



UNIVERSITY OF
WEST LONDON

LONDON COLLEGE OF MUSIC EXAMINATIONS

TESOL Syllabus

Teaching English to Speakers of Other Languages

Diplomas Syllabus

- DipLCM
- ALCM
- LLCM

2015 - 2019



UNIVERSITY OF
WEST LONDON
London College of Music Examinations

TESOL

(Teaching English to Speakers of Other Languages)

Diplomas Syllabus

2015 – 2019

DipLCM

ALCM

LLCM

LCM Examinations

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London College of Music

The London College of Music (LCM) is one of the largest specialist Music and Performing Arts institutes in the UK. It has a long history of music education dating back to 1887, when it was situated in Great Marlborough Street, London, where the college began as an examination body. Since then, the examinations wing of LCM has expanded into the areas of speech and drama and of communication. In 1991 LCM became part of Thames Valley University, which was renamed the University of West London in 2011.

The London College of Music offers an impressive range of innovative courses, respected worldwide and delivered with creativity and passion by practising industry experts. Courses include Performance and Composition, Popular Music Performance and Recording, Music Technology, and Musical Theatre. Grade and Diploma Examinations are also offered in a very wide range of Music subjects from classical to jazz and pop, both instrumental and vocal, and in Acting, Oral Communication and Personal and Professional Communication.

London College of Music Examinations

External examinations have been awarded by the London College of Music since the institution's founding in 1887. These were at first in Music, which broadened substantially the range of awards available. Since then, a large set of Drama and Communication examinations has been added, in subjects including speech & drama, acting, oral communication, verse speaking and professional communication. Examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations sector in being awarded by a university.

LCM's graded examinations in most subjects are regulated by Ofqual, which serves as a UK governmental stamp of approval and quality assurance, confirming parity of standards with other similar examination boards. The resulting mapping of LCM Examinations onto the QCF (Qualifications and Credit Framework) means that candidates applying to UK universities through the UCAS system can increase their points tariff if they have been awarded a Pass or higher at Grades 6–8 in an accredited subject.

LCM Examinations are distinctive, both in the qualifications offered and in the administration and running of the exams. We have retained the well-known traditional atmosphere and qualities of the London College of Music: informality, friendliness and approachability, although set in a fully professional and modern context. We are small enough that enquiries to the head office can be dealt with speedily and efficiently, and we are able to get to know many of our representatives and teachers personally by name. Examiners pride themselves on being friendly and approachable, ensuring candidates are put at their ease and are thus able to perform to their full potential; yet they are professional, applying thorough and objective assessment criteria in forming their judgements.

Graded and diploma syllabuses are available free of charge via our website or on request from the LCM Examinations office.

ESOL Examiners

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[correct at the time of printing]

Syllabus introduction

1.1 Coverage of this syllabus

This London College of Music Examinations syllabus is designed to prepare students for the following examinations awarded by University of West London Qualifications:

- TESOL DipLCM
- TESOL ALCM
- TESOL LLCM

1.2 Validity of this syllabus

This syllabus is valid from 1 October 2015 until 31 December 2019.

1.3 Availability of examinations and entry details

Practical examinations take place throughout the year according to location. In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding Autumn. Entries can be submitted online on or before the closing date for each session. Completed paper entry forms, together with full fees, must be submitted to the representative of the chosen examination centre on or before the closing date, as listed on entry forms. The representative is responsible for devising the timetable.

In addition, LCM conducts examinations at schools, colleges and teaching studios on a private centre basis, provided the practical grade entries total at least five hours' examining time, and any venue-related costs are covered by the applicant. The co-ordinating teacher is responsible for timetabling the examination day. Some flexibility is possible, and teachers are invited to contact LCM Examinations on 020 8231 2364 to discuss the arrangements in advance.

For centres outside the UK and Ireland there is some flexibility as to the timing of examination sessions. Candidates and teachers should consult their representative, who in turn will consult the appropriate LCM office in London or the office in Singapore (please see page 2 for contact details).

1.4 Duration of examinations

TESOL DipLCM	TESOL ALCM	TESOL LLCM
45 mins	60 mins	75 mins

1.5 Candidates with particular needs

Information on assessment, examination and entry requirements for candidates with particular needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*, available free of charge via the LCM Examinations website or on request from the LCM Examinations office.

