

Instruction for Conducting Controlled Assessments

2020-2021

**Pearson Edexcel
Qualifications for ESOL
Skills for Life (QCF)**

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Checklist for Head of Centre and Invigilator

This checklist summarises the main requirements for conducting ESOL Skills for Life (QCF) assessments. It should be read in conjunction with the **Guidance for Assessors** and the **Quality Assurance Handbook** issued by Pearson and can be found here: <http://qualifications.pearson.com/en/qualifications/edexcel-esol.html>

The JCQ **Instructions for Conducting Examination** document:
www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A – Receiving assessment materials	
1	ESOL assessment materials are available on a secure website and can be accessed via the website: http://qualifications.pearson.com/en/qualifications/secure-tests/esol-qcf-tests.html Access to the secure materials will be made available to Examination Officers once candidates have been registered.
2	Assessment materials must be stored securely at all times , prior to assessments and after the assessments have taken place. Security and integrity of assessments must be maintained throughout if assessments need to be transported to multiple sites/locations.
3	To ensure the latest version of assessments are used, materials must be printed from the secure website no earlier than two working days before candidates sit the assessment.
4	No unauthorised person should have access to question papers and/or assessment materials. However, all Assessors should be issued with copies of relevant Guidance for Assessors , (copies of which can be found on the secure website) four working days prior to the assessment(s), in order to ensure that candidates are familiar with words and phrases that may be relevant and necessary for the test.

B – Scheduling the assessments	
1	Assessments may take place at any time on any date. Centres can choose which assessment the candidates will sit but must keep a log to ensure that assessments and resits are taken appropriately.
2	Take all possible steps to prevent collusion if candidates are taking assessments at different times.
3	Ensure assessment room(s) are fit for purpose and supervised conditions can be assured e.g. candidates are not able to overlook each other’s work, desks are big enough to accommodate question papers, etc.

C – Before the assessment	
	Invigilators must:
1	Be satisfied of the identity of every candidate.
2	Check candidates have, or are provided with, any equipment indicated as required in Section 5 Resources for assessments.
3	Check candidates do not have access to anything that might compromise the assessment – any additional paper/notes; mobile phones must be switched off and placed out of reach.
4	Hand question papers out immediately before the assessment starts.
5	Bring any erratum notices, if applicable, to candidates’ attention (do not announce suspected errors on a paper unless confirmation has been received from Pearson).

6	Ensure candidates record their personal details on the front of the test paper as instructed.
7	Announce clearly to candidates when they may begin.

D – During the assessment	
1	The Invigilator(s) must give their whole attention throughout to ensuring proper conduct of the assessment and needs to be able to summon assistance without leaving candidates unattended.
2	There must be enough Invigilators to properly observe each candidate (it is recommended at least one Invigilator per 30 candidates).
3	An attendance list or similar must be completed as instructed.
4	Any candidate leaving the assessment room temporarily must be accompanied.
5	Make candidates aware of time remaining – either by having a visible clock in the room or by regular time checks.
6	Follow instructions on what to do in the event of an emergency.

E – Finishing the assessment	
1	Candidates must be given the full time allowance (even if a candidate is admitted after other candidates have started).
2	Candidates may leave once they have finished provided this does not disturb other candidates or compromise the integrity of the assessment – no candidate may be re- admitted after leaving.
3	All work must be handed in – candidates must not take any papers or notes on paper away with them after the Speaking & Listening assessments.
4	The Invigilators must collect all work before the candidates leave the room.

F – Dispatching and disposing of materials	
1	Collate the candidates’ scripts as instructed by Pearson.
2	Ensure all candidates’ scripts are internally marked and have been through the internal verification process before requesting standards verification.
3	Keep all candidates’ scripts, recordings and internal verification documents in a secure place until the Standards Verifier visit has taken place. During the visit the allocated Standards Verifier will select a sample of scripts for standards verification.

Time frames for assessment materials	
2 working days	Assessment materials printed from secure website.
4 working days	Assessors should be issued with the Guidance for Assessors.
15 working days	All learner assessments (including test papers) are kept after certification has been received and checked.
Minimum 3 years	Records of assessment and internal verification of assessments should be maintained.

1 Introduction

In these instructions: a centre is an institution approved by Pearson to deliver ESOL Skills for Life (QCF) assessments and an assessment refers to ESOL Skills for Life (QCF) tests and/or tasks.

- 1.1 Pearson expects the centre address provided during the approval process to be the main site for the downloading, storing and delivery of assessments.

Any other sites used for the delivery of assessments must meet Pearson requirements, including those set out in these instructions. The Head of Centre is responsible for the delivery of assessments and fair access to assessment at all sites.

All sites used must be under the full control of the Head of Centre. Centres are not permitted to sub-contract responsibility for assessment delivery, or enter into franchise or other collaborative agreements with third parties for the purposes of assessment delivery. Centres are required to provide details of all sites used for assessment delivery to Pearson on request. Pearson reserves the right to inspect all assessment centres.

