

English Speaking Board (International) Ltd.

Entry Level Award in Developing
Oral Interview Skills (Entry 2)
501/0136/5



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Changes from previous versions	Reason
<p>More detail on qualification content and assessment</p> <p>Learning outcomes and assessment criteria re-worded:</p> <p>AC1.1 Explain what preparations they would make for an interview is now AC1.1 Introduce themselves and the topics in their presentation, AC1.2 Communicate clearly, showing awareness of the audience, and AC1.3 Structure a presentation with a clear introduction, conclusion and 2 or 3 main points.</p> <p>AC2.1 Listen carefully to instructions, AC2.2 Say who they are, AC2.3 Speak as clearly as possible, AC2.4 Ask appropriate questions, AC2.5 Check the answer, and AC2.6 End a conversation appropriately are now</p> <p>AC2.1 Introduce themselves and end the phone call politely and appropriately, AC 2.2 Ask 2 or 3 questions and check the answers, and AC 2.3 Listen carefully, follow instructions and communicate clearly.</p> <p>LO3 Be able to answer interview questions appropriately is now LO3 Interact appropriately in an interview situation.</p> <p>AC3.1 Enter a room and greet an interviewer politely, AC3.2 Answer questions as clearly as possible, AC3.3 Ask for questions to be repeated (if necessary), AC3.4 Make eye contact if possible, AC3.5 Show enthusiasm, AC3.6 End an interview appropriately, AC3.7 Listen actively to others, and AC3.8 Answer questions fully are now</p> <p>AC3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation, and making eye contact where possible, AC3.2 Answer questions clearly, asking for clarification if necessary, and AC3.3 Listen to some detailed information and explain their interest in the job or course they are being interviewed for.</p>	<p>Review of qualification</p>

Introduction

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website www.esbuk.org if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



Introducing Building Confidence in Communication Qualifications

ESB International Building Confidence in Communication products develop the oracy and communication of learners who do not have a qualification at Level 1 or above. These qualifications can be taught to learners over 16 years of age who have special educational needs and disabilities. These learners may have an Education, Health and Care (EHC) plan or receive Special Educational Needs (SEN) support, and be based in either mainstream or specialist centres.

By developing oracy and communication skills, this suite of products can help remove barriers to learning by enabling access to a wide range of curricula, building relationships and a sense of belonging, and developing self-esteem and a positive self-identity. It also encourages autonomy and self-advocacy, and facilitates the fulfilment of potential.

There are a total of 14 qualifications in the Building Confidence in Communication product suite. These qualifications run between Entry 1 and Entry 3, and are regulated by The Office of Qualifications and Examinations Regulation (Ofqual):

- ESB Entry Level Award in Communicating with Art (Entry 1) 600/3618/7
- ESB Entry Level Award in Communicating with Drama (Entry 1) 600/3596/1
- ESB Entry Level Award in Communicating with Music (Entry 1) 600/3620/5
- ESB Entry Level Award in Communicating with Others (Entry 1) 501/0140/7
- ESB Entry Level Award in Developing Independent Communication Skills (Entry 1) 501/0186/9
- ESB Entry Level Award in First Steps in Communicating with Others (Entry 1) 501/0143/2
- ESB Entry Level Award in Independent Communication Skills (Entry 1) 501/0142/0
- ESB Entry Level Award in Oral Communication with Others (Entry 1) 501/0138/9
- ESB Entry Level Award in Introducing Oral Skills for Interviews (Entry 1) 601/8415/2
- ESB Entry Level Award in Developing Oral Interview Skills (Entry 2) 501/0136/5
- ESB Entry Level Award in Oral Communication in the Community (Entry 2) 501/0187/0
- ESB Entry Level Award in Preparing for Performing Within a Team (Entry 2) 600/2968/7
- ESB Entry Level Award in Oral Interview Skills (Entry 3) 501/0188/2
- ESB Entry Level Award in Reading to a Child (Entry 3) 600/8164/8

All the teaching and learning for these qualifications should take place within a classroom environment, which means that the Guided Learning Hours (GLH) equate to the Total Qualification Time (TQT). There are 30 GLH for Entry 1 qualifications, 40 GLH for Entry 2 qualifications, and 50 GLH for Entry 3 qualifications.

