UPDATED September 2021

ESOL Skills for Life Adaptations 2021-2022

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(A full list of qualifications covered by this guidance is listed in [Appendix (I)](#))

Context

2020-21

After the Extraordinary Regulatory Framework (ERF) ended in summer 2020, the regulators implemented an extended version for the 2020-21 academic year. This was due to the further disruption to teaching, learning and assessment that occurred due to lockdowns and social distancing measures. This regulatory framework allowed some of the usual 'rules' to be flexed temporarily by Awarding Organisations, permitting certain adaptations. **The Extended ERF (EERF) was incorporated into the VTQ Contingency Regulatory Framework (VCRF)** which ran alongside the General Conditions for the whole of the 2020-21 academic year. Learners could achieve either under the General Conditions or under the VCRF.

VTQ Contingency Regulatory Framework (VCRF) (up to 31st August 2021)

Last academic year, Teacher Assessed Grades were permitted in certain circumstances. Additionally, Awarding Organisations were required by the regulators to consider what adaptations they would make available to Centres under the temporary regulatory framework, **if Centres needed to be more flexible than the General Conditions allow.**

2021-22

The Department for Education and Ofqual's joint [consultation on the arrangements for the assessment and awarding of Vocational and Technical Qualifications and Other General Qualifications in 2021 to 2022](#) took place between 12 July and 26 July 2021.

The government's intention is that exams and assessments including for vocational and technical qualifications (VTQs) will go ahead in the academic year 2021 to 2022. The government recognises, however, that learners who will be taking exams and assessments may have experienced significant disruption to their education and that these students may also need continued support in the face of any further disruption.

Ofqual have consulted on the impact of changing the categorisation of qualifications in its regulatory framework, the [Vocational and technical qualifications contingency regulatory framework](#) (VCRF), and have decided that qualifications including ESOL SfL will **not** be awarded based on teacher judgement (Teacher Assessed Grades) and will only be awarded based on evidence from exams and other assessments taken after 1 September 2021.

However, in 2021-22, **Awarding Organisations are permitted to make adaptations to their qualifications and assessments**, and to carry forward any adaptations from academic year 2020 to 2021 where they are still **necessary** and **appropriate**. The intention is that certain adaptations may make VTQs more resilient to any further disruption as a result of a changing public health situation, so that assessments can continue.

Ascentis ESOL under the General Conditions

All Ascentis ESOL qualifications at all levels use externally set assessments, with resources available on demand to Centres. Three complete sets of assessment papers are available at any one time to all Centres. The bank of assessments is refreshed each academic year. Each of the three Awards or Units of a Certificate comprises three tasks (or four tasks for Reading L1/2).

All assessments are taken in controlled conditions. Some Speaking & Listening assessment tasks require face-to-face interaction between learner and tutor / assessor. Some require group interaction. From August 2021 online Reading assessments are available for learners at E2, E3 and L1. These must be undertaken in centre and cannot be delivered remotely.

Learners can take assessments at any time during an academic year. If they do not achieve on the first occasion, they can have two re-sit opportunities. For Writing, and Speaking & Listening, Centres are currently permitted to use one or more tasks from a different set in the event of a re-sit, so that learners do not have to re-take elements of the paper that they have already achieved. For a Reading resit however, learners must retake **all** the tasks from another set. Centres are **not** permitted to split up the Reading assessment into separate tasks.

Ascentis ESOL was developed to be flexible, with modular assessments that can be taken during usual class time, (under controlled conditions) and which are available on-demand. The regulators would like us to promote this feature to Centres who may not be taking advantage of the 'modular' approach already.

Some Centres use termly or semester-based assessment approaches and then assess a full Award / Unit at the end of the term / semester. In the event of disruption affecting the assessment date, this means that a full Award / Unit assessment may be missed or delayed.

However, other Centres stagger the assessments **by scheduling the three tasks separately on different dates, spread over the term or semester**, rather than setting a full paper in one sitting. This enables achievements to be 'banked' as the course progresses.

Therefore, we strongly advise Centres to bank achievements by task, wherever possible (e.g., for Writing, teach the completion of forms, then take the Task 1 assessment on form-filling). This would mean that assessment and internal verification could continue cumulatively and the risk that the qualification will not be completed by the end of the academic year would be reduced. If only one task is delayed, this could be completed as soon as possible (e.g. after lockdown is lifted), rather than learners having to complete a full Award / Unit after a hiatus in their learning.

