Model for examination accreditation.

What is ACLES?

ACLES (*Asociación de Centros de Lenguas en la Enseñanza Superior* or Association of Language Centres in Higher Education) was created in 2001 and currently comprises 51 state-run and private universities.

The Association also belongs to the European Confederation of Language Centres in Higher Education (CercleS), which brings together some 290 universities in 22 European countries.

ACLES was founded to provide university language centres with a forum where they can share their best practices, and which can be used to homogenise procedures for standardising language proficiency levels and evaluation systems in accordance with Council of Europe guidelines while respecting each university's autonomy.

To achieve this, ACLES has five main tools at its disposal:

✔ An Executive Committee made up of representatives from 6 universities.

✔ Working groups of representatives from different universities responsible for drawing up reports and best practice recommendations. Since 2008, three such groups have been working on accreditation, quality and linguistic policy.

✔ Quarterly meetings of the Directors of ACLES Centres to determine fields of work and discuss topics of common interest to all Centres.

✔ Members' meetings.

✔ The biannual ACLES Congress, which provides a meeting point for teachers and experts in language training.

ACLES – Members

ESADE
Escola d'Idiomas
Universidad Abat Oliba CEU
Servicio de Idiomas
Universidad Antonio de Nebrija
Instituto de Lenguas Modernas
Universidad Autónoma de Madrid
Servicio de Idiomas
Universidad Católica de Valencia
Universidad Católica de Valencia
Universidad Católica San Antonio de Murcia
Escuela Superior de Idiomas
Universidad Complutense de Madrid
Centro Superior de Idiomas Modernos
Universidad de Alcalá
Centro de Lenguas Extranjeras Alcalingua
Universidad de Alicante
Centro Superior de Idiomas
Universidad de Burgos
Centro de Lenguas Modernas
Universidad de Cádiz
Centro Superior de Lenguas Modernas
Universidad de Cantabria
Centro de Idiomas
Universidad de Córdoba
UCOIDIOMAS, S.L.

Universidad de Deusto

Instituto de Idiomas Modernos de Bilbao
Universidad de Extremadura
Instituto de Lenguas Modernas
Universidad de Granada
Centro de Lenguas Modernas
Universidad de Huelva
Servicio de Lenguas Modernas
Universidad de Las Palmas de Gran Canaria
Aula de Idiomas
Universidad de León
Centro de Idiomas
Universidad de Murcia
Servicio de Idiomas
Universidad de Navarra
Instituto de Idiomas
Universidad de Salamanca
Servicio Central de Idiomas
Universidad de Santiago de Comspostela
Centro de Lenguas Modernas
Universidad de Sevilla
Instituto de Idiomas
Universidad de Valladolid
Centro de Idiomas
Universidad de Zaragoza
Centro Universitario de Lenguas Modernas

Universidad Europea Miguel de

Cervantes
Centro de Idiomas
Universidad Internacional de la Rioja
Escuela de Idiomas
Universidad Jaume I
Servei de Llengües i Terminologia
Universidad Miguel Hernández de Elche
Oficina de Relaciones Internacionales
Universidad Nacional de Educación a Distancia
Centro Universitario de Idiomas a Distancia
Universidad Politécnica de Cartagena
Servicio de Idiomas
Universidad Pontificia de Salamanca
Escuela de Idiomas
Universidad Pública de Navarra
Centro Superior de Idiomas
Universidad Rey Juan Carlos
Centro Universitario de Idiomas
Universidad San Jorge de Villanueva de Gállego
Institute of Modern Languages
Universidad San Pablo CEU
Centro de Idiomas
Universidade da Coruña
Centro de Linguas
Universidade de Vigo
Centro de Linguas

Universitat Autònoma de Barcelona
Servei de Llengües
Universitat de Barcelona
Escola dIdiomes Moderns
Universitat de Girona
Servei de Llengües Modernes
Universitat de Lleida
Universitat de Lleida
Universitat de València
Servei de Política Lingüística
Universitat de Vic
Escola dIdiomes
Universitat Internacional de Catalunya
Servei dIdiomes
Universitat Oberta de Catalunya
Escuela de Lenguas
Universitat Politécnica de Catalunya
Servei i Recursos Lingüistics
Universitat Politècnica de València
Centro de Lenguas
Universitat Pompeu Fabra
Programa dEnsenyament dIdiomes
Universitat Rovira i Virgili
Servei Lingüístic

Background of the ACLES model for examination accreditation

The ACLES model for examination accreditation was created in response to a need identified by associated university Centres, which was to harmonise the criteria for accrediting different levels of foreign language skills and thus facilitate mobility between Spanish universities and the internationalisation of universities comprising the European Higher Education Area (EHEA). The working group on accreditation was made up of representatives from the Central Language Service at the University of Salamanca, the Language Centre at the Polytechnic University of Valencia and the Language Service at the Autonomous University of Barcelona.

Needs analysis and conclusions

The group did a preliminary study among member universities on language skill accreditations currently in use, in which the following aspects were considered: languages, levels, objectives (international scholarships, first or master's degrees, mobility etc.), when and how accreditations were conducted (examinations, specific courses, etc.). The formats of the certification issued by the Centres were also analysed.

Some clear conclusions were drawn from the study:

✔ The accreditation of minimum levels of language skills on beginning or completing new first and master's degrees is a reality that directly affects all universities; therefore, in response to these needs, **accreditation should be harmonised in order to avoid a wide disparity between institutions** while ensuring that university autonomy is respected**.**

✔ Accredited languages and levels not only vary according to the needs of each university but also with the ultimate purpose of accreditation. The minimum levels of language skills required upon completion of a first degree or for acceptance into a master's programme are determined within the linguistic policy framework of each university. Minimum entry requirements for certain master's degrees are established by the Ministry of Education. The languages and minimum skill levels required of students taking part in mobility programmes, such as the Erasmus programme or international scholarships from individual universities, are determined by destination universities and reciprocal linguistic policies established between universities. Laboratories, embassies and other centres set their own requirements for educational mobility programmes, as do scholarship-awarding institutions, such as banks or foundations. In other words, the languages and linguistic skill levels needed are determined by the purpose for which accreditation is required. Although the most accredited language is English, other languages, such as German, French, Italian, Portuguese and Dutch, also require accreditation. Therefore, rather than being limited to the English language, **accreditation should be plurilingual** and **highly flexible with regard to levels accredited**.