All the qualifications listed above are assessed via a 20-minute assessment taken in a group. Learners can receive one of the following grades: Unsuccessful or Pass.

Qualification Progression

ESB International Building Confidence in Communication products run from Entry 1 to Entry 3 and offer progression to learners who wish to develop their oracy and communication skills for independent living and social interaction, self-expression via the arts, and interviews and the workplace. Please see the table below:

Communication for Independent Living and Social Interaction	Communication via the Arts	Communication for Interviews and the Workplace
ESB Entry Level Award in Developing Independent Communication Skills (Entry 1)	ESB Entry Level Award in Communicating with Art (Entry 1)	ESB Entry Level Award in Introducing Oral Skills for Interview (Entry 1)
ESB Entry Level Award in First Steps in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Music (Entry 1)	ESB Entry Level Award in Developing Oral Interview Skills (Entry 2)
ESB Entry Level Award in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Drama (Entry 1)	ESB Entry Level Award in Oral Interview Skills (Entry 3)
ESB Entry Level Award in Independent Communication Skills (Entry 1)	ESB Entry Level Award in Preparing for a Performance within a Team (Entry 2)	
ESB Entry Level Award in Oral Communication with Others (Entry 1)		
ESB Entry Level Award in Oral Communication in the Community (Entry 2)		
ESB Entry Level Award in Reading to a Child (Entry 3)		

ESB Entry Level Award in Developing Oral Interview Skills (Entry 2)

ESB International believes that all learners should have access to courses that prepare them for independence in the real world, and qualifications that reflect their competence in practical aspects of communication. At some point in their lives, almost everybody will be required to attend an interview, either for a place on a course or for a job. This can be extremely daunting, especially for those learners for whom communication is a challenge.

The qualifications in this suite identify the range of oral skills required for successful interviews, and introduce them gradually, building confidence and competence as the learners progress from Entry 1 to Entry 3.

The ESB Entry Level Award in Developing Oral Interview Skills (Entry 2) is designed to promote learners' independence and confidence in the context of work and employment by developing their speaking and listening skills. As part of this qualification, learners will be able to:

- Tell about how they prepare for an interview
- Make a telephone call about an interview
- Interact appropriately in an interview situation
- Show support to their group members.

Qualification Information	
Accreditation Information	Ofqual Number: 501/0136/5 Ofqual Start Date: 1 st September 2010
Qualification Objective	Promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
Assessment Method	This qualification is assessed via an external, oral assessment. It is quality assured by English Speaking Board (International) Ltd.
Prior knowledge, Skills and Understanding	This qualification is standalone. There is no prior learning, other qualification or unit a learner must have completed prior to enrolling on this qualification.
Quality Assurance	To ensure quality assurance throughout the assessment process, ESB International carries out moderation and standardisation activities with its assessment team.
Total Individual Assessment Time	20 minutes
Total Qualification Time (hours)	30
Guided Learning Hours	30
Grading	Learners can achieve one of the following grades: <ul style="list-style-type: none">• Unsuccessful• Pass

Assessment Overview

The assessment takes place in a group of six learners, and is divided into four sections:

1. **Tell about how they prepare for an interview** – Learners give a presentation about how they might prepare for an interview, including self-care, appearance, planning travel, preparing paper-work etc. They can use some visual aids to support the presentation.
2. **Make a telephone call about an interview** – Learners listen carefully to the assessor’s instructions and then make a short phone call to check some details of an upcoming interview (e.g. time, travel arrangements etc.). The tutor will play the part of the workplace staff member.
3. **Interact appropriately in an interview situation** – Learners take part in an interview, demonstrating awareness of the more formal situation in terms of greeting and farewells, and other communicative norms. They will answer some questions, asking for clarification if required, and explain their interest in the job.
4. **Show support to their group members** – Learners show that they can also play their part as members of an audience in presentations, listening to the speakers, showing attention and asking simple questions.

