

# Qualification Guide

**OCNLR Level 2 Certificate in ESOL  
International (CEFR C1)**

## OCN London Qualification Guide

OCNLR Level 2 Certificate in ESOL International (CEFR C1)  
Qualification No: 610/1132/0

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

### **To navigate within this Qualification Guide**

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## General Information

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This qualification guide contains details of everything you need to know about the **OCNLR Level 2 Certificate in ESOL International (CEFR C1)**. It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use this qualification, then please contact us on [enquiries@ocnlondon.org.uk](mailto:enquiries@ocnlondon.org.uk) for details of the Centre Approval application process.

## Qualification Overview

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The **OCNLR Level 2 Qualifications in ESOL International** 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 available and recognised worldwide. 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 (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated 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](#)).

These qualifications are available within the United Kingdom and overseas and are only offered in English.

The **OCNLR Level 2 Qualifications in ESOL International** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF). It is not a licence to practise.

### Qualification details

This Qualification is ESOL International available at levels Entry 3, Level 1 and Level 3, corresponding to CEFR levels B1 to C2.

### Level 2 Certificate in ESOL International (CEFR C1).

- Qualification Number: 610/1132/0
- Qualification credit value: 16
- Operational start date: 1st September 2022
- Review date: 30<sup>th</sup> January 2027
- Total Qualification Time (TQT): 160
- Guided Learning Hours (GLH): 120
- Assessment requirements: Reading and Listening components assessed through external assessment.

### Purpose of the qualifications

The purpose of the **OCNLR Level 2 Certificate in ESOL International (CEFR C1)** is to facilitate language development to help people:

- gain an internationally recognised qualification in the English language;
- gain or progress within meaningful and sustainable employment in the UK or abroad;
- progress into further or higher education in the UK or abroad

### Who the qualifications are for

The **OCNLR Level 2 Qualifications in ESOL International** are suitable for learners worldwide for whom English is a second or additional language and who want to gain an internationally recognised qualification.

### Entry guidance

There are no specific requirements for the qualifications and no restrictions to entry. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully. (See '[Initial assessment](#)' S4.2, p47.)

The qualifications are suitable for learners of any age.

### Progression and related qualifications

The **OCNLR ESOL International Qualifications** allow learners to focus their English language development on reading, writing, and speaking and listening. These linguistic modes are available across four levels (Entry 3 to Level 3), allowing progression through the levels.

Learners may progress from these qualifications:

- to further qualifications in English (e.g., higher level ESOL International qualifications);
- to OCN London or other vocationally-related and employability qualifications;
- into further or higher-level education;
- into employment.

### Achievement methodology

The qualification(s) will be awarded to learners who successfully achieve a pass mark in all skill areas (for the full Certificate this is four skill areas; for Awards this is the two skill areas of Reading and Listening). Assessments are administered as follows:

### Listening, Reading and Writing – Externally Set, Externally Assessed

The Listening, Reading and Writing components are assessed via externally set and externally marked assessments.

- Centres are sent assessment materials electronically up to one week before the assessment window, allowing sufficient time to print materials.
- Assessment materials must be kept secure and may only be accessed at the scheduled assessment time.
- Materials consist of:
  - a) an assessment paper,
  - b) candidate answer sheets (one for Listening and Reading, one for Writing),
  - c) mp3 recordings.



- Candidate answer sheets must be returned to OCN London within two weeks of the assessment, all other materials must be securely destroyed (unless express permission is sought from OCN London).
- Please note that for the Awards (Reading & Listening only), writing tasks and answer sheets will not be provided.

### Speaking – Externally Set, Internally Assessed and Quality Assured, then Externally Quality Assured

The Speaking component is assessed via an externally set, internally marked assessment.

