



**Learning
Resource Network**

**QUALIFICATION SPECIFICATION
- LRN Entry Level Certificate in
ESOL International (Entry 1)
(Communication - Speaking and
Listening)**

Accreditation Number: 600/7839/X

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BACKGROUND TO LRN

Learning Resource Network - LRN - is an awarding organisation that offers qualifications to candidates, educational institutes, training providers, FE Providers and employers who can access qualifications either through registered educational institutions or direct.

It was founded by a group of educators and business people and specialises in ESOL and management qualifications.

A full list of LRN qualifications can be found on the [register of regulated qualifications](#).

LRN London head office is supported by a team of representatives around the world.

LRN can be contacted on the following address:

Learning Resource Network
Delta House
175-177 Borough High Street
London
SE1 1HR
Tel: 0870 6258 408

enquiries@lrnglobal.org
www.lrnglobal.org

ESOL INTERNATIONAL QUALIFICATIONS

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is both available and recognised worldwide and covers the whole range up to the highest level (NQF level 3 / CEF C2). They are suitable for candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the [Common European Framework Reference for Languages \(CEF\)](#). The levels in the CEF have been mapped to the levels in the National Qualifications Framework for England, Wales and Northern Ireland ([see Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES / QCA, 2003](#)).

INTRODUCTION

This specification document provides an overview and orientation to LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) for learners, centres, administrators, teachers and examiners and outlines the key features and administrative procedures required for this test.

OBJECTIVE

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) is designed for all non-native English speakers that are required to improve their speaking and listening at ¹A1. Candidates taking LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) will need to demonstrate they are capable of handling familiar and basic everyday communication in the areas of speaking and listening pitched at level A1 on the Common European Framework (CEFR).

LEARNER CATEGORY

Learners interested in taking the LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) include the following categories:

1. need a starting point in order to work towards an examination in English
2. work or seek work in an English speaking environment
3. live and work in a country where the native and official language is English
4. immigration application

Learners who take LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) are made up of a range of different national and cultural backgrounds.

ENTRY REQUIREMENTS

There is no entry requirement for candidates to take this qualification. It is also not necessary to have achieved a qualification in English prior to registering. However, LRN would recommend that candidates / learners are well prepared

¹ A1 on the CEFR = Entry 1 on the National Qualifications Framework (NQF)

before taking this test. Downloadable sample materials are accessible through the qualifications section of the LRN website whereby potential candidates can access sample assessment material. LRN approved centres should ensure that candidates are fully prepared to sit LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) through using fully trained teachers and appropriate resources fully mapped to the CEFR as laid out in the centre agreement with LRN.

PROGRESSION

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths.

Depending on the level of qualification achieved, it may be appropriate for the learner to progress to:

- A higher level of ESOL International qualification
- A key skills or functional skills qualification
- Vocational qualifications

QUALIFICATION OVERVIEW

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) is based on the [Common European Framework Reference \(CEFR\)](#) in that it reflects the levels of language ability which are defined by the CEFR. References to the CEFR chapters are made later in this document to demonstrate the content based links.

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) is a single unit qualification. Candidates are assessed in the components of speaking and listening which must be completed and passed in order to achieve a certificate at CEFR level A1. The recommended guided learning hours for this qualification are 90 against a pre-agreed syllabus set by centres approved by LRN.

QUALIFICATION FEATURES

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) consists of three sections that measure the level of competency in speaking and listening at CEFR level A1. A more detailed breakdown of sections can be found in the Assessment Guide on page 16.

Section	Task and Functions
Section 1	Introduction based on familiar topics. Examiner asks candidates simple questions about themselves.
Section 2	Candidates must give and obtain information through using support prompts – pictures and cue cards.
Section 3	<p>Candidates perform a role play where they must obtain services or goods, or engage to communicate, in areas such as:</p> <ul style="list-style-type: none"> • shopping, restaurants / cafes • travel and transport • work and jobs • leisure activities – swimming pool, cinema • using financial and postal services • visiting the doctor, chemist, dentist • socialising

LEVEL

In line with the ESOL Adult Core Curriculum for Entry 1, LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) is designed to be assessed at CEFR level A1 / Entry 1 (NQF). See Annex 1 for more information on National Qualifications Framework and Common European Framework.

REGISTRATION

LRN requires learners to be registered at least 10 working days prior to attending an examination session. This is in accordance with LRN's policy on learner registration (see Annex 8) and is available on LRN's website.

CANDIDATE IDENTIFICATION

All candidate identification is checked in all instances prior to the assessment. LRN will **only** accept the following forms of identification:

- Valid Passport
- UK Driving Licence (photocard only)
- UK Border Agency biometric residence permit
- UK Border Agency travel document

LRN will be unable to conduct an assessment for any candidate who fails to provide any one of the documents listed above.

EXAM PROCEDURE

Candidates are assessed in pairs in a 12-minutes recorded interview that tests oral and aural competency and is carried out in centres approved by LRN in accordance with LRN examination procedures. An external examiner, sent by LRN, carries out the exam. This examination is 100% externally assessed.

Below is a breakdown of rules that must be adhered to by candidates when sitting LRN assessments.

EXAM RULES

Candidates must:

- Answer the questions directly asked by the examiner.
- Ensure that mobile phones, alarms, i-phones and other forms of electronic equipment are switched off throughout the examination². Candidates are liable to be disqualified if a phone rings during the exam.
- Not partake in any communication, in any language, without the prior approval of the examiner.
- Not seek advice of guidance from their paired partner with regard to the structure of the assessment.
- Not partake in any communication with their paired partner during the exam, **unless required** by the examiner.
- Follow the examiner's instruction(s) exactly as provided.

Please note that failure to comply with the rules and regulations as listed above will result in actions being reported to LRN, which may result in disqualification.

² Learners must be advised that should their mobile phone (or other electronic communication device) ring/vibrate during an exam, this may constitute their exam being declared null and void.

CEFR GLOBAL SCALE

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Independent User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which of are familiar or personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Basic User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

CAN DO SUMMARY

The ALTE 'Can Do' Project

The CAN do Project has been developed by the [Association of Language Testers in Europe \(ALTE\)](#) which offers a framework that covers six levels of language competency that is aligned to the [Council of Europe Common European Framework \(CEFR\)](#) – see Appendix D of the CEFR for more information. The CAN do summary outlines how language learners can perform and what they can do at each level. They are divided into three areas, social and tourism, Work and Study, and are detailed below CEFR Level **A1** and give examples of typical ability.

Speaking and Listening

Summary of Overall Ability	
A1	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.

Social and Tourist Skill Area	
A1	CAN ask simple questions of a factual nature and understand answers expressed in simple language.

Work Skill Area	
A1	CAN take and pass on simple messages of a routine kind, such as 'Thursday meeting 2 p.m.'

Study Skill Area	
A1	CAN understand basic instructions on class times, dates and room numbers, and on assignments to be carried out.

RESULTS

This examination is conducted by LRN trained examiners and is recorded on a dictaphone. Marks are allocated for each candidate in accordance with the LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) mark scheme and then returned securely to LRN's head office for processing. Results are then moderated by the moderation team in accordance with LRN's moderation policy. Moderated results are then forwarded to the Lead Moderator for final approval. LRN intends to issue its results to centres, within 6-10 working days.

APPEALS

In order to appeal against an assessment decision, candidates must submit their appeal in writing no later than 14 working days after receiving their assessment results. Candidates must apply in writing, stating the reason for appeal to:

Examinations Services
Delta House
175-177 Borough High Street
London
SE1 1HR

By e-mail

enquiries@LRNglobal.org

By fax

0207 681 1327

Appeals are processed in accordance with LRN's policy on appeals. Further information is provided on the LRN website. LRN's appeals panel intends to ensure appeals are processed within 30 working days of their being submitted. The cost to apply for an appeal is £80 which must be paid at the time of submission. The basis of this fee is to cover the administration processes and staffing involved in the appeals process; the fee has been kept to a minimum in order to prevent its acting as a deterrent to candidates. The fee will be refunded to the candidate in the event of an appeal being upheld.

Candidates should note that an appeal may result in an increase, decrease or no change to their overall assessment result.

For more information on LRN appeals, please see Annex 5.

LRN SPECIAL CONSIDERATIONS AND REASONABLE ADJUSTMENT POLICY

LRN has included its policy on special considerations and reasonable adjustment and have taken this policy into account during qualification design. Special Considerations and Reasonable Adjustments are considered on a case by case basis.

LRN's policy on special consideration and reasonable adjustment is all inclusive and intends to provide the necessary support for learners, within reasonable tolerance levels. LRN has to balance the fairness of assessments with ensuring learners requesting a reasonable adjustment are given an opportunity to demonstrate the level of competence required as part of the assessment.

In the context of LRN's speaking and listening examinations, which includes the Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening), the use of sign language as an interpretive tool (i.e. British Sign Language) is not permissible. This is due to the construct of the qualification which requires learners to listen and verbally interact with the examiner which enables the examiner to make a judgement thus allocating a score on the learner's responses in line with the industry approved mark scheme. These are the principles upon which this qualification is based - Common European Framework of Reference for Language (CEFR).

LRN's policy on special consideration and reasonable adjustment does allow for unlimited time for learners with impaired speech. In terms of comparability with other ESOL International qualifications, particularly those for Speaking and Listening, LRN's policy is consistent with other awarding organisations. See Annex 4 for more information.

