TRINITY
COLLEGE LONDON

Trinity Certificates in ESOL Skills for Life

Introduction Booklet

**Trinity's
Mission
Statement**

As a leading international examinations board in the performing and communicative arts, Trinity College London provides clients in the United Kingdom and around the world, at times and places convenient to them, with appropriate, reliable, and recognised personal assessments conducted by qualified examiners. Trinity is committed to continuous improvement and innovation for the benefit of candidates, teachers and partner institutions. Trinity is a non-profit-making organisation which uses surplus income to support the development and appreciation of skills in music, in drama and speech, and in the English language.

About the Information pack

The Trinity ESOL Skills for Life information pack is designed to provide details of all aspects of the examination provision, and is divided into separate booklets for each level plus a general introduction to the whole examination suite.

This, the Introduction booklet, contains a general and an academic introduction to the examination suite, and provides details of regulations.

The following five booklets are a level-by-level description of each of the five levels of the examination suite from Entry 1 to Level 2. The seventh booklet is the complete Speaking and Listening syllabus.

The Introduction booklet

This Introduction booklet is divided into three sections; a general introduction, an academic overview and regulations.

General introduction
This section of the booklet outlines the Trinity ESOL Skills for Life examination suite, defines the intended client group and details how the examination suite aims to cater for their needs.

As well as outlining the rationale behind the development of the examination suite, this section also includes tables which show how the Trinity examinations map to the UK National Qualifications Framework and the Common European Framework, and the relationship between the examinations and the *Adult ESOL Core Curriculum*.

Academic overview
This section briefly introduces other Trinity examinations and the relationship between them and the Trinity ESOL Skills for Life examination suite.

It presents an overview of the Trinity ESOL Skills for Life examinations, describes the tasks that the candidates will be asked to perform, gives details of the assessment system including Generic Speaking and Listening and Writing performance descriptors and explains how results will be reported.

Regulations
This provides information on entry requirements, appeals procedure and arrangements for candidates with special needs. In entering candidates for all Trinity examinations in Spoken English, centres agree to abide by the stated regulations and, therefore, should ensure that they are completely familiar with this section.

The individual level booklets

For easy referencing, the syllabuses for each of the five levels which form the all-modes examination suite are presented in separate booklets, colour-coded in accordance with the scheme used by the DfES to identify the levels in such publications as the *Adult ESOL Core Curriculum*.

At the beginning of each booklet, there is an introduction which outlines the candidate profile expected at each level according to specifications in the *Adult ESOL Core Curriculum*.

This introduction is followed by details of the requirements of the particular level.

The appendices contain supporting documentation to assist candidates and those preparing them for the examinations.

Speaking and Listening qualifications booklet

Trinity offers Speaking and Listening as a stand-alone qualification. The complete Speaking and Listening syllabus from Entry 1 to Level 2 comes in a separate booklet.

The stand-alone examination is **exactly the same** in content and format as the Speaking and Listening mode of the all-modes qualification.

General Introduction

An introduction to the Trinity ESOL Skills for Life examination suite

The Trinity Certificate in Skills for Life examination suite provides a series of qualifications which offer progression from Entry to Level 2 in the National Qualifications Framework (NQF) and is available to anyone aged 16 and over whose first language is not English.

The suite is based upon a clearly defined specification of standards by which candidates, teachers and employers may measure progress and development in acquiring a genuine command of English. The scheme of assessment sets realistic objectives in all three modes, Speaking and Listening, Reading and Writing, at each NQF Level.

Trinity's ESOL Skills for Life examinations contribute to the Government's Skills for Life initiative by providing assessment of ESOL which is designed around the standards for Adult Literacy and the *Adult ESOL Core Curriculum*. They are designed to cover the standards and Curriculum with sufficient range, breadth and depth to reflect the use of the English language in real world situations, appropriate to the needs of the client groups and the relevant NQF level.

Candidates do not have to be following a course of study but must enter for the examinations, and take them, at a registered Trinity centre.

The examinations are not prescriptive, nevertheless the wash-back effect combined with general good practice in the *Adult ESOL Core Curriculum* combine to support development of other key skills such as working co-operatively, improving individual learning and performance, and information technology.

The Trinity pathways

Trinity offers two pathways in its suite of ESOL Skills for Life examinations:
- a single-mode qualification assessing speaking and listening skills
- a three-mode qualification assessing reading and writing skills as well as speaking and listening.

Many students who have been trained in the strategies to pass examinations focusing on written language often find on arrival at a place of work or further education that they are unable to take their speaking and listening skills to the required level of actual application. Trinity offers a separate qualification pathway which focuses only on speaking and listening skills, providing evidence that candidates are able to communicate successfully in the workplace and in lecture rooms.

The single-mode Speaking and Listening qualifications are identical to the speaking and listening units which form part of the all-modes qualifications.

A separate syllabus is available for those centres and candidates who do not wish to enter for the all-modes qualification.

National Qualifications Framework	Trinity Certificates in ESOL Skills for Life	
	All-modes	*Oral/Aural skills*
Entry Level	Entry 1 Certificate in ESOL Skills for Life	Entry 1 Certificate in ESOL Skills for Life (Speaking and Listening)
	Entry 2 Certificate in ESOL Skills for Life	Entry 2 Certificate in ESOL Skills for Life (Speaking and Listening)
	Entry 3 Certificate in ESOL Skills for Life	Entry 3 Certificate in ESOL Skills for Life (Speaking and Listening)
Level 1	Level 1 Certificate in ESOL Skills for Life	Level 1 Certificate in ESOL Skills for Life (Speaking and Listening)
Level 2	Level 2 Certificate in ESOL Skills for Life	Level 2 Certificate in ESOL Skills for Life (Speaking and Listening)

Candidates can enter for assessment in different modes at different levels.
Achievement of the whole qualification will be at the level of the lowest mode.

Units achieved at a higher level are portable for up to three years and a candidate can achieve the qualification at a higher level on successful completion of remaining units at that level.

Assessment

All examinations are 100% externally assessed. This decision regarding the assessment of candidate performance has been guided by the desire to provide a fully quality-assured and professionally administered assessment package to course providers and learners.

Relationship to the *Adult ESOL Core Curriculum*

These qualifications are based on and follow closely the *Adult ESOL Core Curriculum* and support users of the Curriculum in providing evidence of standards of achievement and evaluating the overall success of the learning process.

The qualification specifications take account of the descriptors included within the *Adult ESOL Core Curriculum*, which includes further guidance relevant to the profile of typical learners' abilities and likely prior experience in English. This has enabled Trinity to assess the appropriacy and pitch of materials, as well as to refine ideas of progression between levels.