- Centres are sent assessment materials up to two weeks before the assessment window, allowing sufficient time to print materials.
- Stimulus materials pertaining to Speaking tasks 2 and 3 may be shared with candidates up to two weeks before their scheduled assessment, all other assessment materials must be kept secure and may only be accessed at the scheduled assessment time.
- Materials consist of:
  - a) speaking interlocutor instructions and stimulus materials,
  - b) speaking assessment mark scheme.
- Candidates sit the assessment at the centre and all tasks (1-3) must be recorded in line with the guidance as laid out in the Interlocutor Instructions.
- All Speaking assessments must be assessed and internally quality assured, with a representative sample of recordings and mark sheets sent to OCN London within two weeks of the assessment.
- Please note that Speaking is not assessed within the Reading & Listening only Award.

### Relationship to other frameworks

The OCNLR ESOL International Qualifications are based on the [Common European Framework of Reference for Languages](#).

### Funding

Within the UK, please check the '[Find a Learning Aim](#)' website for up-to-date funding information relevant to your organisation

## Structure of the qualification

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### Qualification Achievement and Grade Boundaries

**OCNLR ESOL International Qualifications** assess learners' skills in Reading, Writing, Speaking and Listening. The cumulative mark total across all four **OCNLR ESOL International Qualification** assessments (Reading, Writing, Speaking, Listening) at each level (Entry 3 (B1) – Level 3 (C2)) is 120.

The **OCNLR ESOL International (Reading and Listening) Awards** assess learners' skills in Reading and Listening. The cumulative mark total across both **OCNLR ESOL International (Reading and Listening) Award** assessments at both levels (Level 1 (B2) & Level 3 (C2)) is 60.

In order to achieve a pass at each level, candidates should achieve 50% or more of the total marks available and attempt each of the skill areas.

Subject to variance, grade boundaries are as follows:

- Fail – 0%-49%
- Pass – 50%-64%
- Merit – 65%-79%
- Distinction – 80%+

### Progression Between Qualifications

Learners who have achieved an **OCNLR International (Reading and Listening) Award** at Level 1 or Level 3 (B2 / C2) may proceed to complete a full Certificate (featuring all four modes – Reading, Writing, Speaking, Listening).

If progressing from Reading and Listening to the full Certificate within the same academic year (September of one year to August of the next), learners' Reading and Listening scores will be recognised towards achievement of the full Certificate.

Please note that learners progressing from Reading and Listening to the full Certificate are not required to sit the Reading and Listening assessments a second time. If they do so, their highest scores in these modes will count towards completion of the full Certificate.

Learners sitting the Reading and Listening Award and full Certificate in different academic years will have to sit for all four modes (Reading, Writing, Speaking, Listening).

## Level 2 (CEFR C1) – Available as a Full Certificate only

### Candidate Profile

Overall Common European Framework of Reference for Languages (CEFR) level descriptors at Level 2 (CEFR C1) indicate that candidates should be proficient in the following skills:

<b>Listening (Oral Comprehension)</b>	<ul style="list-style-type: none"> <li>• Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.</li> <li>• Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</li> <li>• Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</li> </ul>
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.</li> <li>• Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.</li> </ul>
<b>Speaking (Oral Production)</b>	<ul style="list-style-type: none"> <li>• Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</li> </ul>
<b>Written Production</b>	<ul style="list-style-type: none"> <li>• Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</li> <li>• Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.</li> </ul>
<b>General Linguistic Range</b>	<ul style="list-style-type: none"> <li>• Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.</li> <li>• Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.</li> </ul>