LRN EQUALITY AND DIVERSITY POLICY

LRN is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unfair treatment, thereby ensuring all candidates are treated fairly regardless of race, gender, disability, age, origin, religious or political beliefs, sexual orientation, socio-economic background, marital or civil partnership status.

See Annex 2 for more information.

CENTRE DELIVERY

All LRN qualifications are delivered through centres that have been approved by LRN.

Centres who wish to deliver LRN qualifications must first demonstrate they have the necessary resources, experience, expertise and administration in place in order to be approved.

All examination papers are sent prior to the examination and **must** be kept in a lockable cabinet within a lockable room within the approved centre where candidates are due to be assessed

Centres who wish to raise issues of malpractice are advised to report instances in writing using the malpractice report form. All instances of malpractice are dealt with within 30 working days. Further information can be found in the LRN policy on malpractice/maladministration (see Annex 9).

ASSESSMENT

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) is externally assessed by an LRN examiner.

Assessment takes the format of 3 compulsory sections lasting up to 12 minutes in total. Section 1 covers introductory questions, Section 2, obtaining and exchanging information and Section 3, participating in a role play. A more thorough breakdown on the skills and language competencies required can be found on page 16.

Examples of typical examiner questions (sample live paper and sample candidate booklet) are below and a fuller version can be found in Annex 6.

Section 1

1. Do you read often?
2. What do you read?
3. What (type of) films do you watch?

Section 2

- Now, I want you to talk about a picture and to ask some questions about it. Here is the picture.

Examiner points to the man.

- Please ask a question to *candidate A name* about **the man**.

Examiner points to the present.

- What is this? (wait for response, give answer if necessary)
- Now ask a question to *candidate A name* about **the present**.

Examiner points to the woman.

- Now ask a question about **the woman**.

Section 3

- You are in a supermarket and you want **to buy some food**.
- I am the **shop assistant** and you are **the customer**.
- Think about the things you want to buy.
- Ask me for **some food**.

Are you ready? I will start. Can I help you?

Support prompts

Formulate simple questions where candidate A does not form clear questions for Candidate B to answer

MARKING

Marks are allocated by the examiner on the day of the assessment and all interviews are recorded onto a dictaphone. At the end of the day of assessment the examiner sends all information back to LRN head office which is received within 2 working days. All marks are then submitted to the moderation team. Below is a breakdown of the grade boundaries for LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening).

Merit	Pass	Fail
10 - 12	7 – 9	0 – 6

A full, detailed mark scheme is provided in Annex 7 which gives a further breakdown of the level descriptors and performance criteria.

MODERATION

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) is moderated in accordance with LRN's moderation policy (See Annex 7).

CERTIFICATION

Results for LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) are distributed within 6-10 working days from the date assessments are received at head office. Grading is also given on the certificate.

EXAMINER, MODERATOR AND ITEM WRITER/TEST DEVELOPER RECRUITMENT

Competency profiles are provided for all item writers, examiners and moderators and are reviewed on an annual basis in line with LRN's HR procedures. This enables professional development and progression in areas where improvement is needed.

EXAMINERS AND MODERATORS

In order for examiners and moderators to be approved for work with LRN, it is compulsory for them to attend standardisation and induction training. Induction consists of 1 day of training and subsequent online standardisation. The examiner panel consists of a mix of examiners and moderators with at least 3 years' experience of examining, teaching EFL and with sound knowledge of the CEFR. In order to ensure consistency in moderator and examiner performance, established examiners and moderators undergo formal, online standardisation every 6 months. Those who do not successfully complete bi-annual standardisation are not allocated to the examiner / moderator pool.

The requirements for examiners and moderators are:

Moderator	Examiner
<ul style="list-style-type: none">● 5+ (or significant experience) recent years of teaching EFL● 3+ (or significant experience) years current examining (CEFR) for an awarding organisation● 3+ (or significant experience) years experience of carrying out the role of moderator / internal verifier (CEFR framework) – desirable	<ul style="list-style-type: none">● 5+ (or significant experience) years recent teaching EFL● 3+ (or significant experience) years current examining (CEFR) for an awarding organisation● Cert TEFL / CELTA qualification● Sound knowledge of the CEFR
<ul style="list-style-type: none">● Cert TEFL / CELTA qualification or equivalent● Sound knowledge of the CEFR● Good verbal communication skills	

QUALIFICATION DEVELOPMENT - TEST DEVELOPERS

Item writers are initially expected to have sufficient background in test writing or materials development and CEFR so that they can produce quality items / questions that reflect the relevant CEFR levels. The requirements for test developers and item writers are below:

Test developer requirements

- 5+ (or significant experience) years of teaching or levelling in an EFL setting
- Sound Knowledge of CEFR
- Proven experience in item writing
- DELTA / MA in Linguistics essential

Further information on LRN's competency profile can be found on LRN's website.

TEST DEVELOPMENT PROCESS

See Annex 3 for more information.

ITEM / QUESTION WRITING

Item / question writers are provided with detailed guidelines that are to be followed strictly. At the beginning of each writing cycle, writers must attend a test format meeting which lays the foundation of items for that particular test paper or test paper cycle. Once questions are produced, they are adjusted in standard setting meetings which are held in order to review and standardise items / questions. Items are revised until they are ready for field testing and then revised again afterwards in line with pilot feedback.

In addition to standardisation, the aim of the standard setting meeting is to ensure content or text in qualifications is non-biased and non-discriminatory. The strategy is three-fold:

1. to identify faulty questions
2. to ensure that questions are written based on the specifications
3. to make sure questions reflect the intended CEFR levels

EXAM RETAKE

Candidates who receive a 'fail' are advised to wait until they have progressed to a sufficient degree before registering to retake the examination. Candidates will not sit the same test paper twice.

RELIABILITY AND VALIDITY

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) has been designed in line with the ESOL Core Curriculum and with links to the Common European Framework for Reference for Languages (CEFR) and follows the principles of reliability and validity through the following steps:

Validity

1. Producing quality items to the required standard that measure performance with links to the CEFR.
2. Validating performance through piloting and feeding back into the test development cycle to ensure consistency of items.

The validity of LRN tests is evaluated in terms of the uses and interpretations of scores. The two main concerns in validation studies are:

1. The uses and their meaning to which scores are put in terms of the latent trait(s) they engage and measure. Several validation frameworks, such as Messick (1989) and Kane (2012), emerge from this. Supporting evidence of validity arguments potentially vary from test to test as every test produced has a unique validity argument.

The following inferences are included, following Kane's framework (2012):

- a. evaluation - clear and sufficient domain definition and operationalisation.
- b. generalisation - how confidently performance can be extrapolated on the test to a universe of the tasks.
- c. explanation - analogous to conventional construct validity.
- d. accuracy of scores - representing the amount of the latent trait under assessment.
- e. extrapolation - analogous to conventional criterion validity.
- f. accuracy of candidate performance on the test - prediction of performance on similar devices as well as the target language domain.

Tests developed by LRN are subjected to rigorous data analysis methods in order to ascertain the validity of the uses and interpretations of scores. Consultation is received by a team of experts who assist in undergoing latent trait model analysis on data sets in order to determine the quality of the test.

Evidence yielded from these analyses is used to judge the validity argument of the test.

Reliability

1. Delivering examiner training against LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) mark scheme with links to the CEFR.
2. Conducting standardisation and monitoring to ensure consistent interlocutor performance and accurate grading.
3. Carrying out moderation to ensure consistent, accurate and reliable results.
4. The LRN validation team work with a variety of models relevant to language testing and psycholinguistics. Validation studies for each qualification are produced for every 800 - 1000 responses / grades generated.

Assessment Criteria

LRN Entry Level Certificate in ESOL International (Entry 1) (Communication – Speaking and Listening) and language expectations. Below details a breakdown of each section

Level	Entry 1 / A1	Paper Overview	Candidates are expected to:	Paper Breakdown	
			<p>Candidates are expected to:</p> <ul style="list-style-type: none"> • understand clear, slow and direct exchanges with support prompts input from the examiner where necessary • Ask and answer simple questions about personal details and everyday life • Engage in basic, routine and familiar tasks that require direct and simple exchanges of information in familiar situations • Use basic grammatical structures and simple vocabulary and phrases pertaining to A1 (CEFR) <p>Communication is dependent on the ability to understand clear, slow and direct speech, repetition, rephrasing and repair.</p>		<p>Section 1 consists of a short introduction where candidates are asked a series of familiar lead in questions to warm up.</p> <p>Section 2 consists of questions where each candidate is required to ask targeted questions in relation to a picture prompt.</p> <p>Section 3 consists of a functional transaction – role play - where the candidates are required to carry out a role play with the examiner in order to reach a desired outcome. The completion of the task is not essential, but the use and quality of language is assessed during the exchange.</p>

Timing	12 minutes	No of Sections	3 compulsory sections	Activity Type	Part 1: Introductory questions – examiner - candidate Part 2: Candidate – candidate questions Part 3: Functional Transaction – Examiner – candidate role play
Mark Weighting	Three/ categories: pronunciation, grammar and vocabulary, comprehension, Marks allocated out of 12 0 – 6 = fail 7 - 9 = pass 10 - 12 = merit	Answer format	Candidates are assessed in line with the marking criteria.	Genre and assessment focus	These include assessing: overall listening comprehension, overall spoken discourse, how well the candidate understands the interlocutor and pairing candidate, performance in goal orientation and information exchange activities (section 3). Level descriptors are rotated for each test covering: greetings and taking leave, telling the time, understanding the use of numbers and prices, describing people, familiar things and surroundings, directions, giving and asking for personal information, describing habits and routines, making simple requests, giving basic dimensions, colours, describing clothing, nationalities and countries, family and family life, food and drink, shops and shopping, travel and transport, holidays, work and jobs, leisure activities, addressing audiences , describing experiences. Genres include: shopping, eating out, hotel-type accommodation, renting accommodation, using financial and postal services, going to the chemist / doctor, travel and transport – the airport, train/bus station, travel agency, socialising, attending parties, learning in a classroom, making a telephone call, attending a meeting

Annex 1

LINKS WITH ESOL ENTRY 1 AND THE NATIONAL LANGUAGE STANDARDS

The table below demonstrates how ESOL International Entry level correlates to the National Qualifications Framework and Common European Framework.

