



Pearson

Top Notch with MyEnglishLab

Efficacy Research Report

April 3 2018



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The corpus of research for this product includes research conducted by our in-house researchers in partnership with customers, and research conducted by third party researchers. All research included in this report meets the standards we have set out for our own efficacy research. These are informed by and aligned with guidance on educational research quality provided by organisations, such as the American Educational Research Association and the What Works Clearinghouse.

Efficacy statements in this report are subject to independent assurance by PricewaterhouseCoopers LLP (PwC). The PwC assurance report is on page 24 and further details can be found in the [Pearson Efficacy Reporting Framework dated April 3 2018](#)

Introduction

In 2013, Pearson made a commitment to efficacy: to identify the outcomes that matter most to students and educators, and to have a greater impact on improving them. Our aspiration is to put learners at the heart of the Pearson strategy; our goal, to help more learners, learn more. Part of our commitment was to publish research regarding the impact of the use of our products on outcomes, and to have the outcomes subject to independent audit. We call this efficacy reporting. There is no rulebook for how to do this, no model to follow. We've had to learn fast during this journey, we've sought guidance from others including external expertise, and we are now some, but not yet all of the way there.

The road taken and the milestone reached

In a first for the education sector, we have published audited efficacy reports on some of our most widely used products. Together, these products represent 18 million learners. This Research Report includes independently audited efficacy statements that have been prepared using the [Pearson Efficacy Reporting Framework dated April 3 2018](#) — which we have used consistently for the Pearson products we are reporting on.

We have sought to use the efficacy reporting process to amplify existing non-Pearson peer reviewed research about our products. We've also sought to foster innovation in efficacy research by conducting new research and placing value on a range of research methods — including implementation studies, correlational and causal designs — ensuring data is collected, analysed and presented to agreed standards at the appropriate stages in each product's lifecycle. The research conducted for this report, and the efficacy statements produced as a result, are designed based on international best practices such as those set out by the American Education Research Association and the What Works Clearinghouse. We have synthesised these into a set of standards we hold ourselves accountable for in our research and reporting. These are set out in the [Pearson Efficacy Reporting Framework dated April 3 2018](#).

Furthermore, we adhere to the same peer-review processes as other high quality research in the education sector. Our work was independently reviewed and validated by SRI International, a well-known non-profit research center, and shared for discussion at research conferences organised by, among others, the American Education Research Association.

Our body of research contains evidence of statistically significant relationships between the use of our products and learner outcomes like student achievement. We want to be clear, though, that efficacy is not a quality a digital product can possess in and of itself. We recognise that implementation — the way a product is integrated into teaching and learning — also has a significant impact on the outcomes that can be achieved. Our reports do not yet capture the full range of intended product outcomes, nor the variety of different ways of implementing our products. What we do know is that the more we can engage with our customers about best practices that can support the integration of learning technologies into their teaching, the more likely they will be to achieve their desired outcomes.

We have commissioned PricewaterhouseCoopers LLP ('PwC') to audit the efficacy statements set out in our Research Reports. This is to demonstrate that the statements accurately reflect the research that has been carried out. PwC's audit report can be found at the end of this document.

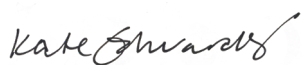
The journey ahead

Delivering on our reporting commitment has never been our ultimate goal; what matters most to us is helping more learners, learn more. Our aspiration is to explore what works, for whom, and why; and to encourage discussion about questions such as: What outcomes matter most to students? What should teaching and learning look like? What evidence should we apply to its design? And how should we evaluate impact?

We are excited to continue partnering with educators and others in the field in order to better understand how interactions between educators, students and learning technology can enhance outcomes. We have also been energised to see others in the education sector begin to focus on efficacy and research — though we recognise that their application in education is still nascent. In order to accelerate the emergence of its full potential we are already developing new ways of partnering with educators, researchers and institutions so we can advance this work together. In doing so, we will continue to advocate for the need to apply rigorous evidence to improve the outcomes of teaching and learning, while also seeking to ensure that evidence captures customers' experiences and is relevant and useful to educators in their practice.

Special thanks

We want to thank all the educators, students, research institutions and organisations we have collaborated with to date. We are spurred on by the growing number of opportunities for us to learn from others in the sector who are beginning to tackle the same challenges. If you are interested in partnering with us on future efficacy research, have feedback or suggestions for how we can improve, or want to discuss your approach to using or researching our products, we would love to hear from you at efficacy@pearson.com. If we, as a sector, tackle this together, we will help more learners learn more.



Kate Edwards

Senior Vice President,
Efficacy and Research, Pearson
April 3 2018

Findings in brief

Following the integration of an online homework tool — MyEnglishLab (MEL) — into our English courseware products, Pearson sought to explore how one of these products, Top Notch, was being implemented with MyEnglishLab and perceptions about the impact it was having on learning. Top Notch is a six-level communicative course that aims to help adults and young adults build the communication skills and self-confidence needed to navigate social, travel, academic, and business situations in English.

This Research Report presents findings from three research studies we completed between 2016 and 2017 that focused on the implementation of Top Notch with MEL. Studies were completed with three institutions in Colombia, three institutions in Mexico, and two institutions in Peru. We selected the institutions purposefully based on whether they were using the full package and latest version of Top Notch with MEL.

We chose an implementation study design in each case to understand the range of students' and teachers' experiences using Top Notch with MEL and to evaluate their perceptions about the impact of using the product on access and experience, achievement and progression outcomes. The use of digital products is not yet mature in the markets where Top Notch with MEL is used, so the data needed for more rigorous research study designs is not yet available.

The findings included in this report are only a sample of the overall findings. The studies collected and analysed a broad range of evidence, including teacher surveys and interviews, student surveys and MEL performance data. The efficacy statements generated from these studies are based exclusively on student survey data, in accordance with the [Pearson Efficacy Reporting Framework dated April 3 2018](#). The full details of all the findings are in our Technical Reports.

The findings appear alongside details of the research studies, including descriptions of the samples studied, methods of analysis, results, limitations and generalizability, and notes on possible future research.

The report also summarises the context surrounding the findings, including the research that informed the design and development of the product, the history of the product in the market, how educators use the product, and its intended outcomes.

The findings are inseparable from their surrounding context and the design of the study that produced them. To learn more about these elements, follow the links to our Technical Reports in the **Research studies** section.

