

Qualification Guide

**OCNLR Entry Level 1 Certificate in ESOL International (Entry 1)
(CEFR A1)**

OCN London Qualification Guide

OCNLR Entry Level 1 Certificate in ESOL International (Entry 1)(CEFR A1)
Qualification No: 610/1126/5

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

To locate a section in this electronic guide, click on the heading in the table of contents, on page 4. To return to the contents page, click again on any major heading within the document. Users can of course also scroll through pages in the usual way.

Contents

	Page
General Information	6
Qualification Overview	7
Qualification details	7
Purpose of the qualifications	7
Who the qualifications are for	7
Entry guidance	8
Progression and related qualifications	8
Achievement methodology	8
Relationship to other frameworks	9
Funding	9
Structure of the Qualification	10
Qualification Achievement and Grade Boundaries	10
Entry 1 (CEFR A1) – available as a full Certificate only	10
Reading	11
Writing	12
Speaking	13
Listening	15
Entry 1 (CEFR A1) Syllabus	17
Centre Requirements	18
Qualification approval	18
Eligibility for qualification approval	18
Centre staffing requirements	18
Tutor/assessors	18
Internal quality assurers	19
Recruiting learners	19
Verifying learner identity	19
Assessment and Quality Assurance	20
Assessment overview	20
Initial assessment	20
Accessing the assessments	20
Assessment materials	20
Support materials and resources	20
Accessibility and reasonable adjustments	21
Accessibility and specific modes	21

Reading	21
Writing	21
Speaking and Listening	22
Conduct of assessment events	22
Marking and retention of completed assessments	22
Resitting an assessment	23
Credit transfer	23
Internal Quality Assurance	23
Standardisation	23

General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level 1 Certificate in ESOL International (Entry 1)(CEFR A1)**. 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 quality assurance 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 for details of the Centre Approval application process.

Qualification Overview

The OCNLR 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. The A1 qualification is designed for learners at the early stages of English language development and is suitable for younger learners and adults alike.

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.

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

OCNLR Entry Level 1 Certificate in ESOL International (Entry 1) (CEFR A1) is regulated by Ofqual, the qualifications regulator for England, and is registered on the Regulated Qualifications Framework (RQF). It is not a licence to practise.

Qualification details

Entry Level 1 Certificate in ESOL International (Entry 1) (CEFR A1)

- Qualification Number: 610/1126/5
- Qualification credit value: 16
- Operational start date: 27th August 2026
- Review date: 27th August 2029
- Total Qualification Time (TQT): 160
- Guided Learning Hours (GLH): 120
- Assessment requirements: All four components externally set. Reading and Listening externally assessed. Writing externally assessed. Speaking internally assessed, then externally quality assured.

Purpose of the qualifications

The purpose of **OCNLR Entry Level 1 Certificate in ESOL International (Entry 1) (CEFR A1)** 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

OCNLR Entry Level 1 Certificate in ESOL International (Entry 1) (CEFR A1) is suitable for learners worldwide for whom English is a second or additional language. It is designed to be

accessible to younger learners as well as adults, with picture-supported assessments and highly scaffolded tasks appropriate to the level.

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.

The qualifications are suitable for learners of any age.

Progression and related qualifications

The OCNLR ESOL International suite spans CEFR levels A1 through C2. The A1 qualification provides a foundation for progression to Entry Level 2 (A2) and beyond.

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 will be awarded to learners who successfully achieve a pass mark in all four skill areas: Reading, Writing, Speaking and Listening. Each skill area carries 20 marks, giving a total of 80 marks. Assessments are administered as follows:

Reading, Listening and Writing – Externally Set, Externally Assessed

The Reading, Listening 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 including any picture stimuli, (b) candidate answer sheets, (c) mp3 recordings for Listening.
- Candidate answer sheets must be returned to OCN London within two weeks of the assessment
- Once submitted, paper documentation must be retained securely until all results and appeals have been resolved, at which point it may be securely destroyed in line with safeguarding requirements for imagery/recordings of children.