✔ There is also great variation in accreditation periods, depending on the needs of each university (for example, enrolment periods for first or master's degrees and grant applications). **This requires considerable flexibility when accreditation periods are established**; universities concerned should set their own accreditation periods and procedures, especially when accrediting minimum levels of linguistic proficiency for the new first and master's degrees.

✔ The greatest disparity between Centres is found in the forms of accreditation (specific examinations, courses, subjects passed, periods spent abroad, etc.). It has been observed that established procedures for recognising language skill levels lie within the policy field of each university, in terms of student numbers and reciprocity with other institutions, for example. **While accreditation should respect the autonomy of each university, it is essential that consensus on accreditation based on specific examinations is reached**.

✔ In all the Centres studied, the **Common European Framework of Reference for Languages** plays a homogenising role in the recognition of linguistic proficiency levels. This greatly **facilitates consensus between Centres** when establishing common criteria for accreditation based on specific examinations.

To conclude this preliminary analysis, the working group proposes the creation of a model of accreditation in linguistic proficiency based on passing a series of examinations organised and conducted by language centres (in other words, individual universities) but independent of the type of language training each Centre imparts. **An ACLES accreditation based on examinations set by individual universities would be recognised by all universities adopting this accreditation model, regardless of whether the Centre is a member of ACLES or not**.

It should be made clear that **in no way does this type of accreditation exclude those based on examinations created by other public or private institutions,** such as the DELF/DALF (French), the Goethe Institute tests (German) and the TOEFL and Cambridge Examinations (English).

Language skills certification models developed by other European universities

After analysing the needs of Spanish universities with language centres belonging to the Association, the group went on to study different models of language skills accreditation developed by foreign universities, both in Europe and Latin America, with the aim of establishing a recognisable system for these institutions.

The particular certification models studied were the University Foreign Language Certification System (UNICERT) developed by German universities, the CLES (*Certificat de Compétences en Langues de l'Enseignement Supérieur*) developed by the French Ministry of Education in conjunction with the universities, the KPG (*Kratiko Pistopiitiko Glossomathias*) certification, or State Certificate in Language Skills, from Greek universities, the NCLP (National Certificate of Language Proficiency) from Finnish universities, and the model for foreign language accreditation devised by Mexican universities.

The models developed by European universities were finally selected as their education systems were more comparable to each other. It is worth noting that all universities respond to needs for national level accreditation in that they have common certification procedures and standards for different languages, but there is considerable flexibility when it comes to establishing aspects such as levels (from A1 to C2), languages (as many as each institution needs to accredit) and accreditation periods.

Principles governing the proposed certification

After analysing the needs of universities with respect to accrediting foreign language skills and the pros and cons of certification models developed by different European universities, the principles governing the proposal for joint certification were determined.

✔ The first principle concerns the usefulness of the tools for those who work with them; in other words, any type of examination-based accreditation put in place should respond to the needs of individual universities. **This cannot be done with a single centralised examination** (same examination, same session, same level, same languages, etc.); rather **it is a guarantee by the Association of the quality of the examination-based evaluations and certifications offered** by each university through its language centre.

✔ The second principle is that the procedure for examination-based accreditation must **respect university autonomy** with regard to when and how examinations are conducted, what languages are examined and what fees are charged. The model should aim to integrate the Centres, not segregate them. In other words, it should be **valid for both members and non-members of the Association alike** but provide the necessary infrastructure for testing in accordance with Association guidelines.

✔ Another basic principle is that **implementation of the accreditation system should not involve too great a financial cost for the universities** concerned. By making use of existing resources, university language centres with the right experience and suitable human skills can reduce the cost of accreditation or even make it pay for itself.

✔ Finally, it was established that the accreditation model should be totally **transparent** and governed by parameters common to those of other European universities, that is, in **accordance with European Community guidelines laid down in the Common European Framework of Reference for Languages**. This gives a comprehensive description of the knowledge and skills needed for a language to be used efficiently and, at the same time, defines the levels of command of a language, allowing progress to be assessed throughout the learning period. The ultimate aim is for the model to be

recognised by other European centres so that it can contribute to international mobility and cooperation between universities.

Proposed model

Introduction

The resulting model, approved by consensus by the different university language centres comprising ACLES, establishes the following:

✔ **Requirements that must be met by university Centres** wishing to make use of the ACLES examination-based accreditation model (whether they are members of the Association or non-members who wish to avail themselves of this model for accrediting their own examinations).

✔ **Commitments taken on by Centres** on being accredited by ACLES as Certifying Centres.

✔ **Process standards**, with relation to the administration, content and structure of examinations, evaluation criteria and the certification issued. The marking scale and examination structure are included in Appendix 1.

As shown below, the accreditation model is examination-based:

✔ It has been agreed by consensus and created by university language centres in response to their own needs.

✔ It is plurilingual and flexible with regard to levels certified, numbers of sessions, fees and examination dates.

✔ It is decentralised and inclusive and respects the particularities of individual Centres (each Centre is able to certify the languages and levels required by the university concerned, which sets the fees).

✔ It is transparent and easily "interpretable" by other universities.

✔ Its quality is guaranteed by the ACLES association, which currently has 51 university Centres (ACLES) from different Spanish universities. This has broader implications both within Spain and in Europe; the fact that ACLES forms part of a much larger European association (CercleS, made up of more than 290 universities) opens up the possibility of accreditation being recognised in a wider context.

ACLES accreditation does not imply an identical or centralised evaluation system; **it constitutes a guarantee of quality** by the Association **of the evaluation and certification methods used in each university Centre**.

Characteristics

✔ Certificate levels: Levels A1 – C2 as established in the Common European Framework of Reference for Languages.

✔ Languages and certificate levels are to be determined by each Centre.

✔ The overall language level will be certified by each Centre. This may be broken down into separate skills: oral comprehension, written comprehension, oral production and written production.

✔ In order to certify the overall level, each of these four macro skills will be evaluated by examination.

✔ Certificates will be issued by the Centre itself and endorsed by ACLES. They will indicate the level attained and, where applicable, include a breakdown of skills [standard model: equivalence according to the Common European Framework of Reference for Languages, marking scale, CEFR level global descriptors and date of examination].