The client group

The types of organisation that these qualifications will appeal to include public and independent sector institutions at secondary and tertiary levels, ranging from schools specialising in English for speakers of other languages, FE Colleges, HE institutions, workplace and community centres, private organisations, Jobcentre Plus etc. Evidence of skills in English is also relevant in the context of UK Citizenship.

Trinity has aimed to design the assessment tasks within these qualifications to meet the needs of a diverse group of UK-based ESOL learners, while ensuring that such learners are assessed against nationally recognised standards in English as described in the *Adult ESOL Core Curriculum*. Some ESOL learners have left their countries unwillingly. Some are suffering from culture shock, and are experiencing practical difficulties in specific areas of their lives, or racist attitudes and behaviour. As candidates are often in the process of settling in England and will probably want to learn about the country's systems, such as education, how to apply for jobs, and rules concerning immigration, Trinity's ESOL Skills for Life qualifications take account of the following:

- candidates' short-term goals and the contexts in which they will need to use English
- candidates' educational and employment aspirations
- candidates' wider needs for skills including study skills, job-search or subject skills etc.
- the local community context
- techniques for teaching individuals whose speaking/listening skills are much higher or lower than their reading/writing skills
- communicative language-teaching techniques
- the need to move candidates towards independence.

Within England in particular, the qualifications provide evidence of competence in English for ethnic minorities, asylum seekers, refugees and short-term and long-term migrants, whatever their own linguistic, vocational and educational backgrounds. When members of these target audiences arrive in England, the first priority is to improve their speaking and listening skills to provide access to UK society and individual entitlements and to get them onto the first step of the educational or employment ladder. These groups have an awareness of their own educational and vocational needs in their search for inclusion and progression within their UK social and economic environment. Another typical group of learners is those who are in England for business or study purposes (usually only for a year or two) and wish to improve their skills in English. Entitlement to LSC funding for ESOL Skills for Life depends on the learner's individual eligibility, and the current LSC Funding Guidance for Further Education should always be consulted.

Trinity's ESOL Skills for Life qualifications are appropriate for the following client groups:

(i) Settled communities, including communities from the Asian sub-continent and Hong Kong

(ii) Refugees in the categories of:
- asylum seekers
- settled refugees

(iii) Migrant workers who work or settle in England for most of their lives

(iv) Partners and spouses of learners from all parts of the world who may have been settled for a number of years

(v) Full or part-time post-16 learners who have had part of their school education in Britain, but who want to continue studying English language to support their employment or higher education aims.

Trinity is sensitive to the fact that candidates' educational and employment backgrounds are often highly diverse. Even within one teaching group, these backgrounds may span a wide continuum, ranging from people with no previous education or employment at one end to highly educated professionals, such as doctors or university lecturers, at the other. Many learners already speak and write several languages and can use this knowledge to support their learning. Unlike many adult literacy learners, they often perceive themselves as successful learners and are very keen to learn.

The assessment tasks and their contexts are suitable for adult client groups, and take into account the diversity of ESOL learners.

How Trinity aims to meet the needs of these client groups

Trinity has aimed to cater for the needs of the client groups as identified by the National ESOL Training and Development Project through a suite of examinations which:

- begin at a sufficiently low level. Trinity offers a scheme of assessment starting at NQF Entry 1. We have developed assessments which lead up to Entry level qualifications. These lie outside the NQF and therefore are not accredited by the Qualifications and Curriculum Authority (QCA).

- allow candidates to enter for a mode at a higher NQF level than that of the overall qualification chosen, thus providing for a 'spiky' profile of candidates' achievement. The unitised structure of all ESOL Skills for Life qualifications facilitates this.

- offer a separate qualification pathway within the examinations focusing entirely on speaking and listening skills.

- offer an all-modes qualification, covering Speaking and Listening, Reading and Writing, as well as a stand-alone Speaking and Listening qualification ranging from Entry 1 to Level 2 of the NQF.

- place emphasis on the application of language in relation to real life circumstances and conversations.

- allow for compatibility with the 'roll on-roll off' recruitment patterns experienced by course providers in the sector. Trinity's operational flexibility and Online database make this possible.

- do not prescribe either the design of the course of instruction or the choice of learning materials. The examinations, subject to the teacher's judgement of level, may be taken at any point in the learning process.

- are sensitive to the relationship between, on the one hand, teaching and assessment which facilitates the use of English by those from other language backgrounds and, on the other hand, teaching and assessment which assumes English language command in the formal sense and seeks to apply that command to its use in social, educational, occupational and vocational settings. Often, as the National Curriculum states, '*The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English*'. Not infrequently, therefore, learners may be operating at a higher level in a given vocational subject while they participate in 'remedial' language instruction to enable their English language skills to catch up with their operational abilities and communication needs.

- enable progression to more study in both higher or further education as well as in vocational settings. It is Trinity's intention to add a Level 3 qualification at the appropriate time.

Trinity's status as a QCA accredited awarding body ensures that these awards are held in the same esteem as other forms of accreditation on offer within UK institutions. This is further enhanced by our reputation as an international awarding body for ESOL.

Spiritual, moral, ethical and cultural issues

Discussion of spiritual, moral, ethical, social and cultural issues is fundamental to communication. In common with most contemporary language teaching, the *Adult ESOL Core Curriculum* encompasses such issues, and the support materials available incorporate a range of relevant themes. By definition, ESOL examinations seek to avoid cultural bias and to pursue the objective of social inclusion through access to English. There is no set assumption about the cultural roots and lifestyle of any candidate. The syllabus does not focus on any particular first language group, and in reaching an assessment of communicative ability the examiner is trained to define 'acceptable' accent solely in terms of intelligibility.

Contribution to government targets

For candidates to achieve an ESOL Skills for Life qualification at Entry 3, Level 1 and Level 2, it is necessary to take an assessment both in Speaking and Listening and in Reading and Writing. Qualifications in Speaking and Listening only at any level do not count towards the national target.

However, learner need should be the first consideration in advising learners on which qualifications to take, not issues of targets. Learners who do not have qualifications in Reading or Writing can concentrate on the Speaking and Listening units first. If they subsequently decide to add assessments in Reading and Writing and achieve a whole qualification at Entry 3 or above they will then trigger a count towards the Skills for Life targets. Taking single units simply delays the count of the individual learner towards national targets since each learner can only count once.

Entry requirements

There is no requirement at any Trinity examination for evidence of previous success in terms of a Trinity examination or any other measure of formal linguistic competence. The clarity with which the specifications are defined, properly related to the individual learner, enables a teacher and candidate to prepare for whichever level most closely matches the learner's current and anticipated level of skills development.

The prior language knowledge required for registration is that defined in the standards and specification for the NQF level below the examination being entered. For qualifications at Entry 1, the prior language knowledge or experience should be comparable to that described in QCA's document *A Language in Common* at EAL Steps 1 and 2, or for spoken English, Trinity's Graded examinations in spoken English Grades 1 and 2 or Trinity Step 1 and Step 2.