## Overview of Assessment Tasks

Skill	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4	Time limit
Reading	8 MCQs covering non-continuous short texts assessing: <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Grammar</li> <li>• Word choice/usage</li> </ul>	8 MCQs covering a report/news item/article, assessing: <ul style="list-style-type: none"> <li>• Reading for gist/purpose</li> <li>• Reading for specific information</li> <li>• Identifying opinion/viewpoints</li> <li>• Identifying use of pictures</li> </ul>	8 MCQs covering an extended text (correspondence/report), assessing: <ul style="list-style-type: none"> <li>• Reading for gist/purpose</li> <li>• Reading for specific information</li> <li>• Identifying opinion/viewpoints</li> <li>• Identifying use of pictures</li> <li>• Use of textual features to convey emphasis</li> </ul>	6 MCQs covering an extended text (article, complex report), assessing: <ul style="list-style-type: none"> <li>• Idiomatic and colloquial use of language</li> <li>• Reading for gist/purpose</li> <li>• Reading for specific information</li> <li>• Identifying opinion/viewpoints</li> <li>• Use of textual features to convey emphasis</li> </ul>	60 mins
Writing	From a choice of four topics/text formats, write a formal text. 200-250 words (15 marks)	Write informal correspondence to meet a specified brief. 200-250 words (15 marks)	N/A	N/A	80 mins
Speaking	Interlocutor-led Q&A with the candidate Approx. 2 minutes, 6 marks	Scenario-based conversation. Approx. 2-4 minutes speaking, 12 marks	Candidate-led discussion utilising visual stimulus materials. Approx. 2-4 minutes speaking, 12 marks	N/A	Minimum of 6 minutes speaking time
Listening	10 MCQs covering non-continuous excerpts for which an appropriate response must be selected.	10 MCQs covering a recording of a conversation, assessing: <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for specific information</li> <li>• Identifying opinions, viewpoints</li> <li>• Identifying context and relationship between speakers</li> </ul>	10 MCQs covering a recording of a monologue, assessing: <ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for specific information</li> <li>• Identifying facts, opinions, viewpoints (biases, at higher levels)</li> <li>• Identifying context</li> </ul>	N/A	20 mins

## Reading

Skill (CEFR Reference)	Task
Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.	1, 3
Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	2, 3, 4
Can understand any correspondence given the occasional use of a dictionary.	2, 4
Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.	2, 4
Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools.	2, 4
Can scan quickly through long and complex texts, locating relevant details.	3, 4

## Assessment Breakdown

Candidates must complete four assessment tasks within 60 minutes.

Each task consists of multiple choice questions, for a total of 30 marks. Candidates should achieve at least 15 marks to pass this component.

### Task 1

- A non-continuous text is presented to the candidate who must answer 8 multiple choice questions.
- Questions will focus on spelling, punctuation and grammar, so candidates should be familiar with the expectations of language usage as laid out in the indicative syllabus at this level.

### Task 2

- A continuous text (report, news item, article) is presented to the candidate who must answer 8 multiple choice questions.
- Candidates will be required to display the ability to locate and understand specific information, purpose of the document, viewpoints/opinions and demonstrate good understanding, especially of sentence and paragraph level detail.

### Task 3

- A continuous text (factual, complex – i.e., explanation, report) is presented to the candidate who must answer 8 multiple choice questions.
- Candidates will be required to display global understanding of the text, the ability to locate and understand specific information as well as identify facts, opinions and biases.

### Task 4

- An extended continuous text (i.e., new/magazine article, complex report) is presented to the candidate who must answer 6 multiple choice questions.
- Candidates will be required to display in-depth understanding, including of idiomatic and colloquial use of language commensurate with the indicative syllabus at this level.

## Writing

Skill (CEFR Reference)	Task
Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.	1
Can, with good expression and accuracy, compose formal correspondence.	1
Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	1, 2
Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices.	1, 2
Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.	1, 2
Can express themselves with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.	2

### Assessment Breakdown

Candidates must complete two assessment tasks within 80 minutes.

Each task attracts 15 marks, for a total of 30 marks. Candidates should achieve at least 15 marks in total to pass this component.

Marks are allocated based on the following criteria (as commensurate with the syllabus as laid out at this level):

- Content (out of 3 marks)
- Accuracy and Language (out of 3 marks)
- Range and Grammar (out of 3 marks)

- Organisation of Text (out of 3 marks)
- Format of Text (out of 3 marks)

### Task 1

- Out of a choice of four options, candidates will be required to write a formal text of between 200 and 250 words in one of the following formats:
  - An article
  - A blog
  - An essay
  - A report
  - A review
  - A proposal
- Depending on the type of text, candidates will be able to demonstrate the ability to advise, apologies, compare, describe, explain, express and opinion, justify, persuade, recommend or suggest.