- 1.2 For the purpose of this document, the Head of Centre, Principal of the college or the Chief Officer is the named person, known to Pearson, who takes ultimate responsibility for quality assurance within the centre. All centres must have relevant approval from Pearson before offering any ESOL Skills for Life (QCF) qualifications or assessments.
- 1.3 The Head of Centre is responsible to Pearson for ensuring the proper conduct of the assessments, although he/she may delegate certain tasks as necessary. Advice should be sought from Pearson in the event of a situation arising that is not covered by this document. Please contact our Quality Standards team at: vocationalqualitystandards@pearson.com
- 1.4 For procedural matters not covered by this document (e.g. how and when to make registrations) please refer to the Information Manual, available on <https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html>
- 1.5 The assessments are graded as either 'pass' or 'fail', however centres must refer to the **Guidance for Assessors** and mark schemes when grading the papers for the agreed pass mark.
- 1.6 The **Guidance for Assessors** that correspond to the assessment must be available and read by Assessors **four working days** before each assessment to allow particular arrangements for each assessment to be accommodated in time.
- 1.7 Assessments are permitted to be held on any date suitable to the centre. There are no requirements for centres to inform Pearson of the arranged assessment date beforehand.
- 1.8 Any correspondence relating to the assessments should be addressed directly to the allocated Standards Verifier unless otherwise instructed by Pearson.

2 Safe custody of live assessment materials

Live assessment materials include: question papers, corresponding mark schemes and **Guidance for Assessors**. To ensure the security of question papers please ensure the following steps take place.

- 2.1 The question papers are locked away in a secure place until the scheduled time of assessment and after the assessment is completed.
- 2.2 All question papers/scripts are collected before the candidates leave the room after the assessment to ensure that none are accidentally removed.
- 2.3 If the assessments are taking place on more than one site, the Head of Centre is responsible for ensuring that the correct number of question papers and supporting materials are delivered to each site, and that security is maintained throughout.
- 2.4 Ensure the secure site terms and conditions are followed for ESOL (QCF):
<https://qualifications.pearson.com/en/qualifications/secure-tests/terms-and-conditions/esol-terms-and-conditions.html>
- 2.5 Only persons authorised by the Head of Centre may have access to the assessment materials and completed question papers.

Conditions for transporting assessment materials

- 2.6 Assessment materials should not be moved until immediately before the scheduled assessment time.
- 2.7 There is no problem with moving the assessment materials on Monday morning, unless the assessment is scheduled for Monday at 8am and the sub-site is not within reach. If the sub-site is a considerable distance away, the assessment materials can be transported, provided that:
 - 2.7.1 the alternative site has secure storage to keep the papers until the scheduled assessment
 - 2.7.2 assessment materials are sealed in a secure envelope
 - 2.7.3 assessment materials are transported by a responsible member of staff who has sight/hold of the sealed envelope at all times during the transport.
- 2.8 A transport log is kept (there is no template given to centres, a spreadsheet or a Word-table would be suitable, as long as the following information is captured):
 - 2.8.1 names of all people handling the assessments
 - 2.8.2 times when the assessments were removed from secure storage
 - 2.8.3 means of transport and security measures taken
 - 2.8.4 time of arrival in sub-site and secure storage arrangements at the alternative site.
- 2.9 Must inform the Standards Verifier before they visit if you are using additional sites/buildings to deliver live assessments.
- 2.10 Must seek approval from the Approvals Team if you are using additional sites/buildings to deliver live assessments – ukvqapprovals@pearson.com

3 Conditions for storing assessment materials

- 3.1 Assessment materials must be stored in a safe or cabinet in a securely locked room conforming to the requirement below (secure storage). This room must be in a fixed building, preferably with no windows and on an upper floor.
- 3.2 The room **must not** have a door which directly leads out to the exterior of the building.

Requirement	Recommendation
Strong safe <i>or</i> security cabinet <i>or</i> metal cabinet with locking bar, bolted to wall or floor. 2 or 3 key holders only	
Secure room in a fixed building	Preferably on an upper floor with no windows
Walls, ceiling and floor of strong solid construction	
Solid door	A hollow door would require reinforcement
Strong, secure hinges	
Security lock, e.g. 5 lever mortise lock 2 or 4 key holders only	
Centres must not keep a spare set of keys in a cabinet or safe which can be accessed by members of staff who are not involved in exam administration. Keys must either be kept on the key holder’s person or kept in a coded safe which is only accessible to the designated key holders.	

Please see section 1.3 of the JCQ ICE document for a full list of requirements and the Conditions for storing confidential exam material 2020-2021:

www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

- 3.3 If the security of the assessment materials has been put at risk by fire, theft, loss, damage, unauthorised disclosure or any other circumstances the Quality Standards Team must be informed immediately at vocationalqualitystandards@pearson.com
- 3.4 Assessment material should be printed no earlier than **two working days** before the date the assessments are due to take place, and be kept securely at all times.
- 3.5 A copy of the **Guidance for Assessors** must be given to authorised Assessors **four working days** before each assessment sitting.
- 3.6 Centres must make ensure that the correct number of question papers are printed from the secure site before each assessment to ensure the latest version of the assessment is used at all times.
- 3.7 Question papers should be sealed inside envelopes after printing and stored securely.