Ascentis ESOL adaptations permitted under the VCRF in 2021-22

These adaptations apply to all learners who are not able to complete assessments face-to-face in Centres, from 1st September 2021, until such time as the VCRF ceases to be operational.

Centres are not permitted to make any further adaptations to the delivery or content of assessments beyond those set out in this document. Unless specified otherwise in this document, all assessments must be conducted in accordance with the Qualification Specification, Ascentis ESOL Handbook and Assessor Guidance.

1. **Centres are permitted to use online platforms for remote <u>practice</u> assessments**: This will support Centres in keeping attendance in Centres to a minimum where necessary. An online repository with accessible **practice assessment** materials in Microsoft Word format is available. This was set up to facilitate online adaptations where learners are studying at home and preparing for live assessments in the Centre. Please email support@ascentis.co.uk to arrange access to the repository if your Centre does not have access already.

2. **Speaking and Listening controlled assessments may be undertaken remotely online**, providing that Centres and learners are able to adhere to the specific guidance and protocols outlined in this document.

The adaptations to the Speaking and Listening assessments can **only** be permitted if Ascentis deems that they are both 'necessary' and 'appropriate' **on a case-by-case basis**.

In 2021-22, Centres will have to <u>apply</u> to use the online adaptation to the Speaking and Listening assessments. This is a more stringent measure than in 2020-21 as AOs are now responsible for monitoring the use of adaptations to ensure they are both 'necessary' and 'appropriate' in every case. Centres will have to provide a clear rationale for having to use these adaptations and Ascentis will determine if their use is 'necessary' and 'appropriate'. Here is a link to the application form.

Centres are responsible for ensuring that no learner is disadvantaged or advantaged by using these adaptations.

The qualification must retain its integrity and the award of the qualification must be comparable with awards in previous years and across cohorts and Centres nationally.

It is the Centre's responsibility to consider risk in this context and to identify, manage and monitor risk to ensure the security and integrity of all assessments.

General guidance for conducting remote online controlled S&L assessments

1. Centres **must not** offer online remote assessment to any learner who may in any way be disadvantaged by the controlled assessment process being completed remotely (e.g. where learners may not have access to appropriate technology, their home conditions are not conducive to taking controlled assessments, or where the Centre considers there is a risk of malpractice). Instead, the learner's assessment must be delayed until it is possible to conduct it within the Centre.

2. Centres may conduct any or all three Speaking & Listening tasks remotely online using video-conferencing applications or other technology platforms that they have been using for online teaching and learning (e.g., Google Classroom, Microsoft Teams, Skype, Zoom). This is conditional on the Centre being able to ensure the security of the platform used and the confidentiality of live assessment materials. The platform used must have the facility to show all candidates onscreen at all times, and to save a video recording of the assessment.

3. The live assessment materials can be downloaded by the Exams Officer or Superuser from QuartzWeb and put in a folder on the Centre's secure portal (e.g., SharePoint) from where only authorised assessors can access them electronically. Centres may not otherwise copy, share, save, or email live assessment materials. Email **must not** be used for communicating any content related to live assessments or learner responses.

4. Centres must ensure learners have access to suitable equipment, which must be a PC, laptop or tablet and a satisfactory Wi-Fi / broadband connection. Mobile phones, smart watches and other electronic devices should not be accessible to learners during the assessment and learners must not access any other application or information on screen. The assessor must check and remind learners of this at the start of every assessment.

5. A mobile phone connected to the Centre's application or technology platform may only be used instead of a PC, laptop or tablet <u>as a last resort</u>, and it is the Centre's responsibility to ensure that the learner is not disadvantaged or advantaged in any way during the live assessment. 'Audio only' calls / recordings using a phone will <u>not be permitted</u> under any circumstances.

6. The Centre should be confident of the learner's digital skills and familiarity with the technology to be used. This should ideally be evidenced by completion of a practice assessment using the same equipment and following the same procedures.

7. Every controlled assessment carried out online remotely <u>must be</u> video recorded and commence with introductions as instructed in the ESOL Centre Handbook. This includes Task 1 Listening assessments. **Ascentis EQAs are entitled to join any online remote assessment at any time to ensure compliance and provide supportive guidance**.

