QUALIFICATION SPECIFICATION
- LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening)

Accreditation Number: 600/8776/6

Contents

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 through registered educational institutions.

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 2) (Communication - Speaking and Listening) for candidates, centres, administrators, teachers and examiners, and outlines the key features and administrative procedures required for this qualification.

OBJECTIVE

LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening) is designed for all non-native English speakers that are required or wish to improve their speaking and listening at [1]A2. Candidates taking LRN Entry Level Certificate in ESOL International (Entry 2) (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 A2 on the Common European Framework (CEFR).

CANDIDATE CATEGORY

Candidates interested in taking the LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening) may include those:

1. needing a starting point in order to work towards an examination in English.
2. working or seeking work in an English speaking environment.
3. living and working in a country where the native and official language is English.
4. completing an application for immigration purposes.

Candidates who take LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening) are made up of a range of different national and cultural backgrounds.

ENTRY REQUIREMENTS

There are no entry requirements for candidates upon taking this qualification. It is also not necessary for candidates to have achieved a qualification in English prior

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[1] A2 on the CEFR = Entry 2 on the National Qualifications Framework (NQF)

to registering. However, LRN would recommend that candidates are well prepared before taking this test. Downloadable sample materials are accessible through the qualifications section of the LRN website whereby candidates can access sample assessment material. LRN approved centres ensure that candidates are fully prepared to sit LRN Entry Level Certificate in ESOL International (Entry 2) (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 2) (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 candidate to progress to:

• a higher level of ESOL International qualification – i.e. Entry Level 3
• a key skills or functional skills qualification
• vocational qualifications

LANGUAGE OF ASSESSMENT

LRN aims to use English that is plain, clear, free from bias and appropriate to Entry Level candidates. All assessments and assessment related materials are written in English and rigorously checked by LRN officers and subject specialists before release. Teachers preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to Entry Level ESOL candidates.

QUALIFICATION OVERVIEW

LRN Entry Level Certificate in ESOL International (Entry 2) (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 2) (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 Entry Level 2. The recommended guided learning hours for this qualification are 100 against a pre-agreed syllabus set by centres approved by LRN.

QUALIFICATION FEATURES

LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening) consists of three sections that measure the level of competency in speaking and listening at CEFR Entry Level A more detailed breakdown of sections can be found in the Assessment Guide on page 19.

Section	Task and Functions
Section 1	Introduction based on familiar topics. The examiner asks candidates simple questions about themselves.
Section 2	Candidates must talk alone for a brief period and ask questions to their paired candidate. Candidates must give descriptions and make comparisons through using the candidate booklet.
Section 3	Candidates perform a role play or engage in a collaborative task where they must obtain services or goods, or engage to communicate, in areas such as: • shopping, restaurants and cafes • travel and transport • hobbies and pastimes • work and jobs • leisure activities – swimming pool, cinema etc. • financial and postal services • visiting the doctor, chemist, dentist • socialising

LEVEL

In line with the ESOL Adult Core Curriculum for Entry 2, LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening) is designed to be assessed at CEFR level A2/Entry 2 (NQF). See Annex 1 for more information on National Qualifications Framework and Common European Framework.

CANDIDATE REGISTRATION

LRN requires candidates to be registered at least 10 working days prior to attending an examination session. Centres must register candidates undertaking delivery and assessment at their centres by completing an LRN registration form. This is downloadable from the 'Learner's Section' on LRN's website. Completed registration forms must be sent to exams@lrnglobal.org or by post to:

Learning Resource Network
Delta House
175-177 Borough High Street
London
SE1 1HR

This is in accordance with LRN's policy on candidate registration (see Annex 8), also available on LRN's website.

ASSESSMENT BOOKING

LRN approved centres book assessments 5 working days prior to the session using the LRN assessment booking form downloadable from 'The Learner's Section' on the LRN website. Completed assessment booking forms must be sent to exams@lrnglobal.org or by post to:

Learning Resource Network
Delta House
175-177 Borough High Street
London
SE1 1HR

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.

ASSESSSMENT DELIVERY PROCEDURES

Before

- LRN schedules the external[2] examiners and this information is relayed to the centre 3 days prior to the assessment session.
- The centre will have already been informed of the exam room requirements and exam rules, as shown on page 9 of this document.
- Exam papers are sent to the centre, under secure and signed delivery, by an LRN approved courier, 48 hours ahead of the scheduled date of assessment.
- The examiner contacts the centre 24 hours ahead of the planned assessment to confirm the arrangements.
- The examiner arrives at the centre 30 minutes before the exam is due to take place and makes contact with the head of centre/centre coordinator on arrival.
- The examiner is advised of possible last minute changes (e.g. candidate absences).
- The centre contact hands over the unopened assessment materials for the examiner to ensure they have not been tampered with or opened.
- The examiner reviews the condition of the exam room to ensure it conforms to the requirements (as set out in the exam room requirements section).
- The examiner opens the materials and prepares to call the first set of candidates into the examining room (only two candidates and the examiner are present in the room during the assessment unless otherwise arranged, i.e. through special consideration or reasonable adjustment).
- The examiner greets the candidates and requests that they be seated (facing them overlooking a table where the dictaphone and support materials are placed).
- The examiner checks each candidate's identification. For more information see Candidate Identification on page 7.
- The examiner ensures that both candidates are ready to proceed and then reads the exam rules, detailed on page 9.

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[2] LRN's examiners are appointed to conduct assessments having first confirmed there is no conflict of interest or vested interest present within the centre to which they have been assigned.

During

- Once the examiner is happy to proceed, the assessment commences by following the assessment rubric given.
- The examiner conducts the assessment using the exam script and candidate booklet.
- The examiner records the assessment using a dictaphone (in order to capture oral and aural responses).
- The examiner scores each candidate's performance in line with the pre-set mark scheme.
- Once the exam has concluded the examiner asks the candidates to leave the room.
- The examiner calls the next pair of candidates (having first consulted their exam schedule).