In the context of these three studies, conducted with institutions in Colombia, Mexico and Peru, Pearson found that (with illustrative examples of specific results):

Learner access and experience

Students report that Top Notch with MEL is accessible and easy to navigate.

91% (1,474 / 1,623) of students in Colombia find it easy to access MyEnglishLab from their computer and 71% (1118 / 1570) of students in Colombia find it easy to access MyEnglishLab from their smartphone.

Positive learning behaviors

Students report that Top Notch with MEL helps increase their confidence, motivation, and enjoyment in learning English.

96% of students (269 / 279) in Peru report that their confidence in learning English has increased since using Top Notch with MEL.

Timeliness of completion (engagement)

Students report that Top Notch with MEL is engaging.

95% (263 / 277) of students in Peru find that Top Notch with MEL significantly helps them engage with learning English.

Standard of achievement or level of competence

The majority of students report that Top Notch with MEL supports their achievement and progression.

84% (482 / 573) of students in Mexico find that Top Notch with MEL significantly helps them prepare for the next level of their English studies.

The complete statements are set out in the boxes titled "Efficacy statements" on pages 14, 15, 16 and 17. These statements have been subject to assurance by PwC, whose report can be found at the end of the Research Report.

Product design and development

Product overview

Top Notch together with Summit is a six-level communicative course for adults and young adults, from true beginners (A1 on The Common European Framework of Reference — CEFR, or 20 on the Global Scale of English — GSE) to advanced-level students (C1 on the CEFR, or 82 on the GSE). Top Notch aims to help students build the communication skills and self-confidence needed to navigate social, travel, academic, and business situations in English. Top Notch is designed to be used in conjunction with online course content, such as that included in MyEnglishLab (MEL) — a platform offering an array of exercises to consolidate learning.

Top Notch with MEL is designed to enhance and improve the following outcomes:

- Confidence in productive (writing and reading) and receptive skills (speaking and listening) in English
- Achievement — in that students pass their course
- Attainment of personal progression goals, such as improved employment prospects, passing a college entrance (or exit) exam, and/or enhanced ability to communicate via social media
- Access — in that students find Top Notch with MEL easy to access and navigate

The full list of the outcomes this product is intended to support, accompanied by a brief description, can be found in the appendix of this report.

Top Notch with MEL also offers resources to support teachers, such as the Teacher's Book and Lesson Planner — a lesson preparation and classroom management tool. Teachers can also utilize online and print placement tests — designed to assist programs in placing students at the appropriate level. ActiveTeach — a front-of-class tool for lesson preparation and classroom management — allows teachers to engage students as a group, with point-of-use audio, video, and interactive activities.

Foundational research underpinning the design

The goal of the course is to enable students to understand, speak, read, and write English accurately, confidently, and fluently. It offers multiple exposures to new language, deliberate and intensive recycling, and numerous opportunities for practice. It prepares students to communicate with a diverse array of English language speakers by including a variety of regional, national, and non-native accents throughout the listening texts and in the video program.

The design of Top Notch with MEL incorporates numerous principles from learning science, with the goal of helping all students achieve the learner outcomes associated with this product. What follows is a summary of some specific learning science research that underpins the design of Top Notch with MEL.

Vocabulary: repetition, context, and imagery

Vocabulary acquisition is a major part of learning a foreign language. Research has demonstrated numerous ways to support foreign language vocabulary learning, including repetition, the use of meaningful context, and visual imagery.

Repeatedly retrieving information from memory is an effective way to strengthen memory for that information (Roediger & Karpicke, 2006). This general principle of memory applies to foreign vocabulary learning, with repeated retrieval of foreign vocabulary improving the ability to recall that vocabulary later (Karpicke & Roediger, 2008). More generally, research shows that frequently encountering vocabulary in reading, writing, speaking, and listening is central to foreign vocabulary acquisition (Hulstijn, 2001). Top Notch with MEL repeatedly presents key vocabulary in many contexts, including vocabulary exercises, reading and listening comprehension activities, and MyEnglishLab's multimedia flashcards. MyEnglishLab is a platform offering an array of exercises to consolidate learning, including Grammar Coach videos, immediate feedback on wrong answers, remedial grammar exercises and interactive practice activities for the course.

While repeated exposure to vocabulary in “de-contextualized” formats (e.g., dictionary or flashcard) supports learning, vocabulary acquisition is enhanced by encountering vocabulary in the context of meaningful sentences and passages (Nagy, 1995). This helps students understand how word meanings vary in subtle ways according to the context of use, resulting in a deeper representation of meaning. Top Notch with MEL presents key vocabulary in meaningful contexts through a variety of reading and listening comprehension activities as well as through vocabulary exercises that present key words in sentence or passage contexts or require students to fill in missing words in those contexts.

Finally, research suggests that vocabulary learning is enhanced through visual imagery, in which students imagine or are presented with pictorial representations of word meanings (Chun, 2011; Oxford & Scarcella, 1994). In alignment with this principle, Top Notch with MEL pairs a selection of key vocabulary items with pictures in vocabulary exercises and MyEnglishLab flashcards.

Implicit and explicit grammar instruction

Much language learning happens implicitly (i.e., without explicit instruction) as students read text or listen to speech. Some researchers suggest that foreign grammar can be acquired entirely implicitly through reading and listening (e.g., Krashen, 1993). Still, there is reason to believe that explicit grammar instruction is helpful, particularly for adult language students. Adults can comprehend abstract grammatical rules that young children cannot, allowing adults to ease initial acquisition of foreign grammar through explicit instruction, while still relying on implicit learning to reach higher levels of grammatical proficiency (Birdsong, 2005). Ultimately, ideal grammar instruction for adult students combines a mix of implicit and explicit instructional practices (Ur, 2011). Top Notch with MEL includes explicit grammar instruction through features such as the Grammar Coach videos and Grammar Booster exercises. It includes opportunities for implicit grammar learning through reading and listening comprehension activities that present a variety of grammatical constructions.

Speech perception: audio-visual speech and multiple speakers

Speech perception skills, in particular the ability to accurately perceive differences between a language's speech sounds (e.g., "b" vs. "v" in English), is foundational to listening ability. Research suggests that speech perception learning is supported by viewing the speaker's mouth movements during training, as opposed to listening to isolated speech audio (Hardison, 2003; Hazan et al., 2006; Hirata & Kelly, 2010). Additionally, there is preliminary evidence suggesting that students' pronunciation abilities might be improved by studying such audio-visual speech (Hazan et al., 2005). Top Notch with MEL's Pronunciation Coach videos provide direct instruction in English pronunciation, while, importantly, providing a clear view of the speaker's mouth movements. Top Notch with MEL also offers a TV Program — a variety of supplemental videos based on popular culture with accompanying worksheets.

