

# **English Speaking Board (International) Ltd.**

Entry Level Award in Introducing Oral  
Skills for Interviews (Entry 1)  
601/8415/2





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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 Say who they are and what they are going to talk about is now AC1 Introduce themselves and the topic of their presentation.</p> <p>AC1.2 Speak clearly is now AC1.2 Communicate clearly, showing awareness of the audience.</p> <p>AC1.3 Bring their talk to a good ending is now AC1.3 Structure a presentation with a clear opening and ending.</p> <p>AC2.1 Listen carefully, 2.2 Say who they are, 2.3 Speak as clearly as possible, 2.4 Ask the right question, 2.5 Check the answer, 2.6 Be polite, and 2.7 Say “Goodbye” are now AC2.1 Introduce themselves and end the phone call politely and appropriately, AC2.2 Ask questions and check the answers, and AC2.3 Demonstrate awareness of the person they are talking to on the phone, by showing that they are listening and speaking clearly to them.</p> <p>LO3 Be able to answer interview questions appropriately is now LO 3 Interact appropriately in an interview situation.</p> <p>AC3.1 Enter the room and say “Hello” to the interviewer, AC3.2 Answer some simple questions, AC3.3 Try to make some eye contact, AC3.4 Show their interest in the job, and AC3.5 Say “Goodbye” at the end of the interview are now AC3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation, AC3.2 Answer simple questions, asking for clarification if necessary, and AC3.3 Explain their interest in the job or course they are being interviewed for.</p> <p>AC 4.1 Answer simple questions, AC4.2 Listen to others, and AC4.3 Try to ask some simple questions are now AC4.1 Demonstrate that they are listening (by nodding, making eye contact etc.), AC4.2 Answer a simple question put to the group by the speaker, and AC4.3 Ask a simple question about the talk.</p>	Review of qualification

## ***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](http://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 above 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 listed below 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) equates 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. 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 Introducing Oral Skills for Interviews (Entry 1)***

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 Introducing Oral Skills for Interviews (Entry 1) 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 the qualification, learners will be able to:

- Talk about any previous workplace experiences
- Make a phone call about an interview
- Interact appropriately in an interview situation
- Be a supportive a member of the audience in others' presentations.

<b>Qualification Information</b>	
<b>Accreditation Information</b>	Ofqual Number: 601/8415/2 Ofqual Start Date: September 2014
<b>Qualification Objective</b>	Promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
<b>Assessment Method</b>	This qualification is assessed via an external, oral assessment. It is quality assured by English Speaking Board (International) Ltd.
<b>Prior knowledge, Skills and Understanding</b>	This qualification is standalone. There is no prior learning, other qualification or unit a learner must have completed prior to enrolling on this qualification.
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB International carries out moderation and standardisation activities with its assessment team.
<b>Total Individual Assessment Time</b>	20 minutes
<b>Total Qualification Time (hours)</b>	30
<b>Guided Learning Hours</b>	30
<b>Grading</b>	Learners can achieve one of the following grades: <ul style="list-style-type: none"><li>• Unsuccessful</li><li>• Pass</li></ul>

## ***Assessment Overview***

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

1. **Tell about any previous work experience that has taken place.** Learners give a short presentation about any work experience they have had (voluntary or paid). They can use some visual aids to support them.
2. **Make a phone call about an interview.** Learners make a short phone call to check some details of an upcoming interview (e.g. time, travel arrangements, accessibility etc.). The tutor will play the part of the workplace staff member.
3. **Interact appropriately in an interview situation.** Learners take part in a short interview, demonstrating awareness of the more formal situation in terms of greeting and farewells. They will answer some questions and explain their interest in the job.
4. **Show support as a listener.** 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](mailto: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 Introducing Oral Skills for Interviews (Entry 1) 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 any previous work experience that has taken place.	1.1 Introduce themselves and the topic of their presentation. 1.2 Communicate clearly, showing awareness of the audience. 1.3 Structure a presentation with a clear opening and ending.
2	Make a telephone call about an interview.	2.1 Introduce themselves and end the phone call politely and appropriately. 2.2 Ask questions and check the answers. 2.3 Demonstrate awareness of the person they are talking to on the phone, by showing that they are listening and speaking clearly to them.
3	Interact appropriately in an interview situation.	3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation. 3.2 Answer simple questions, asking for clarification if necessary. 3.3 Explain their interest in the job or course they are being interviewed for.
4	Show support as a listener	4.1 Demonstrate that they are listening. 4.2 Answer a simple question put to the group by the speaker. 4.3 Ask a simple question about the talk.