After

- The examiner asks the final pair of candidates to leave and then processes the assessment documentation for that particular visit.
- The examiner completes all LRN administration and secures the assessment material in a sealable poly-bag to be despatched to LRN offices.
- The examiner hands over the sealed poly-bag to the centre manager/centre co-ordinator for collection by LRN approved courier.

EXAM ROOM REQUIREMENTS

The following steps will be considered when making arrangements for Speaking and Listening assessments.

- Examinations must take place in a secure room, free from outside distraction, with adequate size to comfortably accommodate an assessment of this nature.
- The exam room must be situated away from noise and disruption with no view of the outside visible to the candidates.
- A sign with illustrations will be placed outside the room stating: 'no mobile phones', 'no speaking', 'no drinking' and 'no eating'. Please see Annex 10 for more information.
- A sign will be placed outside the door stating: "silence – examination in progress" as previously stipulated to the centre.
- The exam room must be equipped with sufficient furniture to conduct the assessment - for example an adequate numbers of table(s) and chairs.
- The exam room must be clean and have sufficient lighting and ventilation.
- The exam room must be of suitable ambient temperature in order for the assessment to take place.
- Where special consideration or reasonable adjustment is required, the centre must notify LRN in accordance with LRN's Special Consideration and Reasonable Adjustment Policy (see Annex 4 for more information).
- A separate waiting room or waiting area must be provided at a suitable distance from the examining room.
- All personal belongings, including mobile phones, must be left outside the examining room, unless required for medical reasons.

- Centre staff belongings must not be left in the examination room; this is in order to prevent distractions during the assessment.

EXAM RULES

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

Candidates must:

- leave all personal belongings in a secure place, outside the examining room.
- ensure that mobile phones, alarms, iPhones and other forms of electronic equipment are switched off throughout the examination[3]. Candidates are liable to be disqualified if a phone rings during the exam.
- present valid identification to the examiner as indicated in Candidate Identification on page 7.
- answer the questions directly asked by the examiner.
- not partake in any communication, in any language, without the prior approval of the examiner.
- not seek advice or guidance from their paired partner with regard to the structure of the assessment.
- follow the examiner's instructions exactly as provided.

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

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[3] Candidates 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.
Independent User	**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.
	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.
Basic User	**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.
	A2	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 covering 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 candidates can perform and what they can do at each level. They are divided into three areas: social and tourism, work, and study. They are detailed below CEFR Level A2 and give examples of typical ability.

Speaking and Listening

	Summary of Overall Ability
A2	CAN express simple opinions or requirements in a familiar context.

	Social & Tourist Skill Area
A2	CAN express likes and dislikes in familiar contexts using simple language such as – "I like", "I don't like."

	Work Skill Area
A2	CAN state simple requirements within own job area such as "I would like to order 15 packets of…"

	Study Skill Area
A2	CAN express simple opinions using expressions such as "I don't agree", "that's a good idea."

RESULTS

The examination is conducted by one examiner, trained by LRN, and is recorded on a dictaphone. Marks are allocated for each candidate in accordance with the LRN Entry Level Certificate in ESOL International (Entry 2) (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 no later than 14 working days after receiving their assessment results. Candidates must state the reason for the appeal, and can apply:

In writing:

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

enquiries@LRNglobal.org

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 reason for 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 CONSIDERATION AND REASONABLE ADJUSTMENT POLICY

LRN has included its policy on special consideration and reasonable adjustment and has taken this policy into account during qualification design. Special consideration and reasonable adjustment 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 candidates, within reasonable tolerance levels. LRN has to balance the fairness of assessments with ensuring candidates 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 2) (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 candidates to listen and verbally interact with the examiner so the examiner can arrive at a judgement and allocate a score on the candidate'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 candidates 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 DIVERSITY AND EQUALITY 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, and 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 2) (Communication - Speaking and Listening) is 100% externally assessed by an LRN examiner. Candidates are assessed in pairs.

Assessment takes the format of 3 compulsory sections lasting up to 14 minutes in total. Each candidate is assessed against a common set of criteria laid out in the LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening) mark scheme that is used to allocate a mark 1-3 for each area of competency assessed. Section 1 of the assessment covers introductory questions, Section 2 obtaining and exchanging information and Section 3 participating in a role play. A more thorough breakdown of the skills and language competencies required can be found on page 18.

Examples of typical examiner questions (sample live paper and sample candidate booklet) are shown on page 14 and a fuller version can be found in Annex 6.

Section 1

1. What's the weather like in your country?
2. How do you usually get/travel around the city/town?
3. Is there a job you would like to do (in the future)? Tell me about it.

Section 2

I'm going to give both of you some pictures. I'd like you to **talk about them** and **say how they are different.**

- Here is your picture. *Give picture to candidate A/B*. It shows **people learning.**
- *Candidate A/B name*, Please tell us about your picture. Tell us what you can see.
- C*andidate A/B name,* please listen to *candidate A/B name* and **ask 2 questions at the end.**

Support prompts

Talk about what the children are wearing. (School uniform)

Both candidates

Do you prefer learning in a classroom or learning through a computer? Why?

Section 3

- You are now are going to talk together for about 3 minutes. You're going to choose a present for a friend.
- **Your friend had a baby last month. You want to visit his/her house and take a present with you.**
- Talk to each other about:

  (i)   A present to buy.
  (ii) A good time to visit.
  (iii) How much money you want to spend on the present.

- Here are some pictures to help you.

Support prompts

When is good to visit? The day or evening?
Do you want to buy a present for your friend or the baby?

Exchange of ideas

1. What is a good thing to buy for a baby?
2. When did you (last) buy a present for someone?

- *Do you agree?*
- *What about you?*
- *What do you think?*

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 assessment related information back to LRN head office, where it is received within 2 working days. All marks are then uploaded to a shared portal, which is then accessed by the   moderation team. Below is a breakdown of the grade boundaries for LRN Entry Level Certificate in ESOL International (Entry 2) (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 2) (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 2) (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 English as a Foreign Language (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
● 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 ● Cert. TEFL/CELTA qualification or equivalent ● Sound knowledge of the CEFR ● Good verbal communication skills	● 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

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 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 2) (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 2) (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 2) (Communication – Speaking and Listening) and language expectations. Below details a breakdown of each section.