✔ Certification will be independent of the type of language training received.

✔ Candidates must enrol for examinations at their own Centre in accordance with the conditions established by the Centre as an examining institution.

✔ The number of examination sessions held annually and the corresponding fees will be at the discretion of each Centre

✔ Certifying Centres are required to pay a flat fee to ACLES for the accreditation of administrative procedures and a variable fee per accredited language and level. The fees will be set by the Executive Committee based on a proposal from the Accreditation Commission, and will be posted on the website of ACLES and reviewed annually.

Accreditation of Centres

Accreditation as a certifying institution will be carried out by an Accreditation Commission expressly created for the purpose by ACLES and will be subject to certain conditions. The Commission will carry out audits to verify compliance by accredited Centres with the established guidelines and procedures.

Requirements of certifying institutions

✔ Certifying institutions must have at their disposal a higher education level language centre belonging to ACLES or, failing that, a university body responsible for certification.

✔ Accredited Centres must be "reaccredited" as certifying institutions by ACLES every two years.

✔ Centres wishing to apply for accreditation as an ACLES certifying institution should submit the following documents between the 1st and 31st of December of a calendar year, preferably in digital format, to the representative assigned to the Centre by the Accreditation Commission

- Members of the ACLES Association:

1. The application form to participate in the accreditation program from the Centre or university. This is available on the ACLES web page.
2. The Collaboration agreement between ACLES and the university.
3. A specimen copy of the certificate to be issued by the Centre.
4. Specifications of the exams, evaluation criteria, correction criteria and administration guide.
5. Example of the exam or the tasks.
6. Any changes that have taken place to the documents or the procedures during the accredited period must be communicated to the representative of the zone.

- Those institutions that are not members of ACLES:

In addition to the above-mentioned documents, the applying university should submit a brief report outlining the status and characteristics of the institution. The person in charge should be

identified and a statement of commitment should be included, undertaking to have qualified personnel available for the supervision of examinations.

✔ The first examination session conducted as an ACLES institution will be supervised by a person external to the institution who will be designated by ACLES.

✔ All applications for accreditation will be resolved by the ACLES Accreditation Commission no later than three months after the date of receipt of application.

Once a Centre has been accredited as a certifying institution it must undertake to fulfil the following requirements:

✔ The representative of the Accreditation Commission must be kept fully informed about evaluation and certification training programmes organised by the Centre.

✔ A copy of the examinations conducted, by level and language, together with marking criteria, should be made available to ACLES twice a year for the test validation process.

✔ A fixed fee for the accreditation of the administrative procedures must be paid to ACLES together with an additional fee that will vary depending on the number of examination sessions and the languages and levels certified.

✔ A person shall be appointed or authorised each year to liaise with the representative of the Accreditation Commission on matters concerning certification.

✔ Records must be kept of all examinations held. These should indicate languages, levels examined and results, and may be subject to verification by the ACLES Accreditation Commission.

✔ Centres must pay a minimum of 2 days' travel and living expenses for at least 2 ACLES auditors (in accordance with regulations in force at the university of the Centre concerned), should a visit to the accredited Centre be required following an audit by the ACLES Accreditation Commission.

✔ Centres must designate at least one representative to attend

meetings on certification convened by ACLES.

✔ Centres should have at their disposal a team of examiners to be responsible for the planning, organisation and monitoring of examinations and resolve any incidents that may arise.

✔ Examination results should be available within a maximum period of 30 days and certificates within a maximum of 90 days (30 + 60 days).

Once the two-year accreditation period has expired, applications for reaccreditation as a certifying institution must be submitted on the date established by the ACLES Advisory Committee. Applications for reaccreditation should include the list of languages and levels to be certified.

Failure to adhere to any of the guidelines established by ACLES with respect to examination procedures and other requirements may lead to the suspension of the status as a certifying institution. In the event of this happening, the ACLES Accreditation Commission will notify the Centre within a maximum period of one month from the date on which the breach occurred, giving reasons for the suspension and establishing a time period and a series of conditions for recertification of the institution. If these conditions are not fulfilled, the Centre will lose its accreditation as a certifying centre.

* On an annual basis, the Centres must provide to the representative of the zone a list of the certificates issued with the following information in Excel format:

• Centre   • National Identity Number (DNI)   • Level   • registration number   • Language

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Process standards

Administration of examinations

✔ The contents, structure and marking criteria of the examinations should be made known to the examinees sufficiently in advance.

✔ Examination review procedures must be made public and comply with the regulations of each institution.

✔ Each institution may choose the format in which the examination is conducted.

✔ Examinations will remain exclusively at the disposal of the institutions and ACLES, not the examinees.

✔ Centres will provide facilities for examinees with special needs.

Examination contents, structure and marking criteria

✔ Examination contents and marking criteria should correspond to Common European Framework of Reference descriptors.

✔ Tasks and materials taken from previously published examinations may not be used.

✔ The four macro skills (oral and written production, oral and written comprehension) will be assessed either together or separately. Tasks related to use of the language may also be included.

✔ All examination tasks, with the possible exception of use of the language, will be based on real life tasks, and, as far as possible, textual material will be taken from real sources, depending on the level to be evaluated.

✔ Whatever the level being certified, the duration of examinations will be no less than 70 minutes and no more than 250 minutes.

✔ Where possible, the oral examination will consist of an interview with two examiners.

✔ Tests of written and oral production will be evaluated, where possible, by two examiners, in accordance with the procedures established by the Centre.

✔ A table showing examination structure according to level and skill is

included as an appendix for guidance and standardisation.

✔ Marking criteria established by the universities concerned will be respected; use of the scale in Appendix 1 is recommended.

Certification

✔ A certificate will only be awarded if the required level is satisfied.

✔ The certificate will show the language examined, the recognised level attained (based on CEFR), date of the test and, where appropriate, a breakdown of skills.

✔ It is recommended that a final mark equal to or exceeding 60% of the total possible points be required to certify that the overall level has been achieved, (with 50% being the minimum) provided that a minimum of 50% of the possible mark has been attained in each skill.

✔ Certification procedures will be in compliance with the Personal Data Protection Act.