Progression routes and exit points

The pattern of progression through the suite of qualifications varies according to individual choice.

Depending on the ability of the learner and the purpose of assessment, every qualification is a potential exit point.

Possible progression routes

The table below shows the possible progression routes in relation to other English examinations. Comparisons are made in terms of assessment standards rather than breadth.

Trinity Certificates in ESOL Skills for Life examinations	Trinity Certificates in ESOL Skills for Life examinations	Trinity Certificates in Integrated Skills in English	NQF Level	General qualifications
To be developed	To be developed		Level 3	A-level
(Reading) (Writing) (Speaking and Listening)	Speaking and Listening	ISE III	Level 2	GCSE Grades A–C
(Reading) (Writing) (Speaking and Listening)	Speaking and Listening	ISE II	Level 1	GCSE Grades D–G
(Reading) (Writing) (Speaking and Listening)	Speaking and Listening	ISE I	Entry 3	
(Reading) (Writing) (Speaking and Listening)	Speaking and Listening		Entry 2	
(Reading) (Writing) (Speaking and Listening)	Speaking and Listening		Entry 1	

Guided learning hours

The notional guided learning hours for an average learner following an ESOL Skills for Life course are a minimum of 100 hours per mode per level.

This means that to progress to an all-modes ESOL Skills for Life qualification at any one level candidates will typically need to complete a minimum of 300 guided learning hours.

In learning a language the rate of progress varies considerably from person to person and depends on many factors including an individual's language background and experience of formal education. It is also affected by whether teaching and learning takes place in concentrated blocks or is spread more thinly over time.

Other Trinity English language qualifications

Trinity ESOL Step 1 and Step 2
These qualifications are intended for anyone aged 7 and over at the date of the examination whose speaking and listening skills in English have not reached Entry level on the National Qualifications Framework.

Trinity Graded examinations in spoken English
This suite of examinations is offered nationally and internationally and offers assessment of candidates' speaking and listening skills in one-to-one interviews with one of our external examiners.

Trinity sessions take place in registered Trinity centres, and the examiners visit the centre to conduct the interviews. Entry for the Graded examinations and Integrated Skills in English examinations is open to anyone aged 7 and over.

Trinity Integrated Skills in English
This suite of qualifications, which comprises examinations at four levels, assesses candidate performance in all four language skills in an integrated way.

Details of all Trinity qualifications can be obtained from the Trinity website or by e-mailing info@trinitycollege.co.uk

The relationship between Trinity's Graded examinations in spoken English and ISE, and Trinity's Skills for Life examinations
Trinity's ESOL Skills for Life qualifications hold some commonalities with Trinity's full suite of international ESOL examinations. However, the context and focus of assessment is sufficiently different to consider both pathways as addressing the needs of different audiences.

Trinity's teaching qualifications
Trinity now provides three FENTO endorsed/approved ESOL teaching qualifications specifically designed for those working in England Further Education sector:
- Level 4 Certificate for ESOL Subject Specialists
- Level 4 Certificate in FE Teaching Stage 3
- Level 4 Certificate in FE Teaching Stage 2

Trinity also provides EFL teaching qualifications for those working in all other sectors in England and internationally. The Certificate in TESOL is intended as an initial qualification for those wishing to enter the profession whilst the Licentiate Diploma in TESOL is for practising teachers wishing to further their career, for example at Director of Studies level. Both qualifications are recognised by the British Council and other employees.

The table below demonstrates how Trinity's ESOL Skills for Life qualifications relate to various language standards used and accepted within the UK.

	Trinity Certificates in ESOL Skills for Life	NSAL	Key Skills Communication	National Curriculum	Common European Framework	National Language Standards
NQF		QCA, National Standards for adult literacy and numeracy, 2000	QCA, Key Skills Communication Units, 2000	DfES National Curriculum in English	Council of Europe, Common European Framework of Reference for Languages, CUP 2001	Languages National Training Organisation The National Language Standards, 2000
5			(Level 5)			
4			Level 4		(C2.2)	Level 5
3	To be developed		Level 3		C2 Mastery	
2	Level 2 ESOL Skills for Life	Level 2	Level 2	National Curriculum Levels 1–8	C1 Operational Proficiency	Level 4
1	Level 1 ESOL Skills for Life	Level 1	Level 1		B2 Vantage	Level 3
Entry	Entry 3 ESOL Skills for Life	Entry 3			B1 Threshold	Level 2
	Entry 2 ESOL Skills for Life	Entry 2			A2 Waystage	Level 1
	Entry 1 ESOL Skills for Life	Entry 1			A1 Break-through	(Entry)

Academic Overview
About the Trinity ESOL Skills for Life examination suite

Aim

Trinity's Skills for Life examinations provide a reliable and valid scheme of assessment through which candidates and teachers may measure progress and development, whether for educational, vocational or social purposes.

The Trinity examinations also aim to contribute towards building self-esteem in the individual and positively influencing continuing personal development through the ability to express oneself clearly and with confidence across a range of settings.

Framework

This series of progressively graded tests is designed for speakers of languages other than English and sets realistic objectives in communicating with other English speakers. The levels take the learner from a fairly low level of proficiency (Entry 1) to a more advanced level of proficiency approaching first-language ability (Level 2).

Trinity offers the following qualifications in ESOL Skills for Life:

TCL Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 1)
TCL Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2)
TCL Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 3)
TCL Level 1 Certificate in ESOL Skills for Life (Speaking and Listening)
TCL Level 2 Certificate in ESOL Skills for Life (Speaking and Listening)

TCL Entry Level Certificate in ESOL Skills for Life (Entry 1)
TCL Entry Level Certificate in ESOL Skills for Life (Entry 2)
TCL Entry Level Certificate in ESOL Skills for Life (Entry 3)
TCL Level 1 Certificate in ESOL Skills for Life
TCL Level 2 Certificate in ESOL Skills for Life

The all-modes qualification offers examinations in:
Speaking and Listening
Reading
Writing

The Reading mode at Level 1 and Level 2 is assessed using the National Literacy tests.

The Speaking and Listening examination and the individual mode of the all-modes examination are available on demand. The Reading and Writing examinations are available monthly on fixed dates and times. Evening sessions for the Reading and Writing examinations are provided on selected dates. See Trinity's website for further details.

Entering candidates

Trinity acknowledges that learners may make progress in the four language skills at differing rates and, therefore, there is a provision for candidates to enter any mode at any level and combine these achievements to obtain an all-modes qualification at the lowest level of achievement.

Candidates are able to take modes on an individual basis and bank their successes for up to three years. It is also possible to 'upgrade' their all-modes qualification by taking higher level modes to the ones already achieved. See example below.