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

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

- Centres are sent assessment materials up to one week before the assessment window, allowing sufficient time to prepare.
- The picture stimulus for Task 2 may be shared with candidates up to one week 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 picture stimulus materials, (b) speaking assessment mark scheme.
- Candidates sit the assessment at the centre. Both tasks must be recorded in line with the guidance as laid out in the Interlocutor Instructions.
- All Speaking assessments must be assessed, with a representative sample of recordings and mark sheets sent to OCN London within two weeks of the assessment.

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

Qualification Achievement and Grade Boundaries

Each skill area carries 20 marks. The cumulative mark total across all four assessments is 80. In order to achieve a pass, candidates must achieve 50% or more of the total marks available and attempt each of the skill areas. This model allows for stronger performance in some skill areas to compensate for weaker ones.

Subject to variance (determined by awarding panel), grade boundaries are as follows:

- Fail – 0%–49% (below 40/80)
- Pass – 50%–64% (40–51/80)
- Merit – 65%–79% (52–63/80)
- Distinction – 80%+ (64/80 and above)

Marks achieved in one assessment window are valid for that window only and do not contribute to subsequent resits, where required, where all four skills must be tested.

Entry 1 (CEFR A1) – available as a full Certificate only

Candidate Profile

Overall Common European Framework of Reference for Languages (CEFR) level descriptors at Entry 1 (CEFR A1) indicate that candidates should be proficient in the following skills:

Listening (Oral Comprehension)	• Can follow language which is very slow and carefully articulated, with long pauses to assimilate meaning. • Can recognise concrete information (e.g. places and times) on familiar topics, provided it is delivered slowly and clearly. • Can understand short, simple conversations in very familiar everyday situations.
Reading Comprehension	• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases. • Can recognise familiar words and very basic phrases on simple notices in the most common everyday situations. • Can understand short, simple messages.
Speaking (Oral Production)	• Can produce simple, mainly isolated phrases about people and places. • Can introduce themselves and answer simple questions about personal details. • Can interact in a simple way provided the other person speaks slowly and clearly and is prepared to help.
Written Production	• Can write numbers, dates, own name, nationality and address on simple forms. • Can give information about matters of personal relevance using simple words and basic expressions. • Can produce simple isolated phrases and sentences.

General Linguistic Range

- Has a very basic range of simple expressions about personal details and needs of a concrete type.
- Can use some basic structures in one-clause sentences, with some omission or reduction of elements.
- Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.

Overview of Assessment

Skill	Task 1	Task 2	Marks	Time
Reading	Signs, labels and notices. 10 MCQ or picture-to-text matching items. Picture-supported.	Short personal text (e.g. email, school message, birthday invitation). 10 comprehension items: Who / Where / When / What.	20	20 mins
Writing	Complete a form. 10 marks. E.g. name, age, favourite sport, school, country. Very simple; no sentences required.	Write about yourself. 30–50 words. Prompted: name, family, favourite hobby. Picture support available.	20	25 mins
Speaking	Speaking board game (group format, 3–6 candidates). Candidates answer questions, ask questions of peers and name items in a category, as directed by the board, dice and challenge cards. Teacher acts as interlocutor/assessor.	Picture description. Single picture. What can you see? What are they doing? Do you like this? Examiner support permitted.	20	15–20 mins (Task 1, group) + 2–3 mins (Task 2)
Listening	Listen and choose a picture. 10 items: colours, numbers, animals, classroom objects. Audio played twice.	Short dialogue. E.g. buying an ice cream, talking about school, making plans. 10 MCQ items.	20	15 mins

Reading

Skill (CEFR Reference)	Task
Can recognise familiar words and very basic phrases on simple notices in the most common everyday situations	1
Can find and understand simple, important information in advertisements, leaflets and brochures	1
Can recognise concrete information (e.g. names, numbers, places) in short, simple everyday texts	1, 2
Can understand short, simple messages	2
Can understand short, simple personal messages and notes	2

Skill (CEFR Reference)	Task
Can identify specific information (who, where, when, what) in simple everyday written material	2

Assessment Breakdown

Candidates must complete two assessment tasks within 20 minutes. Each task consists of 10 items, for a total of 20 marks. Picture support is provided throughout to aid comprehension.