8. Centres must complete this [application form](#) if they have any learner who may need to complete a controlled assessment remotely. Centres must briefly outline the processes and systems that will be used, and how risk will be managed. The form must be submitted no less than two weeks before the remote online assessments are scheduled to take place to allow for an appropriate review of all of the circumstances. **Your Centre will then be notified if the application is successful, and that the adaptation is accepted as appropriate and necessary.**

9. A subject specialist ESOL tutor / assessor MUST facilitate every task completed remotely. **Where more than one learner is being assessed, another staff member must also be online** to observe the assessments as they take place, to focus on 'invigilation'. Their role will be to minimise risk and ensure that learners are observed closely throughout. This second person does not need to be a subject specialist unless their role also includes assessing learners.

10. Authorised assessors should access the Task 1 Listening Recordings, Assessment Candidate Paper, the Assessor Guidance and Mark Scheme from the Centre's secure portal in order to conduct the assessments. Assessors may not copy, save, print, or email live assessment materials, but can display them on-screen and play recordings to learners during assessments.

11. Video recordings of assessments must be suitably named and stored in a separate folder on the secure portal by assessors, immediately the assessment is concluded. Access to these recordings must be restricted to authorised staff only, for marking and IQA purposes.

12. Centres must make it clear to all learners that learners <u>must not</u> record any audio or video or save, copy, or share any of the live assessment materials that they are accessing during the assessment. Learners must not take screenshots or otherwise record any of the content. Live assessment materials must not be available to learners at any time, other than during the assessment when they are being controlled by the assessor and the learners are being closely observed.

13. During assessments, learners must observe the usual regulations for the conduct of assessments. They must not have access to notes or any papers on the desk or in front of them except where it is explicitly permitted. For example, Entry 3 Task 2, a learner may have a blank piece of paper to write information given to them by the assessor or take notes during presentations / discussions. Any notes made during an assessment must be shown to assessors at the end of the assessment. If the notes contain anything that could potentially compromise the security of the assessment, the assessor must request for them to be destroyed immediately.

Speaking and Listening all levels

Task 1 Listening

At all levels, listening tasks within the controlled assessment can be carried out remotely one-to-one or with groups of up to 6 learners (maximum). The recordings can be played, and the questions displayed on the assessor's PC and "screen-shared" through the web-conferencing software the Centre is using. The assessor must be able to view all learners at all times during the assessment, so candidate questions should be displayed in a window or split screen whilst the assessor can still see the learners. **The recording must capture the candidates at all times so they must not be obscured by the questions.**

Learners must be instructed that they are not allowed to speak during the assessment (it may be advisable to "mute all" except the assessor) or communicate in any way with other candidates.

The questions on the candidate paper should be displayed on the assessor's screen before, during and after playing the recording and the assessor should read them out in accordance with the instructions in the assessor guidance.

Ascentis has produced blank answer books for Task 1 online assessments at all levels and these can be found on QuartzWeb. These should be copied to a separate folder on the Centre's secure portal where learners can access them.

The answer books should be downloaded by learners on the day of the assessment and not before. These should be completed electronically on screen during the assessment. Learners must type their responses into the answer book, whilst being observed by the invigilator on video during the assessment. Once completed, candidates should upload their answer book to another folder on the Centre's secure portal whilst still being observed. **This must be done in a way that does not reveal any one learner's responses to others and does not give them an opportunity to edit their responses once submitted.**

All responses must be uploaded / submitted confidentially before the online assessment ends and while the session is still being recorded. Learners **must not** keep a copy on their own PC. They must not have access to the secure folders after they have submitted their completed answer book.

Alternatively, Centres can convert the answer books into a secure online form within their own technology platform for learners to access and complete, provided they are submitted securely and immediately.

Once the answer books have been completed by learners, they become <u>live assessment material</u> and potentially <u>evidence of achievement</u> and as such must be kept securely and confidentially. <u>**Learners are not permitted to email**</u> completed answer books as accessing their email account during an assessment constitutes an unacceptable security risk.

Submissions that are not made immediately, <u>whilst the learner is being observed</u>, will **not** be accepted.

One-to-one

If the learner is unable to complete the answer book electronically, they can give their answers verbally to the assessor, who can type them into an answer book on their behalf. In this situation the assessment will have to be conducted individually and not in a group. The assessor will need to put the learner's name, learner ID and date of birth on the learner answer book. The assessor can record this rather than the learner.

If there is another reason for the assessment to be conducted one-to-one the learner can complete the answer book or online form in the usual way.

Small groups (maximum of 6 learners)

If a Centre wishes to deliver Task 1 controlled Listening assessments with small groups, they must use a second member of staff to invigilate and observe the learners.