Accreditation Commission

Quality guarantee

In parallel with the ACLES accreditation model, the quality and veracity of certificates issued by the Centres are regulated and guaranteed by the ACLES Accreditation Commission, which accredits Centres wishing to be ACLES certifying centres and verifies that the requirements of the Association with regard to examinations are being met.

Four geographical accreditation zones for have been established for organisational purposes. Nevertheless, as far as the Association is concerned, the ultimate aim is that these zones should foster collaboration between Centres on different aspects of language skill accreditation (whether examination-based or based on other methods established by individual universities, such as the use of similar protocols for recognising the B1 level of the master's degree in secondary school teaching), and the harmonisation of equivalence tables for examination certification, evaluation training and examination validation.

The functions of the different members of the Accreditation Commissions have also been established.

As can be observed from the regulations, each university taking part in the project will have its own representative on the Accreditation Commission, who will be advised by a professional evaluation specialist.

Rules and Regulations

1. Constitution of the Accreditation Commission (AC)

   1.1. Only full members of the ACLES Association can form part of the Accreditation Commission.

   1.2. Four geographical zones have been established for accreditation purposes:

   - Zone 01: Catalonia, Community of Valencia and the Balearic Islands
   - Zone 02: Andalusia, Murcia, the Canary Islands, Ceuta and

Melilla

- Zone 03: Madrid, Extremadura, Castilla-la Mancha, Navarra and Aragon
- Zone 04 Galicia, Asturias, Cantabria, the Basque Country and Castilla y León

1.3. The AC will consist of five members: a representative of the ACLES Executive Committee, one representative from each of the four geographical zones. More members may be added as the number of applications for accreditation increases.

1.4. The Presidency of the AC will always be held by the person that represents the ACLES Executive Committee.

1.5. Representatives from each geographical zone will be appointed by the ACLES Executive Committee at the proposal of the Centres and at appropriate intervals. They will be responsible for liaising with the Centres in their zone. A representative of a zone cannot evaluate his or her own Centre for accreditation purposes.

1.6. A renowned European association recognised in the field of evaluation may act as advisor to the AC in the test validation.

2. Functions

2.1. Functions of the Accreditation Commission:

2.1.1. To establish periods of application for accreditation and reaccreditation as ACLES Certifying Centres.

2.1.2. To confirm or reasonably reject applications for accreditations. The AC will meet at least once every six months for this purpose.

2.1.3. To appoint representatives in each geographical zone and designate the Centres they will represent.

2.1.4. To keep records of all examinations held. These will indicate Centre, registration number, identification number (DNI) language and level. The results and marking criteria may be subject to verification by the AC.

2.1.5. To arrange for audits of the accredited Centres.

2.1.6. To decide on whether a Centre should lose its certifying status, once the arguments of the corresponding representative have been heard, in cases where the guidelines or conditions of accreditation have not been fulfilled.

2.1.7. Propose to the Executive Committee the fixed fee for the accreditation of the administrative procedure, the variable fee depending on the languages and levels certified, and the fees for the institutions that are not members of ACLES.

2.1.8. To convene meetings and recommend training workshops to the Certifying Centres.

2.1.9. To undertake the process of test validation.

2.2. Function of the representatives:

2.2.1. To inform and advise Centres on the requirements necessary for becoming a Certifying Centre.

2.2.2. To receive applications for accreditation from Centres assigned by the AC.

2.2.3. To evaluate the documentation received and check that all the requirements for a Certifying Centre are met.

2.2.4. To propose accreditation to the AC of Centres in his or her zone.

2.2.5. To notify Centres of the results of the accreditation process within three months of receipt of the accreditation application. In the event of accreditation being denied, the Centre must be informed of the reasons for refusal and be given a period of two months to rectify the situation.

2.2.6. To monitor compliance with the guidelines and conditions of accreditation.

2.2.7. To inform the AC if any Centre does not comply with ACLES guidelines for holding examinations or other

requirements for a certifying institution.

2.2.8. To take the minutes of any meetings held in the assigned Centres.

2.2.9. To receive a digitally formatted model of examinations held, by level and by language, with the purpose of carrying out the test validation process.

2.2.10. To visit the assigned Centres for verification purposes during the examination period when recommended by the AC.

2.3. Functions of the AC President

2.3.1. To liaise with the ACLES Executive Committee

2.3.2. To convene AC meetings.

2.3.3. To take the minutes at AC meetings.

Appendix 1

Marking scale

Examination structure

Marking scale

Marks are awarded on a scale of 0 to 10 points (100%) expressed to one decimal point:

✔ Between 5.0 and 6.9 points (50%-69% of total marks possible) = PASS.

✔ Between 7.0 and 8.9 points (70%-89% of total marks possible) = MERIT.

✔ Between 9.0 and 10 points (90%-100% of total marks possible) = DISTINCTION.

Examination structure*

	Sections			Instructions
	Skills		Time	
A1 70-110 min.	Oral production	Monologue and directed questions	10-15 minutes	Instructions in mother tongue
	Listening comprehension	Very short audio documents that can be adapted	10-15 minutes	
	Written production	Various written expression activities; these may include language use activities	20-30 minutes	
	Reading comprehension	Various reading comprehension activities	30-50 minutes	

	Sections			Instructions
	Skills		Time	
B2 155-220 min.	Oral production	Monologue and interaction between pairs	15-20 minutes	Instructions in target language
	Listening comprehension	2/3 audio/video documents of 5 minutes maximum length – 2 listenings per document	30-40 minutes	
	Written production	2 written compositions of different typologies with a minimum total length of 300 words	70-90 minutes	
	Reading comprehension	Minimum of 2 real documents	60-70 minutes	

Level	Skill	Description	Time	Instructions
A2 90-130 min.	Oral production	Monologue and directed questions	10-15 minutes	Instructions in mother tongue
	Listening comprehension	Short audio documents that can be adapted	10-15 minutes	
	Written production	Various written expression activities; these may include language use activities	30-40 minutes	
	Reading comprehension	Various reading comprehension activities	40-60 minutes	
B1 155-220 min.	Oral production	Monologue and interaction between pairs	15-20 minutes	Instructions in target language
	Listening comprehension	From 2 audio/video documents of 5	30-40 minutes	

Level	Skill	Description	Time	Instructions
C1 195-250 min.	Oral production	Monologue and interaction between pairs	15-20 minutes	Instructions in target language
	Listening comprehension	From several real audio/video documents lasting 30 minutes	30-40 minutes	
	Written production	2 written compositions of different typologies with a minimum total length of 400 words	90-120 minutes	
	Reading comprehension	From real documents	60-70 minutes	
C2 195-250 min.	Oral production	In progress	15-20 minutes	Instructions in target language
	Listening comprehension	In progress	30-40 minutes	
	Written production	In progress	90-120 minutes	
	Reading comprehension	In progress	60-70 minutes	

		minutes maximum length – 2 listenings per document							
	Written production	Production of 2 written texts of different typologies with a minimum total length of 250 words	60-80 minutes						
	Reading comprehension	2 real documents with a minimum of 900 words	50-60 minutes						

* Levels B1-C2 may also include the use of the language.