Task 1

Candidates are presented with a range of signs, labels and notices from everyday situations (e.g. Exit, No mobile phones, Library, school timetable, bus stop). Each item is picture-supported. Candidates must answer 10 MCQ or picture-to-text matching items testing word recognition, basic vocabulary and everyday literacy.

Task 2

Candidates are presented with a short personal text (e.g. a simple email, school message, birthday invitation or social media style message). Candidates must answer 10 comprehension items. Questions focus on who, where, when and what.

Writing

Skill (CEFR Reference)	Task
Can write numbers, dates, own name, nationality, address, age and other personal details on simple forms	1
Can write simple phrases and sentences about themselves – where they live, what they do	2
Can give information about matters of personal relevance (e.g. family, hobbies) using simple words and basic expressions	2
Can produce simple isolated phrases and sentences	2

Assessment Breakdown

Candidates must complete two assessment tasks within 25 minutes. Each task is worth 10 marks, for a total of 20 marks.

Marks are allocated across three criteria for each task:

Criterion	Marks	What markers look for
Task Achievement	3	All required points attempted (e.g. all form fields completed; name, family and hobby mentioned)
Organisation and Format	3	Response is presented in a recognisable format; items or sentences are clearly separate rather than muddled
Language	4	Words are spelled recognisably; basic punctuation present (capital letters, full stops); meaning can be understood despite errors

Writing Mark Scheme – Task Achievement and Organisation and Format (3 marks each)

Mark	Descriptor
3	Fully or almost fully achieved; clear and appropriate throughout
2	Partially achieved; some gaps or inconsistencies but generally on track
1	Minimal achievement; significant gaps or confusion
0	No attempt or wholly off-task

Writing Mark Scheme – Language (4 marks)

Mark	Descriptor
4	Language communicates meaning clearly throughout; errors do not impede understanding
3	Language mostly communicates meaning; occasional errors cause minor difficulty
2	Language sometimes communicates meaning; errors frequently cause difficulty
1	Very limited language; errors make meaning largely unclear
0	No attempt or wholly incomprehensible

Task 1

Candidates are required to complete a simple form with personal details. The form will ask for items such as: name, age, favourite sport, school and country. No extended prose is required. Spelling errors are not penalised unless they make the answer unrecognisable.

Task 2

Candidates are required to write 30–50 words about themselves. A picture stimulus is provided for support. The prompt directs candidates to include: their name, their family and their favourite hobby. Picture support is available.

Speaking

Skill (CEFR Reference)	Task
Can introduce themselves and others and ask and answer questions about personal details	1
Can interact in a simple way provided the other person speaks slowly and clearly and is prepared to help	1
Can name a small set of familiar everyday items when prompted (e.g. colours, animals, objects)	1
Can produce simple, mainly isolated phrases about people and places	2
Can describe themselves, what they do and where they live using simple words and short phrases	2

Assessment Breakdown

Candidates must complete two assessment tasks: a group Speaking Board Game (Task 1) and an individual Picture Description (Task 2). Task 1 is conducted in groups of 3–6 candidates and runs for approximately 15–20 minutes in total; Task 2 is conducted individually and takes approximately 2–3 minutes per candidate. In both tasks, the teacher acts as interlocutor and assessor. Each task is worth 10 marks, for a total of 20 marks.

Marks are allocated across two criteria for each task:

Criterion	What it covers
Communication (5 marks)	Did the candidate convey the required meaning? Did they respond appropriately to questions and prompts, and interact appropriately with the interlocutor and, in Task 1, with peers (e.g. taking turns, responding to others)? At A1, heavy reliance on single words and memorised phrases is acceptable. The interlocutor may repeat, rephrase and support freely.
Language (5 marks)	Does the candidate use vocabulary and grammar appropriate to A1? Is pronunciation intelligible to a sympathetic listener? Intelligibility is the primary standard. Single words, formulaic phrases and basic sentences are all appropriate at this level.

For Task 1, the teacher also tracks candidates' in-game points on a Game Score Tracker as the board game is played; these points determine the in-game winner only and do not contribute to the qualification mark. The teacher separately records each candidate's Communication and Language marks on the Speaking Assessment Record, using the 0–5 mark scheme below.