Centres must take steps to ensure learners do not disclose the listening task topics to other learners and one way of addressing this may be to rotate Task 1 assessments from different sets within a group of learners.

Task 2 Role Plays

Entry Levels 1 to 3 One-to-one

At Entry levels, Role Play tasks within the controlled assessment can be carried out online remotely on a one-to-one basis. The assessor can conduct invigilation and marking themselves or a second member of staff may conduct invigilation / marking.

Assessments must be conducted in accordance with the appropriate assessor guidance. This assessment must be presented to the learner unseen without prior knowledge of the assessment topic. The task and topic should be read out and displayed on screen by the assessor <u>after</u> the usual introduction has been completed, on video.

Centres must take steps to ensure learners who have completed their assessment do not disclose the task topic to other learners. One way of addressing this may be to rotate Task 2 assessments from different sets within a group of learners.

Where the learner needs to write down information (e.g., Entry 3), they can do so on a blank piece of paper.

Level 1 Small groups (2 - 4 learners)

At Level 1, Role Play tasks within the controlled assessment can be carried out remotely with small groups and Centres <u>must</u> use a second member of staff to invigilate and observe the learners. This second member of staff does not need to be a subject specialist unless their role also includes assessing the learners.

Assessments must be conducted in accordance with the appropriate assessor guidance. **This assessment must be presented to learners unseen, without prior knowledge of the assessment topic**. The task and topic should be read out and displayed on screen by the assessor <u>after</u> the usual introduction has been completed on video.

Centres must take steps to ensure learners do not disclose the task topic to other learners and one way of addressing this may be to rotate Task 2 assessments from different sets within a group of learners.

Task 3 Presentation / Discussions

Small groups (2 - 3 or 4 learners according to level)
For Task 3 at all levels, the Presentation and Discussion tasks within the controlled assessment can be carried out online remotely with small groups and Centres <u>must</u> use a second member of staff to invigilate and observe the learners. This second member of staff does not need to be a subject specialist unless their role also includes assessing the learners.

Assessments must be conducted in accordance with the appropriate assessor guidance. Group sizes, allocation of different aspects of the topic to different learners at Entry 1, notification times in advance of assessments, introductions and all other instructions should all be conducted as usual, according to the Assessor Guidance. Where a task suggests three different topics for a group each learner should present a different topic, to ensure that no learner is unfairly advantaged or disadvantaged.

Where a learner wishes to show a picture or artefact to the group, this must be done by showing the physical object to their camera and it may not be displayed electronically on screen. No mobile phones or electronic devices may be used for this purpose.

Level 2 Presentation Small groups (2 - 4 learners)
PowerPoint or other presentation software is allowed at Level 2. However, all learners must be visible on screen at all times and so the screen must not show presentation slides rather than the learner, and **the recording must show learners at all times**. Learners may share their presentation slides with their tutor in advance and present from printed handouts or notes, or the Centre may address this another way.

Please consider how your Centre will manage this well in advance, so that you can details can be included on your Declaration of Intent form

Notes or presentation slides prepared prior to the controlled assessment should be shared with the tutor in advance so that the tutor can check they have been prepared in accordance with the requirements of the assessment.

Marking & IQA

Only authorised assessors and IQAs should have access to the folder on the Centre's secure portal to view and assess / IQA Speaking & Listening assessment recordings and completed Task 1 answer books.

Recordings of all 3 tasks must be properly and accurately labelled so they can be identified and accessed as required.

Printed Candidate Assessment Papers are required in order to make a claim for learner certification. These cannot be completed electronically. These can only be printed in Centre under the supervision of an Exams Officer or Superuser.

Where printed Candidate papers cannot be accessed at the time of the assessment (e.g., because the Centre is closed), assessors may record marks electronically on a tracking sheet or other device for single or multiple learners in the secure folder, and then transfer the marks to individual printed learner papers, with the assessor's signature, at a later date.

The Task 1 answer books contain marking grids, and these can be printed in Centre and marked for each learner by the assessor, or the assessor can put the Task 1 marks onto a learner's Candidate paper. Marks for Tasks 2 and 3 need to be entered on the candidate paper and signed by the assessor, and where applicable, the IQA.

These will need to be made available to EQAs for sampling at the time of External Quality Assurance.

Individual Tasks may be taken at different times and marked separately, but we recommend IQA is carried out after the completion of all 3 Tasks to accurately confirm that the whole assessment has been achieved.