Appendix 2. Tables of certificates valid for level accreditation and their correspondence with the CEFR

✔ The tables of valid certificates will be reviewed by ACLES annually, during the month of July, and will be published before the start of the academic year.

✔ ACLES may grant provisional recognition of other certificates admitted during the academic year by member institutions of the Association.

✔ Certificates that do not cover all four skills will not be recognized under any circumstances.

English

Official certificates accepted by ACLES and their correspondence to the Common European Framework of Reference for Languages.

Type of certificate	A1	A2	B1	B2	C1	C2
CERTIFICATES FROM SPANISH UNIVERSITIES ACCEPTED BY ACLES	CertAclesA1	CertAclesA2	CertAcles B1	CertAcles B2	CertAcles C1	CertAcles C2
Certificates accepted by UNICERT		Basis	Level 1	Level 2	Level 3/4	
Certificates accepted by CLES			CLES 1	CLES 2	CLES 3	
ESCUELA OFICIAL DE IDIOMAS (R.D. 1629/2006)		BASICO 2	INTERMEDIO 2	AVANZADO 2		
ESCUELA OFICIAL DE IDIOMAS (R.D. 967/1988)			3º CURSO CICLO ELEMENTAL	2º CURSO CICLO SUPERIOR		
CAMBRIDGE: GENERAL ENGLISH EXAMS		KEY ENGLISH TEST (KET)	PRELIMINARY ENGLISH TEST (PET)	FIRST CERTIFICATE IN ENGLISH (FCE)	CERTIFICATE IN ADVANCED ENGLISH (CAE)	CERTIFICATE OF PROFICIENCY IN ENGLISH (CPE)
CAMBRIDGE: BUSINESS ENGLISH CERTIFICATES (BEC)			BEC 1: Preliminary	BEC 2: Vantage	BEC 3: Higher	
CAMBRIDGE: INTERNATIONAL CERTIFICATE IN FINANCIAL ENGLISH (ICFE)				ICFE Vantage	ICFE: Effective Operational Proficiency	
CAMBRIDGE: INTERNATIONAL LEGAL ENGLISH CERTIFICATE (ILEC)				ILEC Vantage	ILEC: Effective Operational Proficiency	
CAMBRIDGE: INTERNATIONAL ENGLISH LANGUAGE TESTING SERVICE (IELTS)		3,5	4,0-5,0	5,5-6,5	7,0-8,0	8,5+
BUSINESS LANGUAGE TESTING SERVICE (BULATS) (REQ. PASSING MARK IN THE FOUR SKILLS)		20-39	40-59	60-74	75-89	90-100
TEST OF ENGLISH AS A FOREIGN LANGUAGE - INTERNET BASED (TOEFL iBT)			57-86	87-109	110-120	
TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATIONS (TOEIC) (REQ. PASSING MARK IN THE FOUR SKILLS)						
LISTENING*	60-105	110-270	275-395	400-485	490-495	
READING*	60-110	115-270	275-380	385-450	455-495	
SPEAKING*	50-80	90-110	120-150	160-190	200	

WRITING*	30-60	70-110	120-140	150-190	200	
THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2	TELC C1	
TRINITY COLLEGE: INTEGRATED SKILLS IN ENGLISH (ISE)		ISE 0	ISE I	ISE II	ISE III	ISE IV
UNIVERSITY OF MICHIGAN				CERTIFICATE OF COMPETENCY IN ENGLISH (ECCE)		CERTIFICATE OF PROFICIENCY IN ENGLISH (ECPE)
LONDON CHAMBER OF COMMERCE			ENGLISH FOR TOURISM /JETSET ESOL B1/ ELSA B1			
PEARSON TEST OF ENGLISH PTE - (GENERAL) Formerly LONDON TEST OF ENGLISH (LTE)			LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
PEARSON TEST OF ENGLISH PTE - (ACADEMIC) Formerly LONDON TEST OF ENGLISH (LTE)			43-58	59-75	76-84	85+
ANGLIA EXAMINATIONS (REQ. PASSING MARK IN THE FOUR SKILLS)		Elementary Practical Business	Intermediate Intermediate Business English	Advanced Advanced in Business English	AcCEPT Proficiency	Masters Proficiency in Business English

* Levels B1-C2 may also include the use of the language.

French

Official certificates accepted by ACLES and their correspondence to the Common European Framework of Reference for Languages.

