adjustments that are or may be required for learners.
- The health and safety of learners.
- Safeguarding and ensuring a responsible adult accompanies learners under 18 and vulnerable adults at all times.

Teachers/tutors should demonstrate:



- Good teaching and learning skills.
- The ability to work as a member of a team.
- The ability to adhere to rules and regulations.
- A passion for developing confidence and competence in their learners' communication skills.
- The ability to handle confidential information.

- 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 [Conflict of Interest Policy](#).
- 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 are available for use on ESB marketing materials and by customers and partners. Centres are not allowed to use ESB logos for their marketing purposes unless prior permission and guidance is given to them in writing by ESB. 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 check <https://esbuk.org> for all formal specifications, policies and procedures and processes, which will be kept up to date. Centres are not permitted to use any regulatory logos, for example, Ofqual or CCEA Regulation.

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



The ESB Skills for Life Senior Assessor can train tutors online or face-to-face. Training content can cover:

- Initial training: content and principles of each mode and level.
- Ongoing training: marked learner work and establishing benchmarks.
- Workshops: standardising teacher assessment of your learners' Writing and Speaking performances to assist with your preparation.
- Bespoke sessions developed with teachers for your specific needs.

Resources



- Entry Level and Level 1 and 2 resources are available [here](#). You can access Reading and Writing sample papers, Speaking & Listening assessor booklets, audio files and example videos.
- There is also a self-access resource for learners to improve their writing skills at each level.
- Tutors at ESB centres can email product@esbuk.org for a password to access mock assessment materials.

Specifications



Detailed specification for ESB ESOL Skills for Life qualifications are [here](#), 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 <i>for bookings and 'My ESB Hub' questions</i>	customer@esbuk.org	01695 573439 Option 2
Educational Delivery <i>for qualification content and resources</i>	product@esbuk.org	01695 573439 Option 4
Finance and Premises <i>for invoice queries</i>	accounts@esbuk.org	01695 573439 Option 3
IT	itsupport@esbuk.org	
Business Strategy <i>for training and visits</i>	business@esbuk.org	01695 573439 Option 1
Quality Assurance <i>for Policies and Procedures</i>	qualityassurance@esbuk.org	01695 573439 Option 4

3. Preparing for your assessments

3.1 Booking

ESB International offers these assessments for its ESOL Skills for Life centres in the UK:

- Face-to-face Speaking & Listening assessments with an ESB Assessor
- In exceptional circumstances, with the explicit approval of ESB International, online Speaking & Listening assessments with an ESB Assessor
- Paper-based Reading and Writing assessments administered by the centre and posted back to ESB International to be marked and resulted.
- Fast-track Speaking & Listening, Reading and Writing assessments
- Online re-sits for small numbers of learners

How do I book?

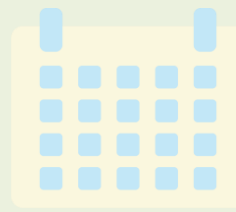


Assessment bookings are registered onto My ESB Hub [Login | ESB Hub \(esbuk.org\)](#), including the centre's assessment date(s), expected numbers of learners and qualifications/levels

Minimum fees

A minimum fee is payable for ESOL Skills for Life Speaking and Listening assessments. This is calculated per assessor per session. More details of our current prices can be found on [our website](#).

More booking information:



- There are no additional charges made by ESB International to individual learners.
- Invoices are raised the day after the assessment has taken place.

For ESOL Skills for Life **Speaking and Listening** assessments, we strongly recommend that you place your bookings as far in advance as possible to secure your preferred dates. You can book any time of the year and at the very latest you can book is **28 days**. Our ESOL Skills for Life **Reading** and ESOL Skills for Life **Writing** assessments delivered by the centre can be booked up to **2 days** before the assessment date. Please visit our website for more information on [qualification prices and centre fees](#). Please use the 'Get a Quote' option within [My ESB Hub](#) to check the pricing before booking your assessments. My ESB is designed to be intuitive, so that the process is simple and easy to follow.