Candidate: Ahmed Mohamed

In 2004, achieves

- Speaking and Listening Entry 2
- Reading Entry 1
- Writing Entry 2

and is awarded a Trinity Certificate in ESOL Skills for Life all-modes qualification at Entry 1 plus a Speaking and Listening qualification at Entry 2.

In 2005, achieves

- Reading Entry 2

and is awarded a Trinity Certificate in ESOL Skills for Life all-modes qualification at Entry 2.

Further details on entering candidates for the examinations can be found in the Centre Handbook.

About the modes

Speaking and Listening

The aim of the Speaking and Listening examination is to replicate, as far as is possible, and with increasing demands at each level, real-life exchanges in which participants pass on information, share ideas and opinions and debate topical issues.

Component 1

The Speaking and Listening examination comprises two components at all levels except Entry 1.
The first component takes the form of a one-to-one, face-to-face interview between the candidate and an examiner.
For Entry 1 candidates there is no second component.

Component 2

From Entry 2 through to Level 2 a group discussion follows the individual interview stage of the examination.
Four candidates meet first one-to-one with the examiner. (Component 1)
The group discussion immediately follows on from the fourth individual interview. The examiner will liaise with the centre before the session starts as to the number of candidates to be allocated to the group discussions. This will always be four unless the overall numbers at each level do not allow this.

The generic task types are provided in the *Summary of Speaking and Listening mode specifications per level* table on page 16.

Entry 1	Entry 2	Entry 3	Level 1	Level 2
1 unit	**1 unit** **2 components**	**1 unit** **2 components**	**1 unit** **2 components**	**1 unit** **2 components**
	Component 1 Interview 3 tasks	**Component 1** Interview 3 tasks	**Component 1** Interview 3 tasks	**Component 1** Interview 3 tasks
Interview 2 tasks	8 minutes	8 minutes	10 minutes	15 minutes
	Component 2 Group discussion 1 task	**Component 2** Group discussion 1 task	**Component 2** Group discussion 1 task	**Component 2** Group discussion 1 task
7 minutes	10 minutes	10 minutes	15 minutes	20 minutes

Reading

The table below shows the duration and number of tasks of the reading examinations at each level. The Reading paper is available on fixed days, throughout the year. The dates are posted on the Trinity website.

The Writing papers and Reading papers can be taken in the same examination session. The generic task types are provided in the *Summary of Reading mode specifications per level* table on page 17.

At Level 1 and Level 2, the reading test is the National Literacy test. This takes the form of 40 multiple-choice items with one correct answer and three distractors.

Summary of Reading mode specifications

Entry 1	Entry 2	Entry 3	Level 1	Level 2
1 unit **2 tasks**	**1 unit** **3 tasks**	**1 unit** **3 tasks**	**1 unit**	**1 unit**
Examination 15 items	Examination 20 items	Examination 20 items	National Literacy test 40 multiple-choice items	National Literacy test 40 multiple-choice items
30 minutes	45 minutes	60 minutes	60 minutes	60 minutes

Writing

The table below shows the duration and number of tasks of the written examinations at each level.
The Writing paper is available on fixed days, throughout the year. The dates are posted on the Trinity website.

The Writing papers and Reading papers can be taken in the same examination session. The generic task types are provided in the *Summary of Writing mode specifications per level* table on page 18.

Summary of Writing mode specifications

Entry 1	Entry 2	Entry 3	Level 1	Level 2
1 unit **2 tasks**	**1 unit** **2 tasks**	**1 unit** **2 tasks**	**1 unit** **3 tasks**	**1 unit** **3 tasks**
Examination	Examination	Examination	Examination	Examination
20 minutes	40 minutes	60 minutes	100 minutes	100 minutes

About the tasks
Speaking and Listening tasks

Component 1

Initial task
At all levels the examiner and candidate exchange greetings and personal information. The level of complexity varies according to examination level.

Candidate-led task
At all levels except Entry 1, one of the tasks, usually the second task in Component 1, is candidate-led. At lower levels, the task is an informal, extended turn whereas at higher levels a formal presentation is required.

The main emphasis for assessment purposes is on the candidate's ability to speak clearly and to express himself or herself clearly, and in a logical sequence with varying degrees of complexity as the levels progress. The examiner should not interrupt, and simply listens to the account and gives non-verbal encouragement. However, at lower levels the examiner offers support at times if the candidate is unable to sustain the narrative.

Role-play
From Entry 2 the candidate takes part in a short role-play. The examiner briefly sets up the role-play. The exact nature of the role-play varies according to level. At lower levels the scenarios are familiar to the candidates whereas at higher levels the scenarios may also be unfamiliar. Increasing responsibility is placed on the candidate to maintain the interaction as the levels progress.

Component 2

Group discussion task
Wherever possible, four candidates who have already completed the interview with the examiner are asked to meet together to take the second component. The duration of this component and the scenarios varies according to level.

The candidates are accompanied by a teacher who acts as a facilitator. The brief for the facilitator is to set up the task and then allow the candidates to begin and maintain the interaction. The facilitator should, if necessary, encourage participation from all candidates and prevent any one candidate from monopolising the discussion. He or she should not participate in the actual discussion but can direct comments or requests for opinions to candidates to ensure equality of opportunity in making contributions to the discussion.

The examiner does not play any part in the interaction. He or she provides the facilitator with the actual discussion prompt immediately prior to the time of the group discussion. The examiner then finds a place to sit which is suitable to allow him or her to observe candidate behaviour as well as to listen to the interaction. Active listening can be shown by body language as well as by verbal signalling and the examiner should note this. The examiner signals to the facilitator when it is time to end the discussion.

NQF	Unit/Component	Interaction	Time	Generic tasks
Entry 1	Speak to communicate Listen and respond Engage in discussion	one-to-one with examiner	7 mins	1. Exchange of personal information 2. Instructions and directions
Entry 2	**Component 1:** Speak to communicate Listen and respond	one-to-one with examiner	8 mins	1. Exchange of information about daily routine, study, work 2. Short account of recent past activity 3. Role-play—making requests
	Component 2: Engage in discussion	4-candidate discussion with facilitator	10 mins	1. Likes and dislikes in familiar contexts
Entry 3	**Component 1:** Speak to communicate Listen and respond	one-to-one with examiner	8 mins	1. Exchange of information, comparing people and places 2. Narration of simple story (factual or fictional) 3. Role-play—giving personal information in a formal context
	Component 2: Engage in discussion	4-candidate discussion with facilitator	10 mins	1. Planning a social event
Level 1	**Component 1:** Speak to communicate Listen and respond	one-to-one with examiner	10 mins	1. Exchange of information about personal past events 2. Presentation— describing a process 3. Role-play—formal requests for factual information, descriptions and comparisons
	Component 2: Engage in discussion	4-candidate discussion with facilitator	15 mins	1. Problem solving— dealing with common everyday problems and giving advice and suggesting possible solutions
Level 2	**Component 1:** Speak to communicate Listen and respond	one-to-one with examiner	15 mins	1. Formal presentation of chosen topic 2. Informal discussion of presentation 3. Role-play—making and responding to complaints and criticism
	Component 2: Engage in discussion	4-candidate discussion with facilitator	20 mins	1. Debate of important issue—presenting pros and cons

Reading tasks

At Entry 1, 2 and 3, the reading tasks test a range of sub-skills. These are tested using assessment tools such as cloze passages, sentence completion, table completion, matching exercises and multiple-choice items. There are two tasks at Entry 1 and three tasks at Entry 2 and Entry 3. The generic task types are provided in the *Summary of Reading mode specifications per level* table below.