2. Syllabus overview

2.1 Diplomas in the Teaching of ESOL

These essentially practical examinations enable teachers/prospective teachers to demonstrate their competence as ESOL teachers through the distinctive practical features of the LCM ESOL grades. There are three levels, which comprise a natural professional progression. Consequently there are relevant pre-requisites for each level.

2.2 Learning outcomes

A course of study based on this syllabus is intended to provide:

- Expertise in a wide range of instructional materials and approaches.
- Discovery of methods adapted to learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use of a wide range of class management approaches to establish successful working relationships with differing groups of students.
- A capacity, therefore, to apply a range of syllabus construction principles.
- The development of practical expertise in how to enable students to gain expertise in performance, presentation and interaction.
- Specifically to achieve a practical understanding of how to bring dramatic skills to bear on students' performance in English.
- The development of sensitivity to the varying issues concerning English language skills when they are developed in a range of national and historical contexts.
- The capacity to achieve summative assessment of the success of the teaching strategies employed.
- The ability to be a reflective practitioner with a continuing capacity for self-assessment.
- The enhancement of personal skills in spoken English, and the associated understanding of the difficulties and achievements of learners.

2.3 Pre-requisites

Candidates for the DipLCM in the teaching of ESOL must hold:

EITHER: A Grade 8 from one of the leading UK boards in ESOL, Oral Communication, or Speech & Drama.

OR: Proven significant experience in the field (supported in writing by an independent professional). The acceptance of the application is at the discretion of the Chief Examiner.

Candidates for ALCM in the teaching of ESOL must hold the DipLCM in the teaching of ESOL.

Candidates for LLCM in the teaching of ESOL must hold the ALCM in the teaching of ESOL.

2.4 Format of the examination

All diploma examinations consist of three components:

Component 1. The Teaching of a lesson (40 marks)

Component 2. A Presentation on a key ESOL topic (40 marks)

Component 3. Participation in a Discussion (20 marks)

The spoken word is paramount and is considered within the assessment of the exercises above.

NOTE: The Early Learning, Steps and Grades syllabus gives detailed information on a variety of material and approaches suitable for use in lessons, together with the online suggestions of performance pieces suitable for each grade.

3. Syllabus content

3.1 DipLCM in the Teaching of ESOL

Component 1: Teaching

40 marks

Option A: The candidate will teach a lesson of 15 minutes in the examination room to either an individual student or to a small group (five or six students).

Option B: The candidate will submit a recording of themselves teaching a lesson of 15 minutes to either an individual student or a small group (five or six students). The recording must be a DVD from a fixed position and unedited. Two copies must be submitted at the time of application.

NOTE: Examiners prefer to see a 'live' teaching session. Any candidate choosing the DVD option must seek approval from the Chief Examiner in writing in advance of entry, explaining the necessities that governed their choice.

THE LESSON

It is expected that the focus of the lesson be practical and related to one or more aspects of the ESOL graded examinations syllabus. Examiners will be looking for engagement, imaginative development (including the use of drama) and enjoyment. Ideas may be taken or adapted from the Early Learning Guideline booklet or the ESOL syllabus, depending on the age and stage of the students. Visual aids and the use of other resources are welcomed. It should be stressed that the main aim here is evidence of stimulation, progress and pleasure in learning rather than through any one particular approach or teaching method.

A paper giving the **aim of the lesson** and showing **the lesson plan** should be provided for the examiner by the beginning of the examination.

NOTE: The candidate is responsible for providing the student(s).

Component 2: Presentation

40 marks

Candidates should give a 15-minute presentation on the general aims and approaches that are considered by the candidate as central to the successful teaching of ESOL. Visual aids may be used, including the support of a laptop. It is stressed that the use of IT is by no means essential and that the presentation should primarily be spoken.

Component 3: Discussion

20 marks

Candidates should be able to discuss with the examiner(s) matters arising from the lesson and presentation.

The following are sample questions to help the candidate understand the character of the discussion, but are not restrictive – examiners may ask about any matters of interest and significance arising from the examination.

