

Qualification Guide

**OCNLR Entry Level 2 Certificate in ESOL International (Entry 2)
(CEFR A2)**

OCN London Qualification Guide

OCNLR Entry Level 2 Certificate in ESOL International (Entry 2)(CEFR A2)
Qualification No: 610/1128/9

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

This qualification guide contains details of everything you need to know about the OCNLR Entry Level 2 Certificate in ESOL International (Entry 2)(CEFR A2). 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 A2 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 of Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated Qualifications Framework.

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

The OCNLR Entry Level 2 Certificate in ESOL International (Entry 2) (CEFR A2) 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 2 Certificate in ESOL International (Entry 2) (CEFR A2)

- Qualification Number: 610/1128/9
- 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 the OCNLR Entry Level 2 Certificate in ESOL International (Entry 2) (CEFR A2) 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 Entry Level 2 Certificate in ESOL International (Entry 2) (CEFR A2) 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 A2 qualification provides a bridge from Entry Level 1 (A1) toward Entry Level 3 (B1) and the full ESOL International suite.

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; all other materials must be securely destroyed (unless express permission is sought from OCN London).

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 two weeks 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, Speaking Board Game materials 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 2 (CEFR A2) – available as a full Certificate only

Candidate Profile

Overall Common European Framework of Reference for Languages (CEFR) level descriptors at Entry 2 (CEFR A2) indicate that candidates should be proficient in the following skills:

Listening (Oral Comprehension)	Can understand phrases and expressions related to areas of most immediate priority (e.g. personal and family information, shopping, local geography), provided people articulate clearly and slowly. • Can catch the main point in short, clear, simple messages and announcements. • Can generally understand clear, standard speech on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time
Reading Comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language. • Can find specific, predictable information in simple everyday material such as advertisements, timetables and menus. • Can understand short, simple personal messages and texts such as emails or blog entries.
Speaking (Oral Production)	Can give a simple description of people, living or working conditions, daily routines and likes/dislikes as a short series of phrases and sentences. • Can communicate in simple and routine tasks requiring a direct exchange of information on familiar matters. • Can describe and compare simple features of familiar subjects and express preferences.

Written Production	Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". • Can write short, simple notes and messages relating to matters of immediate need. • Can write short, basic descriptions of people, events and personal experiences in linked sentences.
General Linguistic Range	Can use basic sentence patterns and communicate with memorised phrases and groups of words about themselves and other people. • Has a limited repertoire of short, memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. • Can produce brief, everyday expressions in order to satisfy simple needs of a concrete type (e.g. personal details, daily routines, wants and needs, requests for information).

Overview of Assessment

Skill	Task 1	Task 2	Marks	Time
Reading	Notices and short texts 10 MCQ / matching items	Longer continuous text (60–140 words) 10 comprehension items Gist and specific information	20	30 mins
Writing	Message or email 50–100 words E.g. invite a friend, thank someone, describe your weekend	Short description 50–100 words E.g. my best friend, my favourite day, a holiday, my school	20	35 mins
Speaking	Speaking Board Game (group) Everyday topics, past/future forms, follow-up questions Picture-supported topic squares	Picture discussion Two pictures Describe, compare simple features, give preferences	20	Approx. 20–30 mins (group) + 3–4 mins (individual)
Listening	Short utterances Listen and choose: location or response Audio played twice	Dialogue or announcement E.g. train station, school trip, shopping Gist and specific information MCQ	20	15–20 mins

Reading

Skill (CEFR Reference)	Task
Can find specific, predictable information in simple everyday material such as advertisements, timetables, menus and posters	1
Can understand everyday signs and notices in public places, including simple instructions	1

Skill (CEFR Reference)	Task
Can identify the most important information in short, simple informational texts	1
Can understand short, simple texts on familiar matters of a concrete type	2
Can understand the main point of short texts on subjects related to everyday life	2
Can find and understand relevant information in short personal texts such as emails or blog entries	2
Can identify specific information and gist in simple continuous texts on familiar topics	2

Assessment Breakdown

Candidates must complete two assessment tasks within 30 minutes. Each task consists of 10 items, for a total of 20 marks.