Speaking Mark Scheme – Communication and Language (5 marks each)

Mark	Descriptor
5	Communicates clearly and fully; the interlocutor understands without difficulty
4	Communicates most of what is required; minor gaps or hesitations do not impede understanding
3	Communicates some of what is required; the interlocutor needs to prompt or repeat occasionally
2	Communicates very little; frequent breakdown but some meaning is conveyed
1	Minimal communication; isolated words only (near-total non-communication) or relies entirely on L1
0	No attempt or wholly unintelligible

Task 1: Speaking Board Game

- This task takes the form of a group board game ('Let's Talk'), played by 3–6 candidates together, with the teacher acting as interlocutor and assessor. Candidates take turns to roll a dice and move a counter around a 20-space board.
- Landing on a Picture Square requires the candidate to answer a question posed by the teacher, drawn from familiar personal topics (e.g. name, age, family, school, hobbies,

favourites). Landing on a Challenge Square requires the candidate to ask another candidate in the group a question, using a Challenge Card as a prompt. Landing on a Dice Square requires the candidate to name a given number of items from a familiar category (e.g. colours, animals, days of the week), determined by a second dice roll.

- The teacher awards each candidate a Communication mark and a Language mark (as described above) based on the candidate's contributions across the full session, recording these on the Speaking Assessment Record. In-game points are tracked separately on the Game Score Tracker and do not count towards the mark.
- The session must be recorded in line with the guidance as laid out in the Interlocutor Instructions, with sufficient audio quality to attribute each candidate's individual responses. A Speaking Assessment Record must be completed for each candidate.
- This task should take approximately 15–20 minutes per group of 3–6 candidates.

Task 2: Picture Description

- Candidates are provided with a single picture up to one week before the assessment, but may only be informed which picture will be used at the start of the assessment itself. The interlocutor uses standardised prompts: What can you see? What are they doing? Do you like this activity? The interlocutor may prompt and support the candidate throughout.
- Marks are allocated based on Communication (5 marks) and Language (5 marks) as described above.
- Any preparation notes must not be used as a script and must be collected by the interlocutor.
- This task should take approximately 2–3 minutes.

Listening

Skill (CEFR Reference)	Task
Can recognise concrete information (e.g. colours, numbers, objects) on familiar everyday topics, provided it is delivered slowly and clearly	1
Can follow language which is very slow and carefully articulated, with long pauses to assimilate meaning	1
Can understand short, simple conversations on very familiar everyday topics (e.g. buying something, making arrangements)	2
Can understand simple questions and statements in a short dialogue provided it is delivered slowly and clearly	2
Can pick out concrete information (e.g. who, where, what) from short exchanges on familiar topics	2

Assessment Breakdown

Candidates must complete two assessment tasks within 15 minutes. Each task consists of 10 items, for a total of 20 marks. All audio is played twice.

Task 1

Candidates listen to 10 short statements or prompts, each featuring everyday vocabulary (colours, numbers, animals, classroom objects). For each item, candidates choose the correct picture from three options. Audio is played twice.

Task 2

Candidates listen to a short dialogue on a familiar everyday topic (e.g. buying an ice cream, talking about school, making plans). Candidates answer 10 MCQ items. Audio is played twice.

Entry 1 (CEFR A1) Syllabus

Candidates at this level should be conversant in the following parts and functions of language:

Part of language	Examples
Functions	Asking for and giving very simple personal information; Greeting and leave-taking; Introducing yourself and others; Expressing simple likes and dislikes; Asking for help or clarification; Naming people, objects and places; Responding to simple questions
Grammar	Adjectives (simple attributive); Articles: a, an, the; Basic prepositions of place (in, on, at, under, next to); Yes/No question forms; Conjunction: and; Demonstrative pronouns (this, that); Modal verbs: can (ability); Personal pronouns (I, you, he, she, it, we, they); Regular plural nouns; Possessive adjectives (my, your, his, her); Present simple (to be, to have, common verbs); Simple imperative forms; There is/there are; Wh- questions
Discourse Markers	Simple connectors: and; Sequencers: first, then
Vocabulary	Alphabet and spelling; Basic colours, numbers (1-100); Common classroom language; Common everyday objects; Days of the week, months, basic time expressions
Topics	Personal details (name, age, nationality, address); Family members; Everyday objects; Food and drink (basic); Places (classroom, school, home, town); Hobbies and activities (simple); Shopping (basic)

(With credit to [British Council, 2022](#))

Centre Requirements

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 visit 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

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.