- Tell us about your teaching experience to date. Have you observed other teachers? What differences in style did you notice?
- Which aspects of today's lesson do you feel went well?
- Were you disappointed with any part of the lesson? If so, why?
- Which aspects of your presentation were you least confident about?
- What do you consider to be the key qualities needed to be a successful ESOL teacher?

(The candidate's fluency, accuracy, clarity, and variety of expression and vocabulary will be taken into account throughout the examination.)

3.2 ALCM in the Teaching of ESOL

Component 1: Teaching

40 marks

Option A: The candidate will teach a lesson of 20 minutes in the examination room to either an individual student or to a small group (five or six students).

Option B: The candidate will submit a recording of themselves teaching a lesson of 20 minutes to either an individual student or a small group (five or six students). The recording must be a DVD from a fixed position and unedited. Two copies must be submitted at the time of application.

NOTE: Examiners prefer to see a 'live' teaching session. Any candidate choosing the DVD option must seek approval from the Chief Examiner in writing in advance of entry, explaining the necessities that governed their choice.

THE LESSON

The choice of lesson focus is open. For example, it may include preparatory games, work on specific texts, role play, scenarios linked to everyday activities, improving pronunciation etc., but should be clearly linked to one of the LCM grades, and the level of activity should reflect that grade. The candidate may draw on any suitable resources.

A paper giving the **aim of the lesson** and showing **the lesson plan** should be provided for the examiner by the beginning of the examination.

NOTE: The candidate is responsible for providing the student(s). The candidate should have been teaching the student(s) for at least six months prior to the examination. The candidate must make clear at the beginning of the lesson what grade the teaching is placed at (chosen from Grades 1 to 8).

Component 2: Presentation – prepared case studies (20 minutes)

40 marks

The candidate will present case studies detailing the progress and assessment of three students over a period of three months, and assessing their own teaching in response to the students' progress. The students should be of contrasting standards and abilities.

The case studies should comprise:

- Brief details of the students' background and characteristics.
- Assessment of the ability and potential of each pupil at the beginning of the study period.
- Information on the course of study followed and choice of teaching material.
- Assessment of progress and development at the end of the study period.
- Self-appraisal of the candidate's success with each student.

NOTE: Visual aids are welcome in support of the spoken presentation, although the use of IT is NOT essential.

Component 3: Discussion

20 marks

Discuss with the examiner(s) any issues arising from either the lesson and/or the presentation.

The following are sample questions to help the candidate understand the character of the discussion, but are not restrictive – examiners may ask about any matters of interest and significance arising from the examination.

- What do you consider to be your greatest strength as a teacher? In what ways could you improve?
- Why did you choose those particular pupils for the case studies? Do you feel sufficient progress was made during the period of study?
- How can you motivate less interested students?
- What lessons did you learn from making comparisons?

(The candidate's fluency, accuracy, clarity, and variety of expression and vocabulary will be taken into account throughout the examination.)

3.3 LLCM in the Teaching of ESOL

Component 1: Teaching

40 marks

Option A: The candidate will teach a lesson of 25 minutes in the examination room to a small group (four to eight students).

Option B: The candidate will submit a recording of themselves teaching a lesson of 25 minutes to a small group (four to eight students). The recording must be a DVD from a fixed position and unedited. Two copies must be submitted at the time of application.

NOTE: Examiners prefer to see a 'live' teaching session. Any candidate choosing the DVD option must seek approval from the Chief Examiner in writing in advance of entry, explaining the necessities that governed their choice.

THE LESSON

It is expected that the lesson will cover elements of performance, presentation, sight reading and interaction in relation to LCM Grade 5 or above. The focus may be on one or two of these areas, but **all** must be included. The candidate may use any resources which could help the teaching and learning process.

A paper giving the **aim of the lesson** and showing the **lesson plan** should be provided for the examiner by the beginning of the examination.

NOTE: The candidate is responsible for providing the students. The candidate should have been teaching the students for at least six months prior to the examination. The candidate must make clear at the beginning of the lesson what grade the teaching is placed at (chosen from Grades 5 to 8).