Task 1

Candidates are presented with a range of short texts including notices, advertisements, timetables, posters and menus. These are picture-supported where appropriate. Candidates must answer 10 MCQ or matching items testing their ability to locate specific, predictable information in everyday material.

Task 2

Candidates are presented with a single continuous text of 60–140 words on a familiar everyday topic (e.g. an email, a blog entry, a school article). Candidates must answer 10 comprehension items testing gist and specific information.

Writing

Skill (CEFR Reference)	Task
Can write short, simple notes and messages relating to matters of immediate need	1
Can write a very simple personal message or note (e.g. inviting someone, expressing thanks, describing a recent event)	1
Can produce a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"	1, 2
Can write short, basic descriptions of people, events, past activities and personal experiences in linked sentences	2
Can write simple phrases and sentences about familiar subjects (e.g. people, places, experiences)	2

Assessment Breakdown

Candidates must complete two assessment tasks within 35 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 addressed; text fulfils its communicative purpose (e.g. invitation actually invites; description actually describes)
Organisation and Format	3	Text is organised in a logical sequence; basic connectors used (and, but, because); format is appropriate (e.g. greeting and sign-off in a message)
Language	4	Common words spelled correctly; basic grammar used recognisably (present simple, past simple); some variety of vocabulary attempted; meaning is generally clear

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

Mark	Descriptor
3	Fully or almost fully achieved; content is relevant and clearly organised throughout
2	Mostly achieved; minor gaps or some lack of clarity in organisation
1	Partially achieved; significant gaps, limited relevance or organisation
0	No attempt or wholly off-task

Writing Mark Scheme – Language (4 marks)

Mark	Descriptor
4	Communicates meaning clearly throughout; a range of simple structures used with reasonable accuracy; errors do not impede understanding
3	Communicates meaning well; mostly accurate use of simple structures; occasional errors cause minor difficulty
2	Communicates some meaning; frequent errors in basic structures cause difficulty
1	Very limited language; errors make meaning largely unclear
0	No attempt or wholly incomprehensible

Task 1

Candidates are required to write a short message or email of 50–100 words. Examples include: invite a friend to an event, thank someone for a gift, tell someone about your weekend. The task will specify a clear communicative purpose and audience.

Task 2

Candidates are required to write a short description of 50–100 words. Examples include: my best friend, my favourite day, a holiday, my school. Picture support is available. The task requires connected prose using simple sentences and basic connectors.

Speaking

Skill (CEFR Reference)	Task
Can ask and answer simple questions about everyday topics, including with other candidates as well as the interlocutor	1
Can give a short description with a reason or detail, using linked sentences	1
Can talk about past experiences, daily routines and future plans using appropriate verb forms	1
Can use a range of familiar vocabulary and common time expressions	1
Can take turns in a group discussion, asking follow-up questions and responding to what others say	1
Can describe people, places, activities and experiences in simple terms using a short series of phrases and sentences	2
Can give a simple description of familiar subjects, comparing simple features and expressing preferences	2
Can use simple descriptive language to make brief statements about and compare objects or pictures	2

Assessment Breakdown

Candidates complete two assessment tasks. Task 1 (the Speaking Board Game) is a shared group activity, taking approximately 20–30 minutes for a group of 3–6 candidates; Task 2 (Picture Discussion) is completed individually with the interlocutor, who is also the assessor, and takes approximately 3–4 minutes per candidate. 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 using connected responses? Did they respond appropriately to questions and prompts? In Task 1's group activity, this includes asking and responding to other candidates as well as the interlocutor. Short connected answers are expected at A2, though hesitation and error are tolerated.
Language (5 marks)	Does the candidate use vocabulary and grammar appropriate to A2? Is pronunciation intelligible? Some control of basic structures (present simple, past simple) is expected. Communication should be generally possible despite errors.