### Task 2

- Candidates will be required to write an informal text in the form of a letter/email of between 200 and 250 words.
- Depending on the type of text, candidates will be able to demonstrate the ability to express an opinion, justify, compare, recommend, advise, describe or explain.

## Speaking

Skill (CEFR Reference)	Task
Can express themselves fluently and spontaneously, almost effortlessly.	1
Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices	1, 2, 3
Can handle interjections well, responding spontaneously and almost effortlessly.	2
Can understand an interlocutor in detail on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.	2
Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	2, 3
Can give a clear, well-structured presentation on a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	2, 3

Can give clear, detailed descriptions of complex subjects.	3
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### Assessment Breakdown

Candidates must complete three assessment tasks within approximately 20 minutes. Candidates should complete all three tasks with an interlocutor, who will likely also be the assessor.

Task One attracts 6 marks and Tasks Two and Three both attract 12 marks for a total of 30 marks. Candidates should achieve at least 15 marks in total to pass this component.

### Task 1

- This task takes the form of a straightforward exchange between candidate and interlocutor. The interlocutor will be provided with standardised questions to ask within the Interlocutor Instructions document. See section 2.4.7 (Level 2 Syllabus) for likely topics of conversation.
- The task must be recorded in line with the guidance as laid out in the Invigilator Instructions, with a Mark Scheme completed for each candidate. Candidates are to be marked based on task completion, more so than the features of language which form the basis of assessment in Tasks Two and Three.
- This task should take approximately 2-3 minutes.

### Task 2

- This task takes the form of a role play between the candidate and the interlocutor. Candidates will be provided with a number of scenarios up to two weeks before the assessment, but may only be informed of the scenario to be used in the assessment at the start of the assessment itself.
- Although the scenarios themselves change with each assessment window, they will direct candidates to do one or more of the following:
  - Providing information (describing/explaining) and opinions
  - Evaluating both sides of an argument (i.e. pros and cons)
  - Advising and asking for advice
  - Persuading/Influencing
  - Resolving a problem
  - Dealing with a difficult situation
  - Making recommendations



- The task must be recorded in line with the guidance as laid out in the Invigilator Instructions, with a Mark Scheme completed for each candidate. Marks are allocated based on the following criteria (as commensurate with the syllabus as laid out at this level):
  - Range/Communicative Achievement (out of 3 marks)
  - Accuracy (out of 3 marks)
  - Pronunciation (out of 3 marks)
  - Fluency (out of 3 marks)
- Any preparation materials (e.g., notes) must not be used as a script by the candidate and must be collected by the interlocutor for submission to OCN London.
- This task should take approximately 2-4 minutes.

### Task 3

- For this task, candidates will be provided with visual stimulus materials up to two weeks before the assessment, but may only be informed of the image(s) to be used in the assessment at the start of the assessment itself.
- Candidates are prompted by the interlocutor, using prompts as laid out in the Interlocutor Instructions, and must speak for approximately two minutes on the topic. Interlocutors may prompt candidates further if required (i.e. should the candidate run out of things to say), but the expectation is that the candidate will be able to speak predominantly unaided by the interlocutor.
- The task must be recorded in line with the guidance as laid out in the Invigilator Instructions, with a Mark Scheme completed for each candidate. Marks are allocated based on the following criteria (as commensurate with the syllabus as laid out at this level):
  - Range/Communicative Achievement (out of 3 marks)
  - Accuracy (out of 3 marks)
  - Pronunciation (out of 3 marks)
  - Fluency (out of 3 marks)
- Any preparation materials (e.g., notes) must not be used as a script by the candidate and must be collected by the interlocutor for submission to OCN London.

- This task should take approximately 2-4 minutes.