Type of certificate	A1	A2	B1	B2	C1	C2
CERTIFICATES FROM SPANISH UNIVERSITIES ACCEPTED BY ACLES	CertAcles A1	CertAcles A2	CertAcles B1	CertAcles B2	CertAcles C1	CertAcles C2
Certificates accepted by UNICERT		Basis	Level 1	Level 2	Level 3/4	
Certificates accepted by CLES			CLES 1	CLES 2	CLES 3	
ESCUELA OFICIAL DE IDIOMAS (R.D. 1629/2006)		BASICO 2	INTERMEDIO 2	AVANZADO 2		
ESCUELA OFICIAL DE IDIOMAS (R.D. 967/1988)			3º CURSO CICLO ELEMENTAL	2º CURSO CICLO SUPERIOR		
CENTRE INTERNATIONAL D'ÉTUDES PEDAGOGIQUES: DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DELF)	DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE A1 (DELF A1)	DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE A2 (DELF A2)	DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE B1 (DELF B1)	DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE B2 (DELF B2)	DIPLÔME APPROFONDIE DE LANGUE FRANÇAISE C1 (DALF C1)	DIPLÔME APPROFONDIE DE LANGUE FRANÇAISE C2 (DALF C2)
CENTRE INTERNATIONAL D'ÉTUDES PEDAGOGIQUES: TEST DE CONNAISSANCE DE FRANÇAIS (TCF)	TCF NIVEAU 1 (A1): 100-199pts	TCF NIVEAU 2 (A2): 200-299pts	TCF NIVEAU 3 (B1): 300-399pts	TCF NIVEAU 4 (B2): 400-499pts / TCF-DAP (DEMANDED'ADMISSION PRÉALABLE)	TCF NIVEAU 5 (C1): 500-599pts	TCF NIVEAU 6 (C2): 600-699pts
ALLIANCE FRANÇAISE		CERTIFICAT D'ÉTUDES EN FRANÇAIS PRATIQUE 1 (CEFP 1)	CERTIFICAT D'ÉTUDES EN FRANÇAIS PRATIQUE 2 (CEFP 2)	DIPLÔME DE LANGUE FRANÇAISE (DLF)	DIPLÔME SUPÉRIEURE D'ÉTUDES FRANÇAISES MODERNES (DS)	DIPLÔME DE HAUTES ÉTUDES FRANÇAISES (DHEF)
BUSINESS LANGUAGE TESTING SERVICE (BULATS) (REQ. PASSING MARK IN THE FOUR SKILLS)		20-39	40-59	60-74	75-89	90-100
CH. DE COMMERCE ET D'INDUSTRIE: TEST D'EVALUATION DE FRANÇAIS (TEF)	TEF 1: 69-203 pts	TEF 2: 204-360 pts	TEF 3: 361-540 pts	TEF 4: 541-698 pts	TEF 5: 699-833 pts	TEF 6: 834-900 pts
THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2		
CENTRE DE LANGUE FRANÇAISE: DIPLÔMES DE FRANÇAIS PROFESSIONEL (DFP) SPÉCIALITÉS			DFP SECRÉTARIAT B1 / DFP TOURISME B1 / DFP SCIENTIFIQUE B1	DFP SECRÉTARIAT B2 / DFP MÉDICAL B2 / DFP JURIDIQUE B2		
CENTRE DE LANGUE FRANÇAISE: DIPLÔMES DE FRANÇAIS PROFESSIONEL (DFP) AFFAIRES				DFP AFFAIRES B2	DFP AFFAIRES C1	DFP AFFAIRES C2
CENTRE DE LANGUE FRANÇAISE: DIPLÔMES DE FRANÇAIS PROFESSIONEL (DFP) GÉNÉRALISTES		DFP A2	DFP B1			

German

Official certificates accepted by ACLES and their correspondence to the Common European Framework of Reference for Languages.

Type of certificate	A1	A2	B1	B2	C1	C2
CERTIFICATES FROM SPANISH UNIVERSITIES ACCEPTED BY ACLES	CertAcles A1	CertAcles A2	CertAcles B1	CertAcles B2	CertAcles C1	CertAcles C2
Certificates accepted by UNICERT		Basis	Level 1	Level 2	Level 3/4	
Certificates accepted by CLES			CLES 1	CLES 2	CLES 3	
ESCUELA OFICIAL DE IDIOMAS (R.D. 1629/2006)		BASICO 2	INTERMEDIO 2	AVANZADO 2		
ESCUELA OFICIAL DE IDIOMAS (R.D. 967/1988)			3º CURSO CICLO ELEMENTAL	2º CURSO CICLO SUPERIOR		
DEUTSCHE SPRACHPRÜFUNG FÜR DEN HOCHSCHUL-ZUGANG (DSH)				DSH-1	DSH-2(Ant. PRÜFUNG ZUM NACHWEIS DEUTSCHER SPRACHE- PNdS)	DSH-3
DEUTSCHE SPRACHDIPLOM DER KULTURMINISTERKONFERENZ (DSD)		DSD-A2	DSD I		DSD II	
GOETHE-INSTITUT	START DEUTSCH 1 (SD1)	START DEUTSCH 2 (SD2)	ZERTIFIKAT DEUTSCH (ZD)	GOETHE-ZERTIFIKAT B2	GOETHE-ZERTIFIKAT C1	ZENTRALE OBERSTUFENPRÜFUNG (ZOP)
	FIT IN DEUTSCH 1 (Fit 1)	FIT IN DEUTSCH 2 (Fit 2)	ZERTIFIKAT DEUTSCH FÜR JUGENDLICHE (ZD j)	ZERTIFIKAT DEUTSH FÜR DEN BERUF (ZDfB)	PRÜFUNG WIRTSCHAFTSDEUTSCH INTERNATIONAL (PWD)	KLEINES DEUTSCHES SPRACHDIPLOM (KDS)
THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC DEUTSCH A1	TELC DEUTSCH A2 / A2 +BERUF	TELC DEUTSCH B1 / B1 +BERUF / B1 SCHULE	TELC DEUTSCH B2 / B2 BERUF / B2 +BERUF	TELC DEUTSCH C1	
TESTDAF-INSTITUT			TESTDAF-NIVEAUSTUFE 3 (TDN3) (B1+)	TESTDAF-NIVEAUSTUFE 4 (TDN4) (B2+)	TESTDAF-NIVEAUSTUFE 5 (TDN5)	
BUSINESS LANGUAGE TESTING SERVICE (BULATS) (REQ. PASSING MARK IN THE FOUR SKILLS)		20-39	40-59	60-74	75-89	90-100
ÖSTERREICHISCHES SPRACHDIPLOM DEUTSCH (ÖSD)	A1 GRUNDSTUFE DEUTSCH 1 (GD 1)	A2 GRUNDSTUFE DEUTSCH 2 (GD 2)	B1 ZERTIFIKAT DEUTSCH (ZD)	B2 MITTELSTUFE DEUTSCH (MD)	C1 OBERSTUFE DEUTSCH (OD)	C2 WIRTSCHAFTSSPRACHE DEUTSCH (WD)
	A1 KOMPETENZ IN DEUTSCH 1 (KD 1)	A2 KOMPETENZ IN DEUTSCH 2 (KD 2)	B1 ZERTIFIKAT DEUTSCH FÜR JUGENDLICHE (ZDj)			

Italian

Official certificates accepted by ACLES and their correspondence to the Common European Framework of Reference for Languages.