For additional guidance, please use link below to access user-friendly video presentations, download the ESOL Skills for Life User Guide and view our Frequently Asked Questions:

[Book your assessments \(UK-based centres\) - English Speaking Board \(International\) Ltd. \(esbuk.org\)](#)

During our peak periods, dates showing in **RED** are unavailable. You can book dates showing in **AMBER**, but these are dates in high demand and cannot be guaranteed. Please note our 4-week /28 day minimum booking period for Speaking and Listening assessments. Any dates you try and book within this period will appear as **RED**.

Once an assessor or marker has been assigned to each session, you will receive a notification that the booking has been confirmed, and it will appear in **'Confirmed Bookings'**. You can then begin managing your learners and request any Reasonable Adjustments.

3.2 Alterations to bookings and cancellation fees

We pride ourselves on being as flexible as possible and recognise that there may be the need to make alterations even after the learners' names and details have been uploaded to [My ESB Hub](#). Prior to the assessment date, centres can make changes subject to the rules built into [My ESB Hub](#).

Significant changes that involve reassignment of assessors may not be possible and a 'Change of Booking Date' fee is chargeable. In the event of cancellation of a booking, cancellation fees may apply. Please refer to our [fees list](#) on our website for all cancellation fees and associated time periods. In some instances, due to unforeseen events, ESB reserves the right to cancel assessments at short notice. Every effort will be made to minimise the disruption.

Should you need to change your booking and have any queries regarding the options available please contact our customer experience department on customer@esbuk.org

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.

3.3 Absence through illness

A learner who is ill and cannot take the assessment may apply for a half-fee credit for re-entry within six months, enclosing a medical certificate. Please refer to the [Absence Through Illness Policy](#) on our website. The centre must notify ESB before the assessment takes place of any known absentees, or they will be charged.

3.4 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. 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 **not** 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.

3.5 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 [Reasonable Adjustments Policy](#) on our website for information about the types of accommodations that are available and how to apply for them. Once a reasonable adjustment has been agreed, the assessment must proceed accordingly. Please contact product@esbuk.org 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: <https://esbuk.org/index.php/assessment-support/book-your-assessments/>

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 7) 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.

3.6 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.

3.7 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. friends or family 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 to ESOL Skills for Life Speaking and Listening assessments as well as ESOL Skills for Life Reading and Writing assessments in the relevant sections of this 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 [centre-approved](#) adult must be present for ESOL Skills for Life Speaking and Listening assessments with learners under the age of 18 and with vulnerable adults. Please see our [Safeguarding Procedure](#) 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 attends the whole of the assessment.
- 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 3.4 on identification.

Checklist

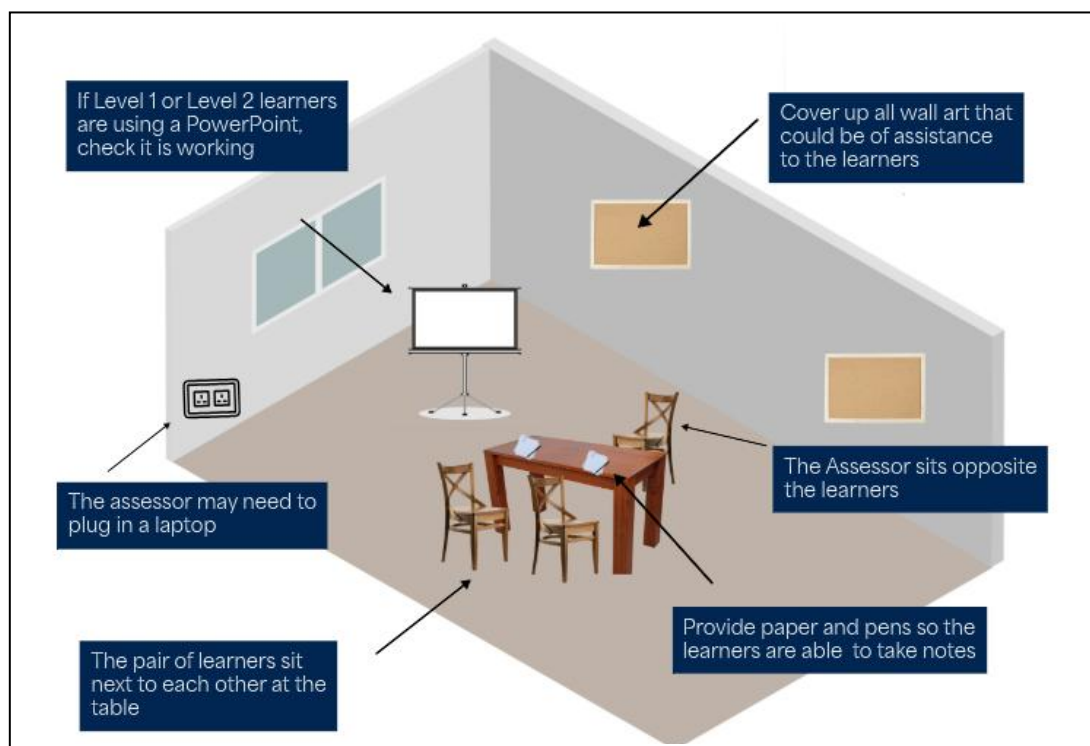
Once you have completed your booking and received confirmation via the Hub, please follow the checklist below to make sure you and your learners are fully prepared for the assessment day.