Level	Entry 2/A2	Paper Overview	Candidates are expected to: • Identify the main topic of discussion and understand enough to enter into an exchange. • Manage routine exchanges and engage in structured situations/conversations with relative ease, with some support. • Give a simple description of people, places and familiar surroundings using simple phrases and sentences linked into a list. • Indicate when he/she understands and ask for simple repetition using stock phrases when information is not fully understood. • Use structures, vocabulary and phrases pertaining to Entry level 2/ A2 (CEFR) Communication is dependent on	Paper Breakdown	**Section 1** consists of a short introduction where candidates are asked a series of familiar lead-in questions to warm up. **Section 2** consists of the individual turn & questions where each candidate is required to talk for a brief period of time about a picture, ask and answer questions in relation to a picture prompt. **Section 3** consists of a functional transaction/collaborative task where candidates are required to communicate together 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.

			the ability to understand direct speech that is clearly articulated, repetition, rephrasing and repair.		
Timing	14 minutes	**No of Sections**	3 compulsory sections	**Activity Type**	Part 1: Introductory questions: examiner – candidates. Part 2: Individual turn, exchange of ideas: candidate – candidate, examiner – candidates. Part 3: Functional transaction/collaborative task, exchange of ideas: candidate – candidate, examiner – candidates.
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 covering a range of grammar (in relation to the task set): describing habits and routines, past experiences, people and places, making suggestions, expressing obligation, making requests, using adjectives, using comparatives and superlatives, using adverbial phrases of time, place and frequency, articles with countable and uncountable nouns, the use of much and many, future time – will and going to, gerunds, imperatives, modals – can, could, should, have to, tenses ranging from past continuous, present continuous for future time reference, the basic use of present perfect, possessives – the use of 's and s', open and closed questions in the past, present and basic future, verb patterns - +ing, infinitives, zero and first conditional.

			Genres include: Shopping; eating out; hotel-type accommodation; renting accommodation; using financial and postal services; going to the chemist/doctor; travel & transport – the airport, train or bus station, travel agency; socialising/attending parties; attending a talk; learning in a classroom; hobbies and pastimes; making a telephone call; attending a meeting.

Annex 1

LINKS WITH ESOL ENTRY 2 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 2			Entry 2	Entry 2		Level 1 secure/ threshold	A2 Breakthrough	Entry

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 and marital or civil partnership status.

Key Principles

LRN is committed to promoting equality of opportunity and prevent unlawful or unjustifiable bias or discrimination. Specifically, LRN 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 candidates are treated fairly regardless of age, origin, socio-economic background and 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 relevant changes are made to its policy in order to ensure it reflects LRN practice. Relevant changes will be implemented in close consultation with its candidate population and in liaison with its assessment centres and stakeholder network, which include The Learning and Skills Improvement Service (LSIS), UK Border Agency and educational institutions.

Monitoring

As part of its monitoring arrangements, LRN will:

- closely monitor the diverse intake of its candidate cohort through the use of an equal opportunities monitoring form, which will be attached to its candidate 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 candidate are being directly or indirectly discriminated against, and if so, the remedial action required;

- carry out a review as to whether there are 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. candidates, assessment centres, examiners, senior invigilators and invigilators as well as Awarding Organisation staff responsible for monitoring candidate services;
- specifically consider whether its policy on Special Consideration and Reasonable Adjustment 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 its 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 candidates, stakeholders or assessment centres wish to contact LRN regarding its policy on Diversity and Equality, enquiries can be sent to:

In writing

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

By e-mail
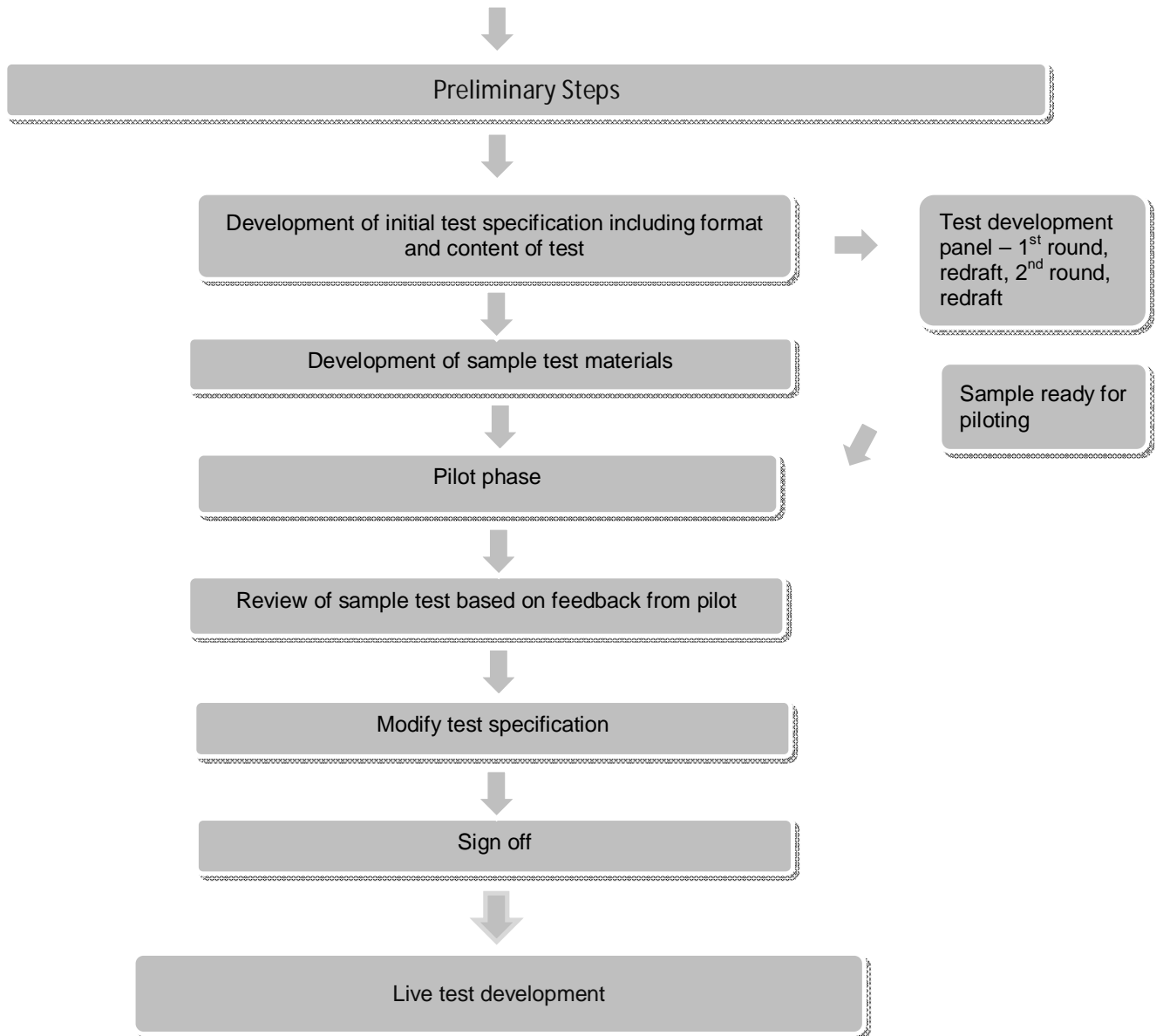
enquiries@LRNglobal.org

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

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┌─────────────────────────────────────────────────────────────┐
│  Preliminary Steps                                           │
└─────────────────────────────────────────────────────────────┘
                           ↓