LRN Certificate in ESOL International	QCDA						Common European Framework	National Language standards
	NQF	QCF	NSAL	Functional Skills	Key Skills	A language in common		
Level 2	2	2	2	2	2	National Curriculum Levels 2 – 8	C1 Operational proficiency	4
Level 1	1	1	1	1	1		B2 Vantage	3
Entry 3	Entry	Entry	Entry 3	Entry 3			B1 Threshold	2
Entry 2			Entry 2	Entry 2			A2 Waystage	1
Entry 1			Entry 1	Entry 1			Level 1 secure/ threshold	A1 Breakthrough

Annex 2

DIVERSITY AND EQUALITY POLICY

Overview

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unfair treatment, thereby ensuring all candidates are treated fairly regardless of race, gender, disability, age, origin, religious or political beliefs, sexual orientation, socio-economic background, marital or civil partnership status.

Key Principles

LRN is committed to promoting equality of opportunity and prevent unlawful or unjustifiable bias or discrimination. Specifically, we will comply fully with the requirements laid out in the following legislative acts and regulations:

- Sex Discrimination Act 1975;
- Sex Discrimination (Gender Reassignment) Regulations 1999;
- Race Relations Act 1976;
- Disability Discrimination Act 1995;
- Employment Equality (Sexual Orientation) Regulations 2003;
- Employment Equality (Religion or Belief) Regulations 2003;

In addition to the specified acts of legislation mentioned above, LRN will strive to ensure all students are treated fairly regardless of age, origin, socio-economic background, marital or civil partnership status

Changes to legislation and regulations over time

References to the aforementioned legislation include amendments which have been made to the legislation or regulations over time. LRN will ensure it remains up to date with said changes to legislation and regulations, and will ensure relevant changes are made to its policy in order to ensure its policy reflects LRN practice. Relevant changes will be implemented in close consultation with its student population and in liaison with its assessment centres and stakeholder network, which include LSIS, UK Border Agency and Educational institutions.

Monitoring

As part of our monitoring arrangements, LRN will:

- Closely monitor the diverse intake of its student cohort through the use of an equal opportunities monitoring form, which will be attached to its student registration form;
- Monitor the implementation of its policy at periodic points of the reporting year and take immediate action should it discover lapses in how its policy is being implemented across its assessment centres and throughout its operational processes;
- Carry out a full review of its unit/qualification development and design process, assessment and awarding functions to determine if students are being directly or indirectly discriminated against, and if so, the level of remedial action required;

- Carry out a review as to whether there is any intentional or unintentional barriers to access or equality of opportunity concerns raised through the implementation of its policies;
- Conduct an annual review of its Diversity and Equality policy, which will include consulting those involved in all aspects of the Awarding Organisation. E.g. - students, assessment centres, examiners, senior invigilators, invigilators as well as Awarding Organisation staff responsible for monitoring student services;
- Specifically consider whether its policy on Reasonable Adjustments and Special Consideration is affected by the outcome of its annual self assessment;
- Following the outcome of its annual self assessment, determine whether action is required and if so, recommend the necessary action through an action plan with the Diversity and Equality Review Group and Education Committee;
- Where there is evidence of room for improvement, LRN will update its operational policies and procedures whilst ensuring adherence to legislation, policy, LRN practice or regulation;
- Formally review our policy on Diversity and Equality; the results of which will be reported and formally signed off by the Accountable Officer of the Awarding Organisation.

Communication

Should students, stakeholders or assessment centres wish to contact LRN regarding its policy on Diversity and Equality, please send your enquiry to:

In writing

Examinations Services
Delta House
175-177 Borough High Street
London
SE1 1HR

By e-mail

enquiries@LRNglobal.org

By telephone

0870 6258 408

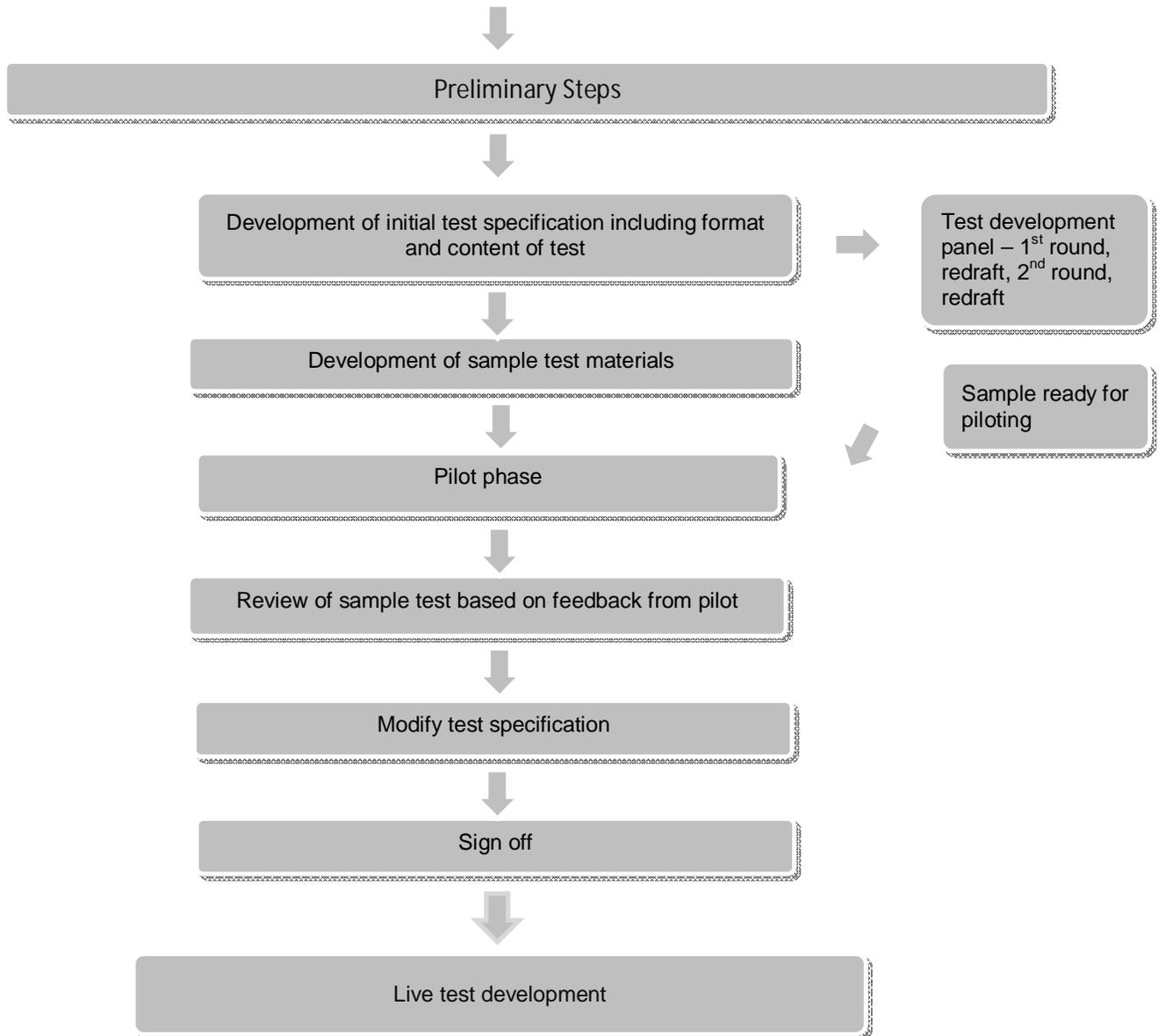
By fax

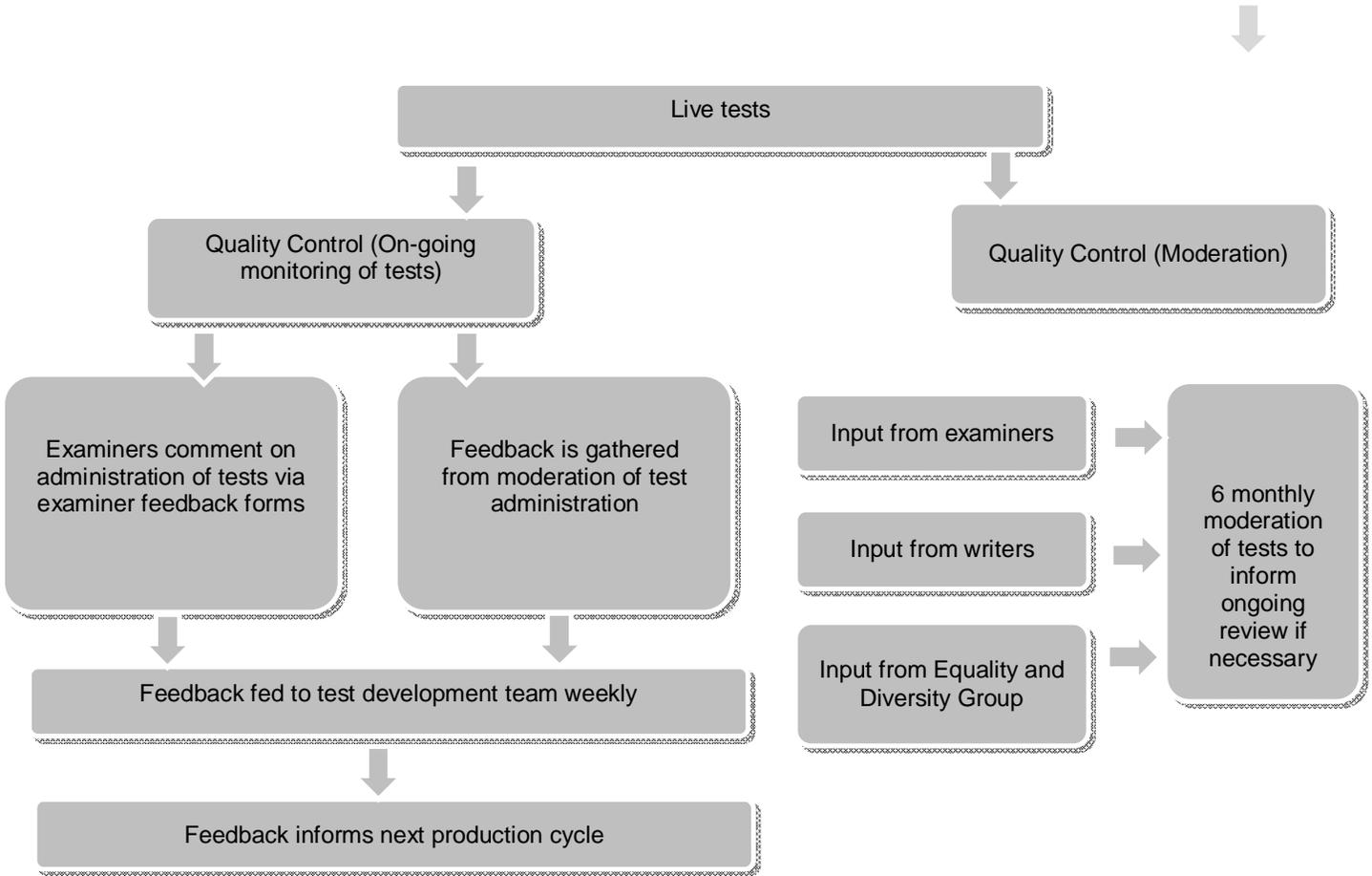
0207 681 1327

For enquiries on accessing this document in Braille, large print or an alternative format, please contact LRN at the address shown above.

Annex 3

Qualification and Test Development Process





Annex 4

APPLICATION FOR SPECIAL CONSIDERATION / REASONABLE ADJUSTMENT

Special Consideration

Learning Resource Network (LRN) employs such assessment methods which test the learners' knowledge and understanding and whilst reasonable consideration can be given to allow for a degree of special consideration, LRN wish to make it clearly understood that should a learner fail to attend an examination due to, or should their performance in an examination be affected by circumstances such as, conditions of illness, injury or temporary incapacity, LRN will accept a request for the learner to sit the examination at the next scheduled sitting (with no charge). If a learner fails to attend their examination, they are to follow the laid down guidelines as shown within the learner handbook.

Reasonable Adjustments

LRN intends to ensure reasonable and fair access to its assessments and in so doing, intends to provide all learners with any reasonable assistance they may require to complete their examinations. Learners who feel their circumstances merit assistance are strongly encouraged to make contact with LRN at least one month prior to their examination date. Learners will be asked to provide documented evidence (e.g. a medical certificate) to support their request and are required to complete form RA1.

Learners who have a medical condition that may affect their performance or the performance of any other learner should advise LRN in advance of the examination. Where a learner provides the requested information as to their special circumstances and provided documentation is provided in support of an adjustment to their assessment, LRN will consider this when arriving at its decision.

Note: With regard to LRN's Skills for Life and ESOL International qualifications, learners are reminded that those with impaired speech; will be given an unrestricted amount of time to complete the ESOL Skills for Life (Speaking and Listening) examinations – at all levels. Furthermore, learners are asked to note that in keeping with the standard on which the qualification is based, the use of British Sign Language (BSL) as an interpretive tool is not permitted across its ESOL Skills for Life and ESOL International suite of qualifications.

Monitoring and Evaluation

Our policy on reasonable adjustments and special consideration will be monitored and formally reviewed as part our annual statement of compliance. The results of this will be reported and formally signed off by the Responsible Officer of the Awarding Organisation and Chair of the Education Committee (Governing Body).

Application for Special Consideration / Reasonable Adjustment (RA1)

This form must be completed by the learner and approved by LRN administration support team **before** the examination is due to take place. All details submitted on this form will be treated in the strictest confidence. Learners wishing to apply for a reasonable adjustment must complete this form, attach any relevant documentation, and submit it one month before their examination in order to allow sufficient time for arrangements to be made. In exceptional cases (e.g. injury), late applications will be accepted, however the level of support available may be restricted.

Section 1 – learner and exam details

Learner Name	Learner Registration Number	Exam Title
Date of exam		

Section 2 – level of support required

Please specify the level of support required	Support required
Additional time required (up to 30 minutes) ³	
Unlimited time required for candidates with impaired speech (Speaking & Listening exam)	
Exam Paper in Large Font	
Access arrangement (please specify in box below*)	
Other support (please explain in the section below)	
Access to a PC2	
Access to hearing loop	

Please specify the reason for the level of adjustment indicated above (Use additional paper if required)

Does the learner have a medical condition which LRN needs to be made aware of in advance?

Yes (Medical Certificate or other appropriate documentation must be attached)

No

Name:	
Date:	
Contact number/e-mail address:	

(*) Access arrangement could include an alternative access route to the exam environment or a separate exam room.

To be completed by LRN:

Approved Not approved Date of approval: _____

³ Applies to reading and writing units.

Annex 5

LRN ENQUIRIES AND APPEALS POLICY AND PROCEDURE

1. Student appeals process

Should a student wish to appeal their assessment decision or other decision affecting the student, they must submit their appeal, in writing, to the Quality Assurance Manager within 14 days of being notified of the assessment outcome. This would usually be the date given on the decision letter

If the appeal relates to another decision, the student must notify the Quality Assurance Manager as soon as is practical. The Quality Assurance Manager has the discretion to consider and allow late requests where the student is able to demonstrate a good reason for the delay.

Within the request the student must provide:

- their full name and date of birth
- student registration number
- the date of the exam (not relevant for non assessment based appeals)
- centre number and centre name (if applicable)
- the grounds on which the appeal is being made

2. Stages of the appeal process

1. The Quality Assurance Manager will respond to the student in order to acknowledge receipt of the appeal within 5 working days;
2. **Stage One:** A complete review of the student's test results will be carried out and which will include a review of the student's scores for each of the units (where applicable) and a determination as to whether the marking scheme has been followed in full;
3. If the appeal relates to a non assessment based decision, the review will focus on the reason for the appeal, and where, if applicable, LRN's policy has been infringed;
4. Students will be notified in writing within 10 working days of having carried out stage 1 of the appeals process;
5. If the student is dissatisfied with the outcome of stage 1 they can appeal this decision at which time stage 2 of the appeals process will be invoked;
6. **Stage 2:** An independent review of the student's entire script, which includes a review of the student's test results, will be carried out;
7. If the appeal relates to a non assessment based decision, the review will be carried out by an independent member;⁴
8. The student will be notified of the outcome of the independent review within 10 working days;
9. The decision of the independent review is final and is not subject to further appeal.

Students should note that any appeal may result in an increase, decrease or no change to their overall test result.

⁴ LRN acknowledges the independent member will not have any day to day contact with LRN, its qualifications or units, including assessment.

3. Discovery of errors following publication of results

Where an appeal calls into question the integrity of LRN's units or qualifications (accredited or otherwise), resulting in an amendment to a student's examination script, the student's record will be amended and an amended qualification certificate will be issued. In the unlikely event of an individual appeal inferring that a more widespread error has occurred, LRN will initiate a full independent review of test results that may have been affected.

Any student whose result is changed following this review will be informed in writing and an amended qualification certificate will be issued. It should be noted that prior to releasing student results, LRN ensures the test results are moderated in advance, therefore the likelihood of an error is minor. However, LRN accept the need for this policy and will ensure the requirements laid out in it are followed.

4. Follow up investigation

In the event of any follow up investigation by the qualifications regulators, LRN will work closely and cooperate fully with the investigation and will agree with any necessary remedial action with the qualifications regulators'.