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 throughout; uses connected sentences with basic connectors (and, but, because); generally intelligible
4	Communicates most of what is required; uses some connected language though with hesitation or error
3	Communicates some of what is required; mostly single sentences or phrases; meaning mostly clear
2	Limited communication; frequent error or hesitation; some meaning conveyed
1	Very limited; isolated words or formulaic phrases only
0	No attempt or wholly unintelligible

Task 1: Speaking Board Game

- This task takes the form of a group board game ('Let's Talk More'), played together by 3–6 candidates, with the teacher acting as interlocutor and assessor. Candidates take turns to roll a dice and move a counter around the board. At the start of the recording, each candidate states their name and the name of the centre. Candidates are not permitted any preparation for this task.
- Landing on a Topic Square requires the candidate to give a short answer with a reason or detail to a question posed by the teacher, drawn from familiar everyday topics. Landing on a Challenge Square requires the candidate to ask another candidate in the group a question, using a Challenge Card as a prompt, and to respond with a suitable follow-up. Landing on a Dice Square requires the candidate to name multiple examples of a given category, 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 task 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 20–30 minutes for the group; individual speaking time will vary within this.

Task 2: Picture Discussion

- Candidates are provided with two pictures up to one week before the assessment, but may only be informed which pictures will be used at the start of the assessment itself. Candidates are asked to describe each picture, compare simple features and give preferences. The interlocutor uses standardised prompts from the Interlocutor Instructions. This task acts as a bridge to the B1 visual stimulus task.
- 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 3–4 minutes.

Listening

Skill (CEFR Reference)	Task
Can understand phrases and expressions related to areas of most immediate priority (e.g. shopping, location, activities), provided people articulate clearly and slowly	1
Can catch the main point in short, clear, simple messages and announcements	1
Can identify the topic and context of short, simple utterances on familiar everyday subjects	1
Can understand essential information from short dialogues or announcements on familiar, predictable topics	2
Can generally understand clear, standard speech on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time	2
Can identify gist and specific information in a short dialogue or announcement (e.g. location, time, subject)	2

Assessment Breakdown

Candidates must complete two assessment tasks within 15–20 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 utterances (statements, questions or announcements) and for each must choose the correct picture, identify a location, or select an appropriate response from three options (ABC). Audio is played twice.

Task 2

Candidates listen to a short dialogue or announcement on a familiar everyday topic (e.g. a conversation at a train station, about a school trip, or in a shop). Candidates answer 10 MCQ items testing gist and specific information. Audio is played twice.

Entry 2 (CEFR A2) 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 information Describing daily routines and habits Describing people, places and things Expressing likes and dislikes Expressing simple opinions Greeting and leave-taking Making and responding to simple requests Talking about past events Talking about plans and arrangements
Grammar	Adjectives – comparative (regular) Adverbs of frequency Articles with countable and uncountable nouns Countable and uncountable nouns: much/many Future time (will and going to) Gerunds Imperatives Modals: can/could; must/mustn't; should Past Continuous Past Simple (regular and irregular) Possessives – use of 's; s' Prepositional phrases (place, time, movement) Present Continuous (for present and future) Present Perfect Wh- questions in the past Zero and 1st Conditional
Discourse Markers	Sequencers: first, then, next, after that, finally Simple connectors: and, but, because Linkers: sequential past time
Vocabulary	Basic collocation Everyday objects and possessions Food, drink and shopping Numbers, dates and times Places in town and directions Simple descriptive adjectives
Topics	Family and relationships Personal details and experiences Hobbies and free time Education and school Transport and travel Food and drink Shopping Work and jobs (simple) Health and the body Weather Local area and neighbourhood Holidays

(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, 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)	Yes
Oral Language Modifier	No
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	No
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 assessment 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/carer 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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