- 3.8 Question papers should not be opened until the time of the assessment and must only be opened in front of the candidates.
- 3.9 Centres must make sure that a system for recording when material is taken from or returned to secure storage is used throughout the time the material remains confidential.
- 3.10 All completed question papers must be stored securely until they have been externally verified by the Standards Verifier. For security/storage requirements see JCQ ICE section 1.3 and the table on page 6 of this document.
- 3.11 Completed question papers must be treated as live material and therefore stored securely at all times. It is necessary to retain the completed question papers and all assessment materials for at least **15 working days** after certificates have been received and checked. Records of assessment and internal verification of assessments should be maintained for a minimum of **three years**.
- 3.12 As all assessment materials will continue to be live until confirmation has been given from Pearson by the release of the set as practice papers, centres must continue to store all question papers securely even after the Standards Verifier has visited the centre.
- 3.13 We advise that question papers are not destroyed until certificates have been received and checked. Records of assessment and internal verification of assessments should be maintained for a minimum of **three years**.

4 Scheduling assessments

- 4.1 Assessments may take place at any time and on any date.
- 4.2 Centres may choose which assessment the candidates will sit from the three sets of question papers on the secure site and must keep a record of those used :
<http://qualifications.pearson.com/en/qualifications/secure-tests/esol-qcf-tests.html>
- 4.3 The Head of Centre must take all reasonable steps to ensure there is no possibility of collusion between candidates taking assessments at different times, or between candidates and anybody else with or without access to the question papers.

Re-sit assessments

- 4.4 Where candidates do not pass the assessment and wish to sit it again, the centre must ensure that the candidate does not re-sit the same assessment taken in the previous session. A log must be kept of all assessments taken including re-sit assessments.
- 4.5 Re-sit assessments must take place no earlier than 14 days from taking the previous assessment.
- 4.6 If there are no more sets for the candidate to sit but they still have not achieved a pass, centres are allowed to conduct the assessment from the first set. Centres must keep a log of which assessment each candidate sat in order to keep track of which question papers from which set was used. At this point it might be worth re-assessing whether the candidate has been entered for the correct level.
- 4.7 Standards Verifiers will ask for evidence of which assessment each candidate has sat or any resits taken.

5 Resources for assessments

- 5.1 The Head of Centre is responsible for ensuring candidates have or are provided with any equipment required to take the assessment, as well as for taking all reasonable steps to prevent candidates from having access to any unauthorised equipment or resources.
- 5.2 The Head of Centre is also responsible for ensuring that the centre has access to good quality video recording equipment (for Speaking and Listening only) to ensure that candidates' Speaking and Listening performances are clearly recorded.
- 5.3 Candidates should only have access to items specified below, and must not have access to anything that could compromise the integrity of the assessment. The requirements for each paper are as follows:
All resources marked or ✓ must be available for candidates' use during the assessment.

-  Supplied on the secure site by Pearson
- ✓ Must be available for use
- ± Not required to complete the assessment successfully
- ✗ Must not be use

	ESOL / ESOL Speaking and Listening														
	Reading					Writing					Speaking and Listening				
	E1	E2	E3	L1	L2	E1	E2	E3	L1	L2	E1	E2	E3	L1	L2
Length of assessment <i>Nominal</i>	1hr	1hr	1hr	1hr	1hr	45 mins	1hr	1hr	1hr	1hr	25 mins	25 mins	35 mins	1hr	1hr 15 mins
Attendance list (or similar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Test Paper	<input checked="" type="checkbox"/>														
Pen(s) with black/blue ink	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pencils	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Eraser	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
Ruler marked with mm/cm	±	±	±	±	±	±	±	±	±	±	±	±	±	±	±
English only dictionary	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Dictionary may contain pictures	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Bilingual Dictionary	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Electronic devices	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Text books or similar	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Additional paper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Nominal time for assessments means that there is scope for an Assessor to use their discretion in allowing a candidate to continue for over the allotted time in a way that does not undermine the integrity of the assessment. It is up to the judgments of the Assessor as to what circumstances might necessitate this. However, in all cases the Assessor needs to state on the front of the paper how long the candidate took for the exam and the reasons for giving the candidate additional time.

- 5.4 Candidates must be informed that possessing any unauthorised equipment or resources during an assessment, whether intended for use or not, may result in disqualification.
- 5.5 In particular, candidates must be instructed to switch off any mobile phones and place them out of reach before the assessment begins, unless the use of this equipment is a requirement of the assessment. Ideally, all unauthorised items should be left outside of the assessment room.
- 5.6 Candidates should be made aware that the test paper may be used for any rough notes. Candidates must not under any circumstances take any work or notes away with them after the assessment. Any notes taking for Speaking & Listening must be handed into the Assessor.

6 Accommodation

- 6.1 The Head of Centre is responsible for ensuring that all assessment sites meet Pearson requirements, including those in these instructions.
- 6.2 All assessment sites must be under the full control of the Head of Centre.
- 6.3 The venue must be free from extraneous noise and enable candidates to work without disturbance or interruption for the duration of the assessment.
- 6.4 Any room in which an assessment is held must provide candidates with appropriate conditions for taking the assessment. You should pay attention to conditions such as lighting, heating, ventilation and the level of outside noise.
- 6.5 Ensure no display materials which might be helpful to candidates can be visible in the assessment room.
- 6.6 The seating arrangements in the assessment room must be such as to prevent candidates from overlooking, intentionally or otherwise, the work of others, and with sufficient space to accommodate question papers and any other required materials.
- 6.7 Other assessments may be held simultaneously in the same room provided no disturbance is caused.