## Listening

Skill (CEFR Reference)	Task
Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.	1, 2
Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics.	2
Can understand a wide range of recorded and broadcast material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between people.	2
Can understand complex technical information, such as operating instructions or specifications for familiar products and services.	2, 3
Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	2, 3
Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.	3
Can follow most lectures, discussions and debates with relative ease.	3

## Assessment Breakdown

Candidates must complete three assessment tasks within 20 minutes.

Each task consists of 10 multiple choice questions, for a total of 30 marks. Candidates should achieve at least 15 marks to pass this component.

### Task 1

- Candidates will hear 10 non-continuous statements and must answer multiple choice questions for each. Each statement will be played twice.

### Task 2

- For this task, candidates will hear an exchange between two speakers. The exchange will be played twice.
- Candidates will answer 10 multiple choice questions based on the exchange, each of which may test their ability to listen for gist, specific information, attitudes or opinions.

### Task 3

- For this task, candidates will hear a monologue (e.g., a news broadcast, podcast, speech, etc). The monologue will be played twice.
- Candidates will answer 10 multiple choice questions based on the monologue, each of which may test their ability to listen for gist, specific information, attitudes or opinions.

### Level 2 (CEFR C1) Syllabus

language:

Part of language	Examples	
<b>Functions</b>	Conceding a point Critiquing and reviewing constructively Defending a point of view persuasively Developing an argument systematically Emphasizing a point, feeling, issue Expressing attitudes and feelings precisely Expressing certainty, probability, doubt	Expressing opinions tentatively, hedging Expressing reaction, e.g. indifference Expressing shades of opinion and certainty Responding to counterarguments Speculating and hypothesising about causes, consequences etc. Synthesising, evaluating and glossing information
<b>Grammar</b>	Futures (revision) Inversion with negative adverbials Mixed conditionals in past, present and future Modals in the past Narrative tenses for experience, incl. passive Passive forms, all Phrasal verbs, especially splitting Wish/if only regrets	
<b>Discourse Markers</b>	Linking devices, logical markers Markers to structure and signpost formal and informal speech and writing	
<b>Vocabulary</b>	Approximating (vague language) Collocation Colloquial language Differentiated use of vocabulary Eliminating false friends Formal and informal registers Idiomatic expressions	
<b>Topics</b>	Family and community life Personal Details/experiences Holidays and leisure Education and training	Shopping Work and jobs Health and hygiene Weather and environment

	Transport and travel Entertainment Food and drink News and politics International issues	Local area/neighbourhood Relationships Public services Local and national affairs
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(With credit to [British Council, 2022](#))

## Centre Requirements

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### Qualification approval

Both centre and qualification approval must be gained by OCN London centres before these qualifications may be delivered. (For information relating to how to become an OCN London centre, contact OCN London or go to the web site at [www.ocnlondon.org.uk](http://www.ocnlondon.org.uk))

As part of the ESOL qualification approval process, centres must make sure that the requirements below, as well as the general requirements set out in the [OCN London Centre Operations Handbook](#), are in place before offering the qualification:

- audio recording equipment and other appropriate physical resources (e.g. IT, learning materials, teaching rooms) to support delivery and assessment;
- staff involved in the assessment process meet the requirements set out in the 'Centre staffing requirements' section below;
- systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications;
- appropriate health and safety policies relating to the use of equipment by learners;
- delivery of the qualifications in compliance with current equalities legislation.

### Eligibility for qualification approval

All OCN London approved centres, and those new to OCN London, must meet the following criteria to offer ESOL qualifications:

- experience in delivering English language programmes and/or assessments;
- appropriate systems and processes in place;
- appropriately qualified and experienced staff available;
- suitable resources available to support the delivery of the qualifications;

### Centre staffing requirements

Centre staffing requirements for the delivery and assessment of ESOL International qualifications are outlined below. Centres must ensure that staff can meet all requirements.

### Tutor/assessors

It is the responsibility of centres to ensure that all staff involved in the delivery of ESOL qualifications are appropriately qualified.

Tutor/assessors delivering the qualifications should preferably hold, or be working towards, a recognised teaching qualification such as the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training (or international equivalents). Ideally, they should hold a specialist ESOL teaching qualification or the CELTA or DELTA qualification and have an ESOL or linguistic background.