At Level 1 and Level 2, the reading test is the National Literacy test. This takes the form of 40 multiple-choice items with one correct answer and three distractors.

The breakdown of questions per task per level is as follows:

- **Entry 1**
  Task 1: 10 questions   Task 2: 5 questions
- **Entry 2**
  Task 1: 10 questions   Task 2: 5 questions   Task 3: 5 questions
- **Entry 3**
  Task 1: 8 questions   Task 2: 6 questions   Task 3: 6 questions

NQF	Unit/Component	Medium	Time	Generic tasks—based on text types
Entry 1	Read and understand—short texts with repeated language patterns on familiar topics Read and obtain information—from common signs and symbols	Examination under controlled conditions Externally marked Can be taken at the same time as the Writing paper 15 items	30 mins	1. Simple narrative 2. Signs and symbols
Entry 2	Read and understand—short, straightforward texts on familiar topics Read and obtain information—from short documents, familiar sources and signs and symbols	Examination under controlled conditions Externally marked Can be taken at the same time as the Writing paper 20 items	45 mins	1. Instructional/chronological 2. Records of personal data 3. Public information texts, e.g. signs, notices and lists
Entry 3	Read and understand—short, straightforward texts on familiar topics accurately and independently Read and obtain information—from everyday sources	Examination under controlled conditions Externally marked Can be taken at the same time as the Writing paper 20 items	60 mins	1. Explanatory/chronological 2. Informational texts, e.g. contents pages, indices and menus etc. 3. Extracts from different text types for identifying text purpose including instructional
Level 1	Reading—1 unit Covering both standards: Read and understand—straight forward texts of varying lengths on a variety of topics accurately and independently Read and obtain information—from different sources	National Literacy test Examination under controlled conditions Externally marked Can be taken at the same time as the Writing paper Multiple-choice format 40 items	60 mins	National Adult Literacy test
Level 2	Reading—1 unit Covering both standards: Read and understand—a range of texts of varying complexity accurately and independently Read and obtain information of varying length and detail from different sources	National Literacy test Examination under controlled conditions Externally marked Can be taken at the same time as the Writing paper Multiple-choice format 40 items	60 mins	National Adult Literacy test

Writing tasks

Writing tasks focus on three main areas. These are text focus, sentence focus and word focus. The tasks test written composition as a whole, grammar and punctuation, and spelling and handwriting. There are two tasks at Entry level and three tasks at Levels 1 and 2. The generic task types are provided in the *Summary of Writing mode specifications per level* table below.

Summary of Writing mode specifications per level

Level	Unit	Medium	Generic tasks	Example of task
Entry 1	Write to communicate information to an intended audience	Examination under controlled conditions Externally marked Can be taken at same session as Reading paper 20 mins	1. Write a text giving basic personal details 2. Write a brief message giving details of present activities	1. Complete a form with name, address, telephone number, date of birth 2. Write a postcard telling a friend where you are and what you are doing
Entry 2	Write to communicate information with some awareness of the intended audience	Examination under controlled conditions Externally marked Can be taken at same session as Reading paper 40 mins	1. Write a short record of a single personal past experience or activity 2. Write an informal description of a person or place	1. You want to join a club connected with your hobby. Write to the secretary telling him or her about a past experience related to the hobby. 2. Write a note to a friend describing someone he or she is going to meet at the railway station.
Entry 3	Write to communicate information and opinions with some adaptation to the intended audience	Examination under controlled conditions Externally marked Can be taken at same session as Reading paper 60 mins	1. Write an account or narrative either factual or fictional of a sequenced past event 2. Write an informal letter about a planned future activity or event	1. Write a short article for the college magazine for new students about what happened on your first day at the college. 2. You are having a birthday party for your son or daughter. Invite a family friend. Give details of the time, date and place and ask him or her to bring something such as food or music.

Level	Unit	Medium	Generic tasks	Example of task
Level 1	Write to communicate information, ideas and opinion clearly using length, format and style appropriate to purpose and audience	Examination under controlled conditions Externally marked Can be taken at same session as Reading paper 100 mins	1. Write a record of extended personal data for official purposes.	1. Your annual appraisal is coming up and you have to complete a 'Preparation for appraisal' document. Write a paragraph under the following three headings: a. Which tasks do you feel you have performed best and why? b. What aspects of your job interest you the most and why? c. What aspects of your job interest you the least and why?
			2. Write a formal report making comparisons between, e.g. countries, lifestyles, jobs	2. Write an article for a local community newspaper about the differences in the way elderly people are treated in two countries that you know.
			3. Write an informal letter setting out a problem (real or imaginary) and asking for advice	3. Write a letter to a friend telling him/her about a problem you are having with your accommodation. Set out several alternative solutions and ask for his/her advice.
Level 2	Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience	Examination under controlled conditions, externally marked Can be taken at same session as Reading paper 100 mins	1. Write a detailed factual account	1. Write a report for your line-manager on the progress you have made with a specific project.
			2. Correspond with businesses, offices, government/council departments	2. Write a letter of complaint to the council about the lack of facilities for pre-school children in the area.
			3. Write a creative or imaginative narrative	3. Write a story (for personal enjoyment) about a group of people who meet for the first time and share a strange experience.

About the assessment

Please refer to the Generic performance descriptors on pages 23–4 and the Task-specific mark schemes provided in the individual level booklets.

Speaking and Listening

The examiner uses two documents to assess the candidate's performance. These are:

- the Generic performance descriptors
- the Task-specific mark scheme for each task at each level.

Assessment is recorded as numerical marks which are totalled to give an overall score. In all modes the pass mark is calculated to be approximately 66% of the possible total marks.

The generic Speaking and Listening descriptors
These give details of a qualitative and quantitative nature regarding the competences expected to be demonstrated by the candidate in the relevant communicative skills and key language functions and items.