7 Supervision arrangements

- 7.1 The assessments must take place under supervised conditions, that is:
 - 7.1.1 Candidates must be continually supervised by a reliable person.
 - 7.1.2 All necessary facilities must be available to candidates.
 - 7.1.3 Any time restrictions must be complied with.
 - 7.1.4 Candidates' work must be independent and unaided.
- 7.2 The Head of Centre must ensure that suitably informed and briefed adults carry out invigilation during assessment. The Head of Centre should be fully aware of any potential conflict of interest between a candidate and Invigilator and take all reasonable steps to prevent any such conflict.
- 7.3 Invigilators must give their whole attention to the proper conduct of the assessment for the whole of the time it is in progress, and there must be a sufficient number of Invigilators in the room to monitor all of the candidates present. Good practice would have one Invigilator responsible for no more than 30 candidates.
- 7.4 Where an assessment is being supervised by one person, the Invigilator must be able to summon assistance easily without leaving the assessment room or disturbing the candidates.
- 7.5 The Head of Centre may choose to adopt more rigid procedures for the assessments than those set out in this document. This is acceptable, although no candidate should be unfairly disadvantaged as a result.
- 7.6 For a detailed checklist for Invigilators see page 45 of the **JCQ ICE** document.
<https://www.icq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

8 Before the assessments (Guidance for Assessors)

- 8.1 The **Guidance for Assessors** documents can be obtained from the secure site for ESOL (QCF).
<http://qualifications.pearson.com/en/qualifications/secure-tests/esol-qcf-tests.html>
- 8.2 Centres should ensure that the **Guidance for Assessors** for the specific assessment is viewed **four working days before the assessment is scheduled** as further guidance is provided which relates to words and phrases that may be relevant and necessary to the specific paper (e.g. particular instructions).
- 8.3 Assessors must not teach candidates key words from the live assessment.

9 Speaking and Listening

The Head of Centre must ensure that the following requirements are adhered to so that the ESOL (QCF) Speaking and Listening is conducted and assessed fairly and consistently across all centres.

- 9.1 In the event where there is a single candidate, a member of staff or a willing student of a similar level can be used to partner a candidate for the speaking and listening assessment.

A willing student of a similar level is preferred to partner with a candidate. However, a member of staff can also be used, but they cannot act as the Assessor/interlocutor while the assessment is taking place.

- 9.2 All performances must be internally assessed once they have been recorded. As the person administering the Speaking and Listening assessment has to play the role of the interlocutor, it would be impractical to conduct assessment of the candidates' performances as they occur (during the recording of the assessments).

Alternative arrangements must be made for separate Assessors to mark the candidates' performance as they occur. Any such Assessors must be members of the teaching team and be fully conversant with the national standards and the Pearson criteria.

- 9.3 All assessed candidates' assessments must be video recorded if they are aged 18 or above.

There are particular exemptions in place, for example if the candidates are aged under 18, or in a prison, they do not need to be video recorded however they must be audio recorded.

If there are any other specific reasons why a candidate should not be identified within a video recording, please contact the Quality Standards team at vocationalqualitystandards@pearson.com

- 9.4 All video recording equipment must be tested before formal assessment begins and periodically checked between recordings.

- 9.5 The candidate **must** clearly state their full name and candidate number at the beginning of each recording before commencing the assessment.

- 9.6 Please note that candidates are allowed a pause between parts of the assessments, however all candidates must complete all parts on the same day.

- 9.7 Care must be taken not to erase any recording accidentally and to ensure that each assessment recording is saved and stored securely.

- 9.8 If performances are not recorded or are inaudible, the candidate will need to take the assessment again and **must** be re-recorded.

- 9.9 If you experience technical issues and you lose a group of recordings you must contact the Quality Standards team at vocationalqualitystandards@pearson.com

- 9.10 Centres must provide good quality video/audio media with clear audio - the Standards Verifier will request to watch these during the standardisation visit.

- 9.11 All recordings should be clearly labelled with the centre name and number, the name of the interlocutor(s) and Assessor(s) as well as the candidates' names, number and task completed.
- 9.12 Recording should be completed in a logical order. (When there are a large number of candidates, you can record all individual assessments first followed by the group assessments.)
- 9.13 Recording must take place in a specially allocated quiet room and any extraneous noise kept to a minimum.
- 9.14 Ensure that the recording is made of the entire assessment, including ALL of the interlocutor(s) speech.
- 9.15 Candidate's access to dictionaries is forbidden during the assessment.
- 9.16 Note-taking is only allowed during the assessment when the Assessor instructs the candidate that they can make notes. It is not allowed at any other time during the assessment. However, candidates are not penalised for taking notes in Part B of the Entry 3 Speaking & Listening paper.
- 9.17 All recordings must be securely held in centres for a **minimum of three years** following certification of the candidate as they may be required for quality assurance purposes.
- 9.18 The task should not be pre-recorded and played to candidates. Assessors need to read the task to candidates.