Component 2: Presentation

40 marks

Candidates will give a 20-minute presentation on **ONE** of the following topics:

- The role of graded examinations in the teaching and learning process.
- What are the key factors that lift an unprepared text from the page and hold the interest of the audience?
- What lessons from drama can be employed in developing confidence in ESOL work?
- What are some of the particular needs and difficulties in speaking English encountered by students in your country and how can they be overcome?

NOTE: Visual aids are welcome in support of the spoken presentation, although the use of IT is **NOT** essential.

Component 3: Discussion

20 marks

Discuss with the examiner(s) any issues arising from either the lesson and/or the presentation, along with any general matters.

The following are sample questions to help the candidate understand the character of the discussion, but are not restrictive – examiners may ask about any matters of interest and significance arising from the examination.

- Which part of the lesson do you think the students enjoyed most, and why?
- How useful is it for students to work in pairs? Are there any disadvantages to this?
- Do you think your presentation made sufficient impact? What additional techniques might have been useful?
- How far can particular local pronunciation issues be resolved? Are they important?
- Mention some reading materials likely to be of specific interest to teenagers who have reached Grade 4 (B1) standard.

(The candidate's fluency, accuracy, clarity, and variety of expression and vocabulary will be taken into account throughout the examination.)

4. Assessment

4.1 Assessment criteria

The awards are differentiated by outcome. Depending on the level of mastery demonstrated during the examination, a mark out of 100 will be awarded, and each candidate may accordingly be 'Approved' or 'Not Approved'. Each mark band corresponds with the following descriptions of achievement and requires that the candidate obtains or exceeds the minimum number of marks set as the boundary for the award. The criteria for examinations are as follows:

Approved, upper level (85–100 %) A candidate who achieves a mark in this band will have offered a highly competent and professional response in all or most of the components. They will have demonstrated clear evidence of excellent teaching skills, backed up by deep and insightful knowledge and understanding of the relevant issues. They will have demonstrated solid technical accomplishment in the Performance section. They will have shown high levels of verbal articulacy and communication skills.

Approved (75–84 %) A candidate who achieves a mark in this band will have offered a solidly competent and professional response in all or most of the components. They will have demonstrated clear evidence of good teaching skills, backed up by appropriate knowledge and understanding of the relevant issues. They will have demonstrated satisfactory technical accomplishment in the Performance section. They will have offered acceptable evidence of verbal articulacy and communication skills.

Not approved (74 % and below) A candidate who achieves a mark in this band will not have offered a solidly competent and professional response in all of the components. They will have failed to demonstrate clear evidence of good teaching skills, and they will not have backed these up by appropriate knowledge and understanding of the relevant issues. They will not have offered acceptable evidence of verbal articulacy and communication skills.

5. Awarding and reporting

5.1 Issue of results

A written report will be compiled for each examination. Candidates will be informed of the result of practical examinations as soon as possible, and not later than four weeks after the examination date, by post. Representatives are not allowed to issue results over the telephone. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. This time is necessary to ensure that all results are properly standardised and have been checked by LCM Examinations. (See *Regulation 18*.) Certificates for diplomas containing an essay component will be issued on completion of the diploma.

5.2 Awards

Candidates at each diploma level must attain an overall minimum mark of 75 % in order to pass the examination.

Candidates who successfully complete a diploma are permitted to append the letters 'DipLCM', 'DipLCM(TESOL)', 'ALCM', 'ALCM(TESOL)', 'LLCM', or 'LLCM(ESOL)', as appropriate, to their names. Successful candidates are also permitted to wear academic dress, as specified in Regulation 21.

Successful ALCM(TESOL) candidates are eligible for student membership of the Society of Teachers of Speech and Drama. Successful LLCM(TESOL) candidates are eligible for full membership of the Society of Teachers of Speech and Drama.