5. Review of internal processes and procedures

Where an appeal leads LRN to conclude there has been an error in how the test was administered or in a breakdown of how LRN adhere to the statutory regulation of external qualifications, LRN will initiate a full review of its systems and procedures. The outcome of which will be included within the annual statement of compliance and any remedial action required will be noted within an action plan.

6. Fees

Students will be charged £80 which must be paid at the time of their submitting the appeal. The basis of this fee is to cover the administration processes and staffing involved in the appeals process; the fee has been kept to a minimum in order to prevent its acting as a deterrent to students. The fee will be refunded to students in the event of an appeal being upheld.

7. Enquiries procedure

Should centres wish to enquire about LRN's systems, processes, procedures, or should they wish to seek information on assessment decisions affecting students at their centre, they are to contact LRN through the established communication channels such as:

- Phone: 0870 6258 408
- E-mail: enquiries@LRNglobal.org
- Post: Examinations Unit, Delta House, 175-177 Borough High Street, London, SE1 1HR

In addition to the methods outlined above, centres are able to log on securely through the LRN portal and seek information on student results, decisions affecting centre policy and updates to LRN centre policies and procedures.

8. Centre enquiry and appeals procedure

Should a centre wish to enquire about or appeal a decision which they feel affects them negatively, they are asked to follow the outlined procedure below:

1. Centres should initially make contact with the LRN Quality Assurance Manager to determine if there has been a misunderstanding in how LRN policy has been interpreted;
2. Should centres wish to appeal a decision made by LRN, they should present their concerns in writing to the Quality Assurance Manager;
3. The Quality Assurance Manager will acknowledge receipt of the centre's appeal, in writing, within 5 working days;
4. The reasons for the centre's appeal will be investigated by a member of the senior management team;
5. The outcome of the review will be communicated to the centre within 15 working days;
6. Should the centre wish to appeal the outcome of the initial review, they can contact the Quality Assurance Manager who will appoint an independent reviewer⁵ (LRN's Appeals Panel) in order to seek a review of the reasons for the appeal and the initial response;⁶
7. The centre will be informed of the decision within 10 working days;
8. The decision of the Appeals Panel will be deemed final and not subject to further appeal.

Evaluation of LRN appeals and enquiries policy, procedures and processes

At the end of each year, and as part of its annual statement of compliance, LRN will conduct an end of year evaluation of its appeals and enquiries policy, procedures and processes. Specifically, LRN will record the number of appeals lodged, the reasons for those appeals having been made, the outcome of those appeals and any areas for review.

Any issues that cause concern, particularly where there is a conflict in how LRN manages its regulatory functions, will form part of a remedial action plan. The outcome of its annual statement of compliance will be formally recorded and reported through the Education Committee and will be signed off at the end of each year by the Responsible Officer and Chair of the Education Committee.

⁵ LRN acknowledges the independent member will not have any day to day contact with LRN, its qualifications or units, including assessment.

⁶ The Appeals Panel reserves the right to seek additional information or to extend the timescales for responding to the centre – in both cases, the centre will be informed in writing.

Annex 6

SAMPLE PAPER and MARK SCHEME

**LRN Entry Level Certificate in
ESOL International (Entry 1)
(Communication - Speaking and
Listening)**

SAMPLE PAPER

(12 minutes)

Notes to examiner

The following assessment is a **strict rubric** that cannot be changed. Sentences or vocabulary items **must not** be reformulated while attempting to communicate activities and concepts to candidates. Structures and vocabulary used have been carefully written **at the pitch of 'Entry 1** and correlated to The Common European Framework (CEFR) at Entry 1.

Examiners are advised to accompany commands and assist understanding of responses by using a variety of non verbal communication prompts such as pointing to images, nodding, smiling, pausing / allowing enough time for candidates to produce sufficient responses.

Candidates who are above the level of Entry 1 will respond beyond the guidelines written in the mark sheet and assessment criteria. Candidates who are below the level of Entry 1 will be supported by extra prompts in the rubric.

Examiners must stay within the rubric and facilitate candidates who may be performing below the level expected through using the support prompts in the rubric. For those candidates above or at the required level, support prompts must only be used when required.

Candidates who are below the level of Entry 1 may request clarification from the examiner in order to understand the activities required of them. Examiners must assess ability in line with the Mark sheet and assessment criteria.

Paper format

Section	Task and Functions	Contact	Time
Section 1	<p>Introduction based on familiar topics. Examiner asks candidates simple questions about themselves and also requests candidates to ask questions to each other. This section covers areas such as:</p> <ul style="list-style-type: none"> • Give appropriate answers to open and closed questions • Obtain simple information from pairing candidate • Talk about habits and routines • Recognise and discriminate between open and closed candidates <p>Topic areas are such as:</p> <ul style="list-style-type: none"> • Family and family life • Weather • Home and neighbourhood • Likes and dislikes • Everyday routines 	<p>Examiner – Candidate Candidate – Candidate</p>	3 mins
Section 2	<p>Candidates must give and obtain information through using support prompts – pictures and cue cards. This section covers areas such as:</p> <ul style="list-style-type: none"> • asking basic questions to obtain information • understanding questions and instructions that are addressed carefully • showing understanding of colours, numerical information and quantities • describing clothing, people, things and familiar surroundings 	Candidate – Candidate	4 mins
Section 3	<p>Candidates perform a role play where they must obtain services or goods. This section covers:</p> <ul style="list-style-type: none"> • greeting and taking leave • understanding and asking about cost, number and quantities • asking for and giving things • reacting to news • making basic arrangements using time and dates 	Examiner - Candidate	5 mins

	<ul style="list-style-type: none"> • asking for and giving directions <p>Topic areas are such as:</p> <ul style="list-style-type: none"> • shopping, restaurants / cafes • travel and transport • work and jobs • leisure activities – swimming pool, cinema • using financial and postal services • visiting the doctor, chemist, dentist • socialising 		
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More information regarding language functions and topics covered can be found in the LRN Entry Level Certificate in ESOL International (Entry 1) (Communication - Speaking and Listening) mark scheme and specification document.

Section 1 – Introduction and Warm up

( 3 min)

<p>Examiner:</p> <ul style="list-style-type: none"> • Good morning / afternoon. My name is <i>examiner name</i>. Today we will talk for about 12 minutes. <p>Alternate questions (in twos) between candidates. Begin with Candidate A</p> <ul style="list-style-type: none"> • What is your name? • And where are you from? <p>(Repeat same questions for candidate B)</p> <p>Select questions A, B and C from one topic for each candidate. Use different topics for each.</p>	
1. Family	<p>A. Do you come from a big or small family?</p> <p>B. How many brothers and sisters do you have? / (in case of negative answer) What about family members. How many family members do you have?</p> <p>C. Can you describe him / her / a family member / friend (for me)?</p>
2. Weather	<p>A. Do you have hot or cold weather in your country?</p> <p>B. When is it hot / cold in your country?</p> <p>C. Do you like the weather here in (country)? Why? / Why not?</p>
3. Home and neighbourhood	<p>A. Do you like (town) / (district)?</p> <p>B. Why? / Why do you / don't you like it?</p> <p>C. Do you have a favourite shop in your area? Why / why not.</p>
4. Likes / dislikes	<p>A. Do you read often?</p> <p>B. What do you read? (newspapers / magazines / books)</p> <p>C. What type of films do you watch? (action, romance, horror)</p>
5. Jobs / work	<p>A. What's your job? (in case of no job, switch topic)</p> <p>B. Do you like it? Why? / Why not?</p> <p>C. Is it an easy or difficult job? Why?</p>
6. Everyday routines	<p>A. Do you get up early or late?</p> <p>B. What do you do when you get up?</p> <p>C. Do you like mornings or evenings / the night time? Which do you like more?</p>
7. Ways of travelling	<p>A. Do you walk to work / college?</p> <p>B. What's your favourite type of transport?</p> <p>C. Which transport do you like most? Car or bus? Why?</p>
Thank you	
<p>Support prompts</p> <p>1C Is he / she / are they tall, what colour hair does he / she / do they have?</p> <p>3C Area – the area where you live. Your town</p>	

Section 2 – Information Exchange

( 4 min)

Examiner:

- Now, I want you to talk about a picture and to ask some questions to each other. Here is the picture.

Place picture between both candidates.

Pause.

Candidate A:

Point to the man.

- Please ask a question to *candidate B name* about **the man**.

Point to the present.

- What is this? (*wait for response, give answer if necessary*)
- Now ask a question to *candidate B name* about **the present**.

Point to the woman.

- Now ask a question to *candidate B name* about **the woman**.

Support prompts

Examiner formulates simple questions where candidate A does not form clear questions for Candidate B to answer

Candidate B:

Point to the girl.

- Please ask a question to *candidate A name* about **the girl**.

Point to the tree.

- What is this? (*wait for response, give answer if necessary*)
- Now ask a question to *candidate A name* about **the tree**.

Point to the other woman.

- Now ask a question to *candidate A name* about **the woman**.

Support prompts

Examiner formulates simple questions where candidate B does not form clear questions for Candidate A to answer.

Both candidates

- Do you like birthday parties?
- What about you? (to opposite candidate if necessary)
- When is your birthday? (start with weaker candidate if necessary)
- What about you? When is your birthday? (to opposite candidate if necessary)

- Thank you. (Remove booklet)

Section 3 - Functional Transaction

( 5 min)

Examiner:

- Now you will talk with me for about 2 minutes each. Please tell me if you don't understand.