How to take and store video evidence

- 9.19 The candidate should be clearly visible in the middle of the screen when recording takes place.
- 9.20 When recording video evidence please ensure that the candidate:
- Is in sharp focus, with a clear difference between the candidate's face and the background.
 - Is facing forward and looking straight at the camera.
 - Has eyes open that are clearly visible (no sunglasses or tinted glasses and no hair across the eyes).
 - Has nothing covering their face - you should make sure nothing covers the outline of the eyes, nose or mouth.
- 9.21 There is no need for the Assessor to be video recorded.
- 9.22 The camera should be firmly mounted on a tripod or other secure base.
- 9.23 The camera should be capable of recording digitally (such as miniDV), CD/DVD or a memory card.

- 9.24 The candidate's voice must be clearly audible – this may be through the on-board microphone. If the candidate's voice is not clearly audible then a separate microphone should be used. This could be mounted on the desk in front of the candidate or you could use a lapel microphone attached to the candidate's clothing. If a separate microphone is used this should be linked to the camera through the appropriate audio input e.g. XLR, audio jack or phone socket.
- 9.25 The finished recording should be downloaded to an appropriate device such as a desktop computer, laptop or portable device such as a tablet. Care must be taken to ensure that the individual recordings are stored in an appropriate file format.
- 9.26 The recording must **not** be edited.
- 9.27 The finished recording must be stored securely. The individual candidate recording should be stored as a file with the *candidate's name* and *examination number* in the file name.
- 9.28 The candidate's recording must be finalised in a universally acceptable format for playback such as MP4, MPEG, AVI, MOV or WMV. If the work is saved on to DVD it must be in a format that can be played on any DVD player in all regions.
- 9.29 A back-up copy of the file must be kept in an appropriate medium such as a CD, DVD or memory stick. This copy must be retained for a minimum of three years by the centre in a secure place.

Please note: It may be appropriate, in some cases, to use a handheld device to record the candidate. If this is used there must be facilities to record sound at an appropriate level. There must also be a facility to store the recordings as files and download these files to an appropriate storage device. The same checks on recording levels, clarity of sound and security of the file formats must be carried out.

10 Identifying candidates

- 10.1 The Invigilator(s) must be satisfied as to the identity of every candidate attending each assessment.
- 10.2 Centres must retain a photographic record on file of each learner and a copy of relevant information to confirm identity. The photographic evidence must be either a copy of their passport or identity card.
- 10.3 The tests invigilator should have access to these records and must check the identity of the candidates when completing the Test Attendance Register.
- 10.4 The Standards Verifier may also ask to look at the candidates' records during their standards verification visit.
- 10.5 The Head of Centre must make sure that appropriate arrangements are in place so that all Invigilators can carry out adequate checks on the identity of all candidates.
- 10.6 All candidates must be registered with Pearson and/or entered for the assessment in advance. All candidates must have a registration number.

11 Persons present at assessment

- 11.1 Whilst the assessment is taking place, only the candidate(s), Invigilator(s) and other authorised persons should be in the room.
- 11.2 Representatives from Pearson and regulatory authorities reserve the right to observe the assessment provided candidates are not disturbed. Otherwise, only persons authorised by the Head of Centre are to be allowed in the assessment room.

12 Starting the assessment

- 12.1 Before candidates are permitted to start the assessment the Invigilator must:
 - 12.1.1 Ensure that candidates are seated in accordance with 6.6.
 - 12.1.2 Inform the candidates they are now under controlled assessment conditions.
 - 12.1.3 Advise candidates that any unauthorised material must be handed in or kept out of reach (including MP3 players, mobiles, smartphones, tablets and other products with text or internet facilities).
 - 12.1.4 Check that candidates have all the necessary material to enable them to complete the assessment as set out in the Guidance for Assessors document for each assessment.
 - 12.1.5 Arrange for the Reading and Writing question papers to be handed out immediately before the start of the assessment. Candidates must not be given copies of the Speaking and Listening question papers.
 - 12.1.6 If necessary, report to the Head of Centre any grounds for suspicion about the security of the question papers and, where appropriate, the Head of Centre must immediately notify Pearson.
 - 12.1.7 Draw to the candidates' attention the instructions printed on the front of the test paper including the time allowed, and ask them to check that they have been given the correct paper for the assessment. Centres are allowed to read these instructions to the candidates.
 - 12.1.8 Ensure that details of any erratum notices, if applicable, are brought to the attention of candidates.
 - 12.1.9 Instruct candidates to record their personal details according to Pearson's requirements.
 - 12.1.10 Remind candidates that they must follow Pearson instructions on how to record and submit their work.
 - 12.1.11 Remind candidates that they must not communicate in any way with, seek assistance from or give assistance to another candidate during the assessment. They should not communicate in any way with any other candidate except where this is a requirement of a particular assessment.
 - 12.1.12 Announce clearly to the candidates when they may begin the assessment.
- 12.2 The Invigilator must not give any information to candidates about suspected errors in the question papers unless an erratum notice has been received from Pearson.

13 During the assessment

13.1 The assessment must take place under supervised controlled assessment conditions, that is:

- 13.1.1 The whole time the assessment is in progress, candidates must be continually supervised by a reliable person who must give complete attention to this duty at all times.
- 13.1.2 All necessary facilities must be available to candidates.

13.2 The Invigilator must complete an attendance list detailing the following:

- candidate name, date of birth and signature
- date and time assessment taken
- location of assessment centre
- version of test paper taken by candidate
- Interlocutor name and signature (for Speaking and Listening only)
- Invigilator(s) name(s) and signature(s).