┌──────────────────────────────────────────┐        ┌──────────────────────┐
│ Development of initial test specification  │   →    │ Test development     │
│ including format and content of test       │        │ panel – 1st round,   │
└──────────────────────────────────────────┘        │ redraft, 2nd round,  │
                           ↓                          │ redraft              │
┌──────────────────────────────────────────┐        └──────────────────────┘
│ Development of sample test materials       │
└──────────────────────────────────────────┘        ┌──────────────────────┐
                           ↓                          │ Sample ready for     │
┌──────────────────────────────────────────┐        │ piloting             │
│ Pilot phase                                │   ↖    └──────────────────────┘
└──────────────────────────────────────────┘
                           ↓
┌──────────────────────────────────────────┐
│ Review of sample test based on feedback    │
│ from pilot                                 │
└──────────────────────────────────────────┘
                           ↓
┌──────────────────────────────────────────┐
│ Modify test specification                  │
└──────────────────────────────────────────┘
                           ↓
┌──────────────────────────────────────────┐
│ Sign off                                   │
└──────────────────────────────────────────┘
                           ↓
┌──────────────────────────────────────────┐
│ Live test development                      │
└──────────────────────────────────────────┘
```

Live tests

Quality Control (on-going monitoring of tests)

Quality Control (Moderation)

Examiners comment on administration of tests via examiner feedback forms

Feedback is gathered from moderation of test administration

Input from examiners

Input from writers

Input from Diversity and Equality Group

6 monthly moderation of tests to inform ongoing review if necessary

Feedback fed to test development team weekly

Feedback informs next production cycle

Annex 4

APPLICATION FOR SPECIAL CONSIDERATION OR REASONABLE ADJUSTMENT

Special Consideration

Learning Resource Network (LRN) employs assessment methods which test the candidates' knowledge and understanding, and whilst reasonable consideration can be given to allow for a degree of special consideration, LRN wishes to make it clearly understood that should a candidate 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 candidate to sit the examination at the next scheduled sitting (with no charge). If a candidate fails to attend their examination, they are to follow the laid-down guidelines as shown in the candidate handbook.

Reasonable Adjustment

LRN intends to ensure reasonable and fair access to its assessments and in so doing, intends to provide all candidates with any reasonable assistance they may require to complete their examinations. Candidates who feel their circumstances merit assistance are strongly encouraged to make contact with LRN at least one month prior to their examination date. Candidates will be asked to provide documented evidence (e.g. a medical certificate) to support their request and are required to complete form RA2.

Candidates who have a medical condition that may affect their performance or the performance of any other candidate should advise LRN in advance of the examination. Where a candidate 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, candidates 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, candidates 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 special consideration and reasonable adjustment 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 or Reasonable Adjustment (RA2)

This form must be completed by the candidate 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. Candidates 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 – candidate and exam details

Candidate Name	Candidate 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)[4]	
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 candidate 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: _____

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[4] Applies to reading and writing units.

Annex 5

LRN ENQUIRIES AND APPEALS POLICY AND PROCEDURE

1. Appeals process

Should a candidate wish to appeal their assessment decision or other decision affecting the candidate, they must submit their appeal, in writing, to the Policy Director 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 candidate 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 candidate is able to demonstrate a good reason for the delay.

Within the request the candidate must provide:

- their full name and date of birth
- candidate 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 candidate in order to acknowledge receipt of the appeal within 5 working days;
2. **Stage One:** A complete review of the candidate's test results will be carried out and which will includes a review of the candidate'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. Candidates will be notified in writing within 10 working days of having carried out stage one of the appeals process;
5. If the candidate is dissatisfied with the outcome of stage one they can appeal this decision at which time stage two of the appeals process will be invoked;
6. **Stage Two**: An independent review of the candidate's entire script, which includes a review of the candidate'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;[5]
8. The candidate 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.

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

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[5] 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 candidate's examination script, the candidate's record will be amended and an amended qualification certificate will be issued. In the unlikely event of an individual appeal implying that a more widespread error has occurred, LRN will initiate a full independent review of test results that may have been affected.

Any candidate 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 candidate 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 review outcome will be included in the annual statement of compliance and any remedial action required will be noted within an action plan.

6. Fees

Candidates will be charged £80 which must be paid at the time of their submitting the appeal. The reason for 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 candidates in the event of an appeal being upheld.

7. Enquiries procedure

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

- 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 candidate 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. The centre 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 the centre 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 reviewer[6] (LRN's Appeals Panel) in order to seek a review of the reasons for the appeal and the initial response;[7]
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.

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[6] LRN acknowledges the independent member will not have any day-to-day contact with LRN, its qualifications or units, including assessment.
[7] 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.

SAMPLE PAPER and MARK SCHEME

LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening)

SAMPLE PAPER

(14 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 [8]Entry 2** and correlated to The Common European Framework (CEFR) at Entry 2.

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 2 will respond beyond the guidelines written in the mark sheet and assessment criteria. Candidates who are below the level of Entry 2 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 2 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.

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[8] Entry 2 = A2 CEFR

Paper format

Section	Task & Functions	Contact	Time
Section 1	Introduction based on familiar topics. The examiner asks candidates simple questions about themselves. This section covers areas such as: • understanding and responding to closed and open questions relating to familiar topics. • giving simple views and expressing likes, dislikes and pastimes. • giving descriptions of people, things and familiar surroundings. Topic areas are such as: • Family & family life • Weather • Food • Home & neighbourhood • Likes & dislikes • Everyday routines • Jobs & work • Shopping • The weather • Ways of travelling • Transport / ways of getting around	Examiner - candidates	3 mins
Section 2	Candidates must talk alone for a brief period and ask questions to their paired candidate. Candidates must give descriptions and make comparisons through using the candidate booklet and support prompts. This section covers: • understanding questions and instructions that are given carefully. • asking questions and giving information in relation to the task set. • showing understanding of colours, numerical information & quantities. • offering a straightforward description or presentation and comparisons on familiar subjects in relation to the task set. • stating preferences. Topic areas are such as: • Hobbies • Education • Leisure activities • Sport • Shopping • Work • Holidays • Transport	Candidate – examiner & candidates Examiner - candidates	5 mins

	• Travel		