- ✓ I have 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 learners' 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 link, which includes video guides, timetabling guidance and more [Plan your Assessments](#)

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

Learners are assessed in pairs facing the assessor. The assessor should be provided with a table and chair, with two chairs for the learners in front of and close to the assessor's table. Level 1 and 2 learners may require a flipchart or board for their presentation.



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

Each qualification specification states the length of the Speaking & Listening assessment. In planning the assessment day, you should add the time required for the **changeover of learners**. We also set limits on recommended maximum learner numbers per day for each qualification (see next page).

Timing



Assessors keep as closely as possible to the time allowance 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 a PowerPoint is not advised, because of the time to set it up, but they may print their presentation to share with their partner and the assessor.

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 elicit their best performance. Please use our [Timetabling tool](#) 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. It is essential to include refreshment/lunch breaks for the assessor.

Assessors begin each session with a short 2-3-minute introduction to create a positive and relaxed atmosphere. 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 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

Assessors provide the equipment to play the audio file for the Task 4 Listening section.

Incidents

Should any issues occur during the assessment day, including but not limited to fire alarms, learner issues, equipment failure, loud noise or disturbance, ensure ESB-FRM-08 Incident Report Form (appendix 2) is completed and submitted to ESB International via the assessor or your Centre Organiser within 24 hours of the assessment taking place.

Safeguarding

All learners under 18 and vulnerable adults must be accompanied by a centre-approved adult. At the end of the assessment day, centre staff must accompany the assessor back to Reception or the exit.

Recommended maximum learner numbers per assessor/day

Qualification Level	Qualification Timings per Pair or Group	Maximum number of learners per day
Pre-Entry	30 minutes per group of 6	30
Entry 1	22 minutes per pair	22
Entry 2	25 minutes per pair	20
Entry 3	29 minutes per pair	18
Level 1	31 minutes per pair	16
Level 2	34 minutes per pair	14

4.4 Remote, online assessments

In exceptional circumstances where face-to-face assessments cannot take place, we may be 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-C51 Centre Guidance for Adapted ESOL Skills for Life Speaking and Listening Assessments in Exceptional Circumstances v1 should be used by teachers, Centre Organisers and any other support staff as guidance to cover adaptation in the following situations:

- learners and teachers can be together but the assessor cannot travel to or enter the centre, or
- teaching and learning are taking place remotely.

If you require a remote, online assessment, please send an email to customer@esbuk.org requesting a remote, online booking before registering the bookings on 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.

4.5 Online ESB ESOL Skills for Life Speaking & Listening re-sits

To support learners and centres, ESB International has developed a means of holding online Speaking and Listening assessments, thereby avoiding the need for the minimum fee or 28 day booking period, and enabling learners to re-sit an ESB International ESOL Skills for Life qualification with a partner from their own or another centre. To apply for online re-sits, the ESOL or curriculum lead must contact product@esbuk.org. If the centre is approved, ESB International will inform you of the available dates for online re-sits and send the guidance documents and links to secure SharePoint folders.