In addition, speech perception abilities may be improved when learners are exposed to speech that varies in acoustic properties, such as the same speech produced by several different speakers (Bradlow et al., 1999; Hardison, 2003). As with audio-visual cues, there is some evidence suggesting these benefits might extend to pronunciation ability (Bradlow et al., 1999). Top Notch with MEL's spoken materials are recorded with a variety of different speakers, including some with non-native accents, thereby providing students with acoustic variability that may enhance speech perception abilities. Top Notch with MEL also offers a Classroom Audio Programme to support students' listening ability. The Audio Programme is a set of audio CDs and an online app.

Conversation

Engaging in conversation is an important component of foreign language learning, particularly in the development of speaking skills. Conversation between two students can be particularly effective for learning when it requires them to discuss topics beyond their current comfort levels (Nation, 2011). The Students' Book is a textbook designed to reinforce language skills and encourage students to engage in conversation. The Students' Book provides materials to support such conversations in the form of Conversation Activator exercises, which require pairs of students to engage in conversation around pre-selected topics relevant to the content of the current unit, often with encouragement to utilize new vocabulary or grammatical constructions they have just learned. Other speaking exercises require students to produce a brief monologue on a specified topic (e.g., whether two people of different social status should be on a first-name basis).

Feedback

Learning is enhanced when students are provided with regular feedback on their performance. Research has shown that feedback that explains or otherwise elaborates on the correctness of a response is more effective than feedback that indicates only whether the response was correct or incorrect (Van der Kleij et al., 2015). In MyEnglishLab, the online tutoring software that accompanies Top Notch with MEL, many exercises provide students with meaningful feedback on their mistakes; for example, a student who makes an error in a reading comprehension exercise might be told which part of the passage to pay attention to in order to determine the answer. Some feedback on MyEnglishLab grammar exercises constitutes *corrective feedback*, which targets the correction of grammatical errors. While the efficacy of corrective feedback has been debated in foreign language learning research, there is evidence that it can enhance grammatical skills under certain circumstances (e.g., Bitchener, 2008). Note that while MyEnglishLab provides corrective feedback in some grammar exercises (e.g., a verb conjugation exercise), it does not do so in writing exercises.

History and reach of Top Notch with MEL

The Top Notch with MEL course is currently used by roughly 350,000 users per year. It is primarily used in teacher-led English language courses in Private Language Schools or universities.

The MyEnglishLab platform is used globally, with the largest number of users in Latin America (top users include Mexico, Colombia, Ecuador, and Peru).

Top Notch is currently in its 3rd edition. The first edition was released in 2005, with an updated 2nd edition published in 2012. The 3rd edition was released in 2015, and contains product changes following research with customers and students.

In addition to existing features, the 3rd edition of Top Notch with MEL includes:

- Immediate feedback in MyEnglishLab designed to guide students to the correct answer
- Writing Booster for the Fundamentals level
- Grammar Readiness Self Check in Levels 2-3
- Conversation Activator Videos
- Pronunciation Coach Videos
- Extra Grammar Exercises in interactive and printable form
- Digital Full-Color Vocabulary Flash Cards
- Grammar Coach Video in MyEnglishLab
- Remedial exercises in MyEnglishLab
- New Top Notch with MEL Go audio app

Intended product implementation

We aim to keep Top Notch with MEL flexible enough to allow our customers to make their own choices on how they want to implement it, and to allow instructors to tweak their practice over time to improve the experience and outcomes.

Currently the most popular implementation approach with Top Notch with MEL is the use of the core Students' Book + Workbook for students, and the ActiveTeach (the digital front-of-class tool) tool for teachers.

A significant number of users adopted MyEnglishLab (a platform offering exercises to consolidate learning) for their programs as an alternative to the Workbook. The implementation model with Students' Book + MyEnglishLab aims to deliver the intended outcomes for students by offering them opportunities to practice, and providing immediate wrong-answer feedback and remedial support. As for teachers and programs, it is designed to offer a clear pathway for monitoring student progress and achievement through the gradebook feature, the assignment feature, and the assessments.

Product research

The purpose of the research was to explore implementation of Top Notch with MEL, understand student and teacher experiences using the product and the perceived impact of Top Notch with MEL on access and experience, achievement and progression outcomes. Top Notch with MEL incorporates the learning science principles detailed in **Product design and development** in order to promote intended outcomes related to student achievement and, in the case of authentic materials, student engagement. We hypothesized that, if Top Notch with MEL supports student achievement in learning English, then students should report feeling that Top Notch helps them improve their English language skills (though see comment on the limitations of self-report measures in Limitations and generalisability. Further, if students perceive Top Notch with MEL as supporting their learning of English skills, they may also report increased confidence in those skills. In addition, Top Notch with MEL is designed to engage and motivate students and to be accessible, leading to the hypothesis that students will report finding Top Notch with MEL engaging, motivating, and easy to access.

For this first step of our efficacy journey, we conducted research that aims to understand the implementation of Top Notch with MEL. Pearson aims to keep Top Notch with MEL flexible so that teachers are able to make their own choices on how to implement it. The flexibility in implementation, coupled with the use of Top Notch with MEL being less widespread across countries and institutions, made it imperative, as a first step, to explore institutions' approach to implementing Top Notch with MEL, and teachers' and students' experiences and perceived impact when using the materials.

Findings presented in this report

These findings are only a sample of the overall findings included in the research studies. The studies collected and analysed a broad range of evidence types, including teacher surveys and interviews, student surveys, MEL performance data, student focus groups and classroom observations. The full results from analysing and triangulating findings across discrete evidence sources are summarised in the Technical Reports. However, the efficacy statements generated from these studies are based exclusively on student survey data. This is because our current Reporting Framework for auditing efficacy statements favors data sources that can be easily quantified to formulate statements. It does not easily accommodate qualitative results or insights generated by triangulating findings across mixed data sources that encompass both qualitative and quantitative evidence. In the next version of our Reporting Framework for auditing efficacy statements, we will expand the definition of descriptive statements to encompass statements based on both qualitative and quantitative evidence sources.