Section 3	Functional transaction/collaborative task & short exchange of ideas. Candidates are expected to perform a role play/collaborative task and partake in a short, simple exchange of ideas. The main purpose of this section is to assess candidates' ability to perform successfully in a goal-oriented/functional transaction. This section covers: • catching the main point, extracting key information in order to respond and understanding enough from short, clear and simple exchanges • understanding simple directions and instructions in relation to the task set • initiating greetings and taking leave • offering thanks • agreeing and disagreeing • making, and responding to, invitations • obtaining and giving basic information • giving and receiving basic information about quantities, dimensions and numerical information, numbers and prices • making simple purchases • making offers, discussing where to go and making arrangements • expressing obligation • making basic decisions together/performing basic negotiations • obtaining simple information about travel and using public transport • making a decision, performing in a simple negotiation • making simple transactions when using public services • ordering a snack or meal • saying how he/she feels in simple terms Familiar situations are such as: • shopping, restaurants/cafes • travel & transport • holidays • work & jobs • leisure activities • going to the bank / post office • hobbies & pastimes • ordering food in a café / restaurant • shopping for food and clothes • socialising at a party	Candidate – candidate Examiner - candidates	6 mins

	All sections will cover a range of grammatical structures and functions expected at Entry level 2 (in relation to the task set) such as:		
	- describing habits and routines, past experiences, people and places - making suggestions - expressing obligation - making requests - using adjectives, comparatives and superlatives - using adverbial phrases of time - place and frequency - articles with countable and uncountable nouns - the use of much and many - future time – will and going to - gerunds - imperatives - modal verbs – can, could, should, have to - tenses ranging from past continuous, present continuous for future time reference, the basic use of present perfect - possessives – the use of ’s and s’ - open and closed questions in the past, present and basic future - verb patterns - +ing, infinitives, zero and first conditional Candidates are expected to be able to evidence understanding through partaking in an exchange, contribute with simple, full responses, and clarify when necessary.		

More information regarding language functions and topics covered can be found in the LRN International ESOL Speaking & Listening mark scheme and specification document.

Section 1 – Introduction and warm up　　　(⏰ 3 min)

Examiner:
• Good morning / afternoon. My name is... Today we will talk together for about 14 minutes.

Alternate questions (in twos) between candidates. Begin with Candidate A.   • What's your name?   • And where are you from?   *Repeat same questions for candidate B.)*   *Select any two questions as appropriate from one topic for each candidate. Use different topics for each. (Use the support prompts where necessary).*

Topic	Question	Support prompts
Family	1. Do you come from a big or small family? 2. How many brothers and sisters do you have? 3. Can you describe a relative for me? 4. What does your (relative) mother / father / brother / sister like to do in his / her spare time?	1. (in case of 'No') – what about cousins? How many cousins do you have?
Weather	4. What's the weather like in your country? 5. When is summer / winter in your country? 6. What do you think of the weather here in (country)? 7. Do you like the weather here/in your country? Why? / Why not?	1. Do you have hot or cold weather in your country?
Home and neighbourhood	1. What do you think of (town) / (district)? Why do you say that? 2. What's the best thing about (town) / (district)? 3. Can you tell me about a favourite shop in your neighbourhood / town / district? 4. How often do you go shopping?	1. Do you like (town)? Why / why not? 2. What do you like about (town) / (district)?
Likes / dislikes	1. Do like reading? 2. What kind of things do you read? 3. Do you like watching films? Which ones? 4. What type / kind of films do you usually watch?	2. (newspapers / magazines / books) 3. action, romantic, horror 4. action, romantic, horror
Jobs / work	1. What do you do? 2. Do you enjoy doing your job/studying? Why/Why not? 3. Is there a job you would like to do (in the future)? Tell me about it. 4. What jobs do you think are difficult/easy?	1. Do you work or do you study? What's your job what are you studying?
Everyday	1. Do you prefer to get up early or late?	1. What time do you

routines	2. What do you usually do when you get up? 3. Do you prefer mornings or evenings/the night time? 4. What do you usually have for lunch/dinner?	prefer to get up - early in the morning or later? 3. Which do you like more – mornings or evenings/night time?
Ways of travelling	1. How do you get (travel) to work/college? 2. What's your favourite kind/type of transport? 3. How do you usually get / travel around the city/town? 4. Which type of transport do you like most? Car or bus? Why?	1. By bus or do you walk? 3. By bus/by car or do you walk?

Section 2 – Describing pictures & using comparisons (⏰ 5 min)

Examiner:

- I'm going to give both of you some pictures. I'd like you to **talk about them** and **say how they are different.**

Candidate A *(1 minute)*

- Here is your picture. *Give picture to candidate A.* It shows **people learning.**
- *Candidate A name*, please tell us about your picture. Tell us what you can see.
- C*andidate B name,* please listen to *candidate A name* and **ask 2 questions at the end.**

Pause

- I'll say that again. Repeat task.

Pause

- *Candidate A name*, are you ready?

Support prompts

Talk about what the children are wearing. (school uniform)
Tell us about where the children are / Where are the children?
What about the things in the classroom? (blackboard, desks)

- Thank you. *turn to Candidate B*, now I'd like you to **ask** *name candidate A* **two questions** about his/her picture. *Invite different questions if candidate B covers same areas –e.g. "What about the teacher …?".*
- Thank you, *to candidate B.*

Candidate B *(1 minute)*

- *Candidate B name*, here is your picture. *Give picture to candidate B.* It shows people learning too.
- Please tell us about your picture. Tell us what you can see.
- *Candidate A name*, please listen to *candidate B name* and **ask 2 questions at the end.**

Pause

- I'll say that again. Repeat task.

Pause

- *Candidate B name*, are you ready?

Support prompts

Tell us about what this man (teacher) is doing (point if necessary).
What about where the candidates are / Where are they?
Talk about how they are learning (via computer, internet).

- Thank you. *Turn to candidate A*, now I'd like you to **ask** *name candidate B* **two questions** about his/her picture. *Invite questions if candidate A covers same areas – e.g."What about the woman on the right…?"*
- Thank you, *to candidate A.*

Both candidates *(1 minute)*

Now I'd like you to **talk together** about **how the two pictures are different**.
Place candidate booklet in between both candidates. Gesture for candidates talk to each other.

Talk about **how** they are different.

Support prompts – use where necessary

How are they learning in both pictures?
Which one do you think is good for children/adults?

Both candidates

Do you prefer learning in a classroom or learning through a computer? Why?

Section 3 – Functional Transaction/Collaborative task (⏰ 6 min)

Examiner: Address both candidates

- You are now are going to talk together for about 3 minutes. You're going to choose a present for a friend.
- **Your friend had a baby last month. You want to visit his / her house and take a present with you.**
- Talk to each other about:

(iv) **A present to buy.**
(v) **A good time to visit.**
(vi) **How much money you want to spend on the present.**

- Here are some pictures to help you.

Place candidate booklet in between both candidates. Point to the candidate where necessary.

Your friend had a baby last month and you want to visit his / her house and take a present with you.

- Decide on:

(i) **A good present to take.**
(ii) **A good time to visit.**
(iii) **How much money you want to spend on the present.**

- *Think about what you want to say.* Pause.
- *Are you ready? Please start*
- Thank you.

Support Prompts - *address both candidates, or less forthcoming candidate, where necessary.*

When is good to visit? The day or evening?
Do you want to buy a present for your friend or the baby?
What about cost? How much money do you want to spend?

Exchange of ideas (2 minutes)

Examiner - *address less forthcoming candidate first, if necessary.*

1. *Candidate name, what is a good thing to buy for a baby?*
2. *Paired candidate name, when did you (last) buy a present for someone?*
3. *What about you? to paired candidate.*
4. *What about receiving/getting a present? Can you tell me about a good or bad present you had/got.*
Back-up prompts/question to opposite candidate (as appropriate):

- *Do you agree?*
- *What about you?*
- *What do you think?*

Thank you. This is the end of the exam.

Candidate Booklet

LRN Entry Level Certificate in ESOL International (Entry 2) (Communication - Speaking and Listening)

Section 2 – Individual Turn & Questions

Candidate A

Candidate B

Picture A

Picture B

Section 3 – choosing a present

Used with permission from Microsoft

Assessment Criteria and weighting

Overall expectations	Based on links to the CEFR, below is a general overview of how candidates are expected to perform at Entry level 2.
	The level descriptors within this mark 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 accuracy and extent of utterances that are delivered to reflect competence at the required level.
	Candidates are expected to:
	Overall listening
	• identify the topic of discussion and understand enough in order to meet the needs of a concrete type provided speech is clearly and slowly articulated.