Attendance lists must be held securely in centres for a **minimum of three years** following the completion of the assessment.

- 13.3 If a candidate arrives after the assessment has started, the candidate may be allowed to take the assessment provided that undue disruption is not caused to the other candidates and the security of the assessment is maintained.
- 13.4 Candidates who leave the assessment room temporarily must be accompanied to ensure the integrity of the assessment is not compromised. In these circumstances candidates may be allowed extra time to compensate for their temporary absence.
- 13.5 Candidates should be regularly made aware of the time remaining whilst taking an assessment, either through a visible clock or the Invigilator providing periodic time-checks.
- 13.6 Guidance on providing special arrangements for candidates with particular assessment requirements has been agreed between accredited awarding bodies.

Centres should refer to the Joint Council for Qualifications' (JCQ) document **Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications** which is available to be downloaded from:
<https://www.jcq.org.uk/wp-content/uploads/2020/08/AA-regs-2020-2021-version-for-website.pdf>

Please contact the Quality Standards team at Pearson with any queries on Access Arrangements and reasonable adjustments: vocationalqualitystandards@pearson.com

Please ensure that if approval is needed for a specific arrangement that this is obtained before the candidate sits the assessment.

If any candidate has been given additional help or support (in line with JCQ regulations) during the assessment, then details must be given on the cover sheet (the personal details/mark sheet) of the particular test paper(s).

14 Irregular conduct

- 14.1 If a candidate is suspected of malpractice, the Invigilator must warn the candidate that he/she may be removed from the examination room.
- 14.2 The Invigilator must record what has happened.
- 14.3 Wherever possible the Invigilator of the assessment must remove and keep any unauthorised material that a candidate may have during the assessment.
- 14.4 It is the duty of the Invigilator to ensure any cases of irregularity or misconduct in connection with the assessment are reported to the Head of Centre as soon as possible.
- 14.5 The Head of Centre is empowered to withdraw a candidate from the assessment as a last resort (e.g. when the continued presence of a candidate would cause disruption to other candidates). The Head of Centre must report all cases of suspected or actual malpractice in connection with the assessment to Pearson at pqsmalpractice@pearson.com
- 14.6 The Head of Centre has a duty to monitor and report potential malpractice by Invigilators to Pearson at pqsmalpractice@pearson.com
- 14.7 Any infringement of the regulations may lead to disqualification of the candidate. The decision on disqualification rests with Pearson.
- 14.8 Although Standards Verifiers aim to support centres, any suspicion of irregular conduct by centres will be investigated by Pearson and appropriate sanctions taken.
- 14.9 Standards Verifiers may request to visit centres when they carry out assessment.

15 Emergencies

- 15.1 In the event of an unforeseen emergency (e.g. fire alarm, bomb alert, etc.) that requires the candidate to leave the assessment room the Invigilator must first ensure the candidates' safety.
- 15.2 Where an evacuation is necessary, all candidate paperwork must be left in the assessment room. If possible, the assessment room should be made secure.
- 15.3 Candidates should remain under supervised conditions if at all possible whilst outside the assessment room. Depending on the circumstances the Invigilator and Head of Centre may consider the following:
 - 15.3.1 If an assessment has only just started (e.g. first ten minutes) the candidates can return to the assessment and continue, ensuring candidates are given their overall time allowance.

- 15.3.2 If an assessment has been under way long enough that some candidates may have seen the majority of the test paper and there is a significant risk that the integrity of the assessment would be compromised if the assessment were allowed to continue, the candidates' work completed so far should be submitted to Pearson.
- 15.3.3 Consideration may be given to the possibility of taking the candidates, with question papers and scripts, to another place in order to complete the assessment.
- 15.4 If an emergency results in an evacuation, the Head of Centre must ensure Pearson is informed directly at vocationalqualitystandards@pearson.com
- 15.5 After the candidates have returned to the assessment room and before the assessment is resumed, indicate on the candidates' work, where it is feasible to do so, the point at which the interruption occurred.
- 15.6 Centres should make a full report of the incident and of the action taken for submission to Pearson at vocationalqualitystandards@pearson.com

16 Ending the assessment

- 16.1 Candidates may be permitted to leave the room before the end of the assessment provided that no disruption is caused to the remaining candidates and the integrity of the assessments is not compromised. Candidates who have left a supervised environment may not be re-admitted to the assessment room. The Head of Centre must consider any potential for the assessment to become compromised and ensure the Invigilator is advised of the centre's policy.
- 16.2 Candidates must be given their full time allowance even if they have arrived later than their scheduled start time.
- 16.3 The Invigilator should check that candidates taking written assessments have completed all the necessary information on the front page of the question paper.
- 16.4 All question papers/scripts must be collected before the candidates leave the room to ensure that none are accidentally removed.
- 16.5 After collation, the candidates' scripts should be handed to the Head of Centre or Examination Officer and kept securely until marking is due to take place.
- 16.6 Teachers/Assessors who mark papers should ensure that the scripts are kept in a secure place until marking is complete. For security/storage requirements see **JCQ ICE** section 1.3 and the table on page 7 of this document.
- 16.7 Scripts/assessment materials should be stored securely until they are externally verified by the Standards Verifier. For security/storage requirements see **JCQ ICE** section 1.3 and the table on page 6 of this document.