Candidate B:

- Name candidate B, you are in a supermarket and you want **to buy some food**.
- I am the **shop assistant** and you are **the customer**.

Place picture in front of candidate

Pause.

- Think about the things you want to buy.

(give candidate sufficient time to formulate questions)

- Ask me for **some food** and ask **about the cost / price**.

Pause

- I'll say that again. You are in a supermarket and you want **to buy some food**.
- I am the shop assistant and you are the customer.
- **Ask me for some food** and ask about the **cost / price**.

Pause.

Do you understand? *(wait for response)*. I will start. Can I help you?

Support prompts (use only if necessary)

Where candidate does not initiate questions, ask questions accordingly.

1. What do you want to buy?
2. How many / much would you like? (if not asked)
3. What about the colours / different colours?
4. What about buying something sweet

Candidate A:

- Name candidate A, you are in the cinema and you want **to buy some tickets**.
- I **work at the cinema** and you are **the customer**.

Pause.

- Think about what you want to say.

(give candidate sufficient time to formulate questions)

- Say **what you want**, ask about **cost** and **times**.

Pause.

- I'll say that again. You are in the cinema and you want **to buy some tickets**.
- I work at the cinema and you are the customer.
- Say **what you want**, ask about **cost** and **times**.

Pause.

- Do you understand? *(wait for response)*. I will start. Can I help you?
-

Support prompts

Where candidate does not initiate questions, ask questions accordingly.

1. What do you want to buy?
2. Which film would you like to see? A horror film or a romantic film? (Candidate can provide name if wishes)
3. What about the amount of tickets? How many tickets would you like?
4. What time would you like (to see the film)?

- Thank you. That is the end of the exam.



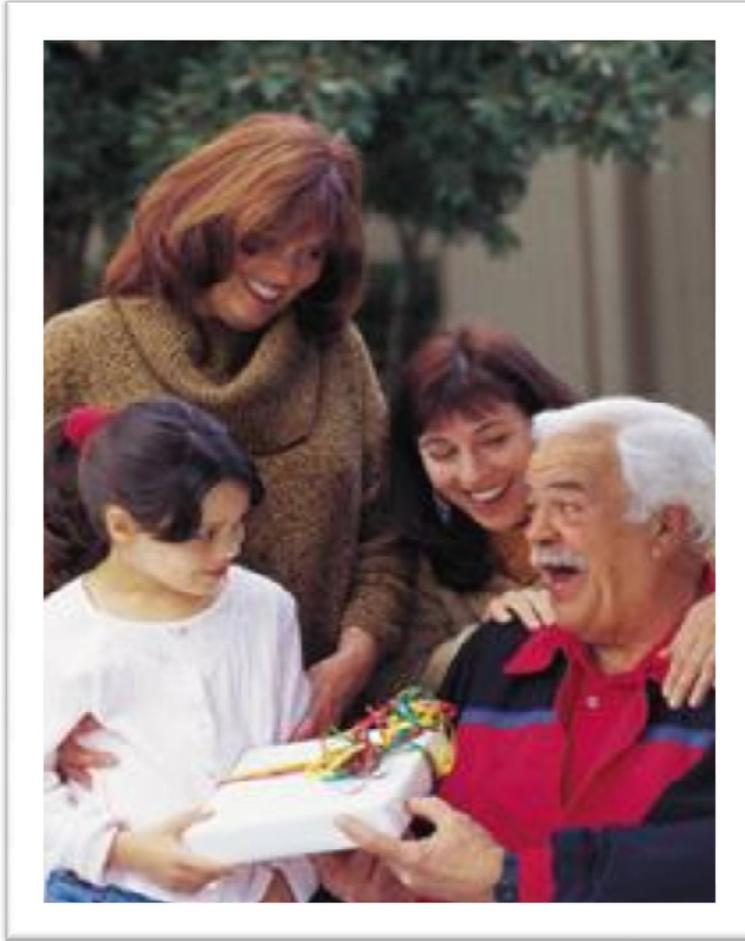
**Learning
Resource Network**

**LRN Entry Level Certificate in
ESOL International (Entry 1)
(Communication - Speaking and
Listening)**

Candidate Booklet

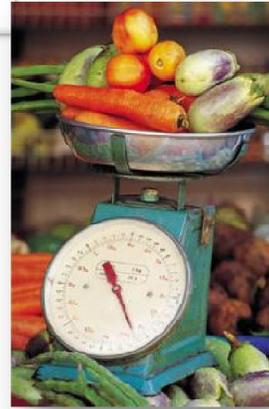
Section 2 – Information Exchange and Questions

Candidate A and B



Section 3 – Functional Transaction

Candidate B



Section 3 – Functional Transaction

Candidate A



?



Assessment Criteria and weighting

CEFR links and notes to examiner

<p>Overall expectations</p>	<p>Based on links to the CEFR, below is a general overview of how candidates are expected to perform at entry 1.</p> <p>The level descriptors within this marking scheme pertain to what the candidate demonstrates he / she can do through the regularity of: the time taken to respond to simple questions & reformulate sentences; the amount of support that is required from the interlocutor to be understood and the extent of utterances that are delivered to reflect competence at the required level.</p> <p>Candidates are expected to:</p> <p>Overall listening</p> <ul style="list-style-type: none"> • follow slow and carefully articulated speech that include long pauses for candidates to understand concepts fully • understand everyday expressions of a concrete type that are delivered directly, in clear and carefully articulated speech • understand questions & instructions that have been addressed carefully and slowly and follow short, simple directions • ask people for things and give people things • handle numbers, quantities, cost and time <p>Overall spoken discourse</p> <ul style="list-style-type: none"> • interact successfully in a simple way - communication is dependent on repetition at a slower rate of speech with reformulation and repair • ask and answer simple questions about themselves and other people, where they live, people they know and things they have • initiate & respond to simple statements in areas of immediate need or on familiar topics • make an introduction and use basic greeting and leave taking expressions • ask how people are and react to news • understand everyday expressions that are articulated slowly & clearly and repeated if necessary • handle numbers, quantities, cost and time • indicate time by such phrases as: next week, last Friday, in November, three o'clock • describe him/herself, what he/she does and where he/she lives • deliver a very short, rehearsed statement – e.g. to introduce a guest or propose a toast <p>Below is a breakdown of the level descriptors contained in each section of the exam followed by a mark scheme to enable examiners to pitch the level of competency of candidates.</p>
<p>Section 1</p>	<p>The main purpose of this section is to assess candidates' ability to listen and show understanding through responding to questions asked, ask and answer simple questions about themselves.</p> <p>Candidates are expected to be able to:</p> <ul style="list-style-type: none"> • give appropriate answers to open & closed questions • obtain simple information from their pairing candidate • talk about habits & routines • recognise and discriminate between open and closed questions • understand different forms of open and closed questions (e.g. – <i>Can, Do,</i>

	<p><i>Have, Are & different person forms, when/what, why, where, how ...)</i></p> <ul style="list-style-type: none"> • talk about family & family life <p>Familiar topics are such as:</p> <ul style="list-style-type: none"> • Family & family life • Weather • Home & neighbourhood • Likes & dislikes • Everyday routines • Jobs & work • Ways of travelling <p>Candidates are expected to be able to understand clearly articulated speech and answer with minimal response, short forms of the verb or fuller answers while demonstrating limited control of simple grammatical structures expected at Entry 1.</p>
<p>Section 2</p>	<p>The main purpose of this section is to assess candidates' ability to give and obtain information supported by cue cards / pictures and examiner prompts. Candidates are expected to be able to:</p> <ul style="list-style-type: none"> • Use grammar and vocabulary suitable to the level • Understand questions and instructions • give basic dimensions and numerical information • show knowledge of colours • describing clothing • describe people, things & familiar surroundings • ask basic questions to obtain information • give & follow short, simple directions • express likes, dislikes & simple views • show understanding of colours & quantities • demonstrate the use of verbs & vocabulary in relation to the task set <p>Candidates are expected to be able to understand clearly articulated speech and answer with minimal response, short forms of the verb or fuller answers while demonstrating limited control of simple grammatical structures expected at entry 1. Candidates who do not follow the prompts / task accordingly should be marked against the criteria of listening comprehension accordingly.</p>
<p>Section 3</p>	<p>The main purpose of this section is to assess candidates' ability to perform successfully in a goal oriented / functional transaction. Candidates are expected to be able to engage in the task set by showing ability to:</p> <ul style="list-style-type: none"> • greet & take leave • obtain information • understand instructions that are addressed carefully • make simple requests • understand & ask about cost, number and quantities • give basic dimensions & colours • ask for & give things • react to news • make basic arrangements using time and dates • ask for & give directions

Familiar situations are such as:

- shopping, restaurants / cafes
- travel & transport
- holidays
- work & jobs
- leisure activities – swimming pool, cinema
- addressing audiences (short rehearsed statement)
- using financial and postal services
- using hotel accommodation
- visiting the doctor, chemist, dentist
- socialising

Candidates are expected to be able to understand clearly articulated speech and answer with minimal response, short forms of the verb or fuller answers while demonstrating limited control of simple grammatical structures expected at Entry 1.