Support for Teachers and Centres

There is a bank of classroom resources to support this qualification at <https://esbuk.org/web/online-resources/building-confidence-in-communication-resources/>. These include lesson plans, audio, video, PowerPoint presentations, games and activities. They are grouped into three categories: everyday interaction, giving a presentation and fine-tuning the message. Each resource suggests ways of isolating and practising individual aspects of interactive situations (e.g. asking and answering questions, demonstrating good listening skills, and expressing emotions). They can be adapted and differentiated for students working at different levels. There are also some tips on inclusive practice in the classroom.

For more information about the qualifications or resources, please email product@esbuk.org.

Learning Outcomes and Assessment Criteria

Learning outcomes set out the knowledge and skills a learner will be able to demonstrate as a result of the learning process. Assessment criteria set out what is required, in terms of actions, to meet a learning outcome.

The ESB Entry Level Award in Developing Oral Interview Skills (Entry 2) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>
1	Tell about how they prepare for an interview.	1.1 Introduce themselves and the topics in their presentation. 1.2 Communicate clearly, showing awareness of the audience. 1.3 Structure a presentation with a clear introduction, conclusion and 2 or 3 main points.
2	Make a telephone call about an interview.	2.1 Introduce themselves and end the phone call politely and appropriately. 2.2 Ask 2 or 3 questions and check the answers. 2.3 Listen carefully, follow instructions and communicate clearly.
3	Interact appropriately in an interview situation.	3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation, and making eye contact where possible. 3.2 Answer questions clearly, asking for clarification if necessary. 3.3 Listen to some detailed information and explain their interest in the job or course they are being interviewed for.
4	Show support to their group members.	4.1 Listen actively to others. 4.2 Answer questions fully. 4.3 Ask relevant open questions. 4.4 Be supportive of others throughout the session.

Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. For further information about our policy in relation to access arrangements, please visit:

<https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>

Development of Speaking and Listening

The content and assessment of this qualification follow the Regulated Qualifications Framework Entry 2 knowledge descriptor, where Entry 2 learners have basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks, and know the steps needed to complete simple activities. ESB Building Confidence in Communication qualifications at Entry 2 identify four stages of development:

1. **Developing:** The learner does not consistently respond to direct questions or indicate comprehension, either verbally or non-verbally.
2. **Emerging:** The learner can indicate that they understand what is said to them and may be able to respond to a limited degree, without elaborating or taking the initiative in communication. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** The learner can show understanding and answer questions more fully, beyond 'yes/no' responses, and can respond to questions and complete familiar and rehearsed tasks and activities, with occasional prompting or support. This corresponds to a Pass.
4. **Consolidated:** The learner can show understanding and consistently answer questions with full and informative responses and respond to questions and complete familiar tasks and activities without prompting. This corresponds to a Good Pass. A Very Good Pass indicates that the learner can answer questions fully, giving additional information and details, complete familiar tasks and activities, and check understanding and ask questions.

Grading Criteria

Each assessment section, e.g. Section 1 - Talk about how they prepare for an interview, contains a set of grading descriptors that are mapped to the learning outcomes and assessment criteria. During an assessment, an ESB International assessor will review a learner's performance in all four sections. For each section and assessment criterion, the assessor will apply the descriptor that most accurately matches the learner's performance. In doing so, the assessor will allocate one of the following grades:

- Unsuccessful
- Pass
- Good Pass
- Very Good Pass

When a learner has finished the assessment, the assessor will complete a report form in which a final grade will be awarded. A learner can achieve a Pass or an Unsuccessful result. If a learner is Unsuccessful in one section, they can still pass if they achieve higher grades across the remaining three sections. If a learner is Unsuccessful in more than one section, they cannot achieve a Pass. Learners who achieve to a high standard can receive a Certificate of Excellence with their Certificate. Learners who have tried hard but do not succeed in passing the assessment can receive a Certificate of Endeavour.