There are three levels of performance:
Band A—Secure pass
Band B—Pass
Band C—Below pass

There are two sets of generic descriptors which are used to assess the following assessment strands.

Set one: coverage of component skills
Set two: accuracy, range and appropriacy of the key language items of the level

Set one has three criteria. These are the Speaking and Listening standards:

- speak to communicate
- listen and respond
- engage in discussion.

Set two has only the one criterion:

- accuracy, range and appropriacy of the key language items of the level.

At Entry 1, 2 and 3, marks are allocated using a simple 4-point scale
At Levels 1 and 2, marks are allocated using a 7-point scale

All assessment criteria are equally weighted.

The Task-specific mark scheme
The Task-specific mark scheme details the actual performance and competence required for each particular task at each qualification level.

The performance and competences are set out as in the *Adult ESOL Core Curriculum* either as general level descriptors or individual component skills, knowledge and understanding, whichever is more relevant to the actual task. The individual entries are organised under the criteria identified above in the generic performance descriptors.

The mark schemes are divided into components, where applicable, then into separate tasks, then into the relevant assessment criteria, followed by the individual performance or competences.

The maximum possible number of assessments in each task is four. The number of criteria actually addressed in each task differs according to the requirements of that particular task.

Reading

At Entry 1, 2 and 3, a number of assessment tools will be utilised. These include:

- cloze passages
- sentence completion
- table completion
- matching exercises
- multiple-choice items.

Each item attracts one mark and these are totalled to give the final total score. There is a fixed pass mark at each level.

At Level 1 and Level 2, the National Literacy test assessment specifications will apply, i.e. 40 multiple-choice items with one correct answer and three distractors. The pass mark will be set by the test developers.

Writing

The marker uses two documents to assess the candidate's performance. These are:

- the generic performance descriptors
- the task-specific mark scheme for each task at each level.

The generic Writing performance descriptors

These give details of a qualitative and quantitative nature regarding the competences expected to be demonstrated by the candidate in the relevant communicative skills and key language functions and items.

There are three levels of performance:

Band A—Secure pass
Band B—Pass
Band C—Below pass

There are three sets of generic descriptors which are used to assess the following assessment strands:

- Text focus: written composition
- Sentence focus: grammar and punctuation
- Word focus: spelling and handwriting

At all levels for the Text focus and Sentence focus criteria, marks are allocated using a 7-point scale.
At all levels for the Word focus criterion, marks are allocated using a 4-point scale.

The assessment criteria are not equally weighted.

The weightings for the three criteria are as follows:

- Text focus: written composition   40%
- Sentence focus: grammar and punctuation   40%
- Word focus: spelling and handwriting   20%

While the importance of correct spelling and legible handwriting is acknowledged, it should not be possible for a candidate to achieve a qualification such as this by spelling every word correctly and writing beautifully and yet not actually achieving the communicative purpose of the task.

The Task-specific mark scheme

The Task-specific mark scheme details the actual performance and competence required for each particular task at each qualification level.

The performance and competences are set out as in the *Adult ESOL Core Curriculum* either as general level descriptors or individual component skills, knowledge and understanding, whichever is more relevant to the actual task. The individual entries are organised under the criteria identified above in the generic performance descriptors.

The mark schemes are divided into separate tasks, then into the relevant assessment criteria, followed by the individual performance or competences. All tasks at all levels are assessed using the three assessment criteria.

Reporting of results

Result slips, giving details of the marks achieved in the Speaking and Listening, Reading and Writing mode examinations, will be issued for each examination taken. All candidates, irrespective of whether they have passed the examination or not, will be notified of their results in this way. The Result slips, and the certificates where appropriate, will be posted to the Centre representative after the necessary quality assurances checks have been carried out. This may include the moderation of results if anomalies are brought to light during these checks.

A certificate for the all-modes qualification will only be issued on successful completion of all three modes. The certificate will be issued at the lowest level achieved.

Candidates who are successful in the Speaking and Listening examination of the all-modes qualification will be issued with a certificate for this mode.

Speaking and Listening mode examinations
Individual marksheets will be completed by the examiner immediately after the candidate has left the examination room and will be fully completed once the group discussion has taken place (not applicable at Entry 1). The assessments will be transferred to the Composite marksheets by the examiner at the end of the examination day or session.

All marksheets will be returned to Trinity's Head Office and entered on the Online database. No results of any kind will be given by the examiner to the centre at the end of the examination session.

Generic performance descriptors—Speaking and Listening

These generic descriptors are to be used in conjunction with the Task-specific mark scheme for each task at each level.

For each task at each Entry level, the examiner uses the three generic band performance descriptors to assess the candidate's performance on a 4-point scale.

For each task at Level 1 and Level 2, the examiner uses the three generic band performance descriptors to assess the candidate's performance on a 7-point scale.

Assessment strand	Secure pass	Pass	Below pass
Coverage of component skills, knowledge and understanding of the level 1. Speak to communicate 2. Listen and respond 3. Engage in discussion	The candidate's contributions provide sustained evidence of good coverage of the relevant component skill/s, knowledge and understanding throughout the task in each of the three standards. The candidate achieves the communicative purpose of the task with ease and independently without the need for support from the examiner.	The candidate's contributions provide some evidence of coverage of the relevant component skill/s, knowledge and understanding in each of the three standards. The candidate achieves the communicative purpose of the task but may need some support from the examiner to do so.	The candidate's contributions provide limited evidence of coverage of the relevant component skill/s, knowledge and understanding in each of the three standards. The candidate only partially achieves the communicative purpose of the task even with the support of the examiner.
4. Accuracy, range and appropriacy of the key language items of the level	The candidate uses a wide range of specified items successfully. These are well-controlled and are used appropriately and consistently throughout the task. There are few inaccuracies.	The candidate attempts to use a range of the specified items. The candidate's contributions are mostly appropriate for the task and are generally well-controlled although some inaccuracies may be evident but do not impede communication.	The candidate produces very few samples of the key language items. These are not well-controlled and inaccuracies can impede communication. The candidate's contributions may not, at times, be appropriate for the task.

Generic performance descriptors—Writing

These generic descriptors are to be used in conjunction with the Task-specific mark scheme for each task at each level.

For each task at each level, the examiner uses the three generic performance descriptors to assess the candidate's performance.