In addition to being qualified to make assessment decisions, each tutor/assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This competence should be maintained annually through clearly demonstrable continuing learning and professional development. Each tutor/assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions in relation to the subject.

Responsibilities of tutor/assessors include:

- teaching the syllabus;
- managing and conducting assessments effectively, following the guidance and instruction provided;
- recording the Speaking assessments;
- marking Speaking assessments, following correct mark schemes, ensuring they are applied fairly and consistently.

### Internal moderators

Internal moderators should be ESOL specialists, who also, preferably, hold a recognised internal quality assurance qualification, or be working towards one.<sup>1</sup>

### Recruiting learners

Centres must ensure that learners have the appropriate information and advice in relation to their selected qualification(s) and have a process in place to ensure effective educational guidance is given.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where

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<sup>1</sup> Internal moderators (IMs) cannot also teach the same cohort they internally moderate. Similarly, tutor/assessors cannot IM each other in a directly reciprocal manner. However, three or more tutor/assessors can create a 'round robin' arrangement where each tutor/assessor is the IM for another tutor/assessor, and in turn has another tutor/assessor as their IM. Usually however, the IM is not also a currently active tutor on the same course or cohort.

appropriate, the support that will be made available to the learner to facilitate access to the qualification(s). It is therefore expected that centres use diagnostic assessments. (See also [‘Initial assessment’, S.4.2, p47](#) for more details.)

### Verifying learner identity

Under no circumstances should a learner be allowed to sit a paper without prior registration. Centres must also ensure verification of each learner’s identity at every assessment.

Any attempt by a learner to impersonate another person or to deceive by use of fake identification will be deemed malpractice and will be dealt with as set out in the [OCN London Malpractice and Maladministration Policy](#), displayed on the OCN London website.

Learners who wear face veils may require female staff to carry out the identity check in a private place.

## Assessment and Moderation

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### Assessment overview

OCN London has an ESOL assessment methodology for each qualification that ensures a robust, rigorous approach to assessing the English language skills of learners, for whom English is not their first language.

The qualification(s) will be awarded to learners who successfully achieve a pass mark in all skill areas (for the full Certificate this is four skill areas; for the Award, the two skill areas of Reading and Listening). Assessments are administered as follows:

### Listening, Reading and Writing – Externally Set, Externally Assessed

The Listening, Reading and Writing components are assessed via externally set and externally marked assessments.

- Centres are sent assessment materials electronically up to one week before the assessment window, allowing sufficient time to print materials.
- Assessment materials must be kept secure and may only be accessed at the scheduled assessment time.
- Materials consist of:
  - a) an assessment paper,
  - b) candidate answer sheets (one for Listening and Reading, one for Writing),
  - c) mp3 recordings.
- Candidate answer sheets must be returned to OCN London within two weeks of the assessment, all other materials must be securely destroyed (unless express permission is sought from OCN London).
- Please note that for the Reading & Listening only Award, writing tasks and answer sheets will not be provided.

### Speaking – Externally Set, Internally Assessed and Quality Assured, then Externally Quality Assured

The Speaking component is assessed via an externally set, internally marked assessment.

- Centres are sent assessment materials up to two weeks before the assessment window, allowing sufficient time to print materials.
- Stimulus materials pertaining to Speaking tasks 2 and 3 may be shared with candidates up to two weeks before their scheduled assessment, all other assessment materials must be kept secure and may only be accessed at the scheduled assessment time.
- Materials consist of:
  - a) speaking interlocutor instructions and stimulus materials,
  - b) speaking assessment mark scheme.
- Candidates sit the assessment at the centre and all tasks (1-3) must be recorded in line with the guidance as laid out in the Interlocutor Instructions.



- All Speaking assessments must be assessed and internally quality assured, with a representative sample of recordings and mark sheets sent to OCN London within two weeks of the assessment.
- Please note that Speaking is not assessed within the Reading & Listening only Award.