Entry Level Award in Developing Oral Interview Skills (Entry 2) Descriptors

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
1.1 Introduce themselves and the topics in their presentation.	There is little awareness of the task requirements.	The learner shows willingness to communicate, but it is not structured or organised as a presentation.	The learner clearly introduces themselves and says what topics will be covered.	The learner clearly introduces themselves and their presentation, explaining why it is important to them.	The learner clearly introduces themselves and their presentation, explaining why it is important to them and indicating the relevance to the audience.
1.2 Communicate clearly, showing awareness of the audience.			The learner peaks loudly and clearly enough for the audience to hear, making eye contact with them where possible.	The learner checks that they are speaking loudly and clearly enough for the audience to hear, either verbally or by monitoring visually.	Speaks directly to the audience, checking understanding and moderating the volume/pace when necessary.
1.3 Structure a presentation with a clear introduction, conclusion and 2 or 3 main points.			There is a clearly signalled introduction, middle and conclusion.	There is a clearly signposted beginning, two or three separate points in the middle, and a conclusion.	The introduction, main points and conclusion are all clearly signposted.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
2.1 Introduce themselves and end the phone call politely and appropriately.	The learner attempts the task but does not fulfil all of the steps required	The learner speaks on the phone and attempts the tasks, but does not use an appropriate level of formality.	The learner clearly says who they are and why they are calling. They give a polite farewell at the end.	The learner clearly says who they are why they are calling, and checks who they are speaking to. They give a polite farewell at the end.	The learner opens the phone call competently and confidently, making sure that the listener is clear what their intentions are. They give a polite farewell and thanks at the end.
2.2 Ask 2 or 3 questions and check the answers.			The learner asks the required questions and checks they have understood the answers.	The learner asks the required questions, and at the end checks that they have got the all information.	The learner asks the required questions, and then summarizes the information to check it is correct.
2.3 Listen carefully, follow instructions and communicate clearly.			The learner follows most of the instructions, communicates clearly and gives some vocal indication of listening (e.g. "u-huh", "mm").	The learner follows all of the instructions, adjusts their voice to make sure the other person can hear, and gives some indication of listening (e.g. "u-huh", "mm").	The learner follows all of the instructions, adjusts their voice to make sure the other person can hear, and demonstrates they are listening by responding verbally to the other person.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation, and making eye contact where possible.	The learner does not demonstrate suitable communication strategies for an interview situation.	The learner does not answer all the questions or demonstrate accurate listening.	The learner greets the interviewer politely and positively, may make good eye contact and says a polite goodbye at the end.	The learner greets the interviewer politely and positively, may make good eye contact and says a polite goodbye and thank you at the end.	The learner greets the interviewer politely and positively, engages in some polite conversation (e.g. about the weather) and says a formal goodbye and thank you at the end.
3.2 Answer questions clearly, asking for clarification if necessary.			The learner answers the questions clearly but simply.	The learner answers the questions clearly and fully.	The learner answers the questions clearly and fully, making sure they have answered satisfactorily for the interviewer.
3.3 Listen to some detailed information and explain their interest in the job or course they are being interviewed for.			The learner shows they are listening (e.g. by looking attentive or making eye contact) and gives a reason for wanting the job (or place on the course).	The learner shows they are listening (e.g. by smiling and nodding appropriately) and shows some enthusiasm for the job (or place on the course).	The learner shows they are listening (e.g. by engaging appropriately) and shows some enthusiasm for the job (or place on the course) using the information given to support their reason.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
4.1 Listen actively to others.	The learner does not appear to show any interest in the presentation.	The learner recognises that a presentation is being given but does not engage with it.	The learner shows they are listening by nodding or smiling in appropriate places.	The learner shows they are listening by using a range of strategies such as nodding, making facial expressions etc.	The learner shows they are listening by their body language and some verbal responses.
4.2 Answer questions fully.			The learner listens and responds clearly when the speaker asks a question.	The learner listens and responds clearly when the speaker asks a question, and adds extra information.	The learner listens and responds clearly when the speaker asks a question, and checks that the response is clear.
4.3 Ask relevant open questions.			The learner asks a relevant question when prompted and shows engagement with the answer.	The learner asks a question and responds clearly to the answer.	The learner asks a probing question and responds clearly to the answer, e.g. by adding additional information.
4.4 Be supportive of others throughout the session.	The learner does not show any awareness of the needs of others.	The learner does not wait for others to speak or reacts inappropriately to errors or mistakes.	The learner waits for others to take their turns and shows respect for their opinions.	The learner shows patience and respect to others and encourages them to speak.	The learner shows patience and respect to others and occasionally helps them to express their ideas, e.g. by helping them find a word.

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