Across the three countries and eight institutions, results from the student surveys form the basis for Pearson's public statements about the efficacy of Top Notch with MEL. Overall, students surveyed report that Top Notch with MEL:

- Is accessible and easy to navigate
- Helps increase confidence, motivation and enjoyment in learning English
- Is engaging
- Supports achievement and progression

Existing research

In 2018, Pearson researchers completed a systematic search and review of research articles published since 2012 that assessed the impact of Top Notch with MEL on learner outcomes. Our criteria for the review and inclusion of existing published research on our products were designed based on US Department for Education What Works Clearinghouse guidance. Based on these guidelines, in order for research to be included in this Efficacy Report on Top Notch with MEL it needed to meet a number of criteria, including that the study was published in the past five years, examined at least one intended learner outcome category, and reported results in enough detail that the research could be properly evaluated. For more information on this see the [Pearson Efficacy Reporting Framework dated April 3 2018](#).

In our initial screening, we discovered no studies that were completed in the last five years that explored the impact of Top Notch with MEL on learner outcomes. For the initial screening list see the [Pearson Efficacy Reporting Framework dated April 3 2018](#).

Research studies

There are three new studies, conducted by Pearson, that form the basis of the Efficacy Report for Top Notch with MEL. The research questions and findings are set out in detail below, including the efficacy statements generated by those studies.

All three studies

Research questions	<ul style="list-style-type: none">— What are students' attitudes towards Top Notch with MEL when compared to other instructional experiences?— What are teachers' attitudes towards Top Notch with MEL and its use?— How are courses implemented when using Top Notch with MEL and why do institutions engage with it in the first place?— Why and how do students and teachers use MEL?— What can we learn about teaching and learning from the MEL data?— What is the perceived impact of Top Notch with MEL on students, teachers and institutions?
Related intended outcomes categories	<ul style="list-style-type: none">— Learner access and experience (access)— Timeliness and completion (engagement)— Standard of achievement or level of competence (achievement)— Learner Progression (progression)
Study design	<p>Implementation study</p> <p>The three studies used a case study design and mixed methods to collect their data. Data collection included the use of an array of research instruments, although not all were used across all countries. When an instrument was not implemented this was due to difficulties in obtaining permissions to do so.</p>
Evidence sources	<p>Data collection instruments included:</p> <ul style="list-style-type: none">— <i>Pre-questionnaire</i> — filled in by the language departments' coordinators and used to gather information on the structure of the courses and the related assessment models.— <i>Student survey</i> — to explore student usage of MyEnglishLab and student experiences of using it, as well as their perceptions of impact. The surveys were administered in Spanish and were then translated into English. All close-ended survey questions used a four-point Likert scale that included a number of sub-questions.— <i>Student focus groups</i> — to gain a deeper understanding of student usage and experiences with Top Notch with MEL and its perceived impact. Interviews were semi-structured and lasted 30 minutes. Translators were used where appropriate.— <i>Teacher Survey</i> — to explore teacher usage of MyEnglishLab and their experiences of using it, as well as their perceptions of impact. As with the student survey, all close-ended survey questions used a four-point Likert scale, that included a number of sub-questions.— <i>Staff interviews</i> — to gain a deeper understanding of the implementation practices used, discuss teacher usage and experiences with Top Notch with MEL and its perceived impact. Interviews were semi-structured in nature and lasted 45 minutes to one hour.— <i>Classroom observations</i> — a structured classroom observation schedule was used to understand how Top Notch with MEL materials were implemented in practice.— <i>Student MyEnglishLab data analysis</i> — to gauge student usage, their performance on assignments and the validity of MyEnglishLab data for formative purposes. <p>Table 1, following page, provides a summary of the research instruments used in the different countries, and the total number of data analysed per instrument. When an instrument was not implemented this is indicated with an X.</p>

Table 1

Method	Collection	Peru	Colombia	Mexico	Total data analysed across countries
Pre-questionnaire	Sent in most cases before the visit	✓	✓	✓	8 language department coordinators
Student survey	Administered in native language (Online and print)	✓	✓	✓	2,607 students
Student focus groups	Face to face Conducted in native language, using translators when necessary	✓	✗	✓	45 students
Teacher survey (online and in print)	Administered in native language (online and print)	✓	✓	✓	150 teachers
Staff/ teacher interviews	Face to face Conducted in English	✓	✓	✓	42 students
Classroom observations	On site Fundamentals of Level 1	✓	✓	✗	15 observations
MyEnglishLab student data	Extraction of student data for a maximum of 20 classes per institution Stratified to start with. Random after stratification	✓	✓	✓	236 – 726 (varies based on type of analysis)

Description of sample	<p>Purposeful sampling was used to select a maximum of three institutions, per country, to include in each study. Sampling was at an institutional level, using a number of criteria for selection. The three priorities were that:</p> <ul style="list-style-type: none"> — Institutions were using the latest Top Notch edition (3rd Edition) — Institutions were using the ‘full Top Notch package’ — the Students’ Book, the Teacher’s Book, MyEnglishLab and ActiveTeach. — At least two institutions were using the full package for more than one year. <p>At the time of the research, and after applying the first two criteria, up to five institutions for each country were identified as potential research participants. From those, a total of eight institutions participated in the studies, of which, three were from Colombia, three were from Mexico, and two were from Peru.</p>
Analysis	<p>All close-ended survey questions used a four-point Likert scale that included a number of sub-questions. We analysed responses to those questions by computing frequencies for various response categories (e.g., the percentage of respondents indicating they either “strongly agree” or “agree”). For open-ended data sources (staff interviews and student focus groups), all responses were audio-recorded and transcribed for further analysis. Analysis of this open-ended data relied on coding discrete responses into themes by collaborative construction and refinement, both of deductively and inductively-derived sets of categories.</p> <p>Analysis triangulated all the evidence collected from the different research instruments used.</p>