Type of certificate	A1	A2	B1	B2	C1	C2
CERTIFICATES FROM SPANISH UNIVERSITIES ACCEPTED BY ACLES	CertAcles A1	CertAcles A2	CertAcles B1	CertAcles B2	CertAcles C1	CertAcles C2
Certificates accepted by UNICERT		Basis	Level 1	Level 2	Level 3/4	
Certificates accepted by CLES			CLES 1	CLES 2	CLES 3	
ESCUELA OFICIAL DE IDIOMAS (R.D. 1629/2006)		BASICO 2	INTERMEDIO 2	AVANZADO 2		
ESCUELA OFICIAL DE IDIOMAS (R.D. 967/1988)			3º CURSO CICLO ELEMENTAL	2º CURSO CICLO SUPERIOR		
CERTIFICATO DI CONOSCENZA DELLA LINGUA ITALIANA (CELI)	CELI – IMPATTO	CELI 1	CELI 2	CELI 3	CELI 4	CELI 5
CERTIFICAZIONE DELL'ITALIANO COMMERCIALE (CIC)			CIC 1		CIC A	
CERTIFICAZIONE DI ITALIANO COME LINGUA STRANIERA (CILS)	CILS A1	CILS A2	CILS Uno B1	CILS Due B2	CILS Tre C1	CILS Quattro C2
ACCADEMIA ITALIANA DI LINGUA (AIL)		DELI	DILI I / DILC	DILI II	DALI / DALC	
PROGETTO LINGUA ITALIANA DANTE ALIGHIERI (PLIDA)	PLIDA A1	PLIDA A2	PLIDA B1	PLIDA B2	PLIDA C1	PLIDA C2
THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2		

Spanish

Official certificates accepted by ACLES and their correspondence to the Common European Framework of Reference for Languages.

Type of certificate	A1	A2	B1	B2	C1	C2
CERTIFICATES FROM SPANISH UNIVERSITIES ACCEPTED BY ACLES	CertAcles A1	CertAcles A2	CertAcles B1	CertAcles B2	CertAcles C1	CertAcles C2
Certificates accepted by UNICERT		Basis	Level 1	Level 2	Level 3/4	
Certificates accepted by CLES			CLES 1	CLES 2	CLES 3	
ESCUELA OFICIAL DE IDIOMAS (R.D. 1629/2006)		BASICO 2	INTERMEDIO 2	AVANZADO 2		
ESCUELA OFICIAL DE IDIOMAS (R.D. 967/1988)			3º CURSO CICLO ELEMENTAL	2º CURSO CICLO SUPERIOR		
BUSINESS LANGUAGE TESTING SERVICE (BULATS) (REQ. PASSING MARK IN THE FOUR SKILLS)		20-39	40-59	60-74	75-89	90-100
INSTITUTO CERVANTES - DIPLOMAS DE ESPAÑOL COMO LENGUA EXTRANJERA (DELE)	Nivel A1	Nivel A2	Nivel B1	Nivel B2	Nivel C1	Nivel C2
THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2		

Other languages

Official certificates accepted by ACLES and their correspondence to the Common European Framework of Reference for Languages.

Type of certificate	A1	A2	B1	B2	C1	C2
CERTIFICATES FROM SPANISH UNIVERSITIES ACCEPTED BY ACLES	CertAcles A1	CertAcles A2	CertAcles B1	CertAcles B2	CertAcles C1	CertAcles C2
Certificates accepted by UNICERT		Basis	Level 1	Level 2	Level 3/4	
Certificates accepted by CLES			CLES 1	CLES 2	CLES 3	
CHINESE HANYU SHUIPING KAOSHI (HSK) (REQ. PASSING MARK IN THE FOUR SKILLS)			HSK 3	HSK 4	HSK 5	HSK 6
GREEK: CENTRE FOR THE GREEK LANGUAGE - CERTIFICATE OF ATTAINMENT IN MODERN GREEK		LEVEL A'	LEVEL B'	LEVEL C'	LEVEL D'	
GREEK: VEVEOSI ELLINOMATHEIAS			ELEMENTAL	VANTAGE		
PORTUGUESE: INSTITUTO CAMOES Y UNIVERSIDAD DE LISBOA		CERTIFICADO INICIAL DE PORTUGUÊS LÍNGUA ESTRANGEIRA (CIPLE)	DIPLOMA ELEMENTAR DE PORTUGUÊS LÍNGUA ESTRANGEIRA (DEPLE)	DIPLOMA INTERMEDIO DE PORTUGUÊS LÍNGUA ESTRANGEIRA (DIPLE)	DIPLOMA AVANZADO DE PORTUGUÊS LÍNGUA ESTRANGEIRA (DAPLE)	DIPLOMA UNIVERSITÁRIO DE PORTUGUÊS LÍNGUA ESTRANGEIRA (DUPLE)
PORTUGUESE: THE EUROPEAN LANGUAGE CERTIFICATES (TELC)			TELC B1			
ROMANIAN: THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2		
RUSSIAN: STATE TESTING SYSTEM IN THE RUSSIAN LANGUAGE FOR FOREIGNERS	ELEMENTARNYJ	BAZOVYJ	PERVYJ	VTOROI	TRETIJ	CHETVERTYJ
RUSSIAN: THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2		
TURKISH: THE EUROPEAN LANGUAGE CERTIFICATES (TELC)	TELC A1	TELC A2	TELC B1	TELC B2		

Anexo 3. EALTA

EALTA Guidelines for Good Practice
in Language Testing and Assessment

The EALTA Executive Committee appointed a Working Group to review and revise the draft Code of Practice received from the ENLTA Project. The task of the Working Group was to develop a code of practice or set of guidelines for good practice in testing and assessment which is appropriate to EALTA and its mission.

The EALTA Mission Statement is as follows:

> The purpose of EALTA is to promote the understanding of theoretical principles of language testing and assessment, and the improvement and sharing of testing and assessment practices throughout Europe.

The rationale for the Guidelines adopted by the Working Group was the following:

Europe is a multilingual continent, where the diversity of languages, cultures and traditions is highly valued. Part of such diversity is diversity in education systems and assessment traditions and values.