17 Marking question papers

- 17.1 Teachers/Assessors must not mark in a public place.

18 Internal verification

- 18.1 All candidates' scripts must be subject to the internal verification sampling process. Centres should refer to the **Centre Guide to Internal Verification** which can be found on the following link: <https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html>. Please click on 'UK centre guides' and scroll down to the second document.

19 Handling and disposing of materials

- 19.1 Before the visit, the Standards Verifier will agree with the Programme Manager the levels and components to be sampled and the evidence of candidate work required.
- 19.2 All scripts requested by the Standards Verifier must be made available during the centre visit so that the Standards Verifier can carry out the sampling process efficiently.
- 19.3 **Please note** that only original candidate scripts will be accepted by the Standards Verifier. Photocopied scripts will **not** be accepted.

As all assessment materials will continue to be live until confirmation has been given from Pearson confirming the release of the set as practice papers, centres must continue to store all question papers securely even after the Standards Verifier has visited the centre. Centres **must** keep all assessments (including question papers) for **15 working days** after their certificate has been received and checked. Records of assessment and internal verification of assessments should be maintained for a **minimum of three years**.

- 19.4 Question papers should **not** be given to candidates after an assessment has been sat. If a candidate has failed an assessment, formative feedback should be given. Assessors should ensure that they are aware of which questions the candidate did not pass and the criteria covered by those questions. The candidate can then be given information on which skills need more work before another assessment can be taken.

20 Access arrangements

- 20.1 Centres are advised to consult the Quality Standards team (vocationalqualitystandards@pearson.com) if they are unsure that access arrangements will be appropriate before they undertake to register the candidate for an assessment which requires skills to be demonstrated which are beyond the scope of the candidate.
- 20.2 The Centre is not required to have every candidate individually assessed by a specialist.
- 20.3 The centre is required to have determined the needs of the candidate within the classroom situation and in the light of those arrangements which have to be made part of the normal working practices.
- 20.4 Centres should refer to the JCQ document **Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications** which is available for download from:
<https://www.icq.org.uk/wp-content/uploads/2020/08/AA-regs-2020-2021-version-for-website.pdf>
- 20.5 Any access arrangements given must be documented on the front cover of the candidate's test paper.
- 20.6 Modified papers (i.e. modified enlarged, un-modified enlarged, Braille) should be requested through the Quality Standards team: vocationalqualitystandards@pearson.com

21 Readers

- 21.1 A reader is required to read, on request, all or part of the assessment or any part of the candidate's response.
- 21.2 A reader must read accurately and at a reasonable rate. A reader may repeat as necessary any instructions given on the question paper, as well as the question and answers already recorded.
- 21.3 A reader may assist a visually impaired candidate using tactile diagrams, graphs and tables to obtain the information which the printed paper would give to a sighted candidate.
- 21.4 A reader must, if required, spell out any word which occurs in the question paper.
- 21.5 A reader must be prepared for periods of inactivity.
- 21.6 Readers cannot be used for reading assessments.

22 Scribes

- 22.1 A scribe is required to write out answers as they are dictated by the candidate.
- 22.2 A scribe must write legibly, at a reasonable speed and should have working knowledge of the subject.
- 22.3 A scribe must write down the answers exactly as they are dictated.
- 22.4 A scribe must draw or add to diagrams strictly in accordance with the candidate's instructions.
- 22.5 The candidate will not be expected to dictate spellings. If spelling is being assessed, then they must dictate spellings.
- 22.6 A scribe should work at the candidate's pace.
- 22.7 A scribe should not be used for writing assessments.

23 Sign interpreters

- 23.1 A sign interpreter is required to communicate questions to the candidate upon request.
- 23.2 A sign interpreter is not a reader.
- 23.3 A sign interpreter should give the essence of the candidate's signed response on the test paper without inferring any meaning that was not clear in the signed response.
- 23.4 Candidates who are signing their responses must not be in a position to see other candidates' signed responses.
- 23.5 A sign interpreter should work at the candidate's pace.
- 23.6 A signed interpreter is permitted for written questions and responses but not for Speaking and Listening assessments.

24 Practical assistants

- 24.1 A practical assistant is required to help a candidate in practical assessments, to carry out tasks at the candidate's instruction and ensure the safety of the candidate.
- 24.2 This support must not give the candidate an unfair advantage.
- 24.3 A practical assistant must work strictly in accordance with the candidate's instructions and should not perform any task independently of the candidate.

25 Readers, scribes, communicators and practical assistants

- 25.1 When a candidate is assisted by a reader, scribe or sign interpreter help must not be given with the subject matter being assessed.
- 25.2 This support must not give the candidate an unfair advantage or disadvantage. It must not invalidate the assessment.
- 25.3 Additional time may also be available and a separate room may be necessary if the candidate is to dictate responses, in which case a separate invigilator will be required.
- 25.4 The Head of Centre/Examinations Officer should ensure that readers, scribes, sign interpreters and practical assistants are acceptable and responsible adults, familiar with the subject matter being tested and have worked with the candidate(s) before the assessment.
- 25.5 A relative of the candidate must not act as a reader, scribe, sign interpreter or practical assistant.