Study 1

Study citation	Ahtaridou, E., Saville, K. and Lamprianou, J. (2018) <i>Implementation of Top Notch with MyEnglishLab and perceptions of impact: Examining three institutions in Colombia</i> , Pearson Education, Efficacy & Research, English
Research study contributors	Elpida Ahtaridou, Katya Saville, Iasonas Lamprianou, Monica Rodriguez and Monica Celis Aries
Sample description	<p>British College is a private language school with its main site located in the north-west side of Medellín city. Medellín is the second largest city in Colombia with approximately 3.5 million people. British College serves approximately 400 students and specialises in teaching English. The majority of its students are young adults, and adults taking courses after work. Some courses for children are also offered. British College has been using Top Notch with MEL since July 2016, and employed 20 teachers among their staff at the time of the research, of which 11 use Top Notch with MEL in their teaching. Top Notch with MEL is used at all levels, from Fundamentals to Top Notch 3 with MEL. Courses last four months, although students can complete two months and decide to complete the remaining two months at a later stage.</p> <p>Unimeta is a university located in Villavicencio, the capital of Meta Department. Villavicencio is a medium size city two hours from Bogota, the capital city. The Languages Center (Centro de Idiomas) at Unimeta is the area in charge of offering English courses to the university's students and has been using Top Notch with MEL since the second semester of 2016. Courses last four months and students attend for four hours a week (2 x 2 hour sessions), covering four ‘topics’. At the time of the research there were 11 full time teachers using Top Notch with MEL, and four part-time.</p> <p>Centro Colombo Americano (CCA) is a Binational center dedicated to the teaching of English. CCA is located in Colombia's capital, Bogota. It belongs to a network of nine Binational centers around Colombia, and has been using Top Notch since 2006 and MEL since 2012. Across the branches, there are 10,000 students and around 300 employees, including teachers and administrative staff. The majority of its students are between 16 and 25 years old. At the time of the visit, in June 2016, there were 642 students enrolled in Top Notch 2 with MEL and 431 in Top Notch 3. There were 63 teachers using Top Notch. CCA runs monthly courses. Students attend five days a week for about two hours a day, a total of about 35 hours during their one-month course.</p>

Sample size	<p>Coordinator pre-questionnaires: 2</p> <p>Student questionnaires: 1,668 students</p> <p>Teacher questionnaire: 60 teachers</p> <p>Teacher interviews: 11</p> <p>Classroom observations: 11</p> <p>Student MyEnglishLab data: 364 – 548 (varies based on type of analysis)</p>
Results	See Efficacy Statements section.
Efficacy statements	<p>In the context of this study conducted at 3 institutions in Colombia , Pearson is able to make the following descriptive statements about the efficacy of Top Notch with MEL:</p> <p><i>Access — Overall, students report that Top Notch with MEL is accessible and easy to navigate.</i></p> <ul style="list-style-type: none"> — Between 86% (1378/1607) and 97% (1580/1633) of students suggest that the book is relevant to real life, up-to-date, interesting, culturally relevant and at the appropriate level. — 91% (1474/1623) of students find it easy to access MyEnglishLab from their computer or laptop, and 71% (1118/1570) of students find it easy to access MyEnglishLab from their smartphone. — 85% (1385/1625) of students find it easy to navigate the content in MyEnglishLab. — Between 68% (925/1367) and 87% (1339/1542) of students agree that the English.com website and Top Notch Go audio app are easy to access, respectively. <p><i>Positive learning behaviours — Overall, students report that Top Notch with MEL helps increase their confidence, motivation and enjoyment in learning English.</i></p> <ul style="list-style-type: none"> — 86% (1345/1556) of students report that their confidence in learning English has increased since using Top Notch with MEL. — Between 76% (1192/1559) and 87% (1361/1558) of students agree that, since using Top Notch with MEL, their confidence in reading, listening, writing and speaking has increased. — 79% (1214/1540) of students find that Top Notch with MEL significantly helps them improve their motivation to learn English. — 81% (1268/1559) of students find that Top Notch with MEL significantly supports their enjoyment of learning English. <p><i>Engagement — Students report that Top Notch with MyEnglishLab is engaging.</i></p> <ul style="list-style-type: none"> — 83% (1290/1558) of students find that Top Notch with MEL significantly helps them engage with learning English. — 77% (1235/1598) of students find MyEnglishLab engaging. <p><i>Achievement and progression — The majority of students report that Top Notch with MEL supports student achievement and progression.</i></p> <ul style="list-style-type: none"> — 79% (1231/1557) of students find that Top Notch with MEL significantly supports them to improve their English. — Between 77% (1200/1555) and 88% (1364/1553) of students indicate that Top Notch with MEL significantly supports them to improve their skills in grammar, vocabulary, writing, listening, and speaking. — 85% (1313/1549) of students find that Top Notch with MEL helps them prepare for the next level of their English studies. — 84% (1306/1549) of students find that Top Notch with MEL helps them to achieve the goal they set for themselves when they chose to take the course.

Read about this research in more detail in our [Technical Report](#)

Study 2

Study citation	Ahtaridou, E. and Lamprianou, J. (2018) <i>Implementation of Top Notch with MyEnglishLab and perceptions of impact: Examining three institutions in Mexico</i> , Pearson Education, Efficacy & Research, English
Research study contributors	Elpida Ahtaridou, Iasonas Lamprianou and Verónica Valdés Salmerón
Sample description	<p>Institution 1 has operated a Language Centre for over 15 years, and has been using the Top Notch 3rd edition and MEL since January 2016. It serves approximately 4,000 students per year. The most populated courses are at the basic levels.</p> <p>Institution 2 enrolls about 20,000 students a year. In 2016–17, nearly 2,500 students were taught with Top Notch with MEL by over 100 instructors in about 200 classes. Institution 2 has been using Top Notch since the 1st edition, and introduced MEL in 2017. Its students range in age from 15 to 22. The school also has a cadre of students in their 50s.</p> <p>Institution 3 served approximately 22,440 students, with 4,700 students attending English classes between May–August 2017. Its English department has been using Top Notch since 2007, and MEL since 2010. It offers Top Notch with MEL Fundamentals, and Levels 1 and 2.</p>
Sample size	<p>Coordinator pre-questionnaires: 2</p> <p>Student questionnaires: 651 students</p> <p>Teacher questionnaire: 53 teachers</p> <p>Students in focus groups: 24</p> <p>Teacher interviews: 20</p> <p>Student MyEnglishLab data: 236 – 726 (varies based on type of analysis)</p>
Results	See Efficacy Statements section.
Efficacy statements	<p>In the context of this study conducted at 3 institutions in Mexico, Pearson is able to make the following descriptive statements about the efficacy of Top Notch with MEL:</p> <p><i>Access — Overall, students report that Top Notch with MEL is accessible and easy to navigate.</i></p> <ul style="list-style-type: none">— Between 87% (527/609) and 96% (591/615) of students find that Top Notch with MEL is up to date, interesting, relevant to real life, culturally relevant and at the appropriate level.— 81% (476/588) of students find it easy to access MyEnglishLab from their computer, and 66% (382/581) of students find it easy to access MyEnglishLab from their smartphone.— 79% (457/578) of students find it easy to navigate the content in MyEnglishLab.— Between 65% (327/503) and 81% (444/548) of students agree that the English.com website and Top Notch Go audio app are easy to access, respectively. <p><i>Positive learning behaviours — Overall, students report that Top Notch with MEL helps increases in their confidence, motivation and enjoyment in learning English.</i></p> <ul style="list-style-type: none">— 86% (504/589) of students report that their confidence in learning English has increased since using Top Notch with MEL.— Between 81% (478/588) and 89% (525/590) of students report that, since using Top Notch with MEL, their confidence in reading, listening, writing and speaking has increased.— 82% (477/579) of students find that Top Notch with MEL significantly helps improve their motivation to learn English.— 81% (466/578) of students find that Top Notch with MEL significantly supports their enjoyment of learning English.