6. Regulations and information

1. **Validity:** This syllabus will be used for examinations until 31 December 2019.
2. **Examination dates (Public centres):** Practical examinations take place throughout the year according to location. In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding autumn. Overseas candidates should contact their local representative for details of examination dates. Associate, Licentiate and Fellowship diplomas may only be taken at a recognised Diploma Centre. Please contact the LCM Examinations office or consult the website (uwl.ac.uk/lcmexams) for details of your nearest representative.
3. **Examination dates (Private centres):** Examinations are conducted at schools, colleges and private teaching studios where preparation for LCM Examinations supports and complements the course, provided there are sufficient entries to make the visit viable, and any venue-related costs are covered by the applicant. Exams may be held at any time at private centres. The coordinating teacher is responsible for timetabling the examination day. Please contact LCM Examinations for further details.
4. **Entry procedure:** Closing dates for entry, for each examination session, are listed on the entry forms. Overseas candidates should consult their local representative for the closing dates. Entries must be submitted to the local representative of the Centre where the candidate wishes to take the exam; NOT centrally to the LCM Examinations office. Entries may not be submitted by fax. Please note that, while LCM Examinations will make every effort to accommodate requests for practical exam dates, no guarantee can be made that such requests will be met.
5. **Late entries:** These may be accepted up to seven days after the last date of entry. Each entry must be accompanied by the current late fee for each candidate. No entry will be accepted if it is received at a later date.
6. **Conditions of entry:** LCM Examinations reserves the right to refuse entry to any candidate without giving a reason. The right to postpone or cancel the entry of any candidate is reserved. Entries are accepted subject to the regulations stated in this syllabus. Entry for examination constitutes an agreement on the part of the candidate to abide by the regulations.
7. **Fees:** A complete table of current UK examination fees is printed on the examination entry forms each year. Overseas fees are obtainable from the regional representative. Cheques, bankers' drafts, etc. must be made payable to University of West London. Fees cannot be refunded, nor entries postponed to a later examination session. Candidates not attending examinations for which they have entered, unless for a reason covered under the Special Consideration policy (see *Regulation 24*), will forfeit their fees.
8. **Pre-requisite qualifications (approved prior learning):** Details of pre-requisites for diplomas are outlined in Section 2.3.
9. **Substitutions:** Only candidates officially entered will be accepted for examination. Substitution of a candidate in place of a candidate originally entered will not be allowed.
10. **Transfers:** Transfer of candidates from one centre to another will not be considered unless there are exceptional circumstances which have been approved prior to the transfer by LCM Examinations *in writing*. An administration charge will be made.
11. **Examination appointments:** An Attendance Notice detailing the date, time and venue of the examination will be issued to each candidate, via the correspondence address on the entry form, not later than two weeks before the date of the examination. This should be retained by the candidate, and handed to the attendant on the day of the examination. LCM Examinations should be informed immediately if there are any errors on the Attendance Notice. An incorrect level or subject cannot be changed on the day of the exam, and spelling corrections will incur a fee if notified after the issue of the certificate. Candidates should arrive at the venue no later than 15 minutes before the scheduled time of the examination.
12. **Conditions at public centres:** A quiet room will be provided. Every effort will be made to ensure that the candidate is not disturbed by outside noise. The room will be of a moderate size, but with sufficient room to enable candidates to perform effectively. A waiting room will be provided, and a warm-up room where available.
13. **Examination procedure:** The examination components will normally be conducted in the order shown in the syllabus, unless the candidate requests otherwise. For sight reading components, candidates will be given approximately one minute's preparation time for each piece, during which they may study and try out short sections of the extract, but they may not perform the complete extract until asked to do so by the examiner.
14. **Admission to the examination room:** Practical examinations are conducted in closed conditions. No-one, apart from the candidate and the examiner(s), is allowed into the examination room *with the following exceptions*:
 - (a) an approved person, such as a parent or teacher, or a language interpreter, where this concession has been granted prior to the examination as the result of a request for reasonable adjustments for a candidate with particular needs (see *Regulation 25*);
 - (b) an audience for FLCM recitals (see *FLCM requirements for further guidance*).
15. **Stopping candidates:** Examiners may, at their discretion, stop a candidate at any part of a practical examination if the candidate has exceeded the time allowed for that part of the examination.
16. **Exemptions:** No exemptions are allowed from any part of any examination. Where an examination component is not attempted, a mark of 0 will be awarded. However, where all elements of a component are at least attempted, a mark of at least 33 % will be awarded for that component.
17. **Recording of examinations:** A random selection of examinations is recorded for purposes of archiving, standardisation and examiner training. LCM Examinations undertakes not to disseminate such recordings in any way whatsoever beyond these purposes. The recording equipment used is unobtrusive and does not affect the examination procedure. Such recordings may not

be used or referred to at any stage in connection with any enquiry, appeal or complaint about the examination, either by the candidate or by LCM Examinations.