5. ESOL Skills for Life Reading and Writing Assessments

ESB ESOL Skills for Life Reading and Writing assessments are 100% externally assessed, which means ESB International marks, results and certificates all of the assessment once completed. Assessments are completed at the learners' centre at a time convenient to both the centre and learners.

5.1 Downloading and checking assessment papers

- The papers will be available electronically to download 5 working days prior to the assessment. They are accessed via a WeTransfer link. All assessment materials should be checked immediately after they are downloaded and printed and must be put into your secure storage facility, i.e. safe/security cabinet/covered shelving in a secure area
- Only people 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 48 hours prior to the assessment, please contact the Customer Experience team immediately.
- Delete all downloads as soon as the papers are printed.

Additionally, you will be required to download and complete the following documentation from the ESOL assessment pack on the website <https://esbuk.org/index.php/assessment-support/plan-your-assessment/> and in the appendices of this handbook.

- Assessment rules
- Mobile phones poster
- Seating plans
- Attendance registers
- Incident report form

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 assessment material.
- Centres must make appropriate arrangements to ensure that confidential materials are available only to those authorised by the centre organizer.
- 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 International'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 booking 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 phones, 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 International recommends the centre nominates two members of staff, one as the 'supervisor' and 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 International. The role of the invigilator is an important one and they work as part of a team 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 all the time 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 ESOL 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.
- Allocate each learner an individual desk. Desks must be far enough apart so that their work cannot be seen by/contact cannot be made with other learners.
- All learners must have their registration number for each assessment that they take.
- 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 level/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 cannot be more than 10 minutes late for the assessment. Learners arriving more than 10 minutes late for the assessment are not allowed in.**
- Learners must switch off mobile phones, smart watches and all other electronic equipment and leave them 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 will 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 the content of the paper.
- 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.
- Every learner should be accounted for on the ESB-FRM-11 ESOL Skills for Life Reading or 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 2) – 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 ESB-FRM-08 Incident Report Form (Appendix 2)

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 ESB-FRM-08 Incident Report Form (Appendix 2) and on the front cover of the script itself. Include a copy of the unauthorised material with the Incident Report Form. Send the Incident Report Form to ESB with the assessment papers or as soon as possible.

If a learner fails to produce satisfactory identification, the supervisor must notify ESB after the assessment and record the information on the ESB-FRM-08 Incident Report Form (Appendix 2). 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:

- 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 learners do not take any notes, rough work, assessment or answer papers 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 Report Form (Appendix 2) with the assessment papers to the supervisor (if appointed) or the exams officer.

5.5 Post Assessment Responsibilities

The supervisor/exams officer must ensure the following are placed in a secure bag addressed to ESB International:

- Assessment papers
- Unused scripts
- Seating plan completed with the required details for each assessment room
- Register or Attendance List - fully completed for each level or session with all absentees noted
- Incident Report Form/s (if applicable)

Envelopes must be sealed with the exams officer present. Both the supervisor and the exams officer sign their names across the seal.

The assessment papers and paperwork must be returned to ESB International 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

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 ESB International receives the assessment papers from your centre. However, **during the peak periods of March-April and 1st May – 31st July 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 on My ESB Hub.

'How to' Video Presentation

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

Accessing learners results: [Video presentations - English Speaking Board \(International\) Ltd. \(esbuk.org\)](https://www.esbuk.org/video-presentations-english-speaking-board-international-ltd)

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 [Replacement Certificate Policy](#).

6.4 Global learner reports

Centres can download a full history of all their learners' results in an Excel spreadsheet. This is available on My ESB Hub, using the '**Master Exam Report**' feature. A video tutorial is [here](#).

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 has 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 is 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 enquiries, complaints and appeals 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 an appeal following a complaint outcome.
- when mistakes happen, ESB International will acknowledge them, apologise and always endeavour to explain what went wrong, and put things right as quickly and efficiently as possible.
- ESB International is 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.