	• catch the main point, extract key information and understand enough from short, clear and simple exchanges and messages in order to be able to survive in day to day situations. Support may be required as the candidate will rarely be able to understand enough to keep the conversation going of his/her own accord.
	• understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography).
	• understand simple directions and instructions relating to simple tasks.
	• understand questions directly addressed to him / her and respond in simple terms in relation to the task set.
	.
	Overall spoken discourse
	• manage routine exchanges, structured situations and short conversations with relative ease. Support may be required.
	• offer straightforward descriptions and comparisons on a variety of familiar subjects in relation to the task set.
	• give a simple description/presentation of people, places and familiar surroundings using simple phrases and sentences linked into a list.
	• indicate when he/she understands and ask for simple repetition using stock phrases in situations when information is not fully understood.
	• ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	• express how he/she feels; express likes, dislikes and pastimes in simple terms.
	• establish social contact including greetings; taking leave; introductions; giving thanks; making and responding to invitations, apologising and making suggestions; agreeing and disagreeing; discussing where to go and making arrangements.
	• understand simple directions and instructions relating to simple tasks.
	• participate in short conversations in routine contexts on familiar topics of interest.
	• exchange relevant information and give his/her opinion on practical

	problems when asked directly. • get simple information about travel and use public transport. • make simple transactions when shopping and using public services. • make simple purchases by stating what is wanted and asking the price. • make a decision, carry out a simple negotiation. • give and receive information about quantities, numbers and prices. • order a snack or a meal. Below is a breakdown of the level descriptors contained in each section of the exam followed by a comprehensive mark scheme to enable examiners to pitch the level of competency of candidates.
Section 1	The main purpose of this section is to assess candidates' ability to listen and respond to requests for personal information and to give appropriate answers to open and closed questions. In relation to the task set, candidates are expected to be able to: • recognise and discriminate between open and closed questions that are directly asked on familiar topics. • catch the main point and extract key information in order to respond in relation to the task set. • give simple views and express likes, dislikes and pastimes. • interact in short exchanges regarding familiar topics and routine situations. • use the short form of the verb or fuller answers. • give descriptions of people, things and familiar surroundings. • indicate when he/she doesn't understand and use simple clarification techniques. Familiar topics include: • Family & family life • Hobbies and pastimes • Weather • Leisure • Home & neighbourhood • Likes & dislikes • Everyday routines • Jobs & work • Ways of travelling • Education
Section 2	The main purpose of this section is to assess candidates' ability to make comparisons & obtain information supported by the candidate booklet and examiner prompts. In relation to the task set, candidates are expected to be able to: • recognise and discriminate between open and closed questions and

	instructions that are directly asked on familiar topics.
	• catch the main point of what is being said and extract key information in order to respond in relation to the task set.
	• interact in short exchanges regarding familiar topics and routine situations.
	• clarify when necessary.
	• give descriptions of people, things and familiar surroundings, make comparisons and state preference.
	Familiar topics include: • Hobbies • Education • Leisure activities • Sport • Shopping • Work • Holidays • Transport • Travel
Section 3	The main purpose of this section is to assess candidates' ability to perform successfully in a goal oriented/functional transaction or collaborative task and partake in a short, simple exchange of ideas. In relation to the task set, candidates are expected to be able to: Candidates are expected to: • initiate greetings and take leave. • offer thanks. • understand simple directions and instructions relating to simple tasks. • make and respond to invitations, requests, advice, suggestions and apologies. • agree and disagree. • make a decision, perform in a simple negotiation. • obtain simple information about travel and use public transport. • make simple transactions when shopping and using public services. • obtain and give information. • give and receive basic information about quantities, dimensions and numerical information, numbers and prices. • make simple purchases by stating what is wanted and asking the price. • make offers, discuss where to go and make arrangements. • express obligation. • use simple clarification techniques where necessary. • order a snack or meal. • express how he/she feels in simple terms. Familiar situations include: • shopping, restaurants / cafes

	• travel & transport • socialising at a party • holidays • work & jobs • leisure activities • give a basic description of experiences • hobbies & pastimes • obtaining and using goods or services • visiting a restaurant
	All sections will cover a range of grammatical structures and functions expected at Entry level 2 (in relation to the task set), such as: • describing habits and routines, past experiences, people and places • making suggestions • expressing obligation • making requests • using adjectives, comparatives and superlatives • using adverbial phrases of time • place and frequency • articles with countable and uncountable nouns • the use of much and many • future time – will and going to • gerunds • imperatives • modal verbs – can, could, should, have to • tenses ranging from past continuous, present continuous for future time reference, the basic use of present perfect • possessives – the use of 's and s' • open and closed questions in the past, present and basic future • verb patterns - +ing, infinitives, zero and first conditional Candidates are expected to be able to evidence understanding through partaking in an exchange, contribute with simple, full responses, and clarify when necessary.

Descriptors and weighting

	3 – pass with merit [9]8- 10	2 – pass [10]4 – 7 / 10	1 - fail [11]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, even if foreign accent is evident. Repetition is required from time to time. Articulation is clear but mispronunciations still occur. Correct pronunciation is limited to a repertoire of learnt words and phrases. Repertoire may extend beyond those of the required level.	Candidate can make him/herself understood most of the time with noticeable accent interference. Repetition is required some of the time but not constantly. Correct pronunciation is limited to a repertoire of learnt words & phrases.	Candidate can make him/herself understood but repetition is required in order to convey meaning. Repertoire of words and phrases expected at A2 are not always pronounced correctly.
Grammar & Vocabulary (Accuracy & appropriacy) (weighting x1)	Candidate nearly all of the time shows control of simple grammatical structures but with some mistakes. Meaning comes across clearly with some hesitation. Candidate reformulates sentences. Candidate can go beyond the basic repertoire of learnt words expected at the required level.	Candidate generally shows limited control of a few simple grammatical structures in order to express basic communicative needs but is generally clear on what he/she is trying to say. Candidate rarely or doesn't reformulate sentences. Uses simple structures correctly, but still systematically makes mistakes. Candidate has a basic repertoire of learnt words expected at the required level.	Candidate applies control to structures with some inaccuracies expected below A2. Meaning still comes across but with effort required from the listener and can impede understanding at times. Candidate shows limited repertoire of vocabulary expected at the required level.
Comprehension (Show evidence of understanding in	Candidate understands clear, standard speech on	Candidate understands clear, standard speech and	Candidate can understand simple

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[9] 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 2/A2 CEFR.

[10] 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 2/A2 CEFR.

[11] 0 - 3/10 - refers to instances out of 10 where candidate responses are in line with the assessment criteria and competency expectations of Entry 2/A2 CEFR.

the given response, level of support required by interlocutor) (weighting x2)	familiar matters. Repetition may be required from time to time. Minimal support is required.	short social exchanges. Repetition is generally required. Support is required from conversational partner.	exchanges that are delivered clearly and slowly. Repetition and support is required most or all of the time.

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

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; this 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 also have 40% samples carried out. Different levels are 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.
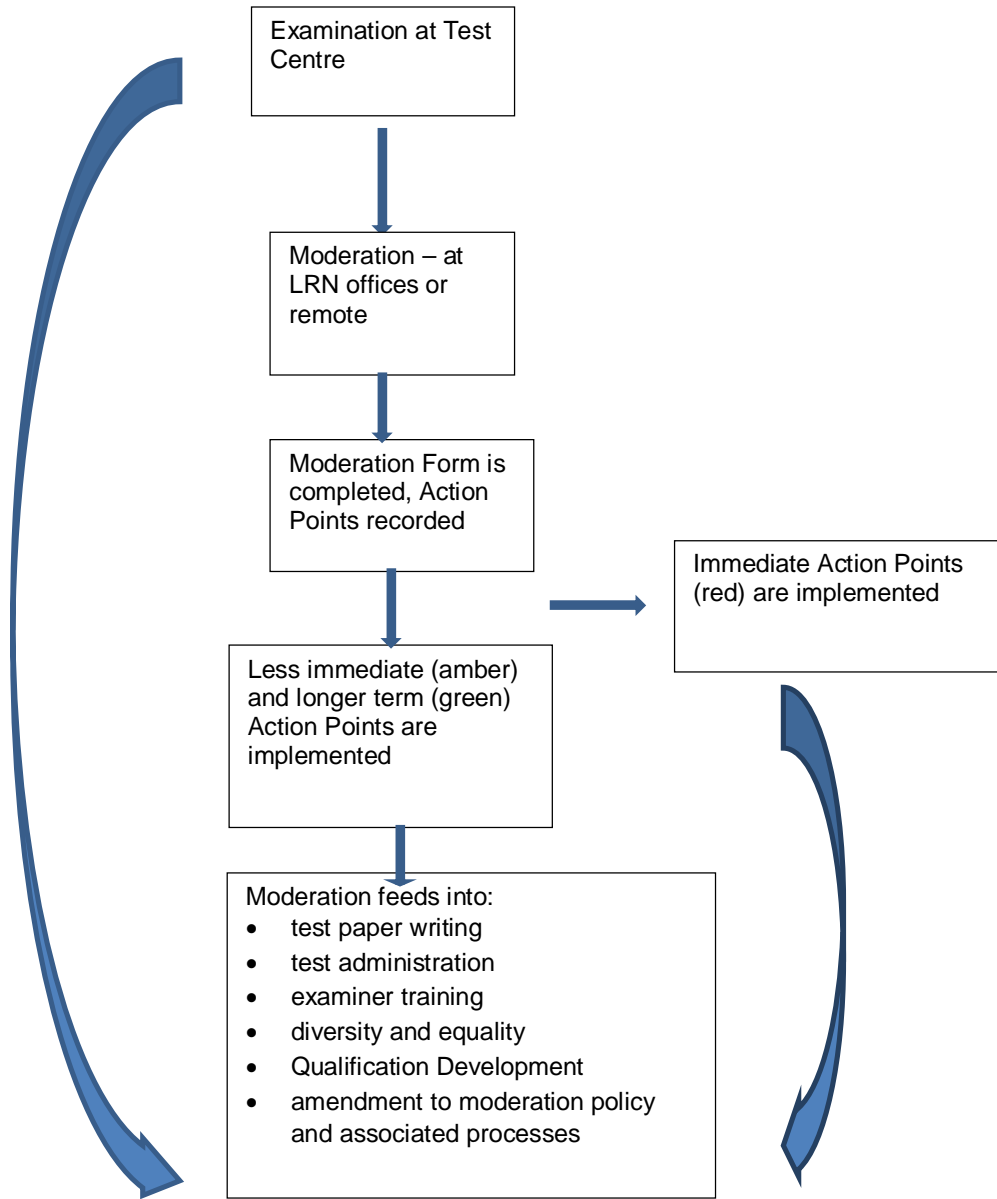
The combination of blind and selective sampling ensures that a representative breadth of test centres, examiners, levels and bands (i.e. fail, pass, merit) is included.

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, diversity and equality, examiner training etc.