Efficacy statements

Engagement — Students report that Top Notch with MEL is engaging.

- 84% (488/580) of students find that Top Notch with MEL significantly helps them engage with learning English.
- 92% (466/507) of students find MyEnglishLab engaging.

Achievement and progression — The majority of students report that Top Notch with MEL supports their achievement and progression.

- 73% (425/582) of students find that Top Notch with MEL significantly supports them to improve their English.
- Between 81% (466/578) and 87% (503/581) of students find that Top Notch with MEL significantly supports them to improve their skills in speaking, listening, vocabulary, grammar and writing.
- 84% (482/573) of students find that Top Notch with MEL significantly helps them prepare for the next level of their English studies.
- 86% (493/576) of students find that Top Notch with MEL significantly helps them to achieve the goal they set for themselves when they chose to take the course.

Read about this research in more detail in our [Technical Report](#)

Study 3

Study citation

Ahtaridou, E. Lamprianou, J. and Saville, K. (2018) *Implementation of Top Notch with MyEnglishLab and perceptions of impact: Examining two institutions in Peru*, Pearson Education, Efficacy & Research, English

Research study contributors

Elpida Ahtaridou, Katya Saville, Iasonas Lamprianou and Cecilia Rodríguez Jadrosich

Sample description

ICPNA Chiclayo is an American Binational Center at the north coast of Peru, serving about 4,500 students. It transitioned to the Top Notch 3rd edition in April 2017 and has been using MEL for more than three years. The large majority of its student population is made up of teenagers from local high schools and a relatively small proportion, about 30%, of professionals who wish to improve their English for work. ICPNA Chiclayo offers regular and intense courses lasting five and two months, respectively. Courses run on an 18 day teaching cycle in one month. Typically, regular courses cover three units in Fundamentals and two or three units in the other levels. Intensive courses cover six units in Fundamentals and four or five units in all the other levels.

ICPNA Cusco is an American Binational Center in the southern highlands. It served about 6,000 students and employed 105 teachers at the time of our visit. It switched to the Top Notch 3rd edition in January 2017 and started using MEL at the same time, six months before our visit. ICPNA Cusco offers classes using Top Notch for all ages, including for children as young as nine years old. ICPNA Cusco delivers one month courses running on an 18 day teaching cycle, covering between two or three units in Fundamentals and three or four units in the other levels.

Sample size	<p>Coordinator pre-questionnaires: 4</p> <p>Student questionnaires: 288 students</p> <p>Teacher questionnaire: 37 teachers</p> <p>Students in focus groups: 21</p> <p>Teacher interviews: 11</p> <p>Classroom observations: 4</p> <p>Student MyEnglishLab data: 400 – 500 (varies based on type of analysis)</p>
Results	See ‘Efficacy Statements’ section.
Efficacy statements	<p>In the context of this study conducted at 2 institutions in Peru, Pearson is able to make the following descriptive statements about the efficacy of Top Notch with MEL :</p> <p><i>Access — Overall, students report that Top Notch with MEL is accessible and easy to navigate.</i></p> <ul style="list-style-type: none"> — Between 92% (252/275) and 98% (279/284) of students find that Top Notch with MEL is up to date, interesting, relevant to real life, culturally relevant and at the appropriate level. — 86% (246/285) of students find it easy to access MyEnglishLab from their computer, and 76% (211/279) of students find it easy to access MyEnglishLab from their smartphone. — 87% (245/281) of students find it easy to navigate the content in MyEnglishLab. — Between 69% (182/263) and 87% (241/276) of students agree that the English.com website and Top Notch Go audio app are easy to access, respectively. <p><i>Positive learning behaviours — Overall, students report that Top Notch with MEL helps increase their confidence, motivation and enjoyment in learning English.</i></p> <ul style="list-style-type: none"> — 96% (269/279) of students report that their confidence in learning English has increased since using Top Notch with MEL. — Between 93% (255/273) and 97% (268/277) of students agree that their confidence has increased in reading, writing and listening since using Top Notch with MEL. — 62% (178/285) of students agree that their confidence has increased in speaking. — 94% (261/279) of students find that Top Notch with MEL significantly helps improve their motivation to learn English. — 96% (266/278) of students find that Top Notch with MEL significantly supports their enjoyment of learning English. <p><i>Engagement — Students report that Top Notch with MEL is engaging.</i></p> <ul style="list-style-type: none"> — 95% (263/277) of students find that Top Notch with MEL significantly helps them engage with learning English. — 91% (241/265) of students find MyEnglishLab engaging. <p><i>Achievement and progression — The majority of students report that Top Notch with MEL supports student achievement and progression.</i></p> <ul style="list-style-type: none"> — 89% (247/278) of students find that Top Notch with MEL significantly supports them to improve their English. — Between 93% (259/278) and 95% (263/278) of students indicate that Top Notch with MEL significantly supports them to improve their skills in speaking, listening, vocabulary, grammar and writing. — 96% (262/273) of students report that Top Notch with MEL significantly helps them prepare for the next level of their English studies. — 96% (261/271) of students find that Top Notch with MEL helps them to achieve the goal they set for themselves when they chose to take the course.

Read about this research in more detail in our [Technical Report](#)

Limitations and generalisability

All three studies have the same key limitations (outlined below). More specific limitations are discussed in the corresponding country technical report. Findings are based on a specific sample of students in specific cultural contexts and settings.