Assessment strands	Secure pass	Pass	Below pass
Text focus: written composition	The candidate achieves the communicative purpose successfully and with ease by consistently addressing the identified readership in an appropriate layout, style and register and including all relevant content material. The candidate demonstrates knowledge and control of the required text organisational features.	The candidate achieves the communicative purpose in a limited way by attempting with some success to address the identified readership and by using layout, style and register appropriate to the task. Most of the relevant content material as indicated by the question rubric is included. The candidate shows awareness of the required text organisational features.	The candidate only partially achieves the communicative purpose by attempting with limited success to address the identified readership. At times, layout, style and register are not appropriate to the task. Only some of the relevant content material as indicated by the question rubric is included and there are significant omissions. The candidate attempts to use organisational features with limited success.
Sentence focus: grammar and punctuation	A range of the stated language items and relevant language functions is used accurately, consistently and appropriately throughout the writing. Sentence structure is accurate and the writing is characterised by a high level of control of punctuation.	There is evidence of the ability to use the stated grammatical items and language functions with a degree of control although inaccuracies may be evident and the full range may not be employed successfully. Sentence structure is appropriate and punctuation is used successfully to convey the intended meaning.	There is some evidence of an attempt to use a few of the stated grammatical items and language functions but these are not well-controlled and inaccuracies may impede communication. Sentence structure is not well-controlled and correct punctuation, although attempted, is not achieved consistently.
Word focus: spelling and handwriting	Spelling is consistently accurate and text is legible throughout.	Spelling of key words is accurate and text is for the most part legible.	Some key words are spelt correctly. Spelling is not consistent. Text may be difficult to read in places.

Regulations

1. Eligibility for examinations

The Trinity College *London* examinations in ESOL Skills for Life are for learners whose native language is not English.

The specification describes the knowledge required for achievement of each level in terms of language skills and communicative competence, as defined in the standards for adult literacy and the *Adult ESOL Core Curriculum*. The prior language, knowledge and attainment required for registration is that defined in the standards and specification for the NQF level below the examination being entered. For qualifications at Entry 1, the prior language knowledge or experience should be comparable to that described in QCA's document *A Language in Common* at EAL Steps 1 and 2, or for Trinity's ESOL examinations in Speaking and Listening Step 1 and Step 2 or the Trinity Graded examinations in spoken English, Grades 1 and 2.

Candidates cannot enter for the same Trinity ESOL Skills for Life examination at different levels in the same examination session. The requirements and specifications of a level presuppose a level of competence which encompasses the demands of lower levels. A minimum period of one month must elapse between a candidate attempting a Trinity ESOL Skills for Life examination at one level and the same examination at another level. Failure to observe this rule may result in both examinations being voided with no refund payable. If a candidate does not reach the level required to pass and wishes to re-sit an examination, a minimum of one month must elapse before the candidate may enter again.

There is no restriction on candidates entering for the same or a different level of assessment in other Trinity examination suites, or on candidates entering for examinations of other boards.

Candidates must be 16 or above at the time of the examination.

Candidates may enter at any level without having previously taken any other Trinity examination at a higher or lower level.

The diversity of candidature for the ESOL Skills for Life examinations means that finite statements of prior learning are not appropriate. Candidates from outside the UK may have followed different curricula from those in use in England or may even have had no formal education. They may therefore approach Trinity ESOL Skills for Life examinations with no previous formal examination record, or with a record gained through the state school examinations of the country in which they have studied, or with qualifications granted by any other awarding body.

For this reason, the syllabus clearly describes what is required of the candidate for achievement of each level in terms purely of language skills and communicative competence, as defined in the *Adult ESOL Core Curriculum* (2001). The examinations focus on progressive extensions of ability and understanding.

There are no other restrictions on candidate entry.

2. Candidate entry

Applications for examination will be accepted by Trinity on the condition that candidates are prepared according to the requirements of the current syllabus. It is the responsibility of the centre to ensure that they and the candidate are following the current syllabus and regulations. Any updates and amendments will be available on the Trinity website at www.trinitycollege.co.uk

Candidate entries received after the corresponding closing date cannot be guaranteed and will be subject to a surcharge. These dates are listed in the Centre Handbook or can be obtained from Trinity's Head Office.

Details of how to register candidates for examination are in the Centre Handbook.

Candidates can be substituted under certain conditions. These conditions are driven by the constraints of the Trinity Online system and are as follows:
- The substitution is at the same level (or lower)
- The substitution does not involve special needs candidates
- The candidates involved in the substitutions are new candidates to Trinity and have not performed any examinations with Trinity in the past or completed any module of the Skills for Life suite

- The administration of the substitution is performed by the centre using Trinity's administration system 'Trinity Online' *. The centre must print off new examination material for the revised enrolment

- A photocopier is provided at the examination venue for the examiner to photocopy documentation after the examination session.

* Trinity Online gives registered individuals and centres in the Trinity network worldwide direct access to their own candidate information held on Trinity's central database. This award-winning service is available 24 hours a day, 365 days a year. It makes examination administration quicker and easier, and allows viewing, analysing and printing out of results for quality assurance and reporting.

3. Unitisation and Banking of results

The Trinity ESOL Skills for Life examination suite has been designed to encourage candidate progression. This flexible approach means that results are gathered per unit and can be used to build a qualification with a 'spiky' profile. This means that candidates can take a unit of an examination and then have up to three years to complete the qualification. After the initial qualification has been attained, i.e. when all three modes have been passed, the candidate is able to continue to enrol for mode examinations at higher levels. If a candidate passes an examination which results in a higher Trinity ESOL Skills for Life (all-modes) qualification being attained then an additional certificate will be issued. This will be an automatic process and will not require any action on the part of the centre. The successful implementation of this process relies upon accurate recording of candidate details.

In order to be awarded a Trinity Skills for Life (all-modes) qualification all modes must be taken with Trinity. The only exception is the National Literacy test at Level 1 and Level 2. In order for these qualifications to be verified the candidate must provide Trinity's Head Office with authenticated proof of identity. Original documents will be returned to the centre.

In order to claim a higher Trinity ESOL Skills for Life (all-modes) qualification, no more than three years must elapse between the date of the first pass at any mode and the most recent pass.

4. Replacement certificates

Replacement certificates are available although an administration fee will be charged. All replacement certificates issued later than six months after the date of the examination will be marked 'Duplicate'. Accurate candidate details must be provided in order for a replacement to be issued. Candidates will be required to present proof of identity, in writing, to obtain the replacement certificate. The certificate replacement request form can be found in the Centre Handbook.

5. Candidates with special needs

Trinity welcomes entries from candidates who have special needs. The following procedures must be followed when requesting consideration of a special need.

Enrolment on Trinity Online
Full details of the special need must be received on or before the closing date for the examination. Details of how to indicate a special need are explained in the candidate enrolment instructions available via Trinity Online. No alteration to the special needs candidate's details can take place after registration.

Owing to the extra preparation time required to provide individual tests for disabled candidates, late entries or entries which do not contain full details of the nature of the disability are unlikely to be accepted. If a late entry has been accepted but the examination cannot take place, the fee will be refunded (at the discretion of Trinity) but the surcharge will be retained to cover costs of administration of the late entry.