Consequently, EALTA members will strive to adhere to the principles of transparency, accountability and quality appropriate to their particular contexts and spheres of professional involvement in language testing and assessment.

Reflecting its policy of inclusiveness, EALTA wishes to serve the needs of a very broad membership. EALTA´s guidelines for good practice in testing and assessment are accordingly addressed primarily to three different audiences: those involved in (a) the training of teachers in testing and assessment, (b) classroom testing and assessment, and (c) the development of tests in national or institutional testing units or centres.

For all these groups, a number of general principles apply: respect for the students/examinees, responsibility, fairness, reliability, validity and collaboration among the parties involved. These general principles are laid out in relevant existing codes of practice, which EALTA members are encouraged to consult in order to further inform the professionalism and quality of their work. Please refer to the following links:

http://www.iltaonline.com/code.pdf
http://www.alte.org/quality_assurance/index.cfm
http://www.qca.org.uk/15990.html
http://www.apa.org/science/standards.html
http://www.apa.org/science/FinalCode.pdf

EALTA's own guidelines to good practice in language testing and assessment are as follows:

A. Considerations for teacher pre-service and in-service training in testing and assessment

EALTA members involved in teacher training related to testing and assessment will clarify to themselves and appropriate stakeholders (trainees, practising teachers, curriculum developers):

1. How relevant is the training to the assessment context of the trainees?
2. How aware are trainees made of the range of assessment procedures appropriate to their present or future needs?
3. How clearly are the principles of testing and assessment (e.g. validity, reliability, fairness, washback) related to the trainees´ context?
4. What is the balance between theory and practice in the training?
5. How far are the trainees involved in developing, trialling and evaluating assessment procedures?
6. How far are trainees involved in marking or assessing student performances?
7. What attention is given to the appropriate analysis of assessment results?
8. What account is taken of trainees' views on the appropriacy and accuracy of assessment procedures?
9. How far do assessment procedures used to evaluate the trainees follow the principles they have been taught?

B. Considerations for classroom testing and assessment

EALTA members involved in classroom testing and assessment will clarify to themselves and appropriate stakeholders (especially pupils/students and as far as possible parents):

1. ASSESSMENT PURPOSE(S) AND SPECIFICATION

1. What is the purpose of the assessment?
2. How does the assessment purpose relate to the curriculum?
3. Are there any test specifications?
4. How well is the curriculum covered?
5. How are the assessment purposes and specifications made known and discussed?

2. ASSESSMENT PROCEDURES

1. Who designs the assessment procedures?
2. How appropriate are the assessment procedures to the learners?
3. How is information on students´ learning collected?
4. How is information on students´ learning assessed and stored?
5. What efforts are made to ensure that the assessment results are accurate and fair?
6. What efforts are made to promote agreement in marking practices across teachers and schools?
7. What account is taken of students' views on the assessment procedures?

3. CONSEQUENCES

1. What use is made of the results?
2. What action(s) will be taken to improve learning?
3. What kind of feedback do students get?
4. What processes are in place for students or their guardians to make complaints or seek re-assessments?
5. What are the consequences of the assessment procedures for classroom practices?
6. What are the consequences of the results of the assessment for learners?

C. Considerations for test development in national or institutional testing units or centres

EALTA members involved in test development will clarify to themselves and appropriate stakeholders (teachers, students, the general public), and provide answers to the questions listed under the headings below. Furthermore, test developers are encouraged to engage in dialogue with decision makers in their institutions and ministries to ensure that decision makers are aware of both good and bad practice, in order to enhance the quality of assessment systems and practices.

1. TEST PURPOSE AND SPECIFICATION

1. How clearly is/are test purpose(s) specified?
2. How is potential test misuse addressed?
3. Are all stakeholders specifically identified?
4. Are there test specifications?
5. Are the specifications for the various audiences differentiated?
6. Is there a description of the test taker?
7. Are the constructs intended to underlie the test/subtest(s) specified?
8. Are test methods/tasks described and exemplified?
9. Is the range of student performances described and exemplified?
10. Are marking schemes/rating criteria described?
11. Is test level specified in CEFR terms? What evidence is provided to support this claim?

2. TEST DESIGN and ITEM WRITING

1. Do test developers and item writers have relevant experience of teaching at the level the assessment is aimed at?
2. What training do test developers and item writers have?
3. Are there guidelines for test design and item writing?
4. Are there systematic procedures for review, revision and editing of items and tasks to ensure that they match the test specifications and comply with item writer guidelines?
5. What feedback do item writers receive on their work?

3. QUALITY CONTROL and TEST ANALYSES

1. What quality control procedures are applied?
2. Are the tests piloted?
3. What is the normal size of the pilot sample, and how does it compare with the test population?

4. What information is collected during piloting? (teachers´opinions, students´ opinions, results,…)
5. How is pilot data analysed?
6. How are changes to the test agreed upon after the analyses of the evidence collected in the pilot?
7. If there are different versions of the test (e.g., year by year) how is the equivalence verified?
8. Are markers trained for each test administration?
9. Are benchmarked performances used in the training?
10. Is there routine double marking for subjectively marked tests? Is inter and intra-rater reliability calculated?
11. Is the marking routinely monitored?
12. What statistical analyses are used?
13. What results are reported? How? To whom?
14. What processes are in place for test takers to make complaints or seek re-assessments?

4. TEST ADMINISTRATION

1. What are the security arrangements?
2. Are test administrators trained?
3. Is the test administration monitored?
4. Is there an examiner's report each year or each administration?

5. REVIEW

1. How often are the tests reviewed and revised?
2. Are validation studies conducted?
3. What procedures are in place to ensure that the test keeps pace with changes in the curriculum?

6. WASHBACK

1. Is the test intended to initiate change(s) in the current practice?
2. What is the washback effect? What studies have been conducted?
3. Are there preparatory materials?
4. Are teachers trained to prepare their students for the test/exam?

7. LINKAGE TO THE COMMON EUROPEAN FRAMEWORK

1. What evidence is there of the quality of the process followed to link tests and examinations to the Common European Framework?
2. Have the procedures recommended in the Manual and the Reference Supplement been applied appropriately?
3. Is there a publicly available report on the linking process?