- Efficacy statements are based on the student survey. Not all students completed the survey. In Colombia in particular, students' views from the survey mainly represent the views of two of the three institutions that took part in the research. A total of 1,668 students completed the questionnaire, of which 36 were from British College, 818 were from Unimeta and 814 from CCA. Students views from Unimeta and CCA represent the large majority of views of the whole student population taught using Top Notch with MEL in June 2017, at the time of our visit. Out of the approximately 1,000 students at Unimeta, 818 students filled in the questionnaire, a response rate of 82%. Out of the 1,073 students at CCA, 814 filled in the questionnaire, a response rate of 76%. Student views from British College, however, are not necessarily representative of the whole student population studying at the institution in June 2017, representing only 9% of all students. Out of the approximately 400 students, only 36 filled in the questionnaire.
- Findings are based on the triangulation of different evidence sources. The aim is to use the data to find major occurrences and trends across institutions. The findings are used to develop an understanding of the different implementation models, and to support decision making, not provide precise answers (Ewell, 2009; McCormick & McClenney, 2012; Pike, 2013).
- Self-report methods are known to be vulnerable to both unreliability and bias. Self-reported perceptions of impact on achievement and progression do not provide objective evidence of impact. This is more of a limitation for evidencing learner achievement and progression than for learner access and experience, where self-reported perceptions are extremely valuable. More specific limitations are discussed in the corresponding country technical report.

Further considerations

The research studies point to a number of further considerations for Top Notch with MEL. Here are a few of those that have been noted:

- The topics in Top Notch with MEL are generally well received, but further customization (e.g., catering more for younger students and to the local culture) would be welcome.
- The majority of students find MyEnglishLab engaging. However, students suggested that engagement would be maximized if MyEnglishLab's functionality allowed for student-to-student interaction and live streaming.
- Across the three studies, supporting the development of speaking skills appears to be an area that requires further consideration, regarding both the teaching of speaking and of its assessment.

Future research

Future research could repeat the study with different samples of students in a diverse range of cultural contexts and settings to discover if these findings can be generalised to all students using Top Notch with MEL.

Although the majority of students reported that Top Notch with MEL supports student achievement and progression, future research could also seek to incorporate objective external measures of achievement and progression, to compare outcomes for users and non-users, and to control for potentially confounding factors like prior achievement.

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Appendix 1: full list of intended outcomes

Outcomes related to learner access and experience

We have evidence related to this category of intended outcomes. Find it under **Product research**.

Intended outcome 1

Learners have access to learning as intended in product strategy (e.g., based on gender, ethnicity, disability or financing).

Top Notch with MEL functions with standard operating systems and hardware, so that students are able to gain access from their home or lab computer successfully.

Intended outcome 2

Learners have access to learning at appropriate level.

Top Notch with MEL provides teachers with multiple resources, so that they can support students at their individual level of learning.

Intended outcome 3

Learners have a positive learning experience.

Top Notch with MEL helps students achieve their personal goals by encouraging collaborative skills. Students are able to work at their own pace and level, which allows them to have a more positive learning experience.

Intended outcome 4

Learners can access learning anytime, anywhere (digital).

Top Notch with MEL is designed to be accessed remotely and on any device. MyEnglishLab, the Top Notch Go App, online access to the Students' Book, Audio Program, and extra online activities allow students to access learning materials from anywhere, at any time.

Intended outcome 5

Teacher experience and access.

Top Notch is designed to be easy for teachers to use. The clear and consistent structure of Top Notch with MEL's components makes it easy to teach off the page, minimising preparation time.

Outcomes related to timeliness and completion

We have evidence related to this category of intended outcomes. Find it under **Product research**.

Intended outcome 6

Learners complete course/retained to end of course.

All of the resources in Top Notch with MEL are intended to support students to persist to completion. The large number of additional resources provided in the ActiveTeach, such as worksheets and additional lessons, give teachers the means to help students in areas where their competences need bolstering. These features are designed to help students master the material, which in turn motivates them to complete the course.

Intended outcome 7

Learners complete tasks/activities/course on time when MyEnglishLab used.

Teachers are able to monitor student engagement through time spent on MyEnglishLab. These insights can be valuable when a student's engagement is low, as it gives teachers the opportunity to intercede and help students achieve completion. The gradebook allows teachers to see if students are on track with the course requirements and deadlines. Teachers can communicate with students through the Messaging feature within MyEnglishLab, enabling teachers to send reminders, with the aim of encouraging students to complete assignments on time.

Intended outcome 8

Learners exhibit positive behaviours for learning English.

Top Notch with MEL is designed to fully engage students with its relevant content, appealing design, and easy-to-follow lessons, motivating them to practise the language and gain confidence in their skills.

Intended outcome 9

Learner engagement with product.

Top Notch with MEL is designed to keep students motivated and excited about coming to class. The content in the Student's Book is relevant and interesting, and the added appeal of Top Notch with MEL TV and Top Notch with MEL songs make classes fun and enjoyable.

Intended outcome 10

Teacher engagement with product.

Top Notch with MEL is designed to be easy to access and use. Helpful step-by-step notes, available in print or in digital form, embolden newer teachers to teach with confidence, and prompt more experienced teachers with new ideas. In addition, a clear and comprehensive Method's Handbook gives a short course in TESOL methodology. These tools help teachers get the most out of the course and keep classes lively, fresh and interesting.

Outcomes related to standard of achievement or level of competence

We have evidence related to this category of intended outcomes. Find it under **Product research**.

Intended outcome 11

Learners make expected progress (on GSE).

The lessons in Top Notch with MEL deliver immediate, demonstrable results through its goal- and achievement-based pedagogy. Students are clear about what the learning goals are for each lesson, and are led supportively through the lesson to achieve these goals.

Intended outcome 12

Learners achieve qualification/certification where appropriate.

Students who successfully master the learning objectives laid out in the course will be well equipped for the next stage of their learning journey, including most assessments for qualification or certification (provided the particular assessment is designed according to the standards laid out in the CEFR/GSE). Learners are also supported with Test-Taking Skills Boosters that help prepare them for the kinds of questions they will see on typical high-stakes exams.

Intended outcome 13

Increased confidence in productive skills in English: speaking and writing.

Top Notch with MEL increases students' confidence in speaking with its systematic conversation pedagogy. Students are "set up to succeed" in their attempts at speaking and writing, giving them the confidence they need to use their skills in everyday life. For speaking, students go from guided conversations to personalized conversations that embed both targeted and recycled, extended language. For writing, a comprehensive and supportive approach helps students achieve success in level-appropriate written communication.

Intended outcome 14

Increased confidence in receptive skills in English.