Evidence to Trinity's Head Office
All provision for special needs candidates is adjusted to the particular needs of each candidate. To be most beneficial to candidates, as full an explanation as possible of the nature of the special needs and potential modification to the procedure of the examination is required.

Appropriate documentary evidence of special assessment needs must be supplied at the time of enrolment. Special provision will not be given without this information. This must be a current medical certificate or, in the case of dyslexic candidates, a report from an education psychologist (a chartered educational psychologist, a full or affiliate member of the Association of Educational Psychologists or a person employed by a local education authority as an educational psychologist). Reports from psychologists of other disciplines (e.g. clinical) are not acceptable. Details of medical and psychological reports are not disclosed to anyone, including examiners.

Candidates who require wheelchair access to centres should notify the centre. The centre will be informed by Trinity's Head Office should the examiner have any special needs.

There is no fixed extra-time allowance for each level: extra time is allowed on an individual basis according to the nature of the special needs.

The same standards of assessment apply to all candidates. Only in the conduct of the examination is allowance made, where appropriate, for the candidate's special needs.

Braille certificates are available for visually impaired candidates. Requests for Braille certificates should be made at the time of entry.

6. Equal opportunities policy for examination candidates

Trinity is committed to equality of access to examinations. This commitment applies to all candidates, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status or employment status. Trinity endeavours to provide examinations for candidates with disabilities but owing to the nature of the examinations, some disabilities, such as the inability to speak, will prevent the candidate from fulfilling the requirements of the examinations.

Trinity seeks to ensure that:

- the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified
- the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- its examiners and all associated with its examinations apply a fair and just process.

7. Absence through sickness

A candidate who is sick and cannot take the examination may apply to Trinity's Head Office for a half-fee re-entry permit, enclosing a medical certificate. Applications for re-entry permits must be made within thirty days of the examination date. Trinity will issue a re-entry permit for an examination at the same level, which can be used for an examination within twelve months of the original examination date on payment of half the current entry fee. If a re-entry permit is used towards entry for an examination of a higher level, any difference in fee is also payable.

Examiners are not permitted to accept either notice of withdrawal or medical certificates.

Trinity reserves the right to consider other special cases for absence on their individual merits.

8. Exceptional circumstances

All examinations are assessed on the basis of the performance given on the day of the examination without regard to any external circumstances.

When a candidate infringes examination regulations, the examination will continue without comment by the examiner so that, wherever possible, candidate performance in other parts of the examination is unaffected. The examiner will report any exceptional circumstances to the Chief Examiner ESOL.

9. Examination monitoring

Trinity reserves the right to use two examiners in the Speaking and Listening examination from time to time and to record these examinations (audio or video, as appropriate) for monitoring purposes. These procedures are an essential feature of Trinity's commitment to the consistency of marking and administration by its examiners and are in no way detrimental to the candidate. Every effort will be made to give advance notice of such monitoring sessions and wherever possible arrangements will be discussed with the registered centre involved.

In normal circumstances, no other person is permitted to be present in the examination room. Special arrangements apply, with prior authorisation, in cases where disabled candidates require assistance.

10. Examination delivery

Trinity works with the centre to ensure that the examination session is delivered at the mutual convenience of the centre and the examiner. During the planning process, the centre may be approached regarding alternative dates for delivery.

Trinity reserves the right not to conduct an examination session in the following circumstances:

- Examination entries are not received prior to the specified closing dates. Closing dates are detailed in the Centre Handbook
- No session will be accepted if the centre has any debts of more than 30 days from date of invoice.
  This will cover debts of centres which have multiple sites. See the Centre Handbook for full details.
- Trinity has to charge a minimum fee in order to cover the costs of an examiner visiting an examination venue.
  This minimum fee must be met before a session can take place. Details of the fees and the minimum fees are announced annually in the autumn for the following calendar year.
  Centres must ensure that they are working to the correct fees for their examination session.

Trinity makes every effort to ensure the delivery of its examinations on the dates and at the locations planned. However, there may on occasion be exceptional circumstances that mean we are not able meet our commitment. This would include, for example, national strikes, labour disputes or industrial disruption, natural disasters, widespread travel disruption, terrorist attacks or acts of war or lack of examiner availability.

11. Appeals procedure

Entry for Trinity examinations constitutes acceptance of the professional judgement of the examiners.

Those stakeholders who wish to question the outcome of Trinity College *London*'s examinations in ESOL Skills for Life should use the procedure outlined in the following section. In any other dispute concerning the conduct of any examination, the decision of the Chief Executive shall be final.

Allowable grounds for appeal
Appeals will not be accepted which simply question assessments made by the examiner. There is one broad category of appeal which will be considered which is a claim of irregular procedure on the part of the examiner which is believed to have disadvantaged the candidate and affected the outcome of the examination.

First level of appeal
Appeals must be made on the Appeals Procedure documents available from Trinity's Head Office. These documents must be completed by the nominated academic representative and sent to the Chief Examiner ESOL.

First level appeals made in connection with the marking of the Reading and Writing papers should be accompanied by a fee of £10 per candidate per paper. This is to cover administration and additional marker's fees.

Appeals must be postmarked not later than fourteen days after the issue of the Result slips to the centre. Trinity will send an acknowledgement within seven days and the appeal will be referred to the examiner(s) for comment as appropriate.

The Chief Examiner ESOL will reach a decision after considering the grounds of appeal and any report either oral or written provided by the examiner/s. The target time for resolving appeals is 21 days from the date of receipt.

The outcome of a successful appeal may be a revision to the marks awarded or the opportunity of a free re-examination, usually at the same centre. In the event of a re-examination being offered, a time limit will normally be prescribed in the interests of all concerned. Any such re-examination will terminate the appeals procedure.

Second level of appeal
Those who are not satisfied with the decision of the Chief Examiner ESOL and to whom a re-examination is not offered may proceed to a second level of appeal to the Director of Language Examinations. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than fourteen days from the date of the previous decision. The further appeal will be handled in the same way as above.

Second-level appeals should be accompanied by a fee of £25 per candidate, made payable to Trinity College *London*. For appeals involving more than five candidates, a maximum fee of £125 applies.

Third level of appeal
Those who are not satisfied with the decision of the Director of Language Examinations and to whom a re-examination is not offered may proceed to a third level of appeal to the Chief Executive. Such appeals should state the further grounds on which they are pursued and should be postmarked not later than fourteen days from the date of the previous decision. A fee of £50 per candidate (or £250 for five or more candidates) should be enclosed with the further appeal, which will be handled by the Chief Executive in association with an independent member of the Review Board for Language Examinations in the same way as above.

General notes
In the event that an appeal is upheld, the appeal fee will be returned; otherwise the fee will be retained by Trinity.