IQA records may be kept electronically and should be uploaded to the secure folder. In the case of electronic IQA records, these do not need to have authentic signatures, but Centres can use electronic tracking and controls instead. The exception to this is IQA1 which must have authentic staff signatures.

Record keeping
Centres will already have in place documentation used for assessment recording, tracking, IQA planning and recording, as well as systems for the collation and saving of learner assessment evidence. As part of that record keeping, **Centres must keep records of the adaptations applied** for every learner, for example by adding this information to existing IQA or assessment tracking records or to attendance lists.

Attendance lists
Electronic attendance lists should be produced and kept in the secure folder. Learners will not be able to sign the list so assessors should indicate attendance on the list on their behalf. Centres / assessors must ensure the authenticity / identity of every learner taking an online assessment.

Reasonable Adjustments and Special Considerations

These should be applied in line with our normal policy. Please refer to the Reasonable Adjustments and Special Considerations Policy, which is available on the login section of the Ascentis website.

Appeals and Complaints

Any appeals made in relation to these adaptations will follow the Ascentis Appeals Policy which can be found on the login section of the Ascentis website.

Any complaints regarding these adaptations should be made in line with the Ascentis Complaints Policy which can be found on the login section of the Ascentis website.

Ascentis support

- Tracking mechanisms to record set usage in the event of resits– Word / Excel versions are available to Centres. It is not mandatory to use these if Centres have their own systems that cover the requirements. Updated versions will be made available on QuartzWeb with appropriate guidance.

- Please contact your EQA if you have any questions or concerns about how to run these assessments if your Centre is approved to do so. Please contact your EQA in the first instance or qualityassurance@ascentis.co.uk if you have any queries regarding internal or external quality assurance.

Please note that online or remote assessment of live Reading and Writing assessments is NOT permitted for Ascentis ESOL as an adaptation under the VCRF.

However, Centres do have the option use blended or online delivery models for teaching and learning to keep face-to-face contact with learners to a minimum where necessary, and practice assessments may be taken online.

Appendix (I) – Qualifications covered by this guidance

Ofqual regulated Qualifications
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 1) (601/4302/2)
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 2) (601/4080/X)
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 3) (601/4081/1)
Ascentis Level 1 Certificate in ESOL Skills for Life (601/4082/3)
Ascentis Level 2 Certificate in ESOL Skills for Life (601/4083/5)
Ascentis Entry Level Award in ESOL Skills for Life - Speaking and Listening (Entry 1) (601/4325/3)
Ascentis Entry Level Award in ESOL Skills for Life - Speaking and Listening (Entry 2) (601/4267/4)
Ascentis Entry Level Award in ESOL Skills for Life - Speaking and Listening (Entry 3) (601/4268/6)
Ascentis Level 1 Award in ESOL Skills for Life - Speaking and Listening (601/4280/7)
Ascentis Level 2 Award in ESOL Skills for Life - Speaking and Listening (601/4269/8)

Qualifications Wales regulated Qualifications
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 1) (C00/1191/1)
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 2) (C00/1191/7)
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 3) (C00/1192/1)
Ascentis Level 1 Certificate in ESOL Skills for Life (C00/1192/5)
Ascentis Level 2 Certificate in ESOL Skills for Life (C00/1193/0)
Ascentis Entry Level Award in ESOL Skills for Life - Speaking and Listening (Entry 1) (C00/1191/2)
Ascentis Entry Level Award in ESOL Skills for Life - Speaking and Listening (Entry 2) (C00/1191/8)
Ascentis Entry Level Award in ESOL Skills for Life - Speaking and Listening (Entry 3) (C00/1192/2)
Ascentis Level 1 Award in ESOL Skills for Life - Speaking and Listening (C00/1192/7)
Ascentis Level 2 Award in ESOL Skills for Life - Speaking and Listening (C00/1193/1)

Appendix (II) – Application form

[Here is a link](#) to the online application form, which must be completed if a Centre wishes to apply to complete controlled assessments remotely. The form must be submitted no less than two weeks before any remote online assessments are scheduled to take place.

N.B. the online form **cannot be partially completed and saved** for completion at a later time. The contents the form are therefore listed below so you can ensure you have all the required information before completing it.

We can only accept your application through the online form.

Before completing this form, it is essential that you have read and understood the latest guidance relating to the approved adaptations for the qualification area.

We will review your application within 5 working days of submission and contact you with a decision, or to ask for further information if necessary.