## 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 1 knowledge descriptor, recognising that learners are on a continuum ranging from elementary achievements, to beginning to make use of knowledge and understanding that relate to the subject or immediate environment. ESB Building Confidence in Communication qualifications at Entry 1 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 recognise the nature of the interaction but does not participate appropriately or accurately. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** A learner at this stage indicates that they comprehend what is said to them and can respond appropriately, either verbally or non-verbally, to a limited degree, without elaborating or taking the initiative. This corresponds to a Pass.
4. **Consolidated:** A learner can take turns and initiate some of the communication by asking some simple questions or volunteering ideas or observations. This corresponds to a Good Pass. A Very Good Pass indicates that the learner is more confident and can initiate communication with the assessor and group and move the interaction along.

## ***Grading Criteria***

Each assessment section, e.g. Section 2 – Make a telephone call about 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, an 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 are not successful in passing the assessment can receive a Certificate of Endeavour. .

## ***ESB Entry Level Award in Introducing Oral Skills for Interviews (Entry 1) 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
<b>1.1 Introduce themselves and the topic of their presentation.</b>	There is little evidence of being aware that they are required to present.	The learner shows recognition that it is their turn to present, but they do not give a presentation.	The learner clearly communicates their own name and the title of the presentation.	The learner clearly introduces themselves and their topic.	The learner clearly introduces themselves and their topic, explaining why it is important to them.
<b>1.2 Communicate clearly, showing awareness of the audience.</b>			The learner communicates loudly and clearly enough to be easily understood by a sympathetic listener.	The learner communicates loudly and clearly enough for the audience to hear, and may make eye contact with them.	The learner checks whether they are speaking loudly and clearly enough for the audience to hear and responds accordingly. They use their voice effectively and expressively.
<b>1.3 Structure a presentation with a clear opening and ending.</b>			There is a beginning and an end indicated. Some support may be required.	There is a clearly signalled beginning and end.	There is a clearly signposted beginning, middle, and end.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>2.1 Introduce themselves and end the phone call politely and appropriately.</b>	The learner does not make a phone call.	The learner makes a phone call but does not accomplish the task.	The learner clearly says who they are. They give a polite farewell at the end.	The learner clearly communicates 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.
<b>2.2 Ask questions and check the answers.</b>			The learner asks the required questions and repeats the answers.	The learner asks the required questions and checks that they have understood the answers.	The learner asks the required questions and at the end checks that they have got all the information.
<b>2.3 Demonstrate awareness of the person they are talking to on the phone, by showing that they are listening and speaking clearly to them.</b>			The learner responds clearly when spoken to.	The learner speaks clearly and gives some vocal indication of listening (e.g. “u-huh”, “mm”).	The learner checks that the other person can hear them, adjusts their voice if necessary, and gives some indication of listening (e.g. “u-huh”, “mm”).

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>3.1 Communicate appropriately, using greetings and farewells suitable for a formal situation.</b>	The learner does not demonstrate awareness that they are in an interview situation.	The learner does not answer appropriately or fulfil the requirement of the task.	The learner greets the interviewer politely and communicates a polite goodbye at the end.	The learner greets the interviewer politely and positively, and says a polite goodbye at the end.	The learner greets interviewer politely and positively, and says a polite goodbye and thank you at the end.
<b>3.2 Answer simple questions, asking for clarification if necessary.</b>			The learner answers questions (and gains clarification when needed) using verbal or non-verbal responses. Some support may be needed.	The learner answers the questions clearly but simply, and may ask for clarification using words or phrases, e.g. pardon?	The learner answers the questions clearly and fully and may ask for clarification using a range of language.
<b>3.3 Explain their interest in the job or course they are being interviewed for.</b>			The learner indicates that they would like the job (or place on the course) but does not elaborate why.	The learner gives a reason for wanting the job (or place on the course).	The learner gives a reason for wanting the job (or place on the course) and shows some enthusiasm.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>4.1 Demonstrate that they are listening (by nodding, making eye contact etc.).</b>	The learner does not show any interest in the talk.	The learner recognises that a talk is being given but does not engage with it.	The learner shows they are listening, e.g. by watching the speaker.	The learner demonstrates good listening skills by responding appropriately, both verbally and non-verbally.	The learner demonstrates very good listening skills, responds appropriately and can clarify for others.
<b>4.2 Answer a simple question put to the group by the speaker.</b>			The learner listens and responds (possibly non-verbally) when the speaker asks a question to the audience. Some support may be required.	The learner listens and responds fully when the speaker asks a question to the audience.	The learner listens and responds fully when the speaker asks a question to the audience, and adds extra information.
<b>4.3 Ask a simple question about the talk.</b>			The learner asks a simple question about the talk when prompted.	The learner asks a simple question about the talk and shows engagement with the answer.	The learner asks a simple question about the talk and responds effectively to the answer.



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