Candidates who do not follow the prompts / task accordingly should be marked against the criteria of listening comprehension accordingly.

Assessment Criteria and weighting

	3 – pass with merit ⁷ 8- 10	2 – pass ⁸ 4 – 7 / 10	1 - fail ⁹ 0 - 3 / 10
Pronunciation (Articulation & enunciation of a repertoire of learnt words and phrases) (weighting x1)	Candidate can be understood nearly all of the time without causing too much strain on the listener. Learnt repertoire extends beyond those of the required level.	Candidate can generally be understood without causing too much strain on the listener. Correct pronunciation is limited to a repertoire of learnt words & phrases.	Candidate produces words that are mostly unintelligible and has difficulty making him / herself understood.
Grammar & Vocabulary (Accuracy & appropriacy) (weighting x1)	Candidate nearly all of the time shows control and sufficient range of simple grammatical structures. Candidate can go beyond the basic repertoire of learnt words expected at the required level.	Candidate generally shows sufficient range and limited control of a few simple grammatical structures. Candidate has a basic repertoire of learnt words expected at the required level.	Candidate shows limited control of simple grammatical structures that impedes understanding. Candidate shows limited repertoire of vocabulary expected at the required level.
Comprehension (Show evidence of understanding in the given response, level of support required by interlocutor) (weighting x2)	Candidate understands simple exchanges most of the time that are delivered clearly and slowly. Support is sometimes required	Candidate generally understands simple exchanges that are delivered clearly and slowly. Support is often required.	Candidate cannot understand simple exchanges despite constant support.

Candidates are not penalised where articulation, accent, stress, pace and fluency are adversely affected by a physical or learning difficulty/impediment. The same applies to a pronunciation which is consistent with accepted non-standard varieties.

Band allocations

0 – 6 = fail 7 - 9 = pass 10 - 12 = merit

⁷ 8 / 10 – refers to 7 or more instances out of 10 where candidate responses in line with the assessment criteria and competency expectations of Entry 1 / A1 CEFR

⁸ 4 – 7/10 - refers to 4 – 7 instances out of 10 where candidate responses are in line with the assessment criteria and competency expectations of Entry 1 / A1 CEFR

⁹ 0 - 3 / 10 - refers to instances out of 10 where candidate responses are in line with the assessment criteria and competency expectations of Entry 1 / A1 CEFR

Annex 7

LRN MODERATION POLICY

Moderation is an integral part of assessment. It is a consistent process that is designed to ensure common interpretations of established criteria and standards with regard to candidates' as well as examiners' performances.

The purpose of this moderation policy is to ensure that assessment practices and the awarding of grades are **valid** and **reliable**. Moderation is an on-going process and its outcomes feed into exam design and implementation as well as examiner training.

At LRN, moderation is done by:

- blind and selective sampling of assistant and senior examiners' assessments
- additional marking, where applicable and indicated, for example of borderlines, fails and merits

PROCEDURE

ESOL speaking and listening examinations are carried out in approved test centres by trained examiners & senior examiners provided by LRN.

All candidates are assessed in pairs and recorded on digital recording devices. They are assessed in accordance with established assessment criteria by the examiner in situ. All marks are provisionally recorded on paper by the examiner and, together with the recordings, are sent to the LRN head office and moderated by senior examiners which, takes place within 6 working days in order to finalise grades. A sample of the received recordings (see "SAMPLING" example below) is moderated by a senior examiner. This is done with a view to ensuring that

- candidates' marks are fair and in accordance with the established assessment criteria
- assessment procedures and the examiner's conduct conform to good professional practice and do not compromise the integrity and rigour of LRN's examination process

The senior examiner carrying out the moderation listens to a sample (see "SAMPLING" below for details) and records the following information on a "Moderation Report" form.

This includes:

- test centre name and number
- test date and level(s) tested
- candidates' names and candidate numbers
- examiner's name and examiner number
- total number of candidates assessed and sample number
- candidates' marks and bands (Fail, Pass, Merit) as assessed by the (initial) examiner in situ

- candidates' marks and bands (Fail, Pass, Merit) as assessed by the moderating examiner
- the divergence between (initial) examiner and moderating examiner's grades
- any observations on divergence
- action points arising from the moderation, e.g. "amend candidate's band allocation", "tel. examiner by (date) to discuss need for further standardisation or guidance on adherence to rubrics" etc. Action points are followed up by the lead moderator.
- Peer moderation takes place twice a year (for the first year of each award) to ensure robustness of assessment

SAMPLING

40% of sampling is carried out including a combination of examiners and levels sampled. New examiners recently monitored will also have 40% samples carried out. Different levels should be represented proportionately within that sample.

Blind sampling is carried out, i.e. a random sample of recordings is marked again without prior knowledge of the first examiners' marks, in combination with, selective marking i.e. certain recordings are targeted for additional marking (e.g. borderlines, fails, merits). Boundaries for grading are assessed every 12 months.

Selective sampling may also be done in response to feedback from candidates, test centres or examiners.

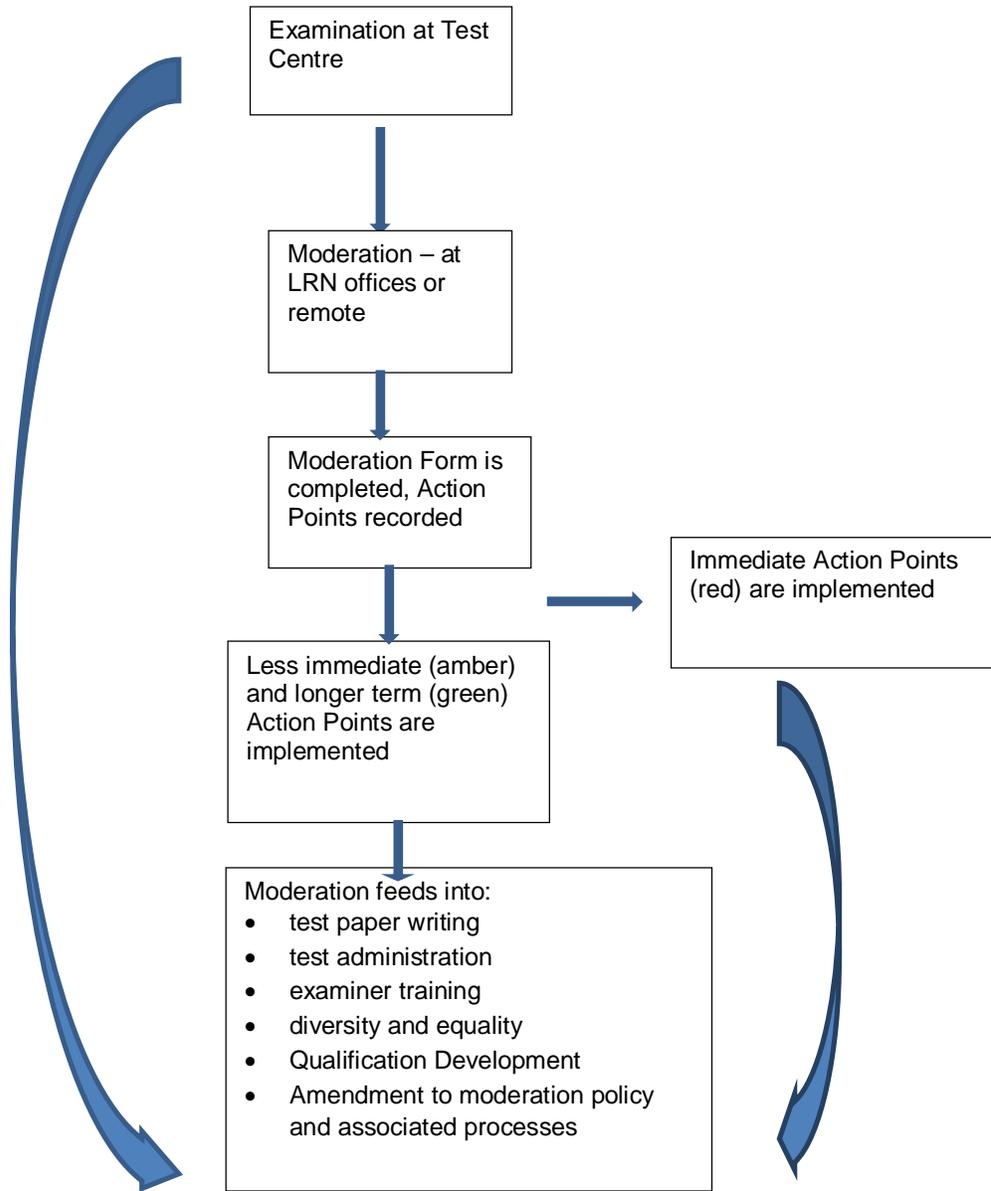
The combination of blind and selective sampling should ensure that a representative breadth of test centres, examiners, levels and bands (i.e. fail, pass, merit) is included.

The 40% sampling requirement is then relaxed and reduced to 15% over time if experienced examiners are shown to perform reliably and consistently in line with assessment criteria and good professional practice. Sampling never falls below 15%

FOLLOW-UP

Once an appropriate sample has been moderated, action points arising from Moderation are to be followed up (see also flow chart below).