26 Dictionaries

- 26.1 English dictionaries and picture dictionaries cannot be used for any of the ESOL (QCF) assessments. Please refer to section 5 of this document to view a full list of resources that candidates are authorised to use during the assessments.
- 26.2 Bilingual translation dictionaries cannot be used for any of the ESOL (QCF) assessments. Please refer to section 5 of this document to view a full list of resources that candidates are authorised to use during the assessments.

27 Reasonable Adjustments

The table below provides a basis for what reasonable adjustments will be appropriate to the ESOL (QCF) qualifications. The decisions for each case are in compliance with the Equality Act 2010.

The JCQ publication on **Access Arrangements and Reasonable Adjustments** can be used in the decision making process.

Adjustment	Reading	Writing	Speaking and Listening
Use of a reader (human)	Not an appropriate adjustment for a reading assessment. JCQ publication 5.5.3.	JCQ publication 5.5.3 for clarification of where this may be a reasonable adjustment.	Where written instructions are issued to candidates the use of a reader may be permitted. JCQ publication 5.5.3 for clarification of where this may be a reasonable adjustment.
Use of assistive technology e.g. speech/screen reading software/reading pens	Not an appropriate adjustment for reading assessment? JCQ publication 5.5.2, 5.5.5-5.5.9.	JCQ publication 5.5.2, 5.5.5-5.5.9 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.5.2, 5.5.5-5.5.9 for clarification of where this may be a reasonable adjustment.
Use of assistive technology voice activated software (to record spoken responses).	JCQ publication 5.5.2, 5.5.5-5.5.9 for clarification of where this may be a reasonable adjustment.	Not an appropriate adjustment for writing assessment. JCQ publication 5.5.2, 5.5.5-5.5.9.	JCQ publication 5.5.2, 5.5.5-5.5.9 for clarification of where this may be a reasonable adjustment.
Read aloud (candidate reads aloud).	JCQ publication 5.6 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.6 for clarification of where this may be a reasonable adjustment.	Where written instructions are issued to candidates, read aloud may be permitted.
Use of a scribe	JCQ publication 5.7.	Not an appropriate adjustment unless the candidate spells out every word, letter by letter to the scribe. JCQ publication 5.7.	Where writing is required by the candidate the use of a scribe may be permitted.
Use of IT /Word processor/ tablet to present responses	Yes, with facilities such as dictionary which may give the learner an unfair advantage switched off.	Yes, with facilities such as dictionary, spell check and grammar check which may give the learner an unfair advantage, switched off.	Not an appropriate adjustment for speaking and listening assessments.
Spoken responses using electronic recording devices	Not an appropriate adjustment for reading assessments.	Not an appropriate adjustment for writing assessments.	Answers will usually be spoken and recorded anyway, so this type of adjustment will not usually be required.

Adjustment	Reading	Writing	Speaking and Listening
Extra time of up to 25%	JCQ publication 5.2 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.2 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.2 for clarification of where this may be a reasonable adjustment.
Extra time of up to 50%	JCQ publication 5.3 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.3 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.3 for clarification of where this may be a reasonable adjustment.
Extra time of over 50%	JCQ publication 5.4 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.4 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.4 for clarification of where this may be a reasonable adjustment.
Use of a transcriber	JCQ publication 5.9 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.9 for clarification of where this may be a reasonable adjustment.	Answers will usually be spoken and recorded anyway, so this type of adjustment will not usually be required.
Prompter	JCQ publication 5.10 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.10 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.10 for clarification of where this may be a reasonable adjustment.
Oral Language Modifier (to clarify the carrier language used in the exam paper when requested to do so by the candidate).	Not reasonable adjustment for reading as the language used in the tests has already been modified to ensure it is suitable for candidates. JCQ publication 5.11	JCQ publication 5.11 for clarification of where this may be a reasonable adjustment.	NA
Assessment Materials in British Sign Language	Only appropriate adjustment for general assessment instructions. JCQ publication 5.13.	Only appropriate adjustment for general assessment instructions. JCQ publication 5.13.	Only appropriate adjustment for general assessment instructions. JCQ publication 5.13.
Responses in British Sign Language	JCQ publication 5.13 for clarification of where this may be a reasonable adjustment.	Not an appropriate adjustment for writing assessment. JCQ publication 5.13.	Not an appropriate adjustment for speaking assessment. JCQ publication 5.13.
Practical assistant	Yes, but not with reading elements of the assessment. JCQ publication 5.14.	Yes, but not with writing elements of the assessment. JCQ publication 5.14.	Yes, but not with speaking/listening elements of the assessment. JCQ publication 5.14.

Adjustment	Reading	Writing	Speaking and Listening
Bilingual translation dictionaries (manual or electronic)	Not an appropriate adjustment. JCQ publication 5.18.	Not an appropriate adjustment. JCQ publication 5.18.	Not an appropriate adjustment. JCQ publication 5.18.
Use of English dictionaries	Not permitted for any of the Reading assessments.	Not permitted for any of the Writing assessments.	Not permitted for any of the Speaking and Listening assessments.
Supervised rest breaks	JCQ publication 5.1.2 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.1.2 for clarification of where this may be a reasonable adjustment.	JCQ publication 5.1.2 for clarification of where this may be a reasonable adjustment.