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 using the mark scheme, ensuring consistent and fair application.

Internal quality assurers

Internal quality assurers should be ESOL specialists who also, preferably, hold a recognised internal quality assurance qualification, or be working towards one. Internal quality assurers cannot also teach the same cohort they internally quality assure.

Recruiting learners

Centres must ensure that learners have the appropriate information and advice in relation to their selected qualification and have a process in place to ensure effective educational guidance is given. The recruitment process must include an assessment of each learner's potential to successfully complete the qualification. Centres are expected to use diagnostic assessments as part of this process.

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 dealt with under the OCN London Malpractice and Maladministration Policy.

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

Assessment and Quality Assurance

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. All assessments are externally set. Reading, Writing and Listening are externally marked. Speaking is internally assessed and then externally quality assured.

Initial assessment

It is expected that centres use diagnostic assessments before the start of a learner's 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.

OCN London recommends that centres provide an induction programme so learners fully understand the requirements of the qualification, their responsibilities and those of the centre.

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 files for Listening assessments, they must inform OCN London.

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 website.

Support materials and resources

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

- 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. 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. Centres should refer to the [Access to Fair Assessment Policy and Procedure](#) and contact OCN London to check any proposed adjustments before use.

Accessibility and specific modes

Reading

Learners must be able to decode and indicate their understanding of texts independently. The use of monolingual dictionaries is permitted during the assessment of reading.

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

Writing

Learners must be able to construct text independently. The use of dictionaries (mono- or bilingual) is permitted during the assessment of writing, and there is no inherent requirement to handwrite.

Access Arrangement	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)	No
Transcript	Yes
Practical assistant	Yes
Modified assessment materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes

Speaking and Listening

No other languages (including sign languages such as BSL) may be used. Any exchanges should normally be conducted face-to-face. Learners may have access to dictionaries (mono- or bilingual) as a matter of course.

Access Arrangement	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	No, unless agreed in advance
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.

Where a candidate is a child, centres must obtain parental/carers consent for the Digital Voice Recording before the Speaking assessment begins, and ensure safeguarding-appropriate arrangements for making, storing and transmitting the recording, in line with the centre's safeguarding policy.

Marking and retention of completed assessments

Following ESOL International assessments, centres should hold the following documents for each candidate:

- Candidate Answer Sheets – for the Reading, Writing and Listening Assessments
- Digital Voice Recording – for both Speaking tasks
- Record of marks – for both Speaking tasks

All paper/written documents should be digitised (scanned). The following must be uploaded to OCN London within 10 working days of the assessment: Candidate Answer Sheets, Attendance Register, Digital Voice Recordings, Assessor Records and Speaking Assessment Records. Once submitted, paper documentation must be retained securely until all results and appeals have been resolved, at which point it may be securely destroyed in line with safeguarding requirements for imagery/recordings of children.

Where the Digital Voice Recording is of a child, centres must confirm parental/carers consent has been obtained for both the recording and its upload to OCN London before submission.

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, although learners who have been unsuccessful in a particular skill area will need adequate opportunity for further practice before re-sitting.

Credit transfer

Credit transfers do not apply to OCN London ESOL International Qualifications.

Internal Quality Assurance

A representative sample of Speaking assessments must be internally quality assured by centre staff before OCN London conducts external quality assurance. Further information can be found in the OCN London Centre Operations Handbook.

Standardisation

Standardisation promotes consistency in the understanding and application of assessment standards. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements across the cohort;
- identifies good practice in assessment;
- promotes the sharing of good practice between centre staff.

Standardisation events should be held periodically within centres. Standardisation events may also be held by OCN London.



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