Learners unsuccessful in one or more component will not be eligible to receive a qualification. They may be re-registered and given another opportunity for assessment within a future assessment window.

Further guidance on the conduct of the assessment is provided below – see '[Conduct of assessment events](#)', S.4.8, p50.

### Initial assessment

It is expected that centres use diagnostic assessments. An initial assessment of each learner should be made before the start of their programme to identify:

- their current English language capabilities and areas for development;
- any ESOL or other English language qualifications they may have completed previously;
- the ESOL International qualification they should work towards.

We recommend that centres provide an induction programme so the learner can fully understand the requirements of the **ESOL International Qualification(s)**, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded in a learning contract.

### Accessing the assessments

OCN London's ESOL assessments are available within two weeks of the assessment window via QuartzWeb.

Centres should check papers and test any sound files prior to usage in assessment events. If centres are unable to access or effectively play sound file(s) for Listening assessments, they must inform OCN London. If centres require assessments in alternative formats, they should contact OCN London. (See '[Accessibility and Reasonable Adjustments](#)', S.4.6, p47 below.)

### Assessment materials

Sample assessments and mark schemes are provided for all levels of the qualifications, as well as live assessments for formal assessment events. Sample assessment papers are available to download from the OCN London web site.

### Support materials and resources

In addition to this Qualification Guide, the following resources are available for these qualifications:

- [OCN London Centre Operations Handbook](#);

- Sample assessments and mark schemes;
- [Common European Framework of Reference for Languages](#)

External resources for learners

<https://www.britishcouncil.org/english>

<http://www.bbc.co.uk/learningenglish/>

### Accessibility and reasonable adjustments

The **OCN London ESOL International Qualifications** are designed to be inclusive and reflect common variations in learners' normal methods of working.

Where a learner is disabled within the meaning of the Equality Act 2010 and would be at a substantial disadvantage in comparison with someone who is not disabled, it is a requirement to make reasonable adjustments.

If learners have particular requirements the centre should initially refer to the [Access to Fair Assessment Policy and Procedure](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

Contact OCN London with regards any learners who require reasonable adjustments and to check any proposed reasonable adjustments prior to usage. This will enable OCN London to confirm that the proposed adjustments are reasonable and do not unfairly advantage or disadvantage that learner compared to others.

The following statements set out the permitted reasonable adjustments which might be considered for each linguistic mode.

### Accessibility and specific modes

#### Reading

The Reading units each require learners to obtain information from text in the medium of English. 'Text' is defined as including words that are written, printed, onscreen or in Braille.

Learners must be able to decode and indicate their understanding of texts independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for learners to use screen reading technology if this is how they would normally read written documents and they are able to do so to the standard required

by the assessment criteria. It would **not** be acceptable for learners to be supported by a human reader.

The table below indicates the permitted range of adjustments that might be considered. Please note that the use of monolingual dictionaries is permitted during the assessment of reading.

Access Arrangement for Reading	Permitted?
Additional time	Yes
Human reader	No
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	No
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes

## Writing

The Writing units each require learners to convey information via text in the medium of English. 'Text' is defined as words that are written, printed, onscreen or in Braille, and which are presented in a way that is accessible for the intended audience.

Learners must be able to construct text independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for learners to use voice recognition technology if this is how they would normally produce written documents and are able to operate this equipment to the level of accuracy required by the assessment criteria. It would not be acceptable for learners to be supported by a human scribe.

The table below indicates the permitted range of adjustments that might be considered. Please note that the use of dictionaries (mono- or bilingual) is permitted during the assessment of writing, and there is no inherent requirement to handwrite (e.g., text could be produced using a personal computer or assistive technology).

Access Arrangement for Writing	Permitted?
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes

Sign Language Interpreter	No
Human scribe	No
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified unit materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes

## Speaking and listening

The Speaking and Listening units each require learners to obtain and convey information via non-written communication in the medium of English. No other languages (including sign languages, such as BSL) may be used and any exchanges should normally be conducted face-to-face.