Enquiries

All enquiries must be made through the Centre Organiser. The Centre Organiser must send an enquiry to ESB International to customer@esbuk.org within 15 working days of receiving the results. The Centre must provide the following information in writing as applicable: Centre name, Centre Organiser's name, candidate/learner's name and learner registration ID, title and level of the qualification, date of examination, result, and the issue for the enquiry.

ESB International will acknowledge receipt of the enquiry within 2 working days. 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 the result of their enquiry within 15 working days of receiving it. The decision and outcomes may be to upgrade, downgrade or uphold the original examination result. Any replacement documentation will be issued without charge.

Complaints

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 customer@esbuk.org. The Customer Experience Team is responsible for taking receipt of, logging and acknowledging receipt of a complaint within 2 working days. The Customer Experience Manager will review the complaint, and any supporting evidence in its entirety. The Customer Experience Manager will respond to the complainant with an outcome within 15 working days of the receipt of the complaint.

Appeals

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

Appeals should be emailed to the Chief Executive of ESB, adrian.gallagher@esbuk.org. 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, within 20 working days of receipt of a request for an appeal. A letter outlining the details of the investigation will be issued to the complainant giving a full explanation of the outcome.

8. Maladministration and Malpractice

8.1. Adverse Effects

In accordance with conditions 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, mitigate it as far as possible, 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.

8.2 Security of assessments

For ESOL Skills for Life Speaking and Listening assessments, ESB International assessors observe learners throughout the assessment and will identify any inconsistencies in performance that may indicate malpractice, which are 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 needed 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 that malpractice or maladministration does not re-occur.
- enact any decision by ESB International as a result of an investigation, taking appropriate action against those responsible for 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.

8.3 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 [Preventing and Managing Malpractice and Maladministration Policy](#).
- The whole process is to be concluded within 45 days.

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: <https://esbuk.org/web/news/>.

9.2 Refresher training and new resources

ESB International offers bespoke training and workshops to both new and established centres - please refer to [Qualification Prices and Centre Fees](#) for prices of online and face-to-face training and email business@esbuk.org to book a training session. Resources, sample papers and password-protected mock assessments are frequently updated on the website [ESOL Skills for Life Resources](#).

9.3 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](#).

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

9.4 Invoicing and payment

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

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

- BACS
- Cheque

9.5 Withdrawing from ESB International

If you would like to withdraw your ESB Centre status, please contact our Business Strategy team on business@esbuk.org 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 any adverse effect for these learners.

10. Data protection

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

The work that ESB International 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 [here](#).

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 a 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 lies 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 personal data 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, UK Data Protection Law 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.

<https://wetransfer.com/>

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.

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 My ESB Hub. Please email customer@esbuk.org to let us know of any changes to your centre details.

Appendix 1 ESB International Skills for Life Qualification Titles and Ofqual qualification numbers

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

Appendix 2 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

Nature of incident	
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	☐

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: _____

Appendix 3 Seating Plan

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:

Appendix 4 ESB ESOL Skills for Life Reading and Writing Registers

ESOL Skills for Life: Register – READING

Centre Name:	
Booking no:	
Assessment level:	

Assessment Date	
Organiser	

Key
A: Absent
P: Present

First Name	Last Name

Candidate number	Present/Absent/Late

Total number Present	
Total number of Absentees	

Organiser Signature

ESOL Skills for Life: Register – WRITING

Centre Name:	
Booking no:	
Assessment level:	

Assessment Date	
Organiser	

Key
A: Absent
P: Present

First Name	Last Name

Candidate number	Present/Absent/Late

Total number Present	
Total number of Absentees	

Organiser Signature

WARNING



NO unauthorised items in the examination room. Including:

NO mobile phones

NO watches/smartwatches

NO technology with communication storage

NO unauthorised notes or revision materials

If you have any unauthorised items, you could be

DISQUALIFIED

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.

Appendix 7 UK Special Consideration Request Form

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		Contact no.	

Section 2: Learner details

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

Section 3: Reason for request

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

Summary of any supporting documentation	Certificate/statement attached (copy) - Yes / No
--	---

Section 4: 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? <i>(This may include transfer to a later assessment session if appropriate)</i>			

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

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www.esbuk.org customer@esbuk.org

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