Centre details

1. Centre Name
2. Name of Quality Nominee
3. Quality Nominee email address
4. Name of Appropriate Subject Leader/ Manager
5. Subject Leader/ Manager email address

Class details

6. Please list the QuartzWeb class IDs of the learners who will be using the adaptation(s)
7. How many learners will be using the adaptation(s) in total?
8. What is the planned course end date(s)?
9. Which qualification area does this application relate to?

Rationale and Arrangements

Please provide details of the rationale and arrangements for using the Remote Online Assessment adaptation for Speaking and Listening assessments.

N.B. Remote assessment of Writing and Reading is not permitted.

10. Rationale for using this adaptation (please outline the specific centre / learner circumstances)
11. Which online platform(s) and technology do you propose to use for conducting controlled assessment(s) remotely? Please outline the processes and systems that will be used.
    If presentation software (e.g. PowerPoint) for Level 2 is to be used, please include details of how this will be managed.
12. Have practice assessments been carried out using the same processes (as outlined above) with every learner who will take the live assessment remotely?
13. How will risk be managed during the live assessment?
14. How will the centre monitor the conduct of the assessments and ensure a standardised approach across tutors / assessors?
15. What checks has the centre completed to ensure that no learner will be disadvantaged by using this adaptation? For example, have learners got to the appropriate IT systems and are they confident in using them? Is their home environment suitable for a live assessment to be conducted?

16. Will any learners use a mobile phone instead of a PC/Laptop/Tablet during their assessment? If yes, please state the reason this cannot be avoided.
17. What measures has the centre put in place to minimise the risk of malpractice?
18. When will the assessments take place? Please provide the specific dates if these are known. Otherwise, please give approximate date range.

Declaration

It is the centre's responsibility to:

- determine which learners will be able to use this adaptation and ensure that any learner being assessed remotely is not being either advantaged or disadvantaged by the adaptation

- ensure that learners are fully aware of their right to delay the assessment until face-to-face assessment is possible, if this is their preference

- provide training to all relevant staff in the requirements as specified by Ascentis (as per the latest Ascentis ESOL guidance on VCRF Adaptation document) as well as in the processes and systems

- ensure that all relevant staff understand the requirements for security and confidentiality of the live materials before, during and after the live assessment(s). Live assessment materials must be kept confidential from learners as appropriate to the task and level in the usual way – please refer to the Assessor Guidance

- ensure that for every live assessment completed remotely, a video recording is taken, saved securely, and made available to Ascentis upon request

- ensure that learners are fully aware that copying / recording / sharing the content of live assessment materials in any way is forbidden

- ensure that once the live controlled assessment is complete, all evidence is stored securely and confidentially by relevant staff as this is the equivalent of a live script.

19. I confirm that I have read and understand the above responsibilities
20. Your name
21. Your role within the centre
22. Your email address (if not listed at the beginning of this form)

Appendix (III) – Checklist for conducting remote online assessments

- Ensure that the video recording of the session has begun, and all candidates are present. Candidates must not join group tasks after they have started. ☐

- Remind the candidate(s) that the session is being recorded. ☐

- Explain the process to the candidate(s). ☐

- Confirm that the candidate(s) do not have access to anything which might compromise assessment (e.g. notes, mobile phones or other applications open on their device) and there is no one else present in the room. ☐

- Remind the candidate(s) that

  o They are not allowed to communicate with each other in any way outside the assessment, ask for help from or give help to another candidate while the assessment is in progress. They must not disclose the content of any live assessments to other learners at any time. ☐

  o If an assessor or invigilator suspects malpractice, they have the right to terminate the assessment immediately and/or exclude the suspected candidate from the remainder of the online assessment. ☐

- For Task 1 Listening, check all candidates have their answer book or online form open on screen and know how to complete and submit it. ☐

- For Task 1 Listening, ensure all candidates are on mute before starting the assessment. ☐

- Give the appropriate introduction as described in the ESOL SfL Handbook and ask the candidate(s) to say their own name as well as the tutor saying it to camera. ☐

- Read out the Task from the candidate paper to start the assessment ☐

- Carry out the assessment. ☐

- Instruct the candidate(s) to upload their completed answer books or submit online forms (Task 1 Listening only) while still being video recorded. ☐

- Ensure that the candidate(s) dispose of any notes they have made. ☐

- End the session. ☐

- Securely save the recording of the session, ensuring it is appropriately labelled. ☐

- For Task 1 Listening, securely save the answer books or form responses, ensuring they are appropriately labelled. ☐