```
┌─────────────────────┐
│ Examination at Test │
│ Centre              │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Moderation – at     │
│ LRN offices or      │
│ remote              │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐          ┌──────────────────────────┐
│ Moderation Form is  │ ───────▶ │ Immediate Action Points  │
│ completed, Action   │          │ (red) are implemented    │
│ Points recorded     │          └──────────────────────────┘
└─────────────────────┘
          │
          ▼
┌─────────────────────┐
│ Less immediate      │
│ (amber) and longer  │
│ term (green)        │
│ Action Points are   │
│ implemented         │
└─────────────────────┘
          │
          ▼
┌──────────────────────────────────────┐
│ Moderation feeds into:               │
│  • test paper writing                │
│  • test administration               │
│  • examiner training                 │
│  • diversity and equality            │
│  • Qualification Development          │
│  • amendment to moderation policy    │
│    and associated processes          │
└──────────────────────────────────────┘
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Annex 8

LEARNING RESOURCE NETWORK

POLICY: CANDIDATE REGISTRATION

Overview

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

Policy

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

Procedures

- Candidate registration information is collected by the approved centre and sent to LRN by email or post via excel spreadsheet;
- LRN assigns unique registration numbers and informs the centre via e-mail;
- Candidate unique registration numbers are used in communication between the centre and LRN;
- LRN includes the candidate registration number on results notifications and certificates, where candidates 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 candidates 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, candidates and those involved in the management and administration of its qualifications are made aware of their responsibilities. Malpractice can cover a number of situations, 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 LRN 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 and ensure that it is not removed from the centre. They must also ensure that disruption to candidates 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 candidates, e.g. assisting or prompting candidates with answers during the examination, providing candidates with excessive amounts of support or providing candidates 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 candidate's 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 candidate, 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 candidate's script more favourably than the norm for the examination (or contrary to the approved marking scheme);
- Deliberately hindering a candidate, 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 candidate's script (or part thereof).

Candidate malpractice

Examples of candidate 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 candidate;
- 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, i.e. allowing others to present themselves as the candidate;
- Altering or forging any results documents or certificates;
- Offensive or insulting behaviour towards centre staff.

Reporting cases of candidate malpractice

Where there are suspected or actual cases of candidate 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 candidate's presence within the examination centre will cause disruption to other candidates, he has the authority to expel a candidate 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 candidate 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 candidates 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 candidate 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	

Candidate Details

Name of candidate(s) involved	Candidate 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)

Detail how candidates 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)

| |
| |

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

Yes	
No	

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

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	

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

Name of candidate(s) involved	Candidate registration number

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)

Declaration

Name of person completing this form	
Signature	
Position	
Date	

NOTICE TO CANDIDATES

	No mobile phones **outside** or **inside** the examination room
	No food or drink **outside** or **inside** the examination room
	No speaking between candidates **outside** of the examination room