18. **Examination results and certificates:** A written report will be compiled for each examination. Candidates will be informed of the result of practical examinations as soon as possible, and not later than four weeks after the examination date, by post. Representatives are not allowed to issue results over the telephone. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. Replacements of lost or destroyed certificates can normally be provided, subject to proof of the result, the applicant's identity, and payment of the appropriate current fee.
19. **Diplomas in teaching:** LCM Diplomas in Teaching do not confer Qualified Teacher Status (QTS) on the holder.
20. **Completion period:** Diploma candidates must complete all the requirements of the examination within a two-year period, in order to be awarded the qualification.
21. **Academic dress:** Holders of diplomas may wear academic dress as follows:
DipLCM: Gown
ALCM: Gown and Cap
LLCM: Gown, Cap and Licentiate Hood
FLCM: Gown, Cap and Fellowship Hood
Academic dress is available for hire or purchase from the official robemaker, William Northam Ltd., PO Box 367, Waterbeach, Cambridge, CB5 9QY (tel. 01223 863022). A Form of Authority, obtainable from LCM Examinations, should accompany all orders.
22. **Enquiries and appeals:** Information about lodging enquiries and appeals against results is contained in the document *LCM Examinations Appeals Procedure*, available from LCM Examinations. Initial enquiries must be made in writing, enclosing a copy of the examiner's marksheet.
23. **Equal opportunities:** Entry for examinations is available, and assessment is carried out, on an equal and fair basis to all candidates, regardless of origin, status or background. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available on request from the LCM Exams office.
24. **Special consideration (including absence through illness):** Candidates who are unable to take an examination at the scheduled time, for medical reasons, are invited to submit a signed doctor's letter indicating the reason, and accompanied by the Attendance notice, to the LCM Examinations office. The letter must be submitted within two weeks of the examination date, and must make clear that the candidate was incapacitated on the day of the scheduled examination. The candidate will then be permitted to re-enter for the same examination on payment of half the current fee. Candidates who are unwell on the day of the examination, but elect to take the exam nonetheless, will not be granted any special consideration in terms of assessment, and will not be eligible for a half-fee re-entry. Candidates who are unable to take an examination for compassionate reasons (eg. death of a relative) are also covered under this policy. The full policy is contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available on request from the LCM Examinations office.
25. **Reasonable adjustments (candidates with particular needs):** LCM Examinations is particularly sensitive to the requirements of candidates with particular needs, and encourages them to enter for examinations. There is a wide range of special procedures which can be put in place for such candidates. Full details and accompanying documentation MUST be included at the time of entry; examiners are not able to consider such documents if submitted for the first time on the day of the examination. Full details of this policy are contained in the document *Equality of Opportunity, Reasonable Adjustments, and Special Consideration*, available on request from the LCM Examinations office.
26. **Language:** All examinations are conducted in English.
27. **Syllabus requirements and infringements:** It is the candidate's responsibility to obtain, and comply with, the current syllabus. Where candidates are entered for examinations by teachers, the teacher should ensure that candidates are entered in accordance with the current syllabus requirements. Where there are variations without prior agreement, marks may be adjusted or deducted, and in serious cases, candidates may be disqualified.
28. **Changes to syllabuses:** LCM Examinations follows a policy of consistent improvement and development and may, without notice, update its regulations, syllabuses and other publications. Where a repertoire piece not published by LCM Examinations is taken out of print by the publisher, LCM Examinations will seek to provide an alternative as soon as possible. Where alterations, additions and/or deletions to syllabuses take place, LCM Examinations cannot accept responsibility for informing candidates and teachers of such changes except through *Forte* (the LCM Examinations newsletter) and the normal reprinting process.
29. **Availability of syllabuses:** A wide range of examinations and subjects is offered, across the full range of Drama and Communication, and Music. All syllabuses and repertoire lists are available free of charge from LCM Examinations, and from local representatives.