Lessons are designed to go beyond just testing comprehension. Instead, students are taught reading and listening skills that give them the confidence and ability to deal with situations in and out of the classroom.

Intended outcome 15

Increased ability of teachers to teach speaking.

When it comes to speaking, Top Notch with MEL is designed to assist both students *and* teachers. The Conversation Activator feature, which appears twice in each unit, goes beyond just telling teachers what the in-class steps are for developing oral communication skills, but actually demonstrates them by use of a video model. Likewise, the Pronunciation Coach videos feature a native speaker presenting material from the Students' Book, acting as a surrogate by modeling standard American English pronunciation.

Outcomes related to learner progression

We have evidence related to this category of intended outcomes. Find it under **Product research**.

Intended outcome 16

Learners achieve their personal goal (e.g., new/ better job, ability to use functional English better, getting on to university course).

In addition to completing their chosen course, Top Notch with MEL aims to help students apply what they have learned to other areas of their life to achieve their personal goals.



Independent limited assurance report to the directors of Pearson plc

The directors of Pearson plc (“Pearson”) engaged us to provide limited assurance over the efficacy statements clearly identified by the box titled ‘Efficacy statements’, including reference to the study design type, in the Pearson Top Notch with MyEnglishLab Efficacy Research Report dated April 3 2018 (“Research Report”).

Our conclusion

Based on the procedures we have performed and the evidence we have obtained, nothing has come to our attention that causes us to believe that the efficacy statements set out in the Pearson Top Notch with MyEnglishLab Research Report have not been prepared and reported, in all material respects, in accordance with the Pearson Efficacy Reporting Framework dated April 3 2018.

This conclusion is to be read in the context of what we say in the remainder of our report.

Efficacy statements

The scope of our work was limited to assurance over the efficacy statements clearly identified by the box titled ‘Efficacy statements’, including reference to the study design type, in the Top Notch with MyEnglishLab Research Report. Our assurance does not extend to other information presented in the Research Report.

Professional standards applied and level of assurance

We performed a limited assurance engagement in accordance with International Standard on Assurance Engagements 3000 (Revised) *Assurance Engagements other than Audits and Reviews of Historical Financial Information*, issued by the International Auditing and Assurance Standards board. A limited assurance engagement is substantially less in scope than a reasonable assurance engagement in relation to both the risk assessment procedures, including an understanding of internal controls, and the procedures performed in response to the assessed risks.

Our independence and quality control

We applied the Institute of Chartered Accountants in England and Wales (ICAEW) Code of Ethics, which includes independence and other requirements founded on fundamental principles of integrity, objectivity, professional competence and due care, confidentiality and professional behaviour.

We apply International Standard on Quality Control (UK) 1 and accordingly maintain a comprehensive system of quality control including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

Our work was carried out by an independent and multi-disciplinary team including educators, statisticians, and experts in reporting and assurance.

Reporting and measurement methodologies

The efficacy statements need to be read and understood together with the Pearson Efficacy Reporting Framework dated April 3 2018 (the “Framework”), available on Pearson’s website at <https://www.pearson.com/efficacy-reporting-framework>. The absence of a fully comprehensive set of generally accepted rules for identifying learner outcomes and defining, assessing and reporting the efficacy of educational products allows for

different, but acceptable, ways of measuring product efficacy and reporting findings as efficacy statements. This could affect comparability between Pearson’s efficacy reporting and that of other organisations.

Work done

We are required to plan and perform our work in order to consider the risk of material misstatement of the efficacy statements. A material misstatement would be an efficacy statement that does not reflect the study design and quality of underlying research or the omission of key information from a relevant study.

In doing so, we:

- made enquiries of relevant Pearson management;
- evaluated the design of the Framework including key structures, systems, processes and controls for managing, generating and reporting the efficacy statements;
- tested all 19 controls across the 8 stages of the Framework;
- confirmed that all management reviews were performed by at least two members of Pearson’s Efficacy & Research team;
- performed substantive testing on a sample basis of the data that underpins the research studies and the resulting efficacy statements, and the controls over the completeness and accuracy of that data (supported by Pearson Internal Audit in those instances where student data was subject to confidentiality restrictions);
- assessed the quality and conclusions of the underlying research studies;
- inspected the statistical analysis to assess whether the efficacy statements are valid, supportable and consistent with the underlying research studies;
- independently re-performed screening of relevant external public research studies and compared to that done by Pearson;
- assessed the efficacy statements and underlying Technical Report(s) for consistency with the Framework; and
- reviewed the product’s efficacy web page, Research Report, and Technical Report(s) for alignment of research studies and efficacy statements.

Pearson responsibilities

The directors of Pearson are responsible for:

- designing, implementing and maintaining internal controls over information relevant to the preparation of efficacy statements that are free from material misstatement, whether due to fraud or error;
- establishing an objective framework for preparing and reporting efficacy statements;
- preparing and reporting efficacy statements in accordance with the Framework; and
- the overall content of the Framework and the Research Report.

Our responsibilities

We are responsible for:

- planning and performing the engagement to obtain limited assurance about whether the efficacy statements are free from material misstatement, whether due to fraud or error;
- forming an independent conclusion, based on the procedures we have performed and the evidence we have obtained; and
- reporting our conclusion to the directors of Pearson.

Inherent limitations

Efficacy research, and the resulting efficacy statements, reflect the implementation and use of a product in a particular context. It would not be appropriate to assume a product would always generate similar outcomes in other contexts and/or in the future.

Intended users and purpose

This report, including our conclusions, has been prepared solely for the board of directors of Pearson in accordance with the agreement between us, to assist the directors in reporting Pearson Top Notch with MyEnglishLab efficacy statements, in accordance with the agreement between us dated 9 August 2017. We permit this report to be disclosed onlineⁱ at <https://www.pearson.com/corporate/efficacy-and-research/efficacy-reports> in respect of the Top Notch with MyEnglishLab Research Report to assist the directors in responding to their governance responsibilities by obtaining an independent assurance report in connection with the efficacy statements. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the board of directors and Pearson for our work or this report except where terms are expressly agreed between us in writing.

PricewaterhouseCoopers LLP

PricewaterhouseCoopers LLP
Chartered Accountants
London
3 April 2018

ⁱ The maintenance and integrity of Pearson's website is the responsibility of the directors; the work carried out by us does not involve consideration of these matters and, accordingly, we accept no responsibility for any changes that may have occurred to the reported efficacy statements or the Framework when presented on Pearson's website.



Pearson