- Key points identified are listed in follow up and directly connected to a suggested course of action
- Immediate action (red): any band changes (fail, pass, merit) to candidates' grades to be processed by administrative staff
- Immediate action (red): any suggestion or evidence of flaws undermining the integrity of an exam, misconduct or malpractice to be investigated and raised with the test centre and/or examiner by Head of Moderation or Head of Accreditation
- Less immediate action (amber): any individual examiner's **substantial** divergence from the standard as identified by the moderating examiner to be followed up (e.g. by telephone, or by arranging further standardisation training)
- Longer term action (green): data collected during Moderation to be assessed for particular patterns which might feed back into test paper writing, test administration, equality and diversity, examiner training etc.



Annex 8

LEARNING RESOURCE NETWORK

POLICY: LEARNER REGISTRATION

Overview

Learning Resource Network (LRN) intends to register its learners within 10 working days. LRN accepts learner registration directly through its approved centres.

Policy

LRN ensures its learners are registered without unnecessary delay whilst allowing for the necessary validation checks on its learners, which LRN deems essential given the nature of its qualifications and the intended purpose.

Procedures

- Learner registration information is collected by the approved centre and forwarded to LRN via excel spreadsheet;
- LRN assigns unique registration numbers and informs the centre via e-mail;
- Learner unique registration numbers are used in communication between the centre and LRN;
- LRN includes the learner registration number on results notifications and certificates, where learners have been successful in their assessment.

Review of policy

LRN will review the applicability of this policy and associated procedures as part of its annual review of performance.

Annex 9

LEARNING RESOURCE NETWORK POLICY: MALPRACTICE AND MALADMINISTRATION

Definition

Learning Resource Network (LRN) defines malpractice as an attempt to gain an advantage over other students by the use of unfair and unacceptable methods. Common to all cases of malpractice is the attempt to affect by deceitful means an assessment of academic ability, standing or progress.

Guidance

LRN ensures its assessment centres, students and those involved in the management and administration of its qualifications are made aware of their responsibilities. Malpractice can arise for a number of reasons, including:

- any action undertaken which is intentional and that provides candidates with an unfair advantage;
- any action which arises due to ignorance or carelessness in the application of the regulatory criteria.

Assessment Centre Responsibility

LRN expects all of its assessment centres to fully comply with this policy. In the case of any investigation by us or the regulatory authorities, assessment centres must also comply with the requirements of the investigating team.

In the case of suspected malpractice, assessment centre staff must immediately secure the examinations material from being removed from the centre. They must also ensure that disruption to students continuing to sit their examinations is kept to an absolute minimum.

In all cases of suspected malpractice, the Senior Invigilator will become the authorised contact between the centre and LRN.

Compliance

LRN will work openly with the qualifications regulators in any follow up investigation. Furthermore, LRN confirms its willingness to make available, upon request, all required information to the regulatory authorities.

Assessment Centre Staff Malpractice

Malpractice by assessment centre staff could be in the form of:

- Breaches of security relating to the confidentiality of examination material. E.g. – permitting unauthorised material to be brought into the examination room, failing to keep the examination room secure before and during the examination process, failing to keep examination scripts secure before and after the examination process in order to ensure secure despatch to examiners or amending examination materials without authorisation;

- Providing improper assistance to students. E.g. – assisting or prompting students with answers during the examination, providing students with excessive amounts of support or providing students with evidence to present as their own;
- Other forms of malpractice. E.g. – failing to ensure the examination centre conforms to the requirements laid down by LRN causing or allowing work to be assessed which is not the students own work.

Invigilator (or other centre representative) malpractice

Examples of Senior Invigilator (or other centre representative) malpractice could be in the form of:

- Breaches of security relating to the confidentiality of examination material. E.g. Failing to keep examination scripts in a secure location prior to the examination taking place;
- Failing to keep completed examination scripts in a secure location during the correction process; transmitting examination papers or examination results via e-mail in breach of policy;
- Providing improper assistance to a student, either by allowing them to become aware of the content (or part thereof) of an examination prior to the examination taking place, or by deliberately marking a student's script more favourably than the norm for the examination (or contrary to the approved marking scheme);
- Deliberately hindering a student, by marking their script harshly compared to the norm (or contrary to the approved marking scheme), or by losing (or causing to be lost through negligence) a student's script (or part thereof).

Student malpractice

Examples of student malpractice could be in the form of:

- Defacement or misuse of examination material;
- Bringing unauthorised equipment into the examination room (e.g. – mobile phones);
- Failure to follow an invigilator's instruction during the examination;
- Bringing unauthorised and unacceptable evidence into the examination room;
- Copying, or attempting to copy, the work of another student;
- Colluding, or attempting to collude, with others during an examination in an attempt to gain an unfair advantage;
- Disruptive behaviour which has the potential to disrupt the smooth running of the examination;
- Plagiarism of another's work;
- Impersonation - allows others to present themselves as the student;
- Altering or forging any results documents or certificates;
- Offensive or insulting behaviour towards centre staff.

Reporting cases of student malpractice

Where there are suspected or actual cases of student malpractice, all instances must be reported in writing using the malpractice report form (MRF1). This must be e-mailed to LRN using the following e-mail address: enquiries@LRNglobal.org

Upon receipt of the MRF1, LRN will undertake an investigation into the alleged malpractice.

Should the Senior Invigilator feel a student's presence within the examination centre will cause disruption to other students, they would have the authority to expel a student(s) from the examination centre.

This action must be clearly stated on the report form (MRF1) and include the name of witnesses to the suspected malpractice. In the case of expelling a student from the examination centre, their script must be secured and returned to LRN along with the report form. Should LRN feel any of its rules of conduct for the examination have been broken, it may declare the examination void.

Should LRN discover an assessment centre has failed to comply with its duty to report suspected malpractice in a timely manner or should it feel the assessment centre has failed to cooperate to the fullest extent, LRN may restrict that assessment centre from acting as a future centre.

Reporting cases of assessment centre, Senior Invigilator, Invigilator staff malpractice

Where there are suspected or actual cases of assessment centre or Senior Invigilator/Invigilator malpractice, all instances must be reported in writing using the malpractice report form (MRF1).

This must be e-mailed to LRN using the following e-mail address: enquiries@LRNglobal.org

Upon receipt of the MRF2, LRN will undertake an investigation into the alleged malpractice.

Should LRN discover an assessment centre, Senior Invigilator/Invigilator has failed to comply with their duty to report suspected malpractice in a timely manner or should it feel that they have failed to cooperate to the fullest extent, LRN may restrict the assessment centre from acting as a future centre or in the case of Senior Invigilator/Invigilator, it will implement the disciplinary procedure outlined in the Rules & Regulations.

Investigation of malpractice

In all cases of malpractice, LRN will investigate the alleged malpractice, which will include interviewing assessment centre staff, the students affected and any witnesses to the alleged malpractice. LRN will seek to conclude its investigation within 30 days. In cases of invalid certification, LRN will report these instances to Ofqual and will follow the advice and guidance issued as to the remedial action it should take

Timescales

This procedure is designed to ensure that all decisions are consistent, fair and based on the fullest information available. We intend to complete the investigation of malpractice cases within 30 working days.

Monitoring and Evaluation

Our policy on malpractice will be monitored and formally reviewed as part our policy on self assessment and continuous improvement. The results of which will be reported and formally signed off by the Accountable Officer of the Awarding Organisation

MRF1

MALPRACTICE REPORTING FORM (MRF1)

This form must be used in reporting all suspected or actual cases of student malpractice which take place during an examination.

Centre Information

Centre Name	
Centre Number	

Examination Details

Date of Examination	
Time of Examination	
Unit being examined	
Unit reference number	

Student Details

Name of student(s) involved	Student registration numbers

Centre officers present

Name of Senior Invigilator	
Name(s) of invigilators present	

Narrative of suspected or actual malpractice (this section is to include as much information surrounding the malpractice, including timings, actions of those suspected of being involved in the alleged malpractice)

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Detail how students were made aware of the rules and regulation surrounding the examination beforehand (e.g. - notice placed in assessment centre, announcements made, handouts were issued before the examination took place)

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If the incident involved disruptive behaviour, did it cause disruption to other students?

Yes	
No	

If the answer is yes, and you wish to request special consideration for other students, please refer to Learning Resource Network's policy on Reasonable Adjustment and Special Consideration.

If the incident involved the introduction of unauthorised material, is the unauthorised material enclosed?

Yes	
No	

If the answer is no, please give details of the nature of unauthorised material.

Declaration

Name of person completing this form	
Signature	
Position	
Date	

MRF2**MALPRACTICE REPORTING FORM (MRF2)**

This form must be used in reporting all suspected or actual cases of assessment centre, Senior Invigilator/Invigilator malpractice which take place during or after an examination.

Centre Information

Centre Name	
Centre Number	

Examination Details

Date of Examination	
Time of Examination	
Unit being examined	
Unit reference number	

Student details (this would apply where the student has received an unfair advantage as a result of the alleged malpractice by the assessment centre, Senior Invigilator/Invigilator)

Name of student(s) involved	Student registration numbers

Centre officers present (to include those who were present at the time of the alleged malpractice)

Name of Senior Invigilator	
Name(s) of invigilators present	

Narrative of suspected or actual malpractice (this section is to include as much information surrounding the malpractice, including timings, actions of those suspected of being involved in the alleged malpractice)

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Declaration

Name of person completing this form	
Signature	
Position	
Date	