The table on the next page indicates the permitted range of adjustments that might be considered. Please note that learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to read or write (provided responses are captured in an auditable form and are clearly authentic).

Access Arrangement for Speaking and Listening	Permitted?
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified unit materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes

## Conduct of assessment events

Formal 'exam conditions' are required and are fully detailed in the OCN London Instructions for Conducting ESOL International Exams document.

### Marking and retention of completed assessments

Following on from ESOL International assessments, centres should have the following documents/files for each candidate:

- 1 Multiple Choice Candidate Answer Sheet – for the Listening and Reading Assessments (for the full Certificate and Reading & Listening Award)
- 1 Candidate Answer Booklet – for the Writing Assessment (for the full Certificate only)
- Digital Voice Recording – for all three Speaking Assessments (for the full Certificate only)
- 1 Assessor Record – for all three Speaking Assessments (for the full Certificate only)

1. In addition to which, centres will have generated the following documents:

- Seating Plan
- Attendance Registers for Listening, Reading, Writing, and Speaking Assessment events
- Invigilation Report

2. All of the paper/written documents should be digitised (i.e., scanned).

3. The following must be uploaded to OCN London **within 10 working days** of the assessment:

- Multiple Choice Candidate Answer Sheets – for the Listening and Reading Assessment (for the Full Certificate and Reading & Listening Award)
- Candidate Answer Booklets – for the Writing Assessment (for the Full Certificate only)
- Attendance Register (for the Full Certificate and Reading & Listening Award)
- Digital Voice Recordings – For **all three** Speaking Assessments (for the full Certificate only)
- Assessor Records – For **all three** Speaking Assessments (for the full Certificate only)

4. The following documents are not automatically required by OCN London, but may be requested:

- Seating Plan
- Invigilation Report

5. Centres will be issued with an OCN London managed QuartzWeb account for the express purpose of submitting assessments.

6. Once submitted, paper assessment documentation must be retained securely until all results and appeals for the examination window have been resolved/closed, at which point they may be securely destroyed.

## Resitting an assessment

Learners unsuccessful in one or more component may be re-registered for a future assessment window. There is no minimum time between assessment attempts (i.e., the learner may be entered in the next available window), although where learners have been unsuccessful in a particular skill area, they will need adequate opportunity for further practice in the relevant skill.

## Credit transfer

'Credit transfer' is the transfer of credit from units awarded in the context of a qualification, usually awarded by a different awarding organisation, towards the achievement of another qualification.

Please note that credit transfers do not apply to OCN London ESOL International Qualifications.

## Recognition of prior learning

Learners who have achieved an **OCNLR International (Reading and Listening) Award** at Level 1 or Level 3 (B2 / C2) may proceed to complete a full Certificate (featuring all four modes – Reading, Writing, Speaking, Listening). If progressing from Reading and Listening to the full Certificate within the same academic year (September of one year to August of the next), learners' Reading and Listening scores will be recognised towards achievement of the Full Certificate.

Please note that learners progressing from Reading and Listening to the full Certificate are not required to sit the Reading and Listening assessments a second time. If they do so, their highest scores in these modes will count towards completion of the full Certificate.

Learners sitting the Reading and Listening Certificate and full Certificate in different academic years will have to sit for all four modes (Reading, Writing, Speaking, Listening).

## Moderation

A representative sample of Speaking assessments are required to be internally moderated by centre staff to ensure integrity regarding assessment practice and judgements, before OCN London conducts external moderation. Further information can be found in the [OCN London Centre Operations Handbook](#) and '[Internal moderators](#)' S3.3.2, p45 of this Qualification Guide.

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;

- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London.

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- promotes the sharing of good practice in assessment between centre staff.

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## Assessment Guidance and Ofqual Level Descriptors

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For OCN London's Assessment Guidance and Ofqual's Level Descriptor relevant to this qualification, please click on the link below.

[Level 2 Assessment Guidance and Ofqual